

**FACTORS AFFECTING DISCIPLINE AND ACADEMIC PERFORMANCE OF GRADE I PUPILS IN BOBULON ELEMENTARY SCHOOL, SAN FELIPE, ZAMBALES**

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**ABSTRACT**

The study aimed to determine the factors affecting discipline and academic performance of the 49 Grade I pupils in Bobulon Elementary School, San Felipe, Zambales geared towards developing discipline. The researcher made use of descriptive correlation method. Majority of the respondents were males belonging to age six (6) years old with one (1) to two (2) siblings and within the P4,999 and below bracket of monthly family income. Most of them perceived that school factor and teacher factor always affect discipline, home factor oftentimes affect discipline, environmental factor sometimes affect discipline, and technology factor seldom affect discipline. The academic performance of the respondents for first quarter was satisfactory and very satisfactory for second quarter. Hence, there are factors that affect discipline and academic performance of the pupils that have led them to instill discipline to improve their academic performance. The study recommends that parents must find jobs or income generating activities for additional budget of the family. Parents must be aware that the environment of the pupils, regardless of their gender will be contributory factors in the formation and establishment of their discipline. Parents must attend community assemblies to air their concerns to assure that their children will have a good environmental foundation. The proposed action plan in discipline must be implemented to improve the academic performance of the pupils.

**Keywords:** Discipline, Academic Performance.

**1. INTRODUCTION**

Discipline in school life is very important for learners. Individuals cannot be well educated without discipline. Without learning and the following discipline in school, life can cost pupils later in their career. In school education, discipline is a set of rules and regulations that remind everyone of the proper code of behavior. Discipline is even more important during school life. But discipline is not only important for school pupils, it is for everyone. Discipline is self-improvement practice. It is what helps everyone to achieve their goals in life (Sharma, 2016)

The pupils of Bobulon Elementary School, San Felipe, Zambales were identified as pupils with disciplinary records such as bullying their classmates, making loud noise, and not paying attentively with their teachers while lessons are on-going. They were prawn with chatting with their classmates, doing irrelevant work during their classroom activities, and there were instances that they disturbed their seatmates during individual work period. Considering these things, there was a need to impose positive and non-violent discipline. Likewise, there was a need for the examination of their discipline in order to see its connection with their academic performance in the class. Despite the fact that they were at their young age, that they were learning the concept of good and bad, the proper and not proper, and the correct and acceptable attitude that served as bases in determining a pupil whether he or she was well-disciplined or an individual with attitude

problem. It was of great advantage to really know the pupils by heart in order to address their needs immediately.

Proper discipline started at home. Children carried these good attitudes and values as they started growing. Usually, they imitated what they saw at home and carried out these behaviors when they mingled with other people. Their trainings at home were reflections of their actions once they were already in other places like school. In this study, this was considered as the main concern, which used in determining the factors affecting the discipline and academic performance of Grade I pupils in Bobulon Elementary School, San Felipe, Zambales.

After serving Grade I for almost 10 years now, it had been observed that most of the time, discipline was one of the major problems to the pupils now-a-day. Teachers found difficulty in enhancing the knowledge and skills of the pupils because of these problems inside the class. There were cases that they never pay attention to the teacher while he or she was sharing the lessons. Likewise, when they were called to recite, they cannot answer the questions correctly. These scenarios disturbed the researcher so much. If only parents taught their children to have discipline during classes, teachers found better means in enhancing their knowledge and skills on particular areas. Because of the problem in discipline, their academic performance also suffered that led to their failure in the class. This was what the researcher hate to see happening in most schools that brought her to look for the relationship of the factors affecting discipline to the academic performance of the pupils in the class in order to provide proper help and assistance to the pupils.

There were factors that were considered that affected the discipline of an individual. These included home, school, teacher, environment, technology, and among others. These contributed to the character building of an individual. What he or she usually encountered or saw, always had great impact in his or her behavioral growth and development until such time that these were already in the system of the individual.

On the other side, academic performance was affected by many factors such as readiness of the pupil, study habits, parental guidance and supervision, and among others. Discipline as one of the factors was taken for consideration for the researcher wanted to determine who had the outstanding academic performance in the class: the pupils who were well-disciplined or not; or both categorized on both sides. There were cases that teacher focused more on the discipline of the pupils in assessing their performance while others focused more on the knowledge and skills shown by the pupils.

People tended to affirm that most pupils who were well-disciplined performed higher to their academic performance as compared to others. This presumption cannot be validated if a research was not conducted to the group of pupils. This served as the motivational push to the researcher in conducting this study in order to answer the query about this matter. Likewise, she had personal interest in this study because she was experiencing such to her Grade I pupils for the past years.

Considering these two variables: discipline and academic performance, can discipline of the pupil really affect his or her academic performance? The factors that affected their discipline were taken for considerations and the academic performance of the pupils for two quarters were taken. These where this study revolved in order to determine the relationship of the factors affecting the discipline and academic performance of the Grade I pupils of Bobulon Elementary School, San Felipe, Zambales.

It was in this context that the researcher was motivated in undertaking this study entitled factors affecting discipline and academic performance of Grade I pupils in Bobulon Elementary School, San Felipe, Zambales for the school year 2018-2019. She wanted to contribute towards the improvement of the academic performance of the Grade I learners. It was of great privilege and honor to contribute some worthy information to the teachers and school administrator of Bobulon Elementary School, San Felipe, Zambales by undertaking this study on hand.

## **2.STATEMENT OF THE PROBLEM**

This study aimed to determine the factors affecting discipline and academic performance of Grade I pupils in Bobulon Elementary School, San Felipe, Zambales for school year 2018-2019.

It aimed to answer the following specific questions:

1. What is the profile of the respondents in terms of the following:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. monthly income of the family; and
  - 1.4. number of siblings?
2. How may the factors affecting discipline of the Grade I pupils be described in terms of the following:
  - 2.1. home factor;
  - 2.2. school factor;
  - 2.3. teacher factor;
  - 2.4. environmental factor; and
  - 2.5. technology factor?
3. What is the academic performance of the pupils in all their subjects for the following rating period:
  - 3.1. first quarter; and
  - 3.2. second quarter?
4. Is there a significant correlation between the profile of the pupils and the factors affecting their discipline?
5. Is there a significant correlation between the profile of the pupils and their academic performance?
6. Is there a significant correlation between the academic performance of the pupils and the factors affecting their discipline?

## **3. MATERIALS AND METHODS**

This study utilized questionnaire checklist as the primary tool for gathering the needed data and information. The researcher used researcher-made questionnaire checklist. Before the preparation of the questionnaire, dialogues were conducted to the Grade I teachers and School Disciplinary. They were asked regarding the discipline and academic performance of the pupils in their school. The expertise of the master teachers was also solicited. Furthermore, the District Research Coordinator was also consulted in the formulation of the questionnaire. The formulated questionnaire was presented to her adviser for final checking.

The questionnaire was composed of three parts. Part I determined the profile of the respondents such as age, gender, monthly income of the family, and number of siblings. Part II

elicited the factors affecting discipline of the Grade I pupils in terms of home factor, school factor, teacher factor, environment factor, and technology factor. It aimed to identify the factors affecting discipline of the pupils. Part III covered the academic performance of the pupils in all their subjects for first and second quarter. It aimed to determine the academic performance of the pupils in general.

A questionnaire is an instrument for collecting data, and almost always involve asking a given subject to respond to asset of oral or written questions (Debois, 2016). Since the researcher of this study wanted to determine the factors affecting discipline and academic performance of Grade I pupils in Bobulon Elementary School, San Felipe, Zambales, the questionnaire checklist was the most appropriate instrument used. This study utilized the descriptive-correlational method of research. Descriptive because it described the factors affecting discipline and academic performance of Grade I pupils. Correlational because it tested the relationship of profile of respondents to the factors affecting discipline and the factors affecting discipline to the academic performance of the Grade I pupils.

Descriptive research seeks to describe the characteristics or behavior of an audience. Its purpose is to describe, as well as to explain or to validate some sort of hypothesis or objective when it comes to a specific group of people. Specifically, this research employed survey that involved interviews or discussions with larger audiences and are often conducted on more specific topics (McNeill, 2018).

Furthermore, descriptive research is a study designed to depict the participants in an accurate way. It is all about describing people who take part in the study. Survey is defined as a brief interview or discussion with an individual about a specific topic (Kowalczyk, 2018).

Moreover, descriptive research is a type of research that studies the participants that take part in the research or a certain situation. It does not limit to either of quantitative or qualitative research methodologies, but instead, it uses elements of both often within the same study (Upen, 2018).

Since the study was concerned with the factors affecting discipline and academic performance of Grade I pupils in Bobulon Elementary School, San Felipe, Zambales wherein data were collected, classified, summarized, and presented in percentages, averages, and with the whole population as the total number of respondents, the descriptive-correlational method of research was considered as the most appropriate method used.

#### 4. RESULTS AND DISCUSSIONS

This study made use of the Grade I pupils in Bobulon Elementary School, San Felipe, Zambales. There were 49 enrolled Grade I pupils for school year 2018-2019 representing 100% of the Grade I pupils who were involved in this study as can be seen in Table 1.

Table 1

Distribution of Respondents

Grade and Section	Number of Pupils	Percentage
Grade I – Sunflower	25	51.02
Grade I – Rose	24	48.98
<b>Total</b>	<b>49</b>	<b>100.00</b>

#### PROFILE OF THE RESPONDENTS

Table 2 shows the frequency and percentage distribution of respondents in terms of age. The table shows that of the observed number of respondents, there were 35 or 71% who aged six (6) years old, 11 or 22% who aged seven (7) years old, two (2) or four (4)% who aged eight (8) years old, and one (1) or two (2)% who aged five (5) years old. The mean average age of the respondents was 6.29 or six (6) years old.

Table 2

**Frequency and Percentage Distribution of Respondents in terms of Age**

Age	Frequency	Percentage
5 years old	1	2.04
6 years old	35	71.43
7 years old	11	22.45
8 years old	2	4.08
<b>Total</b>	<b>49</b>	<b>100.00</b>
<b>Mean Average</b>	<b>6.29</b>	

Table 3 shows the frequency and percentage distribution of respondents in terms of gender. The table shows that of the observed number of respondents, there were 32 or 64% males and 17 or 35% females.

Table 3

**Frequency and Percentage Distribution of Respondents in terms of Gender**

Gender	Frequency	Percentage
Male	32	65.31
Female	17	34.69
<b>Total</b>	<b>49</b>	<b>100.00</b>

Table 4 shows the frequency and percentage distribution of respondents in terms of family monthly income. The table shows that of the observed number of respondents, there were 25 or 51% who belonged to families earning from P4,999 and below; 11 or 22% who belonged to families earning from P5,000 to P9,999; seven (7) or 14% belonged to families earning from P10,000 to P14,999; three (3) or six (6)% belonged to families earning from P15,000 to P19,999; two (2) or four (4)% belonged to families earning from P20,000 to P24,999; and one (1) or two (2)% belong to a family earning from P25,000 and above.

Table 4

**Frequency and Percentage Distribution of Respondents in terms of Family Monthly Income**

Family Monthly Income	Frequency	Percentage
P4,999 and below	25	51.02
P5,000 to P9,999	11	22.45
P10,000 to P14,999	7	14.29
P15,000 to P19,999	3	6.12

P20,000 to P24,999	2	4.08
P25,000 and above	1	2.04
<b>Total</b>	<b>49</b>	<b>100.00</b>

Table 5 shows the frequency and percentage distribution of respondents in terms of number of siblings. The table shows that of the observed number of respondents, there were 17 or 35% having one (1) and two (2) siblings, 8 or 16% having four (4) or more siblings, four (4) or eight (8)% having three (3) siblings, and three (3) or six (6)% having zero (0)% sibling.

Table 5

**Frequency and Percentage Distribution of Respondents in terms of Number of Siblings**

Number of Siblings	Frequency	Percentage
0 sibling	3	6.12
1 sibling	17	34.69
2 siblings	17	34.69
3 siblings	4	8.16
4 or more siblings	8	16.33
<b>Total</b>	<b>49</b>	<b>100.00</b>

### FACTORS AFFECTING DISCIPLINE

Table 6 shows the mean ratings and interpretations of factors affecting discipline in terms of home factor. My parents love me had a 4.31 mean rating, which was interpreted as always; My parents punished me when I display misbehaviour had a 3.98 mean rating, which was interpreted as oftentimes; My parents provide me all I want had a 3.47 mean rating, which was interpreted as oftentimes; My parents give me incentives for my good deeds had a 3.76 mean rating, which was interpreted as oftentimes; My parents scolded me in front of other people had a 3.16 mean rating, which was interpreted as sometimes; My parents are happy when I perform good deeds had a 4.67 mean rating, which was interpreted as always; and My parents teach me how to be good had a 3.86 mean rating, which was interpreted as oftentimes. In terms of home factor, the general mean rating of respondents' factors affecting discipline was 3.89, and it was interpreted as oftentimes.

Table 6

**Mean Ratings and Interpretations of Factors Affecting Discipline in terms of Home Factor**

Home Factor Statements	Mean Rating	Interpretation
1. My parents love me.	4.31	Always
2. My parents punished me when I display misbehavior.	3.98	Oftentimes
3. My parents provide me all I want.	3.47	Oftentimes
4. My parents give me incentives for my good deeds.	3.76	Oftentimes
5. My parents scolded me in front of other	3.16	Sometimes

people.		
6. My parents are happy when I perform good deeds.	4.67	Always
7. My parents teach me how to be good.	3.86	Oftentimes
<b>General Mean Rating</b>	<b>3.89</b>	<b>Oftentimes</b>

Table 7 shows the mean ratings and interpretations of factors affecting discipline in terms of school factor. Our school has rules and regulations in terms of discipline had a 5.00 mean rating, which was interpreted as always; Our school orients the parents on rules and regulations in terms of discipline had a 5.00 mean rating, which was interpreted as always; Our school maintains disciplinary records had a 5.00 mean rating, which was interpreted as always; Our school closely monitors the discipline of the pupils had a 4.96 mean rating, which was interpreted as always; Our school imposes rewards and punishments had a 4.96 mean rating, which was interpreted as always; Our school had program for correcting misbehavior of the pupils had a 5.00 mean rating, which was interpreted as always; and Our school strictly implements the sanctions of the punished pupil had a 4.92 mean rating, which was interpreted as always. In terms of school factor, the general mean rating of respondents' factors affecting discipline was 4.98, and it was interpreted as always.

Table 7

**Mean Ratings and Interpretations of Factors Affecting Discipline in terms of School Factor**

School Factor Statements	Mean Rating	Interpretation
1. Our school has rules and regulations in terms of discipline.	5.00	Always
2. Our school orients the parents on rules and regulations in terms of discipline.	5.00	Always
3. Our school maintains disciplinary records.	5.00	Always
4. Our school closely monitors the discipline of the pupils.	4.96	Always
5. Our school imposes rewards and punishments.	4.96	Always
6. Our school has program for correcting misbehavior of the pupils.	5.00	Always
7. Our school strictly implements the sanctions of the punished pupil.	4.92	Always
<b>General Mean Rating</b>	<b>4.98</b>	<b>Always</b>

Table 8 shows the mean ratings and interpretations of factors affecting discipline in terms of teacher factor. Our teacher stands what he/she says had a 4.96 mean rating, which was interpreted as always; Our teacher calls the attention of the misbehaved pupil had a 4.94 mean rating, which was interpreted as always; Our teacher attends to the conflict of the pupils had a 4.92 mean rating, which was interpreted as always; Our teacher imposes reward and punishment had a 4.94 mean rating, which was interpreted as always; Our teacher informs the parents

regarding the behaviour of the pupils had a 4.96 mean rating, which was interpreted as always; Our teacher shows care and affection to his/her pupils had a 4.98 mean rating, which was interpreted as always; and Our teacher imposes positive discipline had a 4.98 mean rating, which was interpreted as always. In terms of teacher factor, the general mean rating of respondents' factors affecting discipline was 4.95, and it was interpreted as always.

Table 8

**Mean Ratings and Interpretations of Factors Affecting Discipline in terms of Teacher Factor**

<b>Teacher Factor Statements</b>	<b>Mean Rating</b>	<b>Interpretation</b>
1. Our teacher stands what he/she says.	4.96	Always
2. Our teacher calls the attention of the misbehaved pupil.	4.94	Always
3. Our teacher attends to the conflict of the pupils.	4.92	Always
4. Our teacher imposes reward and punishment.	4.94	Always
5. Our teacher informs the parents regarding the behavior of the pupils.	4.96	Always
6. Our teacher shows care and affection to his/her pupils.	4.98	Always
7. Our teacher imposes positive discipline.	4.98	Always
<b>General Mean Rating</b>	<b>4.95</b>	<b>Always</b>

Table 9 shows the mean ratings and interpretations of factors affecting discipline in terms of environmental factor. I imitate the humiliating activities that my peers do to others had a 2.84 mean rating, which was interpreted as sometimes; I like being with my peers when they do wrong deeds had a 2.43 mean rating, which was interpreted as seldom; I follow bad order from acquaintances had a 2.80 mean rating, which was interpreted as sometimes; I easily got envy with what others have had a 2.16 mean rating, which was interpreted as seldom; I abide the rules and regulations of the community had a 4.92 mean rating, which was interpreted as always; I show respect to community folks had a 4.96 mean rating, which was interpreted as always; and I obey bad orders from my friends had a 2.67 mean rating, which was interpreted as sometimes. In terms of environmental factor, the general mean rating of respondents' factors affecting discipline was 3.25, and it was interpreted as sometimes.

Table 9

**Mean Ratings and Interpretations of Factors Affecting Discipline in terms of Environmental Factor**

<b>Environmental Factor Statements</b>	<b>Mean Rating</b>	<b>Interpretation</b>
1. I imitate the humiliating activities that my peers do to others.	2.84	Sometimes
2. I like being with my peers when they do wrong deeds.	2.43	Seldom



3. I follow bad orders from acquaintances.	2.80	Sometimes
4. I easily got envy with what others have.	2.16	Seldom
5. I abide the rules and regulations of the community.	4.92	Always
6. I show respect to community folks.	4.96	Always
7. I obey bad orders from my friends.	2.67	Sometimes
<b>General Mean Rating</b>	<b>3.25</b>	<b>Sometimes</b>

Table 10 shows the mean ratings and interpretations of factors affecting discipline in terms of technology factor. My teacher allows me to use my gadgets before classes in the morning had a 1.16 mean rating, which was interpreted as never; My teacher allows me to use my gadgets before classes start in the afternoon had a 1.16 mean rating, which was interpreted as never; I use my gadgets in answering the seatworks given by my teacher had a 1.16 mean rating, which was interpreted as never; I use my gadgets in answering the examinations given by my teacher had a 1.24 mean rating, which was interpreted as never; I use my gadgets before the schedules study time at home had a 2.84 mean rating, which was interpreted as sometimes; I use my gadgets after the scheduled study period at home had a 3.29 mean rating, which was interpreted as sometimes; and I use my gadgets while studying my lessons at home had a 2.02 mean rating, which was interpreted as seldom. In terms of technology factor, the general mean rating of respondents' factors affecting discipline was 1.84, and it was interpreted as seldom.

Table 10

**Mean Ratings and Interpretations of Factors Affecting Discipline in terms of Technology Factor**

<b>Technology Factor Statements</b>	<b>Mean Rating</b>	<b>Interpretation</b>
1. My teacher allows me to use my gadgets before classes start in the morning.	1.16	Never
2. My teacher allows me to use my gadgets before classes start in the afternoon.	1.16	Never
3. I use my gadgets in answering the seatworks given by my teacher.	1.16	Never
4. I use my gadgets in answering the examinations given by my teacher.	1.24	Never
5. I use my gadgets before the scheduled study time at home.	2.84	Sometimes
6. I use my gadgets after the scheduled study period at home.	3.29	Sometimes
7. I use my gadgets while studying my lessons at home.	2.02	Seldom
<b>General Mean Rating</b>	<b>1.84</b>	<b>Seldom</b>

**ACADEMIC PERFORMANCE OF PUPILS**

Table 11 shows the mean ratings and interpretations of respondents' academic performance in terms of first quarter. Mother Tongue had a 3.29 mean rating, which was

interpreted as satisfactory; Mathematics had a 2.94 mean rating, which was interpreted as satisfactory; Araling Panlipunan had a 3.55 mean rating, which was interpreted as very satisfactory; Music, Arts, Physical Education, and Health (MAPEH) had a 3.33 mean rating, which was interpreted as satisfactory; and Edukasyon sa Pagpapakatao had a 3.35 mean rating, which was interpreted as satisfactory. In terms of first quarter, the general mean rating of respondents' academic performance was 3.29, and it was interpreted as satisfactory.

Table 11

**Mean Ratings and Interpretations of Respondents' Academic Performance in terms of First Quarter**

<b>Subjects</b>	<b>Mean Rating</b>	<b>Interpretation</b>
Mother Tongue	3.29	Satisfactory
Mathematics	2.94	Satisfactory
Araling Panlipunan	3.55	Very Satisfactory
MAPEH	3.33	Satisfactory
Edukasyon sa Pagpapakatao	3.35	Satisfactory
<b>General Mean Rating</b>	<b>3.29</b>	<b>Satisfactory</b>

Table 12 shows the mean ratings and interpretations of respondents' academic performance in terms of Second Quarter. Mother Tongue had a 3.80 mean rating, which was interpreted as very satisfactory; Filipino had a 3.51 mean rating, which was interpreted as very satisfactory; Mathematics had a 3.45 mean rating, which was interpreted as very satisfactory; Araling Panlipunan had a 3.39 mean rating, which was interpreted as satisfactory; Music, Arts, Physical Education, and Health (MAPEH) had a 3.57 mean rating, which was interpreted as very satisfactory; and Edukasyon sa Pagpapakatao had a 3.80 mean rating, which was interpreted as very satisfactory. In terms of second quarter, the general mean rating of respondents' academic performance was 3.59, and it was interpreted as very satisfactory.

Table 12

**Mean Ratings and Interpretations of Respondents' Academic Performance in terms of Second Quarter**

<b>Subjects</b>	<b>Mean Rating</b>	<b>Interpretation</b>
Mother Tongue	3.80	Very Satisfactory
Filipino	3.51	Very Satisfactory
Mathematics	3.45	Very Satisfactory
Araling Panlipunan	3.39	Satisfactory
MAPEH	3.57	Very Satisfactory
Edukasyon sa Pagpapakatao	3.80	Very Satisfactory
<b>General Mean Rating</b>	<b>3.59</b>	<b>Very Satisfactory</b>

**CORRELATION BETWEEN THE PROFILE OF THE PUPILS AND THE FACTORS AFFECTING DISCIPLINE**

Table 13 shows the correlation between the factors affecting discipline and respondents' age using the chi-square test.

Since chi-square statistic is lower than the chi-square critical value of five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between age and the factors affecting discipline such as home factor (-0.229 against 0.273), environmental factor (-0.078 against 0.273), and technology factor (-0.269 against 0.273).

On the other hand, since chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there is significant correlation between age and the factors affecting discipline such as school factor (-0.433 against 0.273) and teacher factor (-0.337 against 0.273).

Table 13

**Correlation between the Factors Affecting Discipline and Respondents' Age**

<b>Factors Affecting Discipline</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
Home Factor	-0.229	Not Significant
School Factor	-0.433	Significant
Teacher Factor	-0.337	Significant
Environmental Factor	0.078	Not Significant
Technology Factor	-0.269	Not Significant

*The critical correlation coefficient at .05 level of significance and 48 degrees of freedom is .273*

Table 14 shows the correlation between the factors affecting discipline and respondents' gender using the chi-square test.

Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between gender and the factors affecting discipline such as home factor (0.080 against 0.273), school factor (0.105 against 0.273), teacher factor (0.146 against 0.273), and technology factor (0.056 against 0.273).

On the other hand, since chi-square statistic is higher than the chi-square critical value of five (5) percent level of significance, the null hypothesis is rejected; thus, there is significant correlation between gender and the environment factor affecting discipline (-0.406 against 0.273).

Table 14

**Correlation between the Factors Affecting Discipline and Respondents' Gender**

<b>Factors Affecting Discipline</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
Home Factor	0.080	Not Significant
School Factor	0.105	Not Significant
Teacher Factor	0.146	Not Significant
Environmental Factor	-0.406	Significant
Technology Factor	0.056	Not Significant

*The critical correlation coefficient at .05 level of significance and 48 degrees of*

*freedom is .273*

Table 15 shows the correlation between the factors affecting discipline and respondents' family monthly income using the chi-square test.

Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between family monthly income and the factors affecting discipline such as school factor (0.110 against 0.273), teacher factor (0.152 against 0.273), and technology factor (0.110 against 0.273).

On the other hand, since chi-square statistic is higher than the chi-square critical value of five (5) percent level of significance, the null hypothesis is rejected; thus, there is significant correlation between family monthly income and the factors affecting discipline such as home factor (0.273 against 0.273) and environmental factor (0.283 against 0.273).

Table 15

**Correlation between the Factors Affecting Discipline and Respondents' Family Monthly Income**

<b>Factors Affecting Discipline</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
Home Factor	0.273	Significant
School Factor	0.110	Not Significant
Teacher Factor	0.152	Not Significant
Environmental Factor	0.282	Significant
Technology Factor	0.110	Not Significant

*The critical correlation coefficient at .05 level of significance and 48 degrees of freedom is .273*

Table 16 shows the correlation between the factors affecting discipline and respondents' number of siblings using the chi-square test.

Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between number of siblings and the factors affecting discipline such as school factor (-0.259 against 0.273), teacher factor (-0.228 against 0.273), and technology factor (0.110 against 0.273).

On the other hand, since chi-square statistic is higher than the chi-square critical value of five (5) percent level of significance, the null hypothesis is rejected; thus, there is significant correlation between number of siblings and the factors affecting discipline such as home factor (-0.379 against 0.273) and environmental factor (0.283 against 0.273).

Table 16

**Correlation between the Factors Affecting Discipline and Respondents' Number of Siblings**

<b>Factors Affecting Discipline</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
Home Factor	-0.379	Significant
School Factor	-0.259	Not Significant

Teacher Factor	-0.228	Not Significant
Environmental Factor	0.283	Significant
Technology Factor	0.110	Not Significant
<i>The critical correlation coefficient at .05 level of significance and 48 degrees of freedom is .273</i>		

**CORRELATION BETWEEN THE ACADEMIC PERFORMANCE OF THE PUPILS AND THE FACTORS AFFECTING DISCIPLINE**

Table 17 shows the correlation between the first quarter academic performance of the pupils and the factors affecting discipline using the chi-square test.

Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between first quarter performance and the factors affecting discipline such as school factor (-0.070 against 0.273), teacher factor (-0.154 against 0.273), and technology factor (0.109 against 0.273).

On the other hand, since chi-square statistic is higher than the chi-square critical value of five (5) percent level of significance, the null hypothesis is rejected; thus, there is significant correlation between first quarter performance and the factors affecting discipline such as home factor (0.304 against 0.273) and environmental factor (-0.328 against 0.273).

Table 17

**Correlation between the Factors Affecting Discipline and Respondents' First Quarter Performance**

<b>Factors Affecting Discipline</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
Home Factor	0.304	Significant
School Factor	-0.070	Not Significant
Teacher Factor	-0.154	Not Significant
Environmental Factor	-0.328	Significant
Technology Factor	0.109	Not Significant
<i>The critical correlation coefficient at .05 level of significance and 48 degrees of freedom is .273</i>		

Table 18 shows the correlation between the second quarter academic performance of the pupils and the factors affecting discipline using the chi-square test.

Since the chi-square statistic is lower than the chi-square critical value at five (5) percent level of significance, the null hypothesis is accepted; thus, there is no significant correlation between second quarter performance and the factors affecting discipline such as home factor (0.171 against 0.273), school factor (-0.056 against 0.273), teacher factor (-0.137 against 0.273), and technology factor (-0.007 against 0.273).

On the other hand, since chi-square statistic is higher than the chi-square critical value of five (5) percent level of significance, the null hypothesis is rejected; thus, there is significant correlation between second quarter performance and the environmental factor (-0.328 against 0.273) affecting discipline.

Table 18

**Correlation between the Factors Affecting Discipline and Respondents' Second Quarter Performance**

<b>Factors Affecting Discipline</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
Home Factor	0.171	Not Significant
School Factor	-0.056	Not Significant
Teacher Factor	-0.137	Not Significant
Environmental Factor	-0.328	Significant
Technology Factor	-0.007	Not Significant

*The critical correlation coefficient at .05 level of significance and 48 degrees of freedom is .273*

### PROFILE OF THE STUDENTS

Most of the respondents were males belonging to age six (6) years old with one (1) to two (2) siblings and within the P4,999 and below bracket of monthly family income.

DepEd San Felipe District enrolment data for 2018 showed that there were more number of males enrolled rather than females. This data was generated through the online enrolment data of all schools in the district and only school heads or the School ICT Coordinators had access.

Perez (2018) emphasized that the age requirement for the incoming kindergarten pupils is five (5) years old as of August 31 of the present year. This was the mandated age requirement of the Department of Education. It only meant that a pupil in Grade I must be six (6) years old.

Having one (1) or two (2) siblings signifies that the relationship is altruistic and sympathetic. Fights and sibling rivalry are unavoidable, but as long as the overall relationship is positive, siblings are good influences. Having a sibling you can count on seems to make a difference especially for prosocial behavior. Prosocial behaviour is behaviour that is meant to benefit others, like donating and volunteering. Having even just one sibling can help make more considerate and giving person. The study also found that sisters especially help promote the mental health of sibling (Oyenyi, 2015).

The living wage affirmed by the National Economic Development Authority (NEDA) was P20,000 monthly. It clearly showed that families earning P4,999 and below monthly belonged to the lowest marginal economic status (Sy, Macairan, and Tupas, 2018).

### FACTORS AFFECTING DISCIPLINE

**Home Factor.** The results revealed that the respondents perceived that home factor oftentimes affect discipline. The general mean was 3.89. It showed that the parents of the respondents oftentimes loved them, their parents oftentimes punished them when they displayed mibehavior, they oftentimes provided them all they wanted, they oftentimes gave incentives for their good deeds, they oftentimes scolded them in front of other people, they were oftentimes happy when they performed good deeds, and they oftentimes taught them how to be good.

Life experiences influence a child's behaviors. Moving to a new home, attending a new school, or adjusting to a new baby in the home are examples of factors that influence behaviors. Take note of any recent changes and how this affects a child. If a family moved to a new city and

a child uses electronics to communicate with his former friends, one must not want to take away his or her phone for misbehaviour. Talking to his or her friends may be one of his or her best coping skills (Morin, 2018).

**School Factor.** The results revealed that the respondents perceived that school factor always affect discipline. The general mean was 4.98. It showed that the school always had rules and regulations in terms of discipline, the school always oriented the parents on rules and regulations in terms of discipline, the school always maintained disciplinary records, the school always closely monitored the discipline of the pupils, the school always imposed rewards and punishments, the school always had program for correcting misbehavior of the pupils, and the school always strictly implemented the sanctions of the punished pupil.

Majority of the students believed that their teachers were sensitive to their needs and therefore this had minimized reported cases of indiscipline. Some students believed that school management was not sensitive and therefore this reported a higher number of indiscipline cases. Majority of the students indicated that their school had enhanced students' socialization which lowered the number of indiscipline cases. It was indicated that the strenuous relationship among themselves also makes them to be involved in indiscipline cases. A large number of the student-respondents revealed to be experiencing academic stress reported a higher number of indiscipline cases. A few of those who had not experienced academic stress had a fewer number of indiscipline cases. Majority of the respondents whose schools had security monitoring measures had fewer number of reported indiscipline. A few of the respondents whose schools did not have security monitoring measures had higher number of reported indiscipline cases (Wairagu, 2017).

**Teacher Factor.** The results revealed that the respondents perceived that teacher factor always affect discipline. The general mean was 4.95. It showed that their teachers always stood what they said, teachers always called the attention of the misbehaved pupil, teachers always attended to the conflict of the pupils, teachers always imposed reward and punishment, teachers always informed the parents regarding the behavior of the pupils, teachers always showed care and affection to their pupils, and teachers always imposed positive discipline.

Research has focused predominantly on how teachers affect students' achievement on tests despite evidence that a broad range of attitudes and behaviors are equally important to their long-term success. We find the upper-elementary teachers have large effects on self-reported measures of students' self-efficacy in Math, and happiness and behaviour in class. Students' attitudes and behaviors are predicted by teaching practices most proximal to these measures, including teachers' emotional support and classroom organization. However, teachers who are effective at improving test scores often are not equally effective at improving students' attitudes and behaviors. These findings lend empirical evidence to well-established theory on the multidimensional nature of teaching and the need to identify strategies for improving the full range of teachers' skills (Blazar and Kraft, 2016).

**Environmental Factor.** The results revealed that the respondents perceived that environmental factor sometimes affect discipline. The general mean was 3.25. It showed that pupils sometimes imitated the humiliating activities that their peers did to others, they sometimes liked being with their peers when they did wrong deeds, they sometimes followed bad orders from acquaintances, they sometimes easily got envy with what others had, they sometimes abided the rules and regulations of the community, they sometimes showed respect to community folks, and they sometimes obeyed bad orders from their friends.

Environmental influences such as parenting are relevant factors in the development of a three (3) years old toddlers' self-control when they are asked not to do something they want to do, such as run into the street or eat a forbidden snack, research indicates (University of Texas at Arlington, 2016).

**Technology Factor.** The results revealed that the respondents perceived that technology factor seldom affect discipline. The general mean was 1.84. It showed that their teacher seldom allowed them to use their gadgets before classes in the morning, their teacher seldom allows them to use their gadgets before classes started in the afternoon, they seldom used their gadgets in answering their seatworks given by their teacher, they seldom used their gadgets in answering the examinations given by their teacher, they seldom used their gadgets before the scheduled study time at home, they seldom used their gadgets after the scheduled study period at home, and they seldom used their gadgets while studying their lessons at home.

Today, smart technology in the form of tablets and smartphones is a cherished tool for most people. Instant online access that allows for extensive interacting on social media, texting, playing video games and music, checking for news and weather has turned smart technology into an integral part of the lives of all ages worldwide. The multi-functional nature of smart technology makes it attractive as a tool for learning and education leading, however, to noticeable changes in affordances and embodiment, and consequently learning (Schilhab, 2017).

#### ACADEMIC PERFORMANCE OF THE PUPILS

**First Quarter.** The results revealed that the academic performance of the respondents for first quarter was satisfactory. The general mean was 3.29. It showed that the pupils had satisfactory performance in Mother Tongue, Mathematics, Araling Panlipunan, MAPEH, and EsP.

Education is considered imperative for not only the progress of the individuals, but also for the development of community and nation. In order to bring about improvements in all aspects, and utilize modern and innovative techniques and methods, individuals need to generate awareness and enhance their educational skills. The main purpose of this research paper is to understand the factors that influence the academic performance of the students in secondary schools in India. The main areas that have been taken into account include, factors influencing the academic performance of the students, academic performance, and large number of students in class, parental and associated factors relating to academic achievement, contribution of school factors towards the academic performance of students, influence of poverty on academic achievement of students and other causes of low academic achievement (Kapur, 2018).

**Second Quarter.** The results revealed that the academic performance of the respondents for second quarter was very satisfactory. The general mean was 3.59. It showed that the pupils had very satisfactory performance in Mother Tongue, Filipino, Mathematics, Araling Panlipunan, MAPEH, and EsP.

A study on the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria was conducted by Akiri and Ugborugbo (2017). The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study. It was concluded that teachers' effect is not the only determinant on students' academic achievement.



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**CORRELATIONS BETWEEN THE PROFILE OF THE PUPILS AND THE FACTORS AFFECTING DISCIPLINE**

**Age.** Chi-square statistic is lower than the critical value of five (5) percent level of significance, the null hypothesis is accepted. There was no significant correlation between age and home factor, environmental factor, and technology factor in affecting discipline. On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there was significant correlation between age and school factor and teacher factor in affecting discipline.

Some parents believe that once their children are pre-teens or teens, that it is probably too late to promote effective discipline. This is an absolute myth and a very unhelpful self-fulfilling prophecy. Many parents learn how to become more effective parents no matter the ages of their children, even adult children. As a parent, if one puts the effort in now to have a child be disciplined, later he or she finds himself or herself doling out more praise and smiles than negative consequences and disappointment. Impulse control is particularly a real challenge between ages three (3) to seven (7). Once a child gets into the classroom, it is even more important to monitor themselves when it comes to behaviour and the ability to sit still, listen, and follow directions (Brown, 2017).

**Gender.** Chi-square statistic is lower than the critical value of five (5) percent level of significance, the null hypothesis is accepted. There was no significant correlation between gender and home factor, school factor, teacher factor, and technology factor in affecting discipline. On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there was significant correlation between gender and environmental factor in affecting discipline.

The study conducted by Akomolafe and Belo (2018) on principals' gender-related variables and discipline in secondary schools in Southwest, Nigeria revealed that there was significant relationship between principals' gender-related variables and teachers' as well as students' discipline. It was also revealed from the study that courage of principals was the best predictor of teachers' discipline while principals' toughness was the best predictor of students' discipline. It was concluded on the basis of the findings of this study that gender-related variables are critical variables in the discipline of both teachers and students. It was therefore recommended that principals should regularly be reminded that their ability to discipline erring teachers and students is not a function of their sex but their personal attributes. It was equally recommended that principals' knowledge need to be updated on the need to maintain those variables such as courage, toughness, and friendliness that contribute to their being effective in disciplining both teachers and students.

**Family Monthly Income.** Chi-square statistic is lower than the critical value of five (5) percent level of significance, the null hypothesis is accepted. There was no significant correlation between family income and school factor, teacher factor, and technology factor in affecting discipline. On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there was significant correlation between family monthly income and home factor and environmental factor in affecting discipline.

Surveys on education intended to test student learning achievement often analyse with educational environment factors have the biggest impact on student achievement. Determination of such factors and assessment of their impact is important in order to control the change in

student achievement. Most surveys showed that student achievement is influenced by economic home environment factors and students' socio-economic status (Dudaite, 2016).

**Number of Siblings.** Chi-square statistic is lower than the critical value of five (5) percent level of significance, the null hypothesis is accepted. There was no significant correlation between number of siblings and school factor, teacher factor, and technology factor in affecting discipline. On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there was significant correlation between number of siblings and home factor and environmental factor in affecting discipline.

Living in a good social environment increases the likelihood that a child will develop positive social relationships. Social behaviour and the ability to develop positive relationships with others were traditionally conceived as skills which would develop naturally. However, there is an increasing recognition that social behaviours are learned and that children must be taught pro-social behaviour. Children learn from their social environment, the social behaviour of their peers, and thus what they see in their day to day environment is likely to influence their social behaviour. Social skills can also be actively taught. Teachers and parents may also actively encourage children to apply social skills learned in one social setting to other settings (My Virtual Medical Centre, 2018).

#### **CORRELATION BETWEEN THE ACADEMIC PERFORMANCE OF THE PUPILS AND THE FACTORS AFFECTING THEIR DISCIPLINE**

**First Quarter.** Chi-square statistic is lower than the critical value of five (5) percent level of significance, the null hypothesis is accepted. There was no significant correlation between first quarter academic performance and the school factor, teacher factor, and technology factor in affecting discipline. On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there was significant correlation between first quarter academic performance and the home factor and environmental factor in affecting discipline.

The environment a child finds himself goes a long way in determining his learning ability and ultimately his academic performance in school. The results showed that there was statistical significant association between academic performance and father's level of income, the number of study hours per day and the average number of meals taken per day (Ilesanmi, 2017). This supported the findings of the study that academic performance was significantly related with home and environmental factors in affecting self-discipline.

**Second Quarter.** Chi-square statistic is lower than the critical value of five (5) percent level of significance, the null hypothesis is accepted. There was no significant correlation between second quarter academic performance and home factor, school factor, teacher factor, and technology factor in affecting discipline. On the other hand, since the chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected; thus, there was significant correlation between second quarter academic performance and environmental factor in affecting discipline.

The learning environment dramatically affects the learning outcomes of students. The results showed that noise in educational institutions has a negative and appropriate coloring, lighting of educational environment and schools' open space has impact on learning and academic achievement of the elementary school students. The results suggest that educational

managers of the country must consider environmental factors in designing educational environments (Gilavand, 2016). This supported the findings of this study that academic performance was significantly related with the environmental factors.

## 5. CONCLUSIONS

1. Most of the respondents were males belonging to age six (6) years old with one (1) to two (2) siblings and with P4,999 and below monthly family income.
2. Majority of the respondents perceived that school factor and teacher factor always affect discipline; home factor oftentimes affect discipline; environmental factor sometimes affect discipline; and technology factor seldom affect discipline.
3. The academic performance of the pupils for first quarter was satisfactory and it became very satisfactory for second quarter.
4. The chi-square statistic is lower than the chi-square critical value at five (5%) percent level of significance, the null hypothesis is accepted. There was no significant correlation between age and home factor, environmental factor, and technology factor in affecting discipline. The chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected. There was significant correlation between age and school factor and teacher factor in affecting discipline.
5. The chi-square statistic is lower than the chi-square critical value at five (5%) percent level of significance, the null hypothesis is accepted. There was no significant correlation between gender and home factor, school factor, teacher factor, and technology factor in affecting discipline. The chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected. There was significant correlation between gender and environmental factor in affecting discipline.
6. The chi-square statistic is lower than the chi-square critical value at five (5%) percent level of significance, the null hypothesis is accepted. There was no significant correlation between family monthly income and school factor, teacher factor, and technology factor in affecting discipline. The chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected. There was significant correlation between family monthly income and home factor and environmental factor in affecting discipline.
7. The chi-square statistic is lower than the chi-square critical value at five (5%) percent level of significance, the null hypothesis is accepted. There was no significant correlation between number of siblings and school factor, teacher factor, and technology factor in affecting discipline. The chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected. There was significant correlation between number of siblings and home factor and environmental factor in affecting discipline.
8. The chi-square statistic is lower than the chi-square critical value at five (5%) percent level of significance, the null hypothesis is accepted. There was no significant correlation between first quarter academic performance and the school factor, teacher factor, and technology factor in affecting discipline. The chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected. There was significant correlation between first quarter academic performance and the home factor and environmental factor.
9. The chi-square statistic is lower than the chi-square critical value at five (5%) percent level of significance, the null hypothesis is accepted. There was no significant correlation between second quarter academic performance and home factor, school factor, teacher factor, and

technology factor in affecting discipline. The chi-square statistic is higher than the chi-square critical value at five (5) percent level of significance, the null hypothesis is rejected. There was significant correlation between second quarter academic performance and environmental factor in affecting discipline.

10. The proposed action plan in discipline was crafted to improve the academic performance of the pupils.

#### **6. RECOMMENDATIONS:**

1. Parents must find jobs or income generating activities for additional budget of the family.
2. The school and the teachers must be aware that they are the key factors in affecting the discipline of the pupils. They must be role model of proper discipline at all times.
3. The pupils must give their best performance in everything they do in order to have a good performance at the start of the quarter.
4. The school and the teachers must be aware that they are the role model of the young learners in the formation and establishment of their discipline.
5. Parents must be aware that the environment of the pupils, regardless of their gender will be contributory factors in the formation and establishment of their discipline. Parents must attend community assemblies to air their concerns to assure that their children will have a good environmental foundation.
6. Parents must be oriented that family monthly income will affect the home and environmental factors that are significant in the enhancement of the discipline of the pupils.
7. Parents must also be educated that the number of siblings will affect the home and environmental factors that are important in the development of the discipline of the pupils.
8. Teachers must be knowledgeable that the academic performance may influence by the home and environment factors that are beneficial in the development of the discipline of the pupils.
9. Teachers must look into the significant impact of environmental factors to the academic performance of the pupils and design a program, project, or activity that help the pupils in the total development of their discipline.
10. The proposed action plan in discipline must be implemented to improve the academic performance of the pupils.
11. Other related studies may be conducted by other schools to determine other variables, factors and levels of discipline that affect the academic performance of the pupils in other selected schools.

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