

Assessing Disciplinary Problems Among Elementary Schools at Maimbung District Division of Sulu

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ABSTRACT. This descriptive-survey study assessed disciplinary problems in Maimbung District's elementary schools (Sulu, Philippines). Using purposive sampling, it surveyed teachers, analyzing data via frequency/percentage, weighted mean, standard deviation, t-test, ANOVA, and Pearson correlation. Results showed most respondents were female, married, aged 26-35 or older, with 6-10 years of service and college degrees. Teachers strongly agreed on teacher-learner relationships but only agreed on school policies, peer relationships, and home environment. Significant differences in disciplinary problems were found only between genders (regarding school policies) and lengths of service (regarding school policies and peer relationships). High correlations existed between school policies and peer/home environments, and teacher-learner relationships.

KEYWORDS: *Disciplinary problems, Elementary schools, Learners, Sulu*

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Introduction

Disciplinary problems in schools have long been a global concern, influencing the learning environment and student performance. Disruptive behavior among students is a challenge that transcends national borders, requiring comprehensive strategies to address its root causes. Disciplinary problems in Philippine public schools include truancy, absenteeism, fighting, stealing, and drug addiction, which can be dealt with through teamwork and a well-defined code of conduct for staff and students. (Temitayo et al., 2014). This study aimed to assess the disciplinary problems among elementary students in Maimbung District, focusing on the factors contributing to misbehavior and the effectiveness of current interventions.

Student disciplinary issues across primary, secondary, and high schools encompass various factors. Research indicates four main categories: family, economic, environmental, and peer influences (Yılmaz & İnnab, 2022). Specific examples in Nigerian secondary schools include truancy, absenteeism, fighting, theft, and drug abuse (Lukman & Hamadi, 2014), while school administrators also cite unmet academic obligations, substance use, dress code violations, and violence as common problems (Sadık & Öztürk, 2018).

The root causes of student disciplinary problems are multifaceted and vary across schools, highlighting the importance of effective school management in fostering both discipline and academic success (Obadire & Sinthumule, 2021). Disruptive behavior is particularly prevalent in elementary physical education, hindering learning and demanding prompt intervention (Jiménez

et al., 2016). Contributing factors in primary schools include inappropriate disciplinary actions, parental unawareness, and inadequate disciplinary structures (Hu & Li, 2023). Among high-achieving students, issues are linked to self-esteem, locus of control, school administration, peer dynamics, and extra-curricular tuition (Ismail & Kususanto, 2015). Furthermore, broader educational management factors such as inadequate teacher training, poor student-teacher communication, ineffective classroom management, tardiness, student abuse, and teacher apathy all contribute to disciplinary challenges (Ertekin, 2023).

Disciplinary problems in Philippine schools are evident in the use of harsh teacher discipline, which research links to increased bullying victimization and negative student perceptions of teacher support (Banzon-Librojo, 2017). The persistence of exercise as punishment (EAP) further highlights these challenges, rooted in a belief in its efficacy, external pressures, and a lack of knowledge about alternative, positive disciplinary approaches (Tanucan et al., 2024).

By understanding the local context and the specific challenges faced by schools in this area, this research hopes to offer solutions that are culturally sensitive and aligned with the educational goals of the region.

Research Questions

This study aimed to assess disciplinary problems among elementary school at Maimbung District, Division of Sulu during the School Year 2024-2025. Specifically, it sought to answer the following queries upon its very completion:

1. What is the demographic profile of the teacher-respondents at Maimbung District in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Civil status;
 - 1.4. Length of service; and
 - 1.5. Educational attainment?
2. What is the extent of disciplinary problems among elementary school at Maimbung District, Division of Sulu in terms of:
 - 2.1. School policies;
 - 2.2. Peer relationship;
 - 2.3. Teacher-learners' relationship; and
 - 2.4. Home environment?
3. Is there a significant difference in the extent of disciplinary problems among elementary school at Maimbung District, Division of Sulu when data are grouped according to their demographic profile in terms of:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Civil status;
 - 3.4. Length of service; and
 - 3.5. Educational attainment?
4. Is there a significant correlation among the sub-categories subsumed under disciplinary problems among elementary school at Maimbung District, Division of Sulu in terms of school policies, peer relationship, teacher-learners' relationship, and home environment??

Literature

Research highlights the complex interplay of factors contributing to disciplinary problems in schools. Positive teacher-student relationships are crucial for teacher well-being, with student misbehavior impacting teacher exhaustion and enthusiasm (Aldrup et al., 2018). School administrators emphasize collaborative approaches involving guidance services, teachers, and families (Sadık & Öztürk, 2018), yet punitive measures like corporal punishment are linked to negative physical, academic, mental health, and behavioral outcomes for children (Heekes et al., 2020). Conversely, special education interventions reduce punishment for students with disabilities (Hurwitz et al., 2021), while school-wide positive behavioral interventions and supports (PBIS) demonstrably reduce suspensions and improve academic performance (Pas et al., 2019). Restorative practices offer a promising non-punitive alternative, reducing disparities in disciplinary outcomes (Kline, 2016), and disrupting punitive practices is crucial for advancing racial justice and improving student outcomes (Milner, 2020). Effective classroom management, anticipating problems and fostering positive learning environments, is paramount (Utilova et al., 2024).

Beyond individual student behaviors, broader contextual factors influence disciplinary challenges. Socioeconomic status's impact on academic outcomes varies across countries and grade levels (Kim et al., 2019), while peer influence significantly shapes adolescent engagement (Wang et al., 2018) and bullying integration into discipline strategies is vital (Cardona et al., 2015). In the Philippine context, organizational climate in rural schools is positive, but management competencies need improvement (Dalanon et al., 2018), and parental educational attainment affects their ability to support children's learning (Murro et al., 2023). Furthermore, parental motivation, particularly regarding English language acquisition, is influenced by career aspirations (Chavez et al., 2023), and macro- versus micro-management styles in schools impact overall effectiveness (Divinagracia, 2023).

Challenges also exist in implementing inclusive classroom practices due to teacher knowledge gaps, resource limitations, and awareness (De Leon et al., 2024), while teachers' rights and professional development needs remain inadequately addressed (Bucoy et al., 2024; Castro et al., 2024). Addressing disciplinary problems effectively requires a holistic approach that considers the interplay of individual student behaviors, teacher-student relationships, school-level policies and practices, parental involvement, and broader socio-cultural contexts. Furthermore, integrating culturally responsive pedagogical practices and self-regulated learning strategies can enhance student engagement in diverse classrooms (Anyichie et al., 2023).

Methodology

This chapter presents the research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability of instrument, and statistical treatment of data.

1. Research Design

This research used a descriptive survey design to systematically gather information about a phenomenon, situation, or population. Descriptive research describes the distribution of variables without testing causal relationships (Aggarwal & Ranganathan, 2019). The survey employed diverse participant recruitment, data collection, and instrumentation methods.

2. Research Locale and Respondents

This research, conducted during the 2024-2025 school year, surveyed 100 elementary school teachers in Maimbung District, Division of Sulu. The study included teachers from seventeen schools: Bato Ugis (5), Bualo Lanjal (3), Bualo Lipid (5), Datag Limbon (3), Ipil (5), Lagasan Asibih (5), Langtad (5), Lapa (6), Lidung (6), Lower Tambaking (3), Maimbung Higad (10), Matatal (10), Mawaji (6), Patao (3), Sultan Mohammad Jamalul Kiram Central (10), Tandu Patong (6), and Upper Tambaking (3) Elementary Schools.. The table below shows the distribution of the number of respondents according to schools.

Distribution of Respondents according to School	
Elementary Schools in Maimbung District	Number of Teacher-Respondents
Bualo Kanjal Primary School	3
Datag Limbon Primary School	3
Lower Tambaking Primary School	3
Patao Elementary School	3
Upper Tambaking Primary School	3
Bato Ugis Elementary School	5
Bualo Lipid Elementary School	5
Ipil Elementary School	5
Lagasan Asibih Elementary School	5
Langtad Elementary School	5
Lapa Elementary School	6
Lidung Elementary School	6
Mawaji Elementary School	6
Tandu Patong Elementary School	6
Usman Elementary School	6
Maimbung Higad Elementary School	10
Matatal Elementary School	10
Sultan Mohammad Jamalul Kiram Central Elementary School	10
Total	100

3. *Sampling Design*

The study used the non-probability sampling through purposive sampling method. It is a type of sampling design where respondents were selected for inclusion in the sample because they are the most available and easiest for the researcher to access. Researchers handpick participants for this method, choosing individuals with specific traits relevant to the study's goals (Ceneciro et al., 2023; Chavez et al., 2023; Chavez et al., 2024).

4. *Research Instrument*

The study's questionnaire, adapted from Epstein (1995), with minor modifications, comprised two sections: respondent demographics (Part I) and an assessment of disciplinary issues in Maimbung District elementary schools (Part II). Part II used a five-point Likert scale ("strongly agree" to "strongly disagree"). The instrument's validity and reliability were established through prior research and further reviewed by two School of Graduate Studies faculty members to ensure clarity and appropriateness.

5. *Data Gathering Procedure*

Data collection involved obtaining permission from the Sulu State College's School of Graduate Studies Dean, the Schools Division Superintendent, and the principals of the 18 selected

schools in Maimbung District. The researcher personally distributed and collected the questionnaires.

6. *Statistical Treatment of Data*

This study used several statistical methods to analyze data. Frequencies and percentages described respondent demographics (age, gender, marital status, experience, and education). Weighted means and standard deviations measured the extent of disciplinary problems. Independent samples t-tests assessed differences in disciplinary problems by gender, while one-way ANOVAs compared disciplinary problems across age, marital status, experience, and education levels. Finally, Pearson correlations examined relationships between disciplinary problem subcategories (school policies, peer relationships, teacher-student relationships, and home environment).

Point	Scales to be used	
	Scale Value	Interpretation
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Results

This chapter analyzes data on disciplinary problems in Maimbung District elementary schools, Sulu. It profiles teacher-respondents (age, gender, marital status, experience, education) and assesses the extent of disciplinary problems across school policies, peer relationships, teacher-student relationships, and home environments. Statistical analyses explore correlations and differences in these factors based on respondent demographics, addressing the research questions.

1. What is the demographic profile of the teacher-respondents at Maimbung district in terms of: 1.1 Age, 1.2 Gender, 1.3 Civil Status, 1.4 Length of Service, and 1.5 Educational Attainment?

1.1 *In terms of Age*

Table 1.1 Demographic Profile of Teacher-Respondents at Maimbung District by Age

Age	Number of respondents	Percent
25 years old and below	3	3.0%
26-35 years old	49	49.0%
36 years old and above	48	48.0%
Total	100	100%

Table 1.1 shows the age distribution of 100 teacher-respondents in Maimbung District. Most respondents (49% and 48%) were aged 26-35 and 36+, respectively, suggesting a largely experienced teaching staff. Only a small percentage (3%) were 25 or younger.

1.2 *In terms of Gender*

Table 1.2 Demographic Profile of Teacher-Respondents at Maimbung District by Gender

Gender	Number of respondents	Percent
Male	18	18.0%
Female	82	82.0%
Total	100	100%

Table 1.2 shows the gender distribution of the 100 teacher-respondents in Maimbung District. The majority (82%) were female, indicating a predominantly female teaching workforce.

1.3 In terms of Civil Status

Table 1.3 Demographic Profile of Teacher-Respondents at Maimbung District by Civil Status

Civil Status	Number of respondents	Percent
Single	17	17.0%
Married	82	82.0%
Widowed/Separated	1	1.0%
Total	100	100%

Table 1.3 displays the marital status of the 100 teacher-respondents in Maimbung District. Most (82%) were married, suggesting a significant portion of the teaching staff have family responsibilities. A small percentage (17%) were single, and 1% were widowed or separated.

1.4 In terms of Length of Service

Table 1.4 Demographic Profile of Teacher-Respondents at Maimbung District by Length of Service

Length of Service	Number of respondents	Percent
5 years and below	14	14.0%
6-10 years	48	48.0%
11 years and above	38	38.0%
Total	100	100%

Table 1.4 shows the years of teaching experience among the 100 Maimbung District teacher-respondents. Most (48%) had 6-10 years' experience, indicating a significant number of mid-career educators. A smaller proportion had 5 years or less (14%) or 11+ years (38%).

1.5 In terms of Educational Attainment

Table 1.5 Demographic Profile of Teacher-Respondents at Maimbung District by Educational Attainment

Educational Attainment	Number of respondents	Percent
College Graduates	82	82.0%
With Master's Degree	18	18%
Total	100	100%

Table 1.5 shows the educational attainment of the 100 Maimbung District teacher-respondents. Most (82%) held a bachelor's degree, while a smaller number (18%) had a master's degree.

2. What is the extent of disciplinary problems among elementary school at Maimbung District division of Sulu in terms of 2.1 School Policies, 2.2 Peer Relationship, 2.3 Teacher-learner Relationship, and 2.4 Home Environment?

2.1 In the context of School Policies

Table 2.1 Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu in terms of School Policies

Statements	Mean	S.D	Rating
The school has clear policies on student behavior.	4.58	.572	Strongly Agree
The consequences of violating school policies are consistently enforced.	4.36	.612	Agree

The school's rules are communicated effectively to students and parents.	4.57	.537	Strongly Agree
The policies on student discipline are fair and just.	4.48	.559	Agree
Students are aware of the policies regarding classroom behavior.	4.36	.612	Agree
The school's anti-bullying policies are effective in preventing peer conflicts.	4.48	.594	Agree
The disciplinary policies in the school foster respect for authority.	4.40	.620	Agree
School policies allow students opportunities to reflect on their behavior.	4.43	.655	Agree
The process for handling disciplinary cases is transparent and unbiased.	4.39	.665	Agree
School policies are reviewed regularly to ensure they meet the current needs of students.	4.33	.682	Agree
Total Weighted Mean	4.4380	.45876	Agree

LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Neutral
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Table 2.1 reveals that elementary schools in Maimbung District Division of Sulu generally agree that school policies effectively manage disciplinary problems, as indicated by a total weighted mean of 4.4380 ("Agree") with a minimal standard deviation of 0.45876. Teachers strongly agree on the clarity of school policies on student behavior (mean 4.58) and effective communication of rules to students and parents (mean 4.57). However, the lowest mean score (4.33) for regular policy review suggests a potential area for improvement to better address evolving student needs.

2.2 In the context of Peer Relationship

Table 2.2 Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu in terms of Peer Relationship

Statements	Mean	S.D	Rating
Students generally support each other in maintaining good behavior.	4.36	.523	Agree
Peer relationships positively influence student behavior in school.	4.40	.550	Agree
Students are discouraged from engaging in bullying due to peer support.	4.37	.706	Agree
Positive friendships in school help reduce disciplinary problems.	4.53	.577	Strongly Agree
Students are respectful towards their peers during class and activities.	4.37	.580	Agree
Peer pressure often leads students to exhibit disruptive behavior.	4.15	.687	Agree
The school promotes group activities that foster collaboration and respect among peers.	4.43	.655	Agree
Healthy peer relationships contribute to a safer school environment.	4.54	.593	Strongly Agree

Conflicts among students are usually resolved peacefully.	4.52	.594	Strongly Agree
Students help each other follow the school's disciplinary guidelines.	4.50	.541	Strongly Agree
Total Weighted Mean	4.4170	.42594	Agree

LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Neutral
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Table 2.2 shows that elementary school teachers in Maimbung District Division of Sulu generally agree that positive peer relationships reduce disciplinary problems (total weighted mean 4.4170, "Agree," with a low standard deviation of 0.42594). Teachers strongly agree that healthy peer relationships create a safer environment (4.54), positive friendships reduce disciplinary issues (4.53), conflicts are resolved peacefully (4.52), and students support each other in following guidelines (4.50). However, while still agreeing that peer pressure influences disruptive behavior, it received the lowest mean score (4.15), suggesting it may be a less significant factor compared to other positive peer influences.

2.3 In the context of Teacher-Learners' Relationship

Table 2.3 Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu in terms of Teacher-Learners' Relationship

Statements	Mean	S.D	Rating
Teachers show respect to students, which encourages them to follow the rules.	4.72	.473	Strongly Agree
Teachers are approachable when students face problems with their behavior.	4.76	.429	Strongly Agree
Positive teacher-learner relationships help minimize disciplinary issues.	4.69	.526	Strongly Agree
Teachers encourage students to express themselves in a respectful manner.	4.77	.423	Strongly Agree
Teachers use positive reinforcement to encourage good behavior.	4.68	.510	Strongly Agree
Teachers consistently model good behavior for students to follow.	4.73	.468	Strongly Agree
Students are more likely to follow rules when they feel valued by their teachers.	4.59	.570	Strongly Agree
Teachers intervene effectively when disciplinary problems arise.	4.55	.609	Strongly Agree
Teachers handle disciplinary situations in a calm and fair manner.	4.63	.525	Strongly Agree
Teachers work closely with parents to address students' behavioral concerns.	4.55	.642	Strongly Agree
Total Weighted Mean	4.6670	.39672	Strongly Agree

LEGEND

SCALE	RANGE	INTERPRETATION
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Neutral
2	1.50 – 2.49	Disagree

1 1.00 – 1.49 Strongly Disagree

Table 2.3 indicates that teachers in Maimbung District Division of Sulu strongly agree that teacher-learner relationships are crucial in minimizing disciplinary problems (total weighted mean 4.6670, "Strongly Agree," with a low standard deviation of 0.39672). Teachers strongly agree that they encourage respectful self-expression (4.77), are approachable when students have behavioral problems (4.76), and consistently model good behavior (4.73). While also strongly agreeing on the importance of effective intervention (4.55) and parent collaboration (4.55), these areas show potential for improvement in implementation.

2.4 In the context of Home Environment

Table 2.4 Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu in terms of Home Environment

Statements	Mean	S.D	Rating
Parents are actively involved in promoting good behavior at home.	4.30	.704	Agree
The values taught at home align with the school's expectations for student behavior.	4.30	.595	Agree
Students from supportive home environments exhibit fewer disciplinary problems.	4.48	.594	Agree
The home environment contributes to the development of student self-discipline.	4.50	.577	Strongly Agree
Parents regularly communicate with the school regarding their child's behavior.	4.42	.713	Agree
Students whose parents enforce rules at home are more disciplined in school.	4.50	.644	Strongly Agree
Family conflicts often affect a student's behavior in school.	4.41	.683	Agree
Parents reinforce the importance of respecting school policies at home.	4.34	.685	Agree
Home stressors (e.g., financial issues, parental separation) contribute to disciplinary problems at school.	4.29	.729	Agree
Parents collaborate with teachers to address their child's behavioral issues.	4.31	.692	Agree
Total Weighted Mean	4.3850	.48459	Agree

Table 2.4 reveals that teachers in Maimbung District Division of Sulu generally agree that the home environment significantly impacts student behavior (total weighted mean 4.3850, "Agree," with a moderate standard deviation of 0.48459). Teachers strongly agree that the home environment fosters self-discipline (4.50) and that students with parents who enforce rules at home are more disciplined in school (4.50). However, while acknowledging the influence of home stressors like financial issues or parental separation on school disciplinary problems, this factor received a lower mean score (4.29), suggesting it is perceived as less impactful than other home environment aspects.

3. Is there a significant difference in the extent of disciplinary problems among elementary school at Maimbung District division of Sulu when data are grouped according to their demographic profile in terms of 3.1 Age, 3.2 Gender, 3.3 Civil Status, 3.4 Length of Service, and 3.5 Educational Attainment?

3.1 According to Age

Table 3.1 Difference in the Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu when Data are Grouped according to their Demographic Profile in terms of Age

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
School Policies	Between Groups	.118	2	.059	.277	.759	Not Significant
	Within Groups	20.717	97	.214			
	Total	20.836	99				
Peer Relationship	Between Groups	.601	2	.300	1.678	.192	Not Significant
	Within Groups	17.360	97	.179			
	Total	17.961	99				
Teacher-Learners' Relationship	Between Groups	.879	2	.439	2.899	.060	Not Significant
	Within Groups	14.702	97	.152			
	Total	15.581	99				
Home Environment	Between Groups	.334	2	.167	.706	.496	Not Significant
	Within Groups	22.914	97	.236			
	Total	23.248	99				

Note. * Significant at alpha 0.05

Table 3.1 shows no significant differences in teachers' perceptions of disciplinary problems at Maimbung District Division of Sulu elementary schools across different age groups. Analysis of variance (ANOVA) for School Policies ($F=0.277$, $Sig.=0.759$), Peer Relationships ($F=1.678$, $Sig.=0.192$), Teacher-Learner Relationships ($F=2.899$, $Sig.=0.060$), and Home Environment ($F=0.706$, $Sig.=0.496$) all yielded p-values above the 0.05 significance level. This supports the hypothesis that teachers' age does not significantly influence their assessment of disciplinary problems.

3.2 According to Gender

Table 3.2 Difference in the Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu when Data are Grouped according to their Demographic Profile in terms of Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
School Policies	Male	4.622	.29014	.22466	2.597	.013	Significant
	Female	4.398	.47996	.22466			
Peer Relationship	Male	4.500	.31436	.10122	1.137	.263	Not Significant
	Female	4.399	.44624	.10122			
Teacher-Learners' Relationship	Male	4.678	.36551	.01314	.127	.899	Not Significant
	Female	4.665	.40533	.01314			
Home Environment	Male	4.472	.39971	.10637	.842	.402	Not Significant
	Female	4.366	.50141	.10637			

Note. * Significant at alpha 0.05

Table 3.2 reveals that gender significantly influences teachers' perceptions of school policies in managing disciplinary problems at Maimbung District Division of Sulu elementary schools, but not for peer relationships, teacher-learner relationships, or home environment. Male teachers (mean 4.622) rated school policies significantly higher than female teachers (mean 4.398) ($t=2.597$, $p=0.013$). However, for the other categories, the differences were not significant (Peer Relationships: $t=1.137$, $p=0.263$; Teacher-Learner Relationships: $t=0.127$, $p=0.899$; Home Environment: $t=0.842$, $p=0.402$). Despite this one significant finding, the overall hypothesis that

gender does not significantly affect teachers' perceptions of disciplinary problems is largely supported. 3.3 According to Civil Status

Table 3.3 Difference in the Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu when Data are Grouped according to their Demographic Profile in terms of Civil Status

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
School Policies	Between Groups	.935	2	.467	2.279	.108	Not Significant
	Within Groups	19.901	97	.205			
	Total	20.836	99				
Peer Relationship	Between Groups	.864	2	.432	2.451	.092	Not Significant
	Within Groups	17.097	97	.176			
	Total	17.961	99				
Teacher-Learners' Relationship	Between Groups	.514	2	.257	1.654	.197	Not Significant
	Within Groups	15.067	97	.155			
	Total	15.581	99				
Home Environment	Between Groups	1.190	2	.595	2.617	.078	Not Significant
	Within Groups	22.057	97	.227			
	Total	23.248	99				

Note. * Significant at alpha 0.05

Table 3.3 shows no significant differences in teachers' perceptions of disciplinary problems at Maimbung District Division of Sulu elementary schools based on their civil status. ANOVA results for School Policies (F=2.279, p=0.108), Peer Relationships (F=2.451, p=0.092), Teacher-Learner Relationships (F=1.654, p=0.197), and Home Environment (F=2.617, p=0.078) all yielded p-values above the 0.05 significance level. This supports the hypothesis that teachers' civil status does not significantly affect their assessment of disciplinary problems.

3.4 According to Length of Service

Table 3.4 Difference in the Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu when Data are Grouped according to their Demographic Profile in terms of Length of Service

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
School Policies	Between Groups	1.323	2	.662	3.289	.042	Significant
	Within Groups	19.512	97	.201			
	Total	20.836	99				
Peer Relationship	Between Groups	1.127	2	.564	3.289	.042	Significant
	Within Groups	16.834	97	.174			
	Total	17.961	99				
Teacher-Learners' Relationship	Between Groups	.072	2	.036	3.248	.043	Significant
	Within Groups	15.509	97	.160			
	Total	15.581	99				
Home Environment	Between Groups	.900	2	.450	.225	.799	Not Significant
	Within Groups	22.347	97	.230			
	Total	23.248	99				

Note. * Significant at alpha 0.05

3.5 According to Educational Attainment

Table 3.5 Difference in the Extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu when Data are Grouped according to their Demographic Profile in terms of Educational Attainment

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
School Policies	Male	4.454	.46300	.08699	.727	.469	Not Significant
	Female	4.367	.44458				
Peer Relationship	Male	4.452	.42520	.19688	1.796	.076	Not Significant
	Female	4.256	.40179				
Teacher-Learners' Relationship	Male	4.679	.40023	.06816	.658	.512	Not Significant
	Female	4.611	.38637				
Home Environment	Male	4.420	.50318	.19173	1.530	.129	Not Significant
	Female	4.228	.35942				

Note. * Significant at alpha 0.05

4. Is there a significant correlation among the sub-categories subsumed under the extent of disciplinary problems among elementary school at Maimbung District division of Sulu?

Table 4 Correlations among the Sub-categories Subsumed under the extent of Disciplinary Problems among Elementary School at Maimbung District Division of Sulu

Variables		Pearson r	Sig.	N	Description
Dependent	Independent				
School Policies	Peer Relationship	.721**	.000	100	Very High
	Teacher-Learners' Relationship	.484**	.000	100	Moderate
	Home Environment	.661**	.000	100	High
Peer Relationship	Teacher-Learners' Relationship	.630**	.000	100	High
	Home Environment	.781**	.000	100	Very High
Teacher-Learners' Relationship	Home Environment	.412**	.000	100	Moderate

Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4 presents the correlations among the sub-categories subsumed under the extent of disciplinary problems among elementary schools at Maimbung District Division of Sulu. The computed Pearson correlation coefficients (r) between these variables are significant at alpha 0.01, indicating statistically significant relationships.

The degrees of correlation among the subcategories are as follows:

A very high positive degree of correlation between School Policies and Peer Relationship (r = 0.721), suggesting a strong association between effective school policies and positive peer relationships among students.

A high positive degree of correlation between School Policies and Home Environment ($r = 0.661$), indicating that clear and consistent school policies are strongly linked to the influence of a supportive home environment on student behavior.

A moderate positive degree of correlation between School Policies and Teacher-Learners' Relationship ($r = 0.484$), implying that well-implemented school policies contribute to fostering positive teacher-learner relationships.

A high positive degree of correlation between Peer Relationship and Home Environment ($r = 0.781$), emphasizing the strong connection between healthy peer relationships and a supportive home environment in reducing disciplinary problems.

A high positive degree of correlation between Peer Relationship and Teacher-Learners' Relationship ($r = 0.630$), suggesting that positive peer relationships significantly enhance teacher-learner dynamics.

A moderate positive degree of correlation between Teacher-Learners' Relationship and Home Environment ($r = 0.412$), indicating that teacher-learner relationships are moderately influenced by the support provided in the home environment.

These findings suggest that the sub-categories subsumed under the extent of disciplinary problems are closely interrelated, with strong positive correlations between them. This implies that improvements in one subcategory are likely to positively influence the others, thereby reducing disciplinary problems in schools.

Hence, it is safe to say that generally, the sub-categories subsumed under the extent of disciplinary problems are highly correlated. Therefore, the hypothesis which states that "There is no significant correlation among the sub-categories subsumed under the extent of disciplinary problems among elementary schools at Maimbung District Division of Sulu." is rejected.

Conclusion

The study concluded the following based on the findings of the study:

The respondents are in their middle 20s and above, female comprise the majority, only a few are still single, majority can be considered as seasoned teachers, and only a few pursued graduate studies.

The result clearly indicates that a good teacher – learners' relationship may still be areas for improvement in how interventions and parent collaborations are implemented, further align with the evolving needs of students, peer relationship may not be as strongly perceived as other factors in affecting student discipline and home environment is less impactful compared to other factors.

The result could only mean that teachers' age, gender, civil status, length in service, and educational attainment does not significantly affect their perceptions of disciplinary problems in school at Maimbung District, Division of Sulu.

The findings suggest that the subcategories subsumed under the extent of disciplinary problems are closely interrelated, with strong positive correlations between them

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