

STUDENTS' DISCIPLINE – SPECIFIC PERCEPTIONS OF LEARNING PRACTICES IN INOBONGAN INTEGRATED SCHOOL

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ABSTRACT : This study investigated the discipline-specific perceptions of learning practices among Grade 1 to Grade 10 students at Inobongan Integrated School, District of San Sebastian, Division of Samar, during the School Year 2022-2023. The research determined the demographic profiles of student-respondents—including age, sex, grade level, nutritional status, parental education and occupation, family income, and attitudes toward self-discipline—and examined their discipline-specific learning practices in terms of mastery of core concepts, use of discipline-specific strategies, engagement in authentic disciplinary tasks, and assessment and reflection aligned with disciplinary standards. The study also analyzed the academic performance of the students and explored the relationships between discipline-specific learning practices, student profiles, and academic performance. Data were collected through surveys and documentary analysis of school records. The findings revealed significant relationships between certain student-related variables, discipline-specific learning practices, and academic performance. Based on these results, an intervention program was proposed to enhance students' discipline-specific learning practices and academic achievement. The study provided valuable insights for learners, teachers, parents, school administrators, and policymakers to develop targeted interventions and improve educational strategies.

KEYWORDS : *Discipline-Specific Learning Practices, Self-Discipline, Academic Performance, Student Perceptions, Educational Intervention*

I. INTRODUCTION

Learning is a complex process influenced not only by curriculum and instructional strategies but also by students' attitudes, beliefs, motivation, and self-discipline. Among these factors, self-discipline plays a critical role in enabling learners to regulate their behavior, manage distractions, and remain committed to achieving academic goals. Students who demonstrate strong self-discipline are more likely to participate actively in classroom activities, employ effective learning strategies, and achieve higher levels of academic performance [9][10]. Consequently, understanding how students perceive discipline within their learning environment is essential for creating classrooms that promote academic success, personal responsibility, and positive behavioral development.

Students enter secondary school with prior educational experiences that shape their beliefs about learning, classroom expectations, and appropriate behavior. These beliefs influence how they engage with instructional practices, interact with teachers and peers, and respond to classroom rules. Research suggests that students' perceptions of their learning environments significantly affect their motivation, engagement, and use of learning strategies, ultimately influencing their academic outcomes [4][9]. Moreover, Self-Determination Theory explains that learners who experience autonomy, competence, and supportive learning environments are more likely to develop intrinsic motivation, self-regulation, and self-discipline, resulting in greater engagement and persistence in learning [7]. Thus, students who perceive discipline as supportive rather than punitive are more likely to take responsibility for their learning and demonstrate positive academic behaviors [10].

The relationship between discipline and learning is further supported by constructivist learning theory, which emphasizes that meaningful learning occurs when students actively construct knowledge through interaction, collaboration, reflection, and authentic learning experiences [1][8]. Effective classroom discipline extends beyond maintaining order; it establishes a learning environment where students feel safe, respected, and motivated to participate. Positive disciplinary practices foster mutual respect, learner engagement, and self-regulation, thereby promoting deeper learning and improved academic performance [2][5]. Conversely,

inconsistent or ineffective disciplinary practices may reduce student motivation, limit classroom participation, and hinder meaningful learning experiences.

The importance of promoting discipline in schools is likewise emphasized in Philippine educational policies. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) underscores the holistic development of learners by promoting values formation, responsible citizenship, and lifelong learning [6]. Complementing this mandate, Department of Education (DepEd) Order No. 55, s. 2022 advocates the implementation of positive discipline approaches that encourage respectful relationships, learner responsibility, and supportive school environments instead of punitive disciplinary measures [3]. These national policies recognize that positive discipline contributes significantly to students' academic achievement as well as their social and emotional development.

Despite these policy initiatives, discipline-related concerns continue to affect many Philippine schools. At Inobongan Integrated School in the District of San Sebastian, Schools Division of Samar, school records have documented recurring issues such as tardiness, classroom disruptions, absenteeism, and non-compliance with school rules. These behaviors interfere with classroom instruction, reduce students' engagement in learning, and negatively affect the overall school climate. Such observations suggest that students possess varying perceptions of discipline and learning practices, highlighting the need to better understand how these perceptions influence their educational experiences.

Although previous studies have examined classroom management, self-regulated learning, student engagement, and disciplinary practices, relatively few have investigated students' discipline-specific perceptions of learning practices, particularly in public secondary schools within rural Philippine contexts. Understanding these perceptions is essential for designing evidence-based interventions that strengthen positive discipline, enhance learner engagement, and improve academic outcomes. Hence, this study was conducted to examine the discipline-specific perceptions of learning practices among students of Inobongan Integrated School. The findings are expected to provide empirical evidence that will assist school administrators, teachers, and policymakers in developing learner-centered disciplinary practices and creating more supportive, engaging, and effective learning environments.

II. RESEARCH QUESTIONS

This research aimed to study the students' discipline-specific perceptions of learning practices in Inobongan Integrated School. Specifically, this study sought answers to the following research questions:

1. What is the demographic profile of the student-respondents in terms of:
 - 1.1 age and sex;
 - 1.2 grade level;
 - 1.3 nutritional status;
 - 1.4 parents' highest educational attainment;
 - 1.5 parents' occupation;
 - 1.6 gross monthly family income; and
 - 1.7 attitude toward self-discipline?
2. What is the discipline-specific learning practices of the student-respondents in terms of the following:
 - 2.1 mastery of core concepts and skills;
 - 2.2 use of discipline-specific strategies;
 - 2.3 engagement in authentic disciplinary tasks; and
 - 2.4 assessment and reflection aligned with disciplinary standards?
3. Is there a significant relationship between discipline-specific learning practices of the student-respondents and their profile variates?
4. What is the academic performance of the student-respondents based on the mean grade during the first and second quarters?
5. Is there a significant relationship between the academic performance of the student-respondents and the following:
 - 5.1 student-related variates; and
 - 5.2 discipline-specific learning practices?
6. What intervention program may be evolved from the findings of this study?

III. CONCEPTUAL FRAMEWORK

Figure 1 provided the readers an overview of this study. It gave them a clear picture about the research environment, and the variables involved in terms of determining the discipline-specific learning practices of the student-respondents.

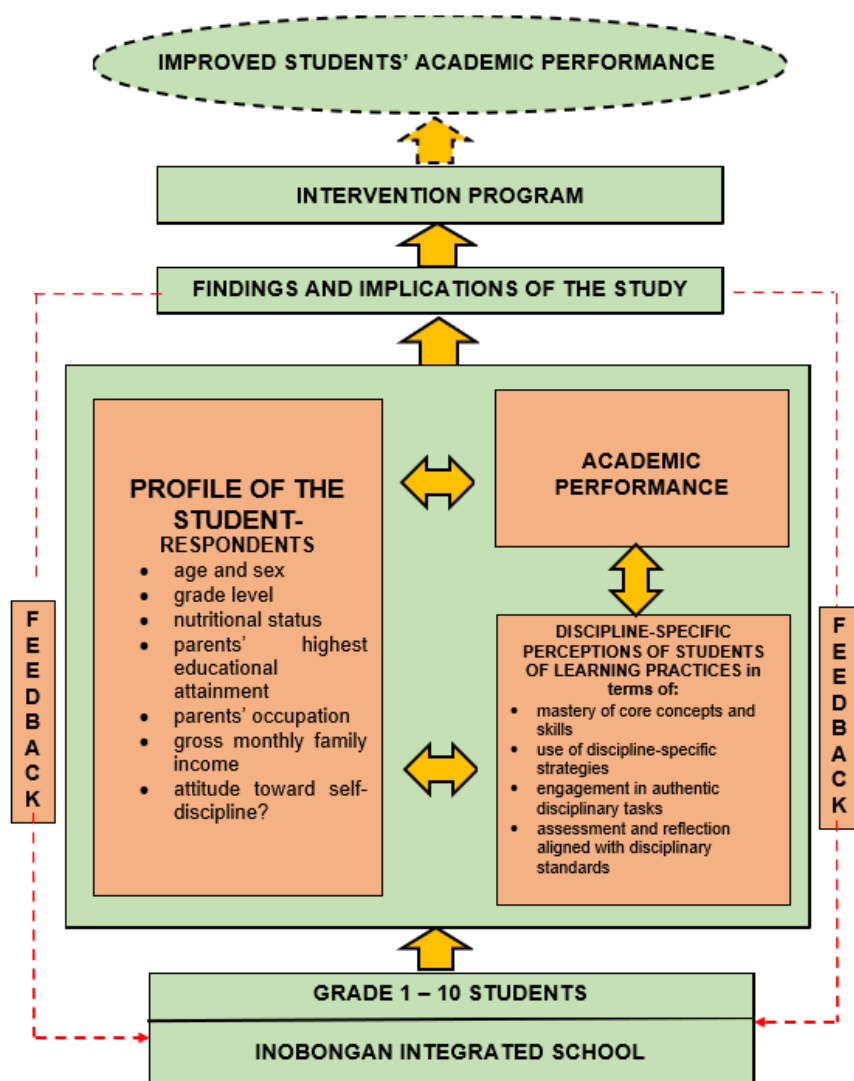


Figure 1. the paradigm of the study

IV. METHODOLOGY

Research Design

The study employed the Descriptive-Correlational research design which determined the discipline-specific learning practices of the Grade 1 to Grade 10 students in the District of San Sebastian, Schools Division of Samar during the School Year 2022-2023.

The profile of the student-respondents was determined in terms of the following personal variates: age and sex, grade level, nutritional status, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward self-discipline. Furthermore, the respondents were assessed with their discipline-specific learning practices in terms of mastery of core concepts and skills, use of discipline-specific strategies, engagement in authentic disciplinary tasks, and assessment and reflection aligned with disciplinary standards. Also, academic performance was determined in terms of their mean grade for the first and second quarters.

Correlational analysis was undertaken to determine linear relationship between discipline-specific learning practices of the student-respondents and their profile variates, and relationships between the academic performance and the student-related variates, and their discipline-specific learning practices. Descriptive and inferential statistical tools was used in the treatment of the data that were gathered which included the following: Frequency Count, Percentage, Median, Mean Absolute Deviation, Mode, Chi-Square Test, Cramer's V, Spearman's Rank Coefficient of Correlation, Pearson's Product-Moment Coefficient Correlation, and Fisher's t-Test.

Locale of the Study

Figure 2 shows the locale of the study. It is set on the premises of Inobongan Integrated School. The primary data needed in this study were gathered within school premises, and only relevant data were allowed to be collected by the school. Inobongan Integrated School is one of the eleven schools of the District of San Sebastian.

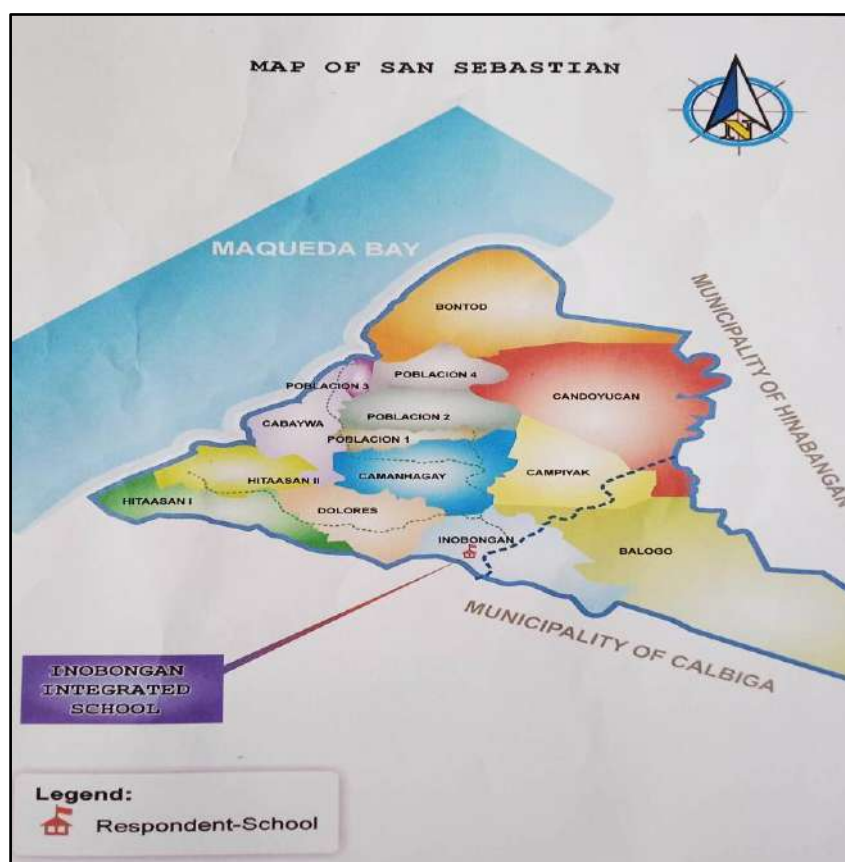


Figure 2. The map showing the locale of the study

Instrumentation

The primary instrument used in this study was a structured survey questionnaire designed to gather quantitative data from the student-respondents. Documentary analysis was likewise employed to obtain the students' academic performance based on their official school records. Specifically, the students' academic grades were obtained from school forms with the approval of the school authorities and in compliance with applicable data privacy and ethical standards.

Questionnaire. The researcher utilized one set of structured questionnaires intended for the student-respondents. The instrument consisted of three parts designed to address the objectives of the study.

Part I elicited the demographic profile of the respondents, including age, sex, grade level, nutritional status, parents' highest educational attainment, parents' occupation, and gross monthly family income. This section also included items that described the respondents' background characteristics, which served as the basis for determining possible differences in students' discipline-specific perceptions of learning practices.

Part II measured the respondents' attitude toward self-discipline. It consisted of ten (10) statements adapted from established self-discipline and self-regulation literature. Respondents indicated the extent of their agreement with each statement using a five-point Likert scale: 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Uncertain (U), 2 – Disagree (D), and 1 – Strongly Disagree (SD). Higher scores indicated a more positive attitude toward self-discipline.

Part III assessed the respondents' discipline-specific perceptions of learning practices across four dimensions: (1) mastery of core concepts and skills, (2) use of discipline-specific learning strategies, (3) engagement in authentic disciplinary tasks, and (4) assessment and reflection aligned with disciplinary standards. Each dimension consisted of ten (10) indicators, for a total of forty (40) items. Responses were measured using the same five-point Likert scale: 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Uncertain (U), 2 – Disagree (D), and 1 – Strongly Disagree (SD). Higher mean scores reflected more favorable perceptions of discipline-specific learning practices.

Validation of Instrument

The questionnaire was adapted from the works of Kunze and Rutherford (2022) on discipline-specific learning practices, Biggs and Tang (2011) on constructive alignment, Lombardi (2007) on authentic learning, and Black and Wiliam (1998) on formative assessment. To ensure its suitability for the present investigation, the instrument was carefully modified to align with the objectives of the study and the local educational context.

The adapted questionnaire underwent expert validation by the research adviser and the Panel of Oral Examiners of the College of Graduate Studies, Samar College, Inc. The validators evaluated the instrument in terms of face validity, content validity, construct validity, clarity of instructions, language appropriateness, relevance of each item, and alignment with the study's research objectives and variables. Their comments and recommendations were incorporated to improve the clarity, coherence, and appropriateness of the questionnaire before its administration.

To establish the instrument's reliability, a pilot test was conducted among students who possessed characteristics similar to those of the actual respondents but were not included in the final study. The internal consistency of the instrument was determined using Cronbach's alpha coefficient. The computed reliability coefficient met the acceptable standard for educational research, indicating that the questionnaire possessed satisfactory internal consistency and was appropriate for measuring students' attitudes toward self-discipline and their discipline-specific perceptions of learning practices.

The demographic profile section was likewise reviewed by the panel of experts to ensure that the selected variables were relevant, comprehensive, and aligned with the objectives of the study. This validation process enhanced the instrument's overall validity and strengthened its capability to generate reliable and meaningful data for analysis.

Data Gathering Procedure

Data were collected through the administration of a structured survey questionnaire conducted personally by the researcher at Inobongan Integrated School, District of San Sebastian, Schools Division of Samar. Prior to the conduct of the study, the researcher secured formal approval from the College of Graduate Studies and obtained the necessary permissions from the Schools Division Superintendent of Samar, the Public Schools District Supervisor of San Sebastian, and the School Principal of Inobongan Integrated School. Coordination with the grade-level advisers was likewise undertaken to establish an appropriate schedule for the administration of the questionnaire that would not disrupt regular classroom instruction.

Before the actual data collection, the researcher explained the purpose, objectives, and procedures of the study to the respondents and emphasized that their participation was entirely voluntary. Since the respondents were minors, informed consent was obtained from their parents or legal guardians, while assent was secured from the students before their participation. The respondents were informed that they had the right to decline participation or withdraw from the study at any point without any penalty or adverse consequences. They were likewise assured that no personally identifiable information would be collected and that all responses would be treated with the utmost confidentiality and used solely for academic and research purposes.

The questionnaires were administered personally by the researcher in a quiet and conducive environment to encourage honest and independent responses. Clear instructions were provided before the administration of the instrument, and respondents were given sufficient time to complete the questionnaire. Upon retrieval, each questionnaire was examined to ensure completeness and compliance with the instructions. All accomplished questionnaires were coded to preserve respondent anonymity and securely stored to prevent unauthorized access. The researcher strictly observed the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and adhered to established ethical principles involving respect for persons, beneficence, confidentiality, privacy, and data protection throughout the conduct of the study.

Data gathering was conducted during the second week of April 2025. As all respondents came from a single school, scheduling the survey alongside regular classes and school activities presented a logistical challenge. However, through close coordination with the school administration and class advisers, the researcher scheduled the administration during periods that minimized disruption to instructional activities. These arrangements resulted in the successful retrieval of all questionnaires, achieving a 100% retrieval rate. After data collection, the responses were carefully encoded, verified for accuracy, tabulated, and subjected to appropriate statistical analyses to address the objectives of the study.

V. SUMMARY OF FINDINGS

The following were the salient findings of the study:

1. Out of 223 respondents, 52.91 percent are female, and 47.09 percent are male, with most students aged between 12 and 15 years old. The mean age is 12.30 years, with females slightly older on average, and the age distribution is negatively skewed, indicating more younger students. Overall, the sample consists mainly of early adolescents with a balanced sex distribution and a slight female majority.

2. Out of 223 respondents, the largest group is from Grade 7, representing 23.77 percent, followed by Grades 9 and 10 with 14.35 percent and 12.11 percent, respectively. The median grade level is 7, with a negatively skewed distribution indicating more students in the middle and upper grades and fewer in the lower grades. This concentration in higher grade levels should be considered when interpreting the study's results, as it may affect the generalizability to lower grade levels.

3. The majority of students, 91.03 percent, have a normal nutritional status, indicating generally good overall health. A small percentage are classified as wasted (5.38 percent), severely wasted (1.35 percent), or obese (2.24 percent). These findings emphasize the need to maintain good nutrition for most students while providing targeted support for those experiencing malnutrition or obesity.

4. Among the fathers, the largest group completed only elementary education (24.66 percent), while a significant portion reached high school level without graduating (18.83 percent), with fewer attaining college education. Mothers generally have slightly higher educational attainment, with the largest group completing high school level without graduating (26.01 percent), and a higher percentage of college graduates compared to fathers. Overall, most parents have an education at the elementary or high school level, which is important to consider as it can influence students' academic performance and access to resources.

5. Among fathers, the most common occupations are farming (34.08 percent), construction work (17.49 percent), and driving (10.76 percent), while a small percentage did not state their occupation. Mothers are predominantly housewives (57.85 percent), with others working as barangay officials, private employees, vendors, and in various other roles. This clear division reflects traditional gender roles, with fathers engaged in labor-intensive jobs and mothers primarily in homemaking or community roles, which may affect the families' economic stability and students' educational experiences.

6. The majority of student-respondents' families fall within the lower income brackets, with 37.22 percent earning between Php 2,000.00 and Php 7,999.00 and 23.77 percent earning between Php 8,000.00 and Php 13,999.00 monthly. A notable 22.87 percent of respondents did not disclose their family income, and very few families reported earnings above Php 20,000.00. These findings highlight that most students come from financially limited households, underscoring the need for targeted support to address challenges related to education and nutrition.

7. The respondents demonstrated a highly favorable attitude toward self-discipline, recognizing it as essential for achieving goals and maintaining self-control, especially in challenging situations. They expressed strong pride and satisfaction in exercising self-discipline, viewing it as more important than relying on talent alone. Although they generally value routines and schedules, this aspect was less strongly endorsed, suggesting some difficulty in consistently maintaining structured habits.

8. The student-respondents highly practice discipline-specific learning strategies that foster mastery of core concepts and skills, demonstrated by their confidence, use of correct terminology, and proactive help-seeking behaviors. While most indicators reflect strong engagement, some inconsistency exists in regularly practicing basic skills and demonstrating learning through projects. Overall, their positive learning habits support academic growth, though greater consistency in foundational skill practice and performance-based tasks could further enhance their readiness for advanced challenges.

9. The student-respondents highly practice discipline-specific learning strategies, including critical thinking, use of analytical tools, and reflection based on feedback, demonstrating strong engagement with their academic fields. They consistently apply academic language, participate in discussions, and refine their work according to subject standards, though some show moderate confidence in critically reading disciplinary texts. Overall, their active use of these strategies supports deeper mastery of their disciplines and contributes to their academic success.

10. The student-respondents highly engage in authentic disciplinary tasks that simulate real-world professional practices, as indicated by a grand weighted mean of 3.59, interpreted as "Highly Practiced." They actively participate in inquiry-based learning, collaborate on expert-like tasks, and utilize authentic technology and resources, demonstrating a clear understanding of the relevance of these activities to their academic and future professional roles. Although generally well-engaged, some inconsistency exists in applying discipline-specific data analysis methods and persisting through challenges, suggesting areas for further development to enhance their professional readiness.

11. The findings indicate that student-respondents highly practice discipline-specific assessment and reflection strategies, as reflected by a grand weighted mean of 3.57. They actively engage in self-assessment using teacher-provided rubrics, revise their work based on feedback, and thoughtfully reflect on their learning progress relative to academic goals, demonstrating strong self-regulation and commitment to continuous improvement. Additionally, their collaborative discussions about assessment results and strategic use of feedback support deeper understanding and mastery of disciplinary standards, thereby fostering their academic development.

12. The analysis shows that among the student-respondents' profile variates, only age and grade level have statistically significant but very weak negative correlations with discipline-specific learning practices. This

suggests that as students grow older or advance to higher grade levels, their engagement in these learning practices slightly decreases, although the practical impact of these associations is minimal. Other profile factors such as sex, nutritional status, parents' education and occupation, and family income do not significantly influence students' discipline-specific learning practices, indicating that these practices are generally consistent regardless of demographic and socioeconomic backgrounds.

13. The distribution of grades among the students is fairly balanced, with the largest group (21.97 percent) scoring between 90 and 92, and a median grade of 85 indicating generally satisfactory academic performance. There is moderate variability in grades, as shown by a mean absolute deviation of 4.47, reflecting diverse academic achievement within the sample. Overall, most students perform well academically, with many achieving grades in the higher ranges, providing a solid basis for further analysis of factors affecting their performance.

14. The results show a weak but significant positive correlation between discipline-specific learning practices and parents' highest educational attainment, indicating that higher parental education is linked to better student learning behaviors. No significant associations were found between learning practices and other variables such as age, sex, grade level, nutritional status, parents' occupation, or family income. These findings emphasize the influential role of parental education in promoting positive learning practices, while other demographic and socioeconomic factors have minimal impact.

15. The analysis reveals that all discipline-specific learning practices—mastery of core concepts, use of strategies, engagement in authentic tasks, and assessment with reflection—are significantly but weakly correlated with students' academic performance. Despite the small effect sizes and deviation from normality assumptions, these findings indicate that such learning practices positively influence academic outcomes. Therefore, the null hypothesis is rejected, confirming a meaningful relationship between discipline-specific learning practices and academic achievement.

VI. CONCLUSION AND RECOMMENDATION

The findings of the study indicate that students generally possess positive discipline-specific learning practices and attitudes toward self-discipline, which provide a strong foundation for academic success. Although the respondents came predominantly from families with limited financial resources and parents with low to moderate educational attainment, they consistently demonstrated favorable learning behaviors, including active engagement in discipline-specific strategies, authentic learning tasks, and reflective practices. Moreover, the study revealed that parental educational attainment was the only demographic variable significantly associated with students' discipline-specific learning practices, emphasizing the important role of the home environment in shaping learners' academic behaviors. While age and grade level exhibited slight negative relationships with discipline-specific learning practices, the relationships were weak, suggesting that these factors exert minimal influence compared with students' personal learning habits and family support. Furthermore, the significant but weak positive relationship between discipline-specific learning practices and academic performance suggests that students who consistently apply effective learning strategies tend to achieve slightly better academic outcomes.

In view of these findings, the study recommends implementing PROJECT TICALA (Targeted Interventions for Comprehensive Academic and Learning Advancement) as a school-based intervention designed to strengthen discipline-specific learning practices and improve students' academic performance. The program should emphasize the development of self-discipline, critical thinking, authentic learning experiences, reflective assessment, and stronger school-home partnerships. Schools are likewise encouraged to provide nutrition and financial support programs for disadvantaged learners, increase parental involvement through educational activities, and promote transparent communication among school stakeholders to foster a positive and supportive learning environment. Teachers should continue integrating learner-centered and discipline-specific instructional strategies while providing opportunities for project-based learning and authentic performance tasks. Finally, future researchers are encouraged to investigate additional variables influencing academic achievement, including motivation, learning styles, school climate, teacher effectiveness, and parental involvement, through longitudinal and mixed-methods studies to provide a more comprehensive understanding of students' learning and academic success.

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