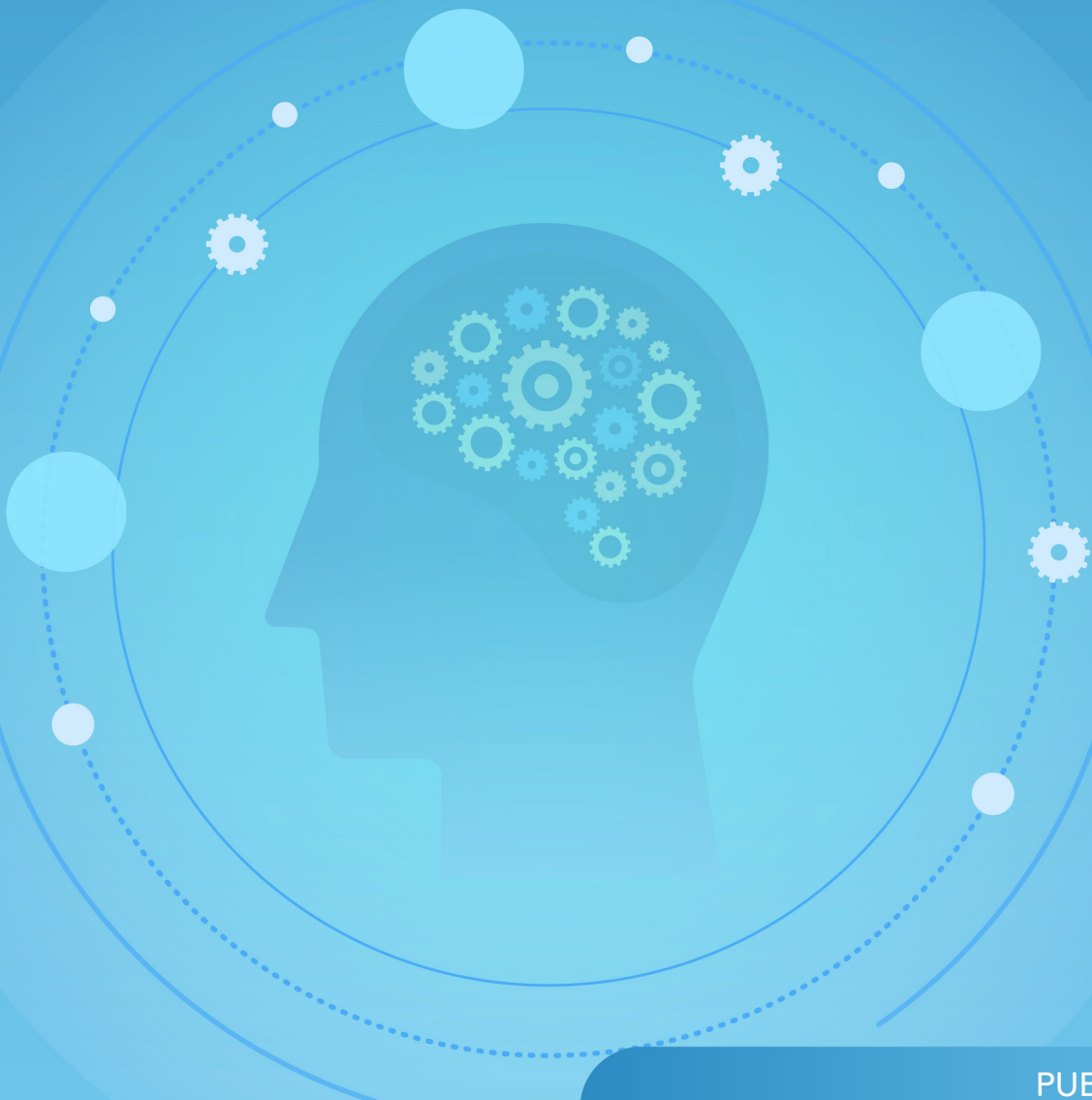




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Discipline Strategies Practiced by the Public Elementary School Teachers in an Island District

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ABSTRACT

Grounded in the need to promote effective classroom management and positive learner behavior, this study determined the discipline strategies practiced by the public elementary school teachers in Almagro District, Schools Division of Samar, during the school year 2025-2026. The study utilized a descriptive-causal comparative-correlational research design and employed a survey questionnaire to gather data from 86 public elementary school teachers through complete enumeration. The data were analyzed using frequency, percentage, mean, standard deviation, Kruskal-Wallis H-test, and Kendall's tau-b correlation. Findings revealed that most teachers are mid-career females who are married, hold a Bachelor's degree and have 11-20 years of teaching experience. They commonly handled multiple subjects and actively participated in professional development activities. Teachers consistently practiced classroom management strategies, with preventive practices being the most frequently used, followed by corrective practices and severe behavior management. Moreover, factors affecting learner behavior were found to be highly evident, particularly school-related and peer factors. No significant differences were found in most discipline strategies when grouped according to teachers' profiles, except for corrective practices, which varied significantly by age. Additionally, most behavioral factors showed no significant differences, although some variations were observed based on educational attainment, length of service, and training. A significant relationship was found between classroom management practices and factors affecting learner behavior. In general, effective classroom management practices play a vital role in managing learner behavior and promoting a positive learning environment. A learning and development plan is proposed to strengthen teachers' classroom management practices and support improved learner outcomes.

INTRODUCTION

Discipline in education is no longer viewed simply as a system of rules and punishments. It is now understood as a process that fosters self-regulation, respect, and a positive learning environment. UNESCO (2024) emphasizes that punitive methods such as suspensions are often ineffective and can be harmful, especially for vulnerable students. This recognition has encouraged schools worldwide to adopt proactive and restorative approaches that teach appropriate behavior, build relationships, and address the causes of misbehavior (OECD, 2019). The goal is to create supportive school cultures where learners can grow both academically and socially. Moreover, evidence shows that when schools adopt restorative and relationship-centered discipline strategies, students report stronger feelings of belonging, experience fewer suspensions, and show improved academic outcomes (Huang *et al.*, 2023). Furthermore, Bailey (2019) noted that embedding self-regulation and emotional-wellness support into school systems creates the conditions for learners to engage more fully in both schooling and their broader communities.

Various contemporary discipline strategies are being implemented in schools worldwide to move beyond disciplinary measures. Positive Behavioral Interventions

and Supports (PBIS) is a widely adopted, evidence-based framework that establishes clear behavioral expectations, teaches appropriate conduct, and provides systematic responses to misbehavior, often through a multi-tiered system of support (Horner & Sugai, 2015). Restorative Justice Practices (RJP) represent another significant shift, focusing on repairing harm caused by misbehavior and fostering reconciliation between affected parties rather than simply imposing punishment. This involves facilitated dialogues and agreements designed to address the needs of victims, offenders, and the wider school community (Van Ness *et al.*, 2022). Furthermore, integrating Social-Emotional Learning (SEL) into the curriculum is a proactive strategy that equips students with skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, thereby preventing many behavioral issues before they arise (Cipriano *et al.*, 2024). Lastly, Culturally Responsive Discipline (CRD) acknowledges and values students' diverse backgrounds, adapting disciplinary practices to be inclusive and respectful of cultural distinctions, which helps prevent misunderstandings and disproportionate disciplinary actions (Bal *et al.*, 2018).

Discipline is primarily guided by Department of Education (DepEd) policies that emphasize maintaining

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order while prohibiting cruel or harmful punishment. In particular, DepEd Order No. 40, s. 2012, also known as the Child Protection Policy, prohibits cruel or harmful punishments and promotes positive discipline (DepEd, 2012). While traditional methods of rule enforcement persist, there is a growing recognition and interest in integrating more positive and rehabilitative approaches within the Philippine educational system (Educo Philippines, 2024). This includes establishing clear rules, using counseling for minor offenses, and a promising adoption of positive discipline strategies, reflecting an alignment with global trends toward more holistic and student-centered discipline (Escobal *et al.*, 2023).

According to Caluza *et al.* (2023), it was found that positive discipline practices were valued for creating warm, respectful classroom environments but encountered challenges due to limited institutional and family support. Moreover, broader research suggests that classroom management approaches emphasizing positive reinforcement, restorative discipline and strong trusting relationships foster equity and improve school connectedness (Emmer & Evertson, 2023). Additionally, Valdebenito *et al.* (2020) emphasized that comprehensive, school-wide approaches to positive discipline combining SEL, restorative practices, and clear behavioral expectations contribute to long-term reductions in school exclusion and improved student engagement. Despite these insights, most studies focus on urban or nationwide trends, leaving little understanding of how teachers in remote or island communities experience and put these positive discipline strategies into practice.

Examining how public elementary school teachers in Almagro District, Schools Division of Samar, manage classroom discipline is important. Learners' behavior is shaped by a variety of factors, including personal traits, family background, peer influences, and school-related conditions. While national policies promote positive discipline, most research has focused on urban settings, leaving a gap in understanding how discipline strategies are practiced in remote island schools. This highlights the need to examine how teachers in geographically isolated areas implement discipline strategies within their unique context. This study seeks to explore the extent to which behavior can be observed and uncover areas where additional support or professional development can help teachers create classrooms that are both orderly and nurturing, fostering positive learning environments for all students.

MATERIALS AND METHODS

Research Design

This study used a descriptive-causal comparative-correlational design. This design described characteristics of a population, examined differences between groups, and explored relationships among variables without manipulating them (Creswell & Creswell, 2018). The causal-comparative component examined differences in discipline strategies and perceived behavior factors across

teacher profile groups, while the correlational component explored the relationships between teachers' discipline strategies and the factors influencing student behavior. This design allowed for a clear understanding of teacher practices, group differences, and variable relationships in a real-world classroom context.

Respondents and Sampling Procedure

The respondents of this study were the public elementary school teachers in the Almagro District under the Schools Division of Samar. The respondents of this study were the public elementary school teachers in the Almagro District under the Schools Division of Calbayog City, Samar. A total of 86 teachers from 15 schools participated. Almagro CES and Lunang I ES had the highest representation with 12 teachers each, comprising 13.95% of the total respondents, while smaller schools like Marasbaras ES, San Isidro ES, and Tonga-tonga ES had 3 teachers each, representing 3.49% of the total. Overall, the total population of 86 teachers accounts for 100% of the teaching staff in the selected schools, providing a complete overview of the district's public elementary school teachers.

Research Instrumentation

The instrument used in this study was a researcher-made survey questionnaire, consisting of three parts. Part I focused on the profile of the respondents, collecting data on age, gender, civil status, highest educational attainment, length of service, subjects taught, and number of trainings attended. This part provided context to help interpret the background of the participating public elementary school teachers. Part II assessed the extent of discipline strategies practiced by the teachers. It was divided into three dimensions: preventive strategies, corrective strategies, and severe behavior management. Each dimension contained six (6) indicators, totaling 18 items. Respondents rated how frequently they used each strategy on a five-point Likert scale: 5—Always, 4—Often, 3—Sometimes, 2—Rarely, and 1—Never. Some indicators in this part were adapted from the study of Mandanao and Baguio (2025). Part III examined the extent of the factors perceived by teachers to affect the behavior of elementary school learners. It included four major domains: personal factor, family factor, peer factor, and school-related factors, with eight indicators in each domain, totaling 32 items. Teachers rated the degree to which each factor influenced learner behavior on a five-point Likert scale: 5—Very evident, 4—Evident, 3—Moderately evident, 2—Slightly evident, and 1—Not evident at all. The questionnaire allowed the researcher to gather quantitative and descriptive data to understand both the common discipline practices of teachers and their perceptions of the behavioral challenges encountered in the classroom.

Validation and Reliability of the Instrument

The researcher-made survey questionnaire was developed based on a thorough review of relevant literature, previous

studies, and the objectives of the present research to ensure that all important variables were appropriately covered. For content validation, the instrument was reviewed by seven (7) selected experts, all of whom were school heads with at least 10 years of experience and were either subject matter experts or possessed substantial knowledge in learner discipline. Their comments and suggestions were incorporated to refine the questionnaire for clarity, relevance, and alignment with the research problems. A pilot test was then conducted with 30 public elementary school teachers from Santo Niño District within the same division, who were not part of the main study. These pilot respondents were selected based on their similarity to the actual participants in terms of teaching level and school context. They were properly oriented and informed that the pilot test was only for trial purposes, and their responses were treated with strict confidentiality. The results of the pilot test were analyzed using Cronbach's alpha to determine the internal consistency of the items. A reliability coefficient of 0.70 or higher was considered acceptable. Based on the pilot findings, the instrument was revised and refined before its final administration. Through this process of expert validation and pilot testing, the researcher ensured that the instrument was both valid and reliable for use in the main study.

Data Analysis

Frequency counts and percentages were used to describe the profile of the respondents in terms of age, gender, civil status, highest educational attainment, length of service, number of subjects taught, and number of trainings attended. These statistical measures provided

a clear summary of the demographic and professional characteristics of the participating public elementary school teachers. The mean and standard deviation were used to determine the extent of discipline strategies practiced by the teachers in terms of preventive strategies, corrective strategies, and severe behavior management. The same statistical measures were also used to determine the level of factors affecting the behavior of elementary school learners in terms of personal, family, peer, and school-related factors. To determine whether there were significant differences in the extent of discipline strategies practiced by the teachers and in the factors affecting learner behavior when respondents were grouped according to their profile variables, the Kruskal-Wallis H-Test was employed. When a significant difference was found, a post hoc pairwise comparison test was conducted to identify which specific groups differed significantly. Finally, Kendall's tau-b correlation coefficient was used to determine the relationship between the discipline strategies practiced by teachers and the factors affecting the behavior of elementary school learners. All statistical analyses were performed with the assistance of a statistician using appropriate statistical software, with the level of significance set at 0.05.

RESULTS AND DISCUSSION

Results

Extent of Discipline Strategies Practiced by the Public Elementary School Teachers

Table 1 presents the mean and standard deviation of the extent of discipline strategies practiced by the public elementary school teachers in terms of preventive strategies, corrective strategies, and severe behavior management.

Table 1: Mean and standard deviation on the extent of discipline strategies practiced by public elementary school teachers (n=86)

Dimensions and its Indicators	Mean	SD	Description
A. Preventive Strategies			
1. I clearly teach classroom rules and expectations.	4.92	0.275	Always
2. I consistently use classroom routines and procedures.	4.81	0.391	Always
3. I praise or reward students for good behavior.	4.83	0.382	Always
4. I keep students engaged in lessons and activities.	4.83	0.382	Always
5. I build positive relationships with my students.	4.81	0.391	Always
6. I arrange my classroom to easily monitor students.	4.85	0.360	Always
Average	4.84	0.307	Always
B. Corrective Strategies			
1. I give immediate verbal feedback for minor misbehavior.	4.55	0.501	Always
2. I use non-verbal cues (e.g., eye contact) to stop misbehavior.	4.48	0.502	Always
3. I use logical consequences for student misbehavior.	4.42	0.496	Always
4. I talk privately with students about their misbehavior.	4.44	0.500	Always
5. I reteach rules when students forget or repeat misbehavior.	4.43	0.498	Always
6. I help students take responsibility for their actions.	4.45	0.501	Always
Average	4.46	0.435	Always
C. Severe Behavior Management			

1. I follow school rules for managing severe behaviors.	4.52	0.502	Always
2. I involve parents when severe behavior is a problem.	4.47	0.502	Always
3. I refer students with severe behaviors to the principal/counselor.	4.44	0.500	Always
4. I work with school staff on behavior plans for difficult students.	4.40	0.492	Always
5. I ensure safety during fights or major disruptions.	4.42	0.496	Always
6. I record severe behavior incidents accurately.	4.42	0.496	Always
Average	4.44	0.434	Always
Overall	4.58	0.392	Always

Legend: 1.00 – 1.79=Never; 1.80 – 2.59=Rarely; 2.60 – 3.39=Sometimes; 3.40 – 4.19=Often; 4.20 – 5.00=Always

Preventive Strategies

Teachers consistently apply preventive strategies in the classroom, as indicated by an overall mean of 4.84 and a standard deviation of 0.307, which falls under “Always.” The highest-rated practice is clearly teaching classroom rules and expectations ($M = 4.92$), while other practices like using routines, praising good behavior, engaging students, building relationships, and arranging the classroom for monitoring are also highly observed.

Corrective Strategies

Corrective strategies are likewise regularly practiced, with an overall mean of 4.46 and a standard deviation of 0.435, also described as “Always.” Teachers most frequently give immediate verbal feedback for minor misbehavior ($M = 4.55$), and consistently use non-verbal cues, logical consequences, private discussions, reteaching rules, and promoting responsibility.

Severe Behavior Management

Strategies for managing severe behavior are consistently implemented, with an overall mean of 4.44 and a standard deviation of 0.434, rated as “Always.” The top-rated indicator is following school rules for managing severe behaviors ($M=4.52$), while involving parents, referring students to authorities, collaborating with staff, ensuring safety, and recording incidents are also regularly practiced.

Extent of the Factors Affecting the Behavior of Elementary School Learners

Table 2 presents the mean and standard deviation of the factors affecting the behavior of elementary school learners in terms of personal, family, peer, and school-related factors.

Personal Factor

The results indicate that personal factors affecting learner behavior are generally evident, with an overall mean of 4.14 and a standard deviation of 0.275. Among the indicators, the most pronounced are difficulty controlling impulses ($M = 4.24$) and low self-esteem or confidence ($M = 4.22$), which are rated as “Very Evident.” Other factors, such as undiagnosed learning difficulties, emotional challenges, attention difficulties, physical health issues, need for adult attention, and desire for independence

or control, are also evident, showing that these personal characteristics consistently influence learners’ behavior in the classroom.

Family Factor

The results reveal that family-related factors are very evident in influencing learner behavior, with an overall mean of 4.41 and a standard deviation of 0.428. The most pronounced factors include lack of parental supervision at home ($M = 4.56$) and inconsistent discipline from parents ($M = 4.47$). Other indicators, such as stress or conflict within the family, limited parental involvement in school, absence of a stable home routine, parents’ negative attitudes toward school, lack of basic needs, and exposure to inappropriate behavior at home, are also rated as very evident. This suggests that family environment plays a significant role in shaping learners’ behavior.

Peer Factor

The results indicate that peer-related factors are very evident in influencing learner behavior, with an overall mean of 4.48 and a standard deviation of 0.396. The most significant factors are negative influence from friends ($M = 4.66$) and pressure to conform to group behaviors ($M = 4.63$). Other indicators, including experiencing bullying, lack of positive peer role models, frequent conflicts, social exclusion, seeking attention from peers, and desire to fit in, are also rated as very evident. This suggests that peers have a strong impact on learners’ behavior in the classroom.

School-Related Factor

The results indicate that school-related factors are very evident in influencing learner behavior, with an overall mean of 4.96 and a standard deviation of 0.151. The highest-rated indicators are inconsistent classroom rules by the teacher ($M = 4.99$) and teacher’s inability to manage misbehavior effectively ($M = 4.99$). Other factors, such as lack of positive teacher-student relationships, unengaging or difficult lessons, perceived unfair treatment, disorganized classroom environment, low teacher expectations, and lack of variety in learning activities, are also rated very evident. This suggests that teacher practices and the classroom environment play a critical role in shaping learner behavior.

Table 2: Mean and standard deviation on the extent of factors affecting the behavior of elementary school learners in terms of personal factors (n=86)

Dimensions and its Indicators	Mean	SD	Description
Personal Factor			
1. Difficulty controlling impulsive behavior	4.24	.432	Very Evident
2. Low self-esteem or confidence.	4.22	.417	Very Evident
3. Undiagnosed learning difficulties.	4.16	.371	Evident
4. Emotional challenges (e.g., anxiety, sadness).	4.14	.349	Evident
5. Attention difficulties (e.g., easily distracted).	4.10	.308	Evident
6. Physical health issues (e.g., hunger, lack of sleep).	4.07	.256	Evident
7. Strong need for adult attention	4.08	.275	Evident
8. Strong desire for independence or control.	4.10	.308	Evident
Average	4.14	.275	Evident
Family Factor			
1. Lack of parental supervision at home.	4.56	.500	Very Evident
2. Inconsistent discipline from parents.	4.47	.502	Very Evident
3. Stress or conflict within the family.	4.40	.492	Very Evident
4. Limited parent involvement in school.	4.41	.494	Very Evident
5. Absence of a stable home routine.	4.41	.494	Very Evident
6. Parents' negative attitudes towards school.	4.36	.483	Very Evident
7. Lack of basic needs (e.g., food, shelter) at home.	4.36	.483	Very Evident
8. Exposure to inappropriate behavior at home.	4.33	.471	Very Evident
Average	4.41	.428	Very Evident
Peer Factors			
1. Negative influence from friends.	4.66	.476	Very Evident
2. Pressure to conform to group behaviors.	4.63	.486	Very Evident
3. Experiencing bullying from classmates.	4.58	.496	Very Evident
4. Lack of positive peer role models.	4.43	.498	Very Evident
5. Frequent conflicts with classmates.	4.42	.496	Very Evident
6. Social exclusion by peers.	4.41	.494	Very Evident
7. Seeking attention from peers.	4.35	.479	Very Evident
8. Desire to fit in with certain peer groups.	4.34	.476	Very Evident
Average	4.48	.396	Very Evident
School-Related Factor			
Inconsistent classroom rules by the teacher.	4.99	.108	Very Evident
Teacher's inability to manage misbehavior effectively.	4.99	.108	Very Evident
Lack of positive teacher-student relationships.	4.98	.152	Very Evident
Unengaging or difficult lessons.	4.97	.185	Very Evident
Perceived unfair treatment by the teacher.	4.97	.185	Very Evident
Disorganized classroom environment.	4.95	.212	Very Evident
Teacher's low expectations for student behavior.	4.94	.235	Very Evident
Lack of variety in learning activities.	4.93	.256	Very Evident
Average	4.96	.151	Very Evident
Overall	4.50	0.192	Very Evident

Legend: 1.00 – 1.79=Not Evident;1.80 – 2.59=Slightly Evident; 2.60 – 3.39=Moderately Evident;3.40 – 4.19=Evident; 4.20 – 5.00=Very Evident

Test of Difference in the Extent of Discipline Strategies Practiced by the Public Elementary School Teachers when Grouped According to their Profile

Tables 3 to 10 show the Kruskal-Wallis H-Test results

and post-hoc analysis of the significant difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their profile

Table 3: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their age (n=86)

Dimensions	Age	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	26-32 yrs. old	11	34.41	3.799	3	.284
	33-48 yrs. old	62	43.92			
	49-58 yrs. old	9	50.50			
	59-62 yrs. old	4	46.25			
Corrective Strategies	26-32 yrs. old	11	40.77	9.722*	3	.021
	33-48 yrs. old	62	40.23			
	49-58 yrs. old	9	66.00			
	59-62 yrs. old (Pre-Retirement)	4	51.00			
Severe Behavior Management	26-32 yrs. old (Early Career)	11	48.32	5.616	3	.132
	33-48 yrs. old (Mid-Career)	62	39.98			
	49-58 yrs. old (Late Career)	9	54.56			
	59-62 yrs. old (Pre-Retirement)	4	59.88			

*Kruskal-Wallis H test: $p\text{-value} < .05$ is significant, otherwise not significant (ns)

Table 3 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced by public elementary school teachers when grouped according to age. The results indicate that there is a significant difference in the practice of corrective strategies among age groups ($H = 9.722$, $p = 0.021$), suggesting that teachers of different ages vary in how

they apply corrective approaches. In contrast, there are no significant differences in the practice of preventive strategies ($H = 3.799$, $p = 0.284$) and severe behavior management ($H = 5.616$, $p = 0.132$) across age groups, indicating that teachers consistently implement these strategies regardless of age.

Table 4 shows the post-hoc analysis for the significant

Table 4: Post-hoc analysis on the significant difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their age (n=86)

Dimensions	Pairwise Comparison	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
Corrective Strategies	33-48 yrs. old (Mid-Career) – 49-58 yrs. old (Late Career)	-25.766	8.503	-3.030	.002	.015
	26-32 yrs. old (Early Career) – 49-58 yrs. old (Late Career)	-25.227	10.714	-2.355	.019	.111

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05

difference in the practice of corrective strategies among teachers of different age groups. The results indicate that mid-career teachers (33–48 years old) differ significantly from late-career teachers (49–58 years old) in their use of corrective strategies (adjusted $p = 0.015$), with mid-career teachers applying these strategies less frequently. The comparison between early-career teachers (26–32 years old) and late-career teachers (49–58 years old) shows a difference in the test statistic, but it is not statistically significant after adjustment (adjusted $p = 0.111$). This suggests that the significant variation in corrective strategies is primarily between mid-career and late-career teachers.

Table 5 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced

by public elementary school teachers when grouped according to gender. The results indicate that there are no significant differences across gender groups in the practice of preventive strategies ($H = 0.797$, $p = 0.671$), corrective strategies ($H = 3.599$, $p = 0.165$), and severe behavior management ($H = 2.265$, $p = 0.322$). This suggests that male, female, and LGBTQIA teachers consistently implement discipline strategies at similar levels regardless of gender.

Table 6 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced by public elementary school teachers when grouped according to civil status. The results indicate that there are no significant differences in the practice of preventive

Table 5: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their gender (n=86)

Dimensions	Gender	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	Male	9	44.28	.797	2	.671
	Female	72	43.92			
	LGBTQIA	5	36.10			
Corrective Strategies	Male	9	47.28	3.599	2	.165
	Female	72	44.37			
	LGBTQIA	5	24.20			
Severe Behavior Management	Male	9	48.33	2.265	2	.322
	Female	72	43.91			
	LGBTQIA	5	28.90			

p-value < .05 is significant, otherwise not significant (ns)

Table 6: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their civil status (n=86)

Dimensions	Civil Status	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	Single	20	35.40	5.172	2	.075
	Married	64	46.25			
	Widow	2	36.50			
Corrective Strategies	Single	20	39.25	1.370	2	.504
	Married	64	44.41			
	Widow	2	57.00			
Severe Behavior Management	Single	20	36.03	2.560	2	.278
	Married	64	45.77			
	Widow	2	45.75			

p-value < .05 is significant, otherwise not significant (ns)

strategies ($H = 5.172$, $p = 0.075$), corrective strategies ($H = 1.370$, $p = 0.504$), and severe behavior management ($H = 2.560$, $p = 0.278$) across civil status groups. This suggests that whether a teacher is single, married, or widowed does not significantly affect the way they implement discipline strategies in the classroom.

Table 7 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced by public elementary school teachers when grouped according to their highest educational attainment. The results indicate that there are no significant differences in the practice of preventive strategies ($H = 0.796$, $p = 0.672$), corrective strategies ($H = 3.531$, $p = 0.171$), and severe behavior management ($H = 3.109$, $p = 0.211$) across teachers with a Bachelor's, Master's, or Doctorate

degree. This suggests that teachers' educational attainment does not significantly influence the extent to which they implement discipline strategies in the classroom.

On the other hand, Table 8 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced by public elementary school teachers when grouped according to their length of service. The results indicate that there are no significant differences in the practice of preventive strategies ($H = 2.717$, $p = 0.437$), corrective strategies ($H = 5.324$, $p = 0.150$), and severe behavior management ($H = 0.564$, $p = 0.905$) across teachers with varying lengths of service. This suggests that the number of years a teacher has served does not significantly affect the extent to which they implement discipline strategies in the classroom.

Table 7: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their highest educational attainment (n=86)

Dimensions	Highest Educational Attainment	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	Bachelor's Degree	53	43.29	.796	2	.672
	Master's Degree	31	44.58			
	Doctorate Degree	2	32.25			

Corrective Strategies	Bachelor's Degree	53	39.94	3.531	2	.171
	Master's Degree	31	48.50			
	Doctorate Degree	2	60.25			
Severe Behavior Management	Bachelor's Degree	53	40.26	3.109	2	.211
	Master's Degree	31	47.90			
	Doctorate Degree	2	61.00			

p-value < .05 is significant, otherwise not significant (ns)

Table 8: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their length of service (n=86)

Dimensions	Length of Service	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	1-3 yrs.	4	33.38	2.717	3	.437
	4-10 yrs.	29	40.72			
	11-20 yrs.	38	46.58			
	21-30 yrs.	15	43.77			
Corrective Strategies	1-3 yrs.	4	29.25	5.324	3	.150
	4-10 yrs.	29	40.36			
	11-20 yrs.	38	42.93			
	21-30 yrs.	15	54.80			
Severe Behavior Management	1-3 yrs.	4	48.25	.564	3	.905
	4-10 yrs.	29	41.98			
	11-20 yrs.	38	42.91			
	21-30 yrs.	15	46.67			

p-value < .05 is significant, otherwise not significant (ns)

Table 9 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced by public elementary school teachers when grouped according to the number of subjects they teach. The results indicate that there are no significant differences in the practice of preventive strategies ($H = 3.786$, $p = 0.286$), corrective strategies ($H = 5.983$, $p = 0.112$), and severe behavior management ($H = 0.358$, $p = 0.949$) across teachers who teach a single subject, 2–3 subjects, 4–5 subjects, or 6–8 subjects. This suggests that the number of subjects a teacher handles does not significantly influence how they implement discipline strategies in the classroom.

Moreover, Table 10 shows the Kruskal-Wallis H-Test results on the difference in the extent of discipline strategies practiced by public elementary school teachers when grouped according to the number of trainings attended. The results indicate that there are no significant differences in the practice of preventive strategies ($H = 0.313$, $p = 0.958$), corrective strategies ($H = 5.557$, $p = 0.135$), and severe behavior management ($H = 1.902$, $p = 0.593$) across teachers with varying levels of training participation. This suggests that the number of professional development trainings attended does not significantly affect the extent to which teachers implement discipline strategies in the classroom.

Table 9: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to their subjects taught (n=86)

Dimensions	Number of Subjects Taught	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	1	4	43.38	3.786	3	.286
	2-3	4	31.50			
	4-5	6	33.17			
	6-8	72	45.03			
Corrective Strategies	1	4	62.75	5.983	3	.112
	2-3	4	60.00			
	4-5	6	32.33			
	6-8	72	42.44			

Severe Behavior Management	1	4	48.38	.358	3	.949
	2-3	4	39.25			
	4-5	6	45.83			
	6-8	72	43.27			

p-value < .05 is significant, otherwise not significant (ns)

Table 10: Kruskal-Wallis H-Test of difference in the extent of discipline strategies practiced by the public elementary school teachers when grouped according to the number of trainings attended (n=86)

Dimensions	Number of Trainings Attended	N	Mean Rank	H-Test	df	p-value
Preventive Strategies	1-5 (Minimal Participation)	15	41.30	.313	3	.958
	6-10 (Regular Participation)	36	44.32			
	11-20 (Active Engagement)	31	43.85			
	21-30 (Extensive Professional Involvement)	4	41.63			
Corrective Strategies	1-5 (Minimal Participation)	15	33.27	5.557	3	.135
	6-10 (Regular Participation)	36	42.42			
	11-20 (Active Engagement)	31	50.34			
	21-30 (Extensive Professional Involvement)	4	38.63			
Severe Behavior Management	1-5 (Minimal Participation)	15	44.23	1.902	3	.593
	6-10 (Regular Participation)	36	39.51			
	11-20 (Active Engagement)	31	47.31			
	21-30 (Extensive Professional Involvement)	4	47.135			

p-value < .05 is significant, otherwise not significant (ns)

Test of Difference in the Factors Affecting the Behavior of Elementary School Learners when Grouped According to Teachers' Profile

Tables 11 to 17 present the test of difference in the factors affecting the behavior of elementary school learners when grouped according to teachers' profile.

Tables 11 presents the test of difference in the factors affecting the behavior of elementary school learners when grouped according to teachers' profile in terms of their age.

The result shows the Kruskal-Wallis H-Test results on

the difference in the extent of the factors affecting the behavior of elementary school learners when grouped according to teacher age. The results indicate that there is a significant difference in the peer factor across age groups ($H = 8.253$, $p = 0.041$), suggesting that teachers of different ages perceive the influence of peers on learner behavior differently. In contrast, there are no significant differences in the personal factor ($H = 3.934$, $p = 0.269$), family factor ($H = 0.843$, $p = 0.839$), and school-related factor ($H = 4.090$, $p = 0.252$), indicating that these factors are perceived similarly across all teacher age groups.

Table 11: Kruskal-Wallis H-Test of difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' age (n=86)

Dimensions	Age	N	Mean Rank	H-Test	df	p-value
Personal Factor	26-32 yrs. old	11	42.59	3.934	3	.269
	33-48 yrs. old	62	42.15			
	49.58 yrs. old	9	56.00			
	59-62 yrs. old	4	38.75			
Family Factor	26-32 yrs. old	11	49.36	.843	3	.839
	33-48 yrs. old	62	42.94			
	49.58 yrs. old	9	40.50			
	59-62 yrs. old	4	42.88			
Peer Factor	26-32 yrs. old	11	49.50	8.253*	3	.041
	33-48 yrs. old	62	45.41			
	49.58 yrs. old	9	37.00			
	59-62 yrs. old	4	12.00			

School-Related Factor	26-32 yrs. old	11	38.05	4.090	3	.252
	33-48 yrs. old	62	44.07			
	49-58 yrs. old	9	40.67			
	59-62 yrs. old	4	45.50			

p-value < .05 is significant, otherwise not significant (ns)

Table 12: Post-hoc analysis on the significant difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' age (n=86)

Dimensions	Pairwise Comparison	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
Peer Factor	59-62 yrs. old (Pre-Retirement) – 33-48 yrs. old (Mid Career)	33.411	12.662	2.639	.008	.050
	59-62 yrs. old (Pre-Retirement) – 26-32 yrs. old (Early Career)	37.500	14.331	2.617	.009	.053

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05

Table 12 shows the post hoc analysis for the significant difference in the peer factor affecting learner behavior among teachers of different age groups. The results indicate that pre-retirement teachers (59-62 years old) differ significantly from mid-career teachers (33-48 years old) in their perception of peer influences on learners, with an adjusted p-value of 0.050. The comparison between pre-retirement teachers and early-career teachers (26–32 years old) shows a difference that is marginally above the significance level after adjustment (adjusted $p = 0.053$). This suggests that older teachers perceive the impact of peers on student behavior differently compared to younger and mid-career teachers.

Table 13 shows the Kruskal-Wallis H-Test results on the difference in factors affecting the behavior of elementary school learners when grouped according to teacher

gender. The results indicate that there are no significant differences across gender groups in the perception of personal factors ($H = 0.83$, $p = 0.913$), family factors ($H = 3.146$, $p = 0.207$), peer factors ($H = 7.755$, $p = 0.153$), and school-related factor ($H = 0.890$, $p = 0.641$). This suggests that male, female, and LGBTQIA teachers perceived the influence of these factors on learner behavior similarly.

Table 14 shows the Kruskal-Wallis H-Test results for differences in the extent of the factors affecting the behavior of elementary school learners based on civil status. The test indicates no significant differences across all dimensions- personal, family, peer, and school-related factors- as all p-values (.256 to .508) are above the .05 threshold. This suggests that civil status does not significantly influence learners' behavior.

Table 13: Kruskal-Wallis H-Test of difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' gender (n=86)

Dimensions	Gender	N	Mean Rank	H-Test	df	p-value
Personal Factor	Male	9	41.11	.183	2	.913
	Female	72	43.65			
	LGBTQIA	5	45.60			
Family Factor	Male	9	46.72	3.146	2	.207
	Female	72	41.89			
	LGBTQIA	5	60.90			
Peer Factor	Male	9	48.83	3.755	2	.153
	Female	72	41.54			
	LGBTQIA	5	62.10			
School-Related Factor	Male	9	40.31	.890	2	.641
	Female	72	43.13			
	LGBTQIA	5	45.50			

p-value < .05 is significant, otherwise not significant (ns)

Table 14: Kruskal-Wallis H-Test of difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' civil status (n=86)

Dimensions	Civil Status	N	Mean Rank	H-Test	df	p-value
Personal Factor	Single	20	38.38	.256	2	.256
	Married	64	45.51			
	Widow	2	30.50			
Family Factor	Single	20	44.93	1.355	2	.508
	Married	64	42.48			
	Widow	2	61.75			
Peer Factor	Single	20	41.88	3.618	2	.164
	Married	64	44.99			
	Widow	2	12.00			
School-Related Factor	Single	20	39.28	3.619	2	.164
	Married	64	44.10			
	Widow	2	45.50			

p-value < .05 is significant, otherwise not significant (ns)

Table 15: Kruskal-Wallis H-Test of difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' highest educational attainment (n=86)

Dimensions	Highest Educational Attainment	N	Mean Rank	H-Test	df	p-value
Personal Factor	Bachelor's Degree	53	42.38	6.836*	2	.033
	Master's Degree	31	43.03			
	Doctorate Degree	2	80.50			
Family Factor	Bachelor's Degree	53	42.01	3.443	2	.179
	Master's Degree	31	47.69			
	Doctorate Degree	2	18.00			
Peer Factor	Bachelor's Degree	53	42.64	.169	2	.919
	Master's Degree	31	44.89			
	Doctorate Degree	2	44.75			
School-Related Factor	Bachelor's Degree	53	43.90	1.404	2	.496
	Master's Degree	31	41.32			
	Doctorate Degree	2	45.50			

p-value < .05 is significant, otherwise not significant (ns)

Table 15 shows the Kruskal-Wallis H-Test results for differences in the extent of the factors affecting the behavior of elementary school learners based on their highest educational attainment. A significant difference is found in the personal factor ($H = 6.836$, $p = .033$), suggesting that learners' personal behaviors vary with the

highest education level of their parents. No significant differences are observed for family, peer, and school-related factors (p -values .179, .919, and .496, respectively), indicating that these aspects of learner behavior are not influenced by parental educational attainment.

Table 16: Post-hoc analysis on the significant difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' highest educational attainment (n=86)

Dimensions	Pairwise Comparison	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
Personal Factor	Bachelor's Degree – Doctorate Degree	-38.123	14.608	-2.610	.009	.027
	Master's Degree – Doctorate Degree	-37.468	14.795	-2.532	.011	.034

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05

Table 16 presents the post hoc analysis for the significant difference in the personal factor of elementary school learners' behavior based on the highest educational attainment. The results indicate that learners whose teachers have a Doctorate Degree differ significantly from those whose teachers have a Bachelor's (Adj. $p = .027$) or Master's Degree (Adj. $p = .034$). This suggests that higher educational attainment, particularly at the doctorate level, is associated with notable differences in learners' personal behavior.

Table 17 shows the Kruskal-Wallis H-Test results for

differences in the extent of the factors affecting the behavior of elementary school learners based on teachers' length of service. A significant difference is found in the school-related factor ($H = 17.989$, $p = .000$), indicating that learners' behavior related to school experiences varies depending on their teacher's length of service. No significant differences are observed for personal, family, and peer factors (p -values .395, .591, and .211, respectively), suggesting these aspects of learner behavior are not influenced by teachers' length of service.

Table 17: Kruskal-Wallis H-Test of difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' length of service ($n=86$)

Dimensions	Length of Service	N	Mean Rank	H-Test	df	p-value
Personal Factor	1-3 yrs.	4	38.75	2.975	3	.395
	4-10 yrs.	29	41.78			
	11-20 yrs.	38	42.13			
	21-30 yrs.	15	51.57			
Family Factor	1-3 yrs.	4	37.63	1.911	3	.591
	4-10 yrs.	29	48.17			
	11-20 yrs.	38	40.61			
	21-30 yrs.	15	43.37			
Peer Factor	1-3 yrs.	4	29.75	4.513	3	.211
	4-10 yrs.	29	47.88			
	11-20 yrs.	38	45.26			
	21-30 yrs.	15	34.23			
School-Related Factor	1-3 yrs.	4	24.50	17.989*	3	.000
	4-10 yrs.	29	40.91			
	11-20 yrs.	38	45.50			
	21-30 yrs.	15	45.50			

p-value < .05 is significant, otherwise not significant (ns)

Table 18: Post-hoc analysis on the significant difference in the extent of factors affecting the behavior of elementary school learners when grouped according to teachers' length of service ($n=86$)

Dimensions	Pairwise Comparison	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
School-Related Factor	1-3 yrs. to 4-10 yrs.	-16.411	5.380	-3.050	.002	.014
	1-3 yrs. to 11-20 yrs.	-21.000	5.291	-3.969	.000	.000
	1-3 yrs. 21-30 yrs.	-21.000	5.664	-3.708	.000	.001

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05

Table 18 presents the post-hoc analysis for the significant difference in the school-related factor of elementary school learners' behavior based on teachers' length of service. The results show that learners taught by Beginning Teachers (1–3 years) differ significantly from those taught by teachers with 4–10 years (Adj. $p = .014$), 11–20 years (Adj. $p = .000$), and 21–30 years (Adj. $p = .001$) of service. This indicates that learners' school-related behaviors are notably influenced when taught by teachers with more experience compared to beginning teachers.

Table 19 shows the Kruskal-Wallis H-Test results for

differences in factors affecting the behavior of elementary school learners based on the subjects taught by their teachers. The results indicate no significant differences across all dimensions- personal, family, peer, and school-related factors- as all p -values (.195 to .424) are above .05. This suggests that the number or range of subjects a teacher handles does not significantly influence learners' behavior.

Table 20 presents the Kruskal-Wallis H-Test results for differences in the extent of the factors affecting the behavior of elementary school learners based on the

Table 19: Kruskal-Wallis H-Test of difference in the extent of the factors affecting the behavior of elementary school learners when grouped according to teachers' subject taught (n=86)

Dimensions	Number of Subjects Taught	N	Mean Rank	H-Test	df	p-value
Personal Factor	1 (Single-Subject Specialist)	4	50.38	2.975	3	.395
	2-3 (Limited Multi-subject Teacher)	4	41.13			
	4-5 (Moderate Multi-Subject Teacher)	6	30.50			
	6-8 (Highly Diversified Teacher)	72	44.33			
Family Factor	1 (Single-Subject Specialist)	4	28.50	1.911	3	.591
	2-3 (Limited Multi-subject Teacher)	4	32.38			
	4-5 (Moderate Multi-Subject Teacher)	6	47.92			
	6-8 (Highly Diversified Teacher)	72	44.58			
Peer Factor	1 (Single-Subject Specialist)	4	24.75	4.513	3	.211
	2-3 (Limited Multi-subject Teacher)	4	29.88			
	4-5 (Moderate Multi-Subject Teacher)	6	36.67			
	6-8 (Highly Diversified Teacher)	72	45.87			
School-Related Factor	1 (Single-Subject Specialist)	4	45.50	17.989*	3	.000
	2-3 (Limited Multi-subject Teacher)	4	35.13			
	4-5 (Moderate Multi-Subject Teacher)	6	45.50			
	6-8 (Highly Diversified Teacher)	72	43.09			

p-value < .05 is significant, otherwise not significant (ns)

number of trainings their teachers attended. A significant difference is found in the school-related factor ($H = 10.671$, $p = .014$), indicating that learners' school-related behaviors vary with teachers' level of professional training participation. No significant differences are observed for personal, family, and peer factors (p -values .414, .218, and .954, respectively), suggesting these aspects of learner behavior are not influenced by the number of trainings attended by teachers.

Table 21 presents the post hoc analysis for the significant difference in the school-related factor of elementary school learners' behavior based on the number of trainings attended by their teachers. The results show that learners taught by teachers with minimal participation (1–5 trainings) differ significantly from those taught by teachers with regular participation (6–10 trainings), indicating that learners' school-related behaviors improve as teachers engage in more professional training.

Table 20: Kruskal-Wallis H-Test of difference in the extent of factors affecting the behavior of elementary school learners when grouped according to the number of trainings attended (n=86)

Dimensions	Number of Trainings Attended	N	Mean Rank	H-Test	df	p-value
Personal Factor	1-5	15	44.83	2.861	3	.414
	6-10	36	39.35			
	11-20	31	47.63			
	21-30	4	43.88			
Family Factor	1-5	15	38.97	4.433	3	.218
	6-10	36	40.74			
	11-20	31	50.34			
	21-30	4	32.38			
Peer Factor	1-5	15	41.47	.334	3	.954
	6-10	36	45.14			
	11-20	31	42.42			
	21-30	4	44.75			
School-Related Factor	1-5	15	37.00	10.671*	3	.014
	6-10	36	45.50			
	11-20	31	44.16			
	21-30	4	34.63			

p-value < .05 is significant, otherwise not significant (ns)

Table 21: Post-hoc analysis on the significant difference in the extent of factors affecting the behavior of elementary school learners when grouped according to the number of trainings attended (n=86)

Dimensions	Pairwise Comparison	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
School-Related Factor	21-30 (Extensive Professional Involvement) – 6-10 (Regular Participation)	10.875	5.312	2.047	.041	.244
	1-5 (Minimal Participation) – 11-20 (active Engagement)	-7.161	3.166	-2.262	.024	.142
	1-5 (Minimal Participation) – 6-10 (Regular Participation)	-8.500	3.106	-2.736	.006	.037

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05

Differences involving teachers with active (11–20 trainings) or extensive participation (21–30 trainings) were not statistically significant after adjustment, suggesting that moderate levels of training have the clearest impact on learners' school-related behavior.

Test of Relationship Between the Discipline Strategies and Factors Affecting the Behavior of Elementary School Learners

Table 22 presents the test of test of relationship between the discipline strategies and factors affecting the behavior of elementary school learners.

The results disclosed Kendall's tau_b correlation between discipline strategies and factors affecting the behavior of elementary school learners. Results indicate a significant positive relationship between personal factors and severe behavior management ($\tau = .201$, $p = .030$), suggesting that learners' personal characteristics are associated with how often severe strategies are applied. A significant negative relationship is observed between family factors and both preventive and corrective strategies ($\tau = -.219$, $p = .014$), indicating that stronger family influences are associated with less reliance on these strategies. No significant correlations are observed for peer and school-

Table 22: Kendall's tau_b test of relationship between discipline strategies and the extent of the factors affecting the behavior of elementary school learners (n=86)

Factors Affecting Behavior	Kendall's tau_b	Discipline Strategies		
		Preventive Strategies	Corrective Strategies	Severe Behavior Management
Personal Factor	Correlation Coefficient	.145	.145	.201*
	p-value	.118	.118	.030
Family Factor	Correlation Coefficient	-.219*	-.219*	.031
	p-value	.014	.014	.731
Peer Factor	Correlation Coefficient	-.142	-.142	-.072
	p-value	.101	.101	.408
School-Related Factors	Correlation Coefficient	.005	.005	-.065
	p-value	.961	.961	.506

**Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed)

related factors, implying that these factors do not have a clear relationship with the discipline strategies used.

Discussion

Extent of Discipline Strategies Practiced by the Public Elementary School Teachers

The findings showed that public elementary school teachers consistently applied preventive, corrective, and intensive discipline strategies, with preventive approaches receiving the strongest emphasis. Clear classroom rules, structured routines, and active engagement were the most prominent practices, underscoring teachers' commitment to fostering organized and supportive learning environments. Positive teacher–student

relationships further highlighted the importance of respect and trust in reducing misbehavior, while the use of praise and rewards demonstrated the effectiveness of reinforcement in sustaining desirable conduct. Corrective strategies, such as immediate verbal feedback and private discussions, reflected teachers' preference for constructive interventions that guided students toward accountability and improvement. Severe behavior management practices, including adherence to school policies, collaboration with administrators, and parent involvement, illustrated teachers' reliance on structured, institutional responses to complex behavioral challenges. Taken together, these findings implied that teachers employed a balanced approach to discipline by integrating

proactive, supportive, and systematic strategies, aligning with contemporary frameworks that emphasize proactive discipline, supportive interventions, and collaborative efforts in managing student behavior.

These results corroborated prior scholarship emphasizing the importance of preventive discipline and relational strategies in sustaining classroom order. The consistent application of clear rules and routines affirmed Aprilia *et al.* (2025) assertion that structure enhanced predictability and minimized disruptions, while Purba's (2024) findings on teacher–student relationships were reinforced by the observed emphasis on respect and trust. Similarly, the reliance on verbal feedback and non-verbal cues resonated with Düzey and Çağanağa's (2017) evidence that subtle corrective measures effectively redirected behavior without derailing instruction. The practice of private conversations and accountability aligned with Ismajlaj and Abazi's (2023) perspective that discipline fostered reflection and growth, while Asmira *et al.* (2023) supported the view that corrective strategies prioritized learning over punishment. Severe behavior management practices echoed the recommendations of the What Works Clearinghouse (2018) and Walker *et al.* (2021), validating the necessity of coordinated interventions and multi-tiered supports. By consistently integrating preventive, corrective, and intensive strategies, teachers' practices substantiated existing literature and demonstrated a comprehensive, collaborative approach to behavior management that advanced both student well-being and instructional effectiveness.

Factors Affecting the Behavior of Elementary School Learners

The results revealed that elementary school learners' behavior was shaped by personal, family, peer, and school-related factors, with school influences emerging as the most dominant. While personal characteristics such as impulse control and self-esteem played a meaningful role, external conditions, including classroom climate, peer interactions, and family environment, exerted a stronger influence on behavioral outcomes. These findings implied that learners' conduct was not determined solely by individual traits but was significantly shaped by their social and educational contexts. The prominence of school-related factors underscored the central role of teacher practices, classroom management, and institutional support in promoting positive behavior. At the same time, the influence of peers and family highlighted the importance of collaboration among educators, parents, and communities. Taken together, the findings suggested that improving learner behavior required a holistic approach that integrated structured classroom environments, supportive relationships, and consistent reinforcement across home and school settings.

These findings were corroborated by prior research emphasizing the multifaceted nature of student behavior (Asieduwaa & Konadu, 2025). The NSW Department of Education (2025) and Bustamante *et al.* (2024) affirmed

that children's intrinsic characteristics, particularly emotional regulation and self-control, were critical in shaping classroom conduct, while NEA (2024) and Bektiningsih *et al.* (2023) highlighted the impact of mental health and undiagnosed learning difficulties on engagement and discipline. Family influences, such as parental supervision and emotional climate, aligned with the conclusions of Arciaga and Rellin (2022), Amerol and Basmayor (2025), and Kolawole (2024), who emphasized the role of parental involvement and stable routines in fostering discipline (Malabarbas *et al.*, 2022). Peer-related findings were consistent with those of Galecia *et al.* (2022), Nicolay *et al.* (2025), and García-Bacete *et al.* (2018), who demonstrated that peer acceptance, bullying, and role modeling significantly affected social behavior. Finally, the strong influence of school-related factors was consistent with Pamaos (2022), Delos Santos (2025), Nainggolan (2024), and Nacario and Ramos (2024), who underscored the importance of teacher practices, engaging lessons, and fair disciplinary policies in sustaining order. Collectively, these corroborations validated the present study's conclusion that learner behavior was shaped by a dynamic interplay of internal dispositions and external environments, requiring coordinated interventions across multiple domains (Hyder & Anbar, 2025).

Test of Difference in the Extent of Discipline Strategies Practiced by the Public Elementary School Teachers when Grouped According to their Profile

The findings revealed that public elementary school teachers generally implemented discipline strategies at similar levels across most profile variables, with age as the only factor influencing practice in a specific area. Preventive and intensive strategies were consistently applied regardless of demographic characteristics, suggesting that teachers shared common approaches shaped by professional standards, training, and school policies. However, corrective strategies varied slightly by age, with late-career teachers demonstrating greater confidence and frequency in addressing minor misbehavior compared to mid-career teachers. This implied that professional maturity and accumulated experience contributed to more effective handling of day-to-day classroom concerns. Overall, the results indicated that discipline practices were largely uniform across groups, reflecting a collective commitment to maintaining order and fostering positive student behavior, while also highlighting the subtle role of experience in shaping corrective approaches.

These findings align with prior research emphasizing the profound influence of teaching experience on classroom dynamics, as Lopes *et al.* (2018) and Al-Balushi (2020) observed that seasoned educators develop more sophisticated strategies for addressing misbehavior, while Al-Zoubi *et al.* (2021) confirmed that cumulative years in the classroom directly shape how discipline practices are applied. Interestingly, the statistical consistency of these strategies across gender, civil status, educational

attainment, length of service, subject taught, and training participation suggests that classroom management is fundamentally guided by pedagogical competence and institutional frameworks rather than personal demographics. This systemic approach is well-supported in the literature: Cook *et al.* (2018) highlighted the importance of proactive discipline in improving student conduct, while Korpershoek *et al.* (2016) demonstrated that clear rules and strong teacher–student relationships are powerful predictors of student engagement. Furthermore, sustaining these positive environments relies heavily on the educator’s internal framework, with Poulou (2018) emphasizing the role of emotional regulation and self-efficacy, and Ergin (2021) underscoring how personal and professional characteristics continually interact to shape management styles. Collectively, these insights validate the conclusion that while age and experience may subtly refine corrective practices, teachers’ primary discipline strategies remain broadly uniform, reflecting shared professional standards and a unified commitment to effective classroom management.

Test of Difference in the Factors Affecting the Behavior of Elementary School Learners when Grouped According to their Profile

The results of the statistical analyses revealed that most teacher profile variables did not significantly influence perceptions of the factors affecting learner behavior, with notable differences observed only in relation to age, highest educational attainment, length of service, and number of trainings attended. Age differences were evident in perceptions of peer influence, suggesting that late-career teachers may have developed deeper insights into how peer relationships shape behavior through accumulated classroom experience. Educational attainment influenced perceptions of personal factors, with doctorate holders demonstrating more advanced understanding of student development and psychological influences. Length of service shaped perceptions of school-related factors, as more experienced teachers tended to establish clearer routines and stronger teacher–student relationships. Finally, training participation influenced perceptions of school-related influences, indicating that professional development enhanced teachers’ awareness of the role of the school environment in shaping behavior. These findings implied that while demographic characteristics such as gender, civil status, and teaching load did not alter perceptions, experience, education, and training contributed meaningfully to how teachers interpreted and responded to learner behavior, underscoring the importance of continuous professional growth.

These findings were corroborated by prior research that emphasized the role of experience and professional preparation in shaping classroom management. Timtim (2022) and Resojento *et al.* (2023) confirmed that teacher age and experience influenced how educators interpreted peer dynamics and applied discipline strategies. The impact of educational attainment on perceptions of personal

factors aligned with Resojento *et al.* (2023), who noted that teachers with higher academic preparation demonstrated stronger competencies in analyzing student behavior. The influence of length of service on school-related factors was consistent with Gabriz and Mackie (2023), who highlighted that years of teaching experience enhanced teachers’ ability to maintain structured and supportive environments. Similarly, Sacote and Tantiado (2025) emphasized that frequent participation in professional development improved classroom management and behavior practices, supporting the observed differences in training participation. The consistency of perceptions across gender, civil status, and subject load aligned with Oplas (2024), who argued that professional competence and pedagogical preparation standardized teachers’ approaches to classroom management. Collectively, these corroborations validated the conclusion that while most demographic variables did not significantly alter perceptions, experience, education, and training played critical roles in shaping teachers’ understanding of learner behavior and their application of discipline strategies.

Test of Relationship Between the Discipline Strategies and Factors Affecting the Behavior of Elementary School Learners

The results of the Kendall’s tau_b test revealed that only a few statistically significant relationships existed between discipline strategies and the factors affecting learner behavior, while most associations were weak or non-significant. Personal factors showed a positive relationship with more intensive behavior management strategies, suggesting that teachers tended to apply stricter interventions when learners exhibited challenges rooted in emotions, attitudes, or individual tendencies. In contrast, preventive and corrective strategies were applied consistently regardless of personal conditions. Family factors demonstrated a negative relationship with preventive and corrective strategies, indicating that classroom-based interventions were less effective when behavior was strongly influenced by unstable home environments or limited parental support. Peer and school-related factors did not show significant associations, implying that teachers’ choice of discipline strategies was not directly determined by these influences. Overall, the findings suggested that learner behavior was shaped by complex interactions of multiple conditions, and discipline strategies alone could not fully account for behavioral outcomes, highlighting the need for comprehensive approaches that integrate personal, family, peer, and school contexts.

These findings align with prior research emphasizing the intricate interplay between discipline practices and learner behavior. Specifically, Millanes and Alcopra (2025) found that teachers’ professional profiles directly influence their use of preventive and positive discipline approaches to reduce misbehavior, while Jayme and Tantiado (2025) reported that structured classroom management yields significant improvements in student conduct when

reinforced by teacher training. This focus on professional development is supported by Cardines (2024), who highlighted how cumulative teaching experience and targeted training shape effective discipline practices. However, classroom dynamics do not exist in a vacuum; Calingin and Ferenal (2025) emphasized that student behavior is driven by the combined effects of home, peer, and teacher influences. This critical connection to external environments is further illustrated by the significant relationship between family factors and school discipline strategies (Cebelleros & Buenaventura, 2024), mirroring the work of Mandanao and Baguio (2025), who identified positive links between discipline practices and students' social-emotional outcomes. Additionally, Granada and Oco (2024) established that these classroom management approaches remain closely tied to core teaching competencies. Collectively, these insights validate the conclusion that while targeted discipline strategies are deeply associated with specific behavioral outcomes, learner behavior is ultimately shaped by a dynamic ecosystem of overlapping influences, necessitating holistic and collaborative interventions.

CONCLUSION

This study provided critical insights into the dynamic ecosystem of classroom management and learner behavior within public elementary education, revealing that while institutional frameworks drove pedagogical consistency, localized behavioral challenges required holistic, ecological interventions. The data painted a portrait of a resilient, professionalized teaching force that firmly anchored its practice in proactive, student-centered pedagogy by prioritizing preventive strategies over reactive, severe behavior management. Crucially, the striking statistical uniformity in preventive and severe disciplinary approaches across diverse teacher profiles demonstrated that collective pedagogical competence and shared professional standards transcended individual demographic variables. However, the evolutionary nature of discipline was evident in significant variations in corrective strategies across teacher age groups, highlighting distinct approaches at different career stages. Most importantly, the relational pathways uncovered exposed the structural boundaries of traditional classroom management: the positive correlation between severe discipline and intense personal factors revealed a systemic tendency to escalate interventions when student behaviors became deeply individualized, while the negative relationship between family factors and standard strategies suggested that complex domestic influences often confounded conventional classroom frameworks. Ultimately, this research concluded that while educators possessed a robust, uniform toolkit of proactive strategies, mitigating behavioral challenges could not occur in a vacuum; optimizing the contemporary learning environment demanded a shift away from isolated, teacher-centric management toward collaborative, multi-environmental interventions that aligned the

school, home, and community. Thus, the researchers recommend that school administrators, teachers, and schools strengthen discipline strategies by establishing clear guidelines, mentoring new teachers, enhancing professional development, and fostering parent-teacher collaboration to address behavioral, emotional, and family-related factors. Collectively, these measures aim to promote positive learner behavior through preventive and corrective approaches supported both in school and at home.

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