International Journal for Multidisciplinary Research (IJFM
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Strength-Based Disciplinary Practices and Socio-Emotional Competence in Grade 5 Teaching And Learning: Basis for an Intervention Guide

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ABSTRACT

Strength-based disciplinary practices play an important role in establishing supportive classroom environments and promoting learners' positive behavior and socio-emotional development. This study examined the implementation of strength-based disciplinary practices and their relationship with the socio-emotional competence of Grade 5 learners in Guindacpan Elementary School and Domingo R. Yana Elementary School, Talibon II District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it focused on positive reinforcement, the establishment of clear classroom expectations and rules, and restorative communication and conflict resolution, as well as learners' self-awareness, self-management, and social awareness. The study employed a quantitative descriptive-correlational research design involving 10 Grade 5 teachers and 70 Grade 5 learners, for a total of 80 respondents. Adapted questionnaires were used to gather information about teachers' implementation of strength-based disciplinary practices, learners' socio-emotional competence, respondent profiles, and teachers' issues and concerns. Frequency, percentage, weighted mean, and Pearson Product-Moment Correlation were identified as the statistical tools for data analysis. The draft findings indicated that strength-based disciplinary practices were generally implemented at a very high level, with an overall weighted mean of 4.24. Learners' socio-emotional competence was also rated highly manifested, with an overall weighted mean of 4.06. Positive relationships were reported between disciplinary practices and self-awareness, self-management, and social awareness. Teachers identified limited time for individual learner assistance, differences in learners' behavioral needs, and limited parental support among their primary issues and concerns. The findings provided a basis for developing a Proposed Intervention Guide focused on strengthening positive reinforcement, classroom expectations, restorative communication, and learners' socio-emotional competencies. The proposed guide also emphasizes teacher development, parental involvement, and continuous monitoring to support a positive and inclusive classroom environment.

Keywords: Strength-Based Disciplinary Practices, Positive Reinforcement, Socio-Emotional Competence, Self-Awareness, Self-Management, Social Awareness, Grade 5 Learners

Chapter 1
THE PROBLEM AND ITS SCOPE INTRODUCTION

Rationale of the Study

Establishing a classroom environment characterized by understanding, respect, and freedom from punitive treatment plays a significant role in promoting learners' holistic development. A supportive learning atmosphere provides children with opportunities to recognize their emotions, regulate their behavior, maintain meaningful relationships with classmates, and demonstrate accountability for their actions.

Traditional disciplinary approaches that rely heavily on punishment may temporarily discourage inappropriate behavior; however, these approaches may not necessarily develop learners' ability to understand the consequences of their actions and independently regulate their emotions. In contrast, positive discipline emphasizes respectful interactions, consistent behavioral expectations, recognition of learners' emotional needs, and constructive approaches to addressing classroom disagreements. Through these principles, classroom discipline becomes more than a mechanism for controlling misconduct; it becomes an educational process that encourages responsible behavior, emotional development, and personal growth (Jennings et al., 2022).

The implementation of strength-based disciplinary practices is particularly important among Grade 5 learners because this stage represents a significant period of academic, social, and emotional development. At this level, learners experience increasing academic responsibilities, expanding peer relationships, and situations that require greater emotional awareness and behavioral regulation. Classroom situations involving failure to follow instructions, disagreements with classmates, difficulty managing frustration, disruptive behavior, and inconsistent participation may require teachers to apply appropriate disciplinary responses. These situations call for approaches that address inappropriate behavior while recognizing learners' individual circumstances and developmental needs. Instead of relying exclusively on reprimands or punitive measures, teachers may employ positive reinforcement, establish clear classroom expectations, and use restorative communication to encourage accountability and appropriate behavioral choices. When consistently applied, these practices may provide learners with meaningful opportunities to understand their emotions, manage their responses, and develop respectful relationships with others (Schonert-Reichl et al., 2023).

Furthermore, the implementation of positive disciplinary practices requires teachers to demonstrate emotional awareness, patience, consistency, and appropriate classroom management skills. Teachers play an important role in establishing behavioral expectations and modeling appropriate ways of responding to challenging situations. Their ability to manage classroom interactions, communicate expectations, and address learner misconduct constructively may influence the quality of the learning environment. Previous research has associated teachers' social-emotional capabilities with supportive classroom interactions and more constructive approaches to managing learner behavior (Oliveira et al., 2023). However, classroom management may become challenging when teachers encounter learners with different behavioral patterns, emotional needs, family circumstances, and levels of social adjustment. Limited access to relevant professional development, competing instructional responsibilities, and difficulties in responding to recurring behavioral concerns may also affect the consistent application of positive discipline. These circumstances emphasize the importance of providing teachers with practical guidance and appropriate strategies for managing classroom behavior without compromising learners' dignity and emotional well-being.

The relationship between strength-based disciplinary practices and learners' socio-emotional competence involves the development of behavioral and emotional skills through everyday classroom interactions. Teachers who consistently apply positive reinforcement, establish clear expectations, and practice restorative communication provide opportunities for learners to understand appropriate behavior and recognize the consequences of their actions. These experiences may contribute to the development of self-awareness, particularly in recognizing personal emotions and understanding how these emotions influence behavior. Similarly, consistent behavioral guidance may support self-management by encouraging learners to control their impulses, manage frustration, and respond appropriately to difficult situations.

Through respectful interactions and constructive conflict resolution, learners may also develop social awareness by recognizing the feelings, perspectives, and needs of other individuals. The integration of these practices into classroom management may therefore provide a supportive foundation for developing learners' socio-emotional competence and promoting a more respectful and inclusive learning environment (Collie, 2022).

In the Philippine basic education system, the Department of Education (DepEd) has established policies intended to protect children's rights and promote safe, inclusive, and non-violent learning environments. Among these policy instruments is DepEd Order No. 40, s. 2012, otherwise known as the Child Protection Policy, which provides guidelines for preventing and addressing different forms of abuse, violence, exploitation, discrimination, and other harmful practices involving learners. This policy reinforces the responsibility of educational institutions to adopt child-sensitive approaches in managing student behavior and maintaining discipline. Accordingly, teachers are expected to exercise disciplinary authority through appropriate, respectful, and non-violent interventions rather than practices that may compromise children's dignity and welfare. Nevertheless, the effective implementation of these principles requires more than policy awareness. Teachers must also possess the necessary knowledge, skills, and classroom management strategies to translate child protection principles into consistent disciplinary practices. Differences in institutional support, access to professional development, monitoring mechanisms, and available educational resources may influence how schools implement positive discipline initiatives (Cabigao, 2024).

Within the Schools Division of Bohol, the implementation of strength-based disciplinary practices deserves particular attention because public elementary schools serve learners with varying family structures, socioeconomic circumstances, behavioral patterns, and social experiences. These differences may influence how Grade 5 learners respond to classroom expectations, interact with classmates, and manage their emotions during teaching and learning activities. In classrooms where learners demonstrate different levels of behavioral adjustment and emotional regulation, teachers may encounter difficulties in maintaining consistent discipline while responding to individual learner needs. Such situations highlight the importance of examining whether positive disciplinary approaches are appropriately implemented and whether these practices are associated with the socio-emotional competence of learners. However, the specific nature and extent of these concerns in the participating schools must be established through school-based observations, teacher accounts, and available institutional records rather than assumptions about the conditions of the entire division.

[Insert verified local evidence here.] Specifically, information gathered from the participating schools in the two identified districts may establish the actual classroom situations experienced by Grade 5 teachers. These may include documented concerns involving disruptive classroom behavior, difficulties in following classroom rules, disagreements among learners, emotional outbursts, challenges in managing frustration, and inconsistencies in the application of positive disciplinary approaches. Relevant information may be obtained through preliminary consultations with school heads and Grade 5 teachers, existing school guidance or child protection records, and other available school-based documentation, subject to appropriate authorization and confidentiality requirements. Furthermore, the researchers may consider the existing professional development activities and child protection initiatives implemented by the participating schools to determine whether teachers require additional guidance in applying strength-based disciplinary practices. Establishing these local conditions will provide a clearer justification for examining the selected schools and determining the specific areas that require attention.

In this regard, investigating strength-based disciplinary practices and socio-emotional competence among Grade 5 learners in selected public elementary schools in the identified districts of the Schools Division of Bohol during School Year 2026–2027 is necessary to generate evidence concerning existing classroom disciplinary practices and learners' socio-emotional development. The study will determine the extent to which teachers implement positive disciplinary strategies, particularly positive reinforcement, the establishment of clear classroom expectations and rules, and restorative communication and conflict resolution. It will also assess learners' socio-emotional competence in terms of self-awareness, self-management, and social awareness. Furthermore, examining the relationship between these variables may provide insights into how classroom disciplinary practices are associated with learners' emotional and social development. The study will also identify the issues and concerns encountered by teachers in implementing positive discipline strategies, thereby establishing the areas that may require further support and intervention.

Ultimately, the findings of the study will serve as the basis for developing an Intervention Guide on Strength-Based Disciplinary Practices and Socio-Emotional Competence in Grade 5 Teaching and Learning. The proposed guide will contain practical classroom activities, appropriate disciplinary strategies, and developmentally responsive interventions intended to strengthen teachers' implementation of positive discipline and support learners' socio-emotional development. Through this research, the researchers aim to provide evidence-based recommendations that may guide teachers, school administrators, and other educational stakeholders in promoting respectful classroom interactions, constructive behavioral management, and supportive learning environments. In this manner, the study may contribute to strengthening school-based positive discipline initiatives and providing a more responsive approach to the behavioral, emotional, and social needs of Grade 5 learners.

Theoretical Background

This study is primarily anchored in the Social and Emotional Learning (SEL) Framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), supported by Albert Bandura's Social Cognitive Theory and Edward Deci and Richard Ryan's Self-Determination Theory. These theoretical perspectives provide the foundation for examining the implementation of strength-based disciplinary practices and their relationship with the socio-emotional competence of Grade 5 learners. The CASEL framework serves as the primary theoretical foundation because it directly explains the development of learners' social and emotional competencies, particularly their ability to recognize emotions, regulate behavior, and understand the feelings and perspectives of others. Meanwhile, Bandura's Social Cognitive Theory and Self-Determination Theory provide supporting explanations of how classroom experiences, teacher-learner interactions, behavioral modeling, and psychological needs may influence learners' behavior and development.

The CASEL Social and Emotional Learning Framework identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. However, the present study focuses on three dimensions of learners' socio-emotional competence: self-awareness, self-management, and social awareness, consistent with the objectives and scope of the investigation. Self-awareness refers to learners' ability to recognize and understand their emotions, thoughts, personal strengths, and areas for improvement. This dimension is connected to positive reinforcement because recognizing learners' appropriate behaviors, efforts, and accomplishments may help them develop a better understanding of their capabilities and emotional responses. Self-management refers to learners' ability to regulate their emotions, thoughts, and behaviors in different situations. It is associated with establishing clear classroom

expectations and rules, which provide guidance regarding appropriate conduct and help learners understand their responsibilities. Meanwhile, social awareness refers to learners' ability to understand the perspectives of others, demonstrate empathy, and recognize social expectations. This dimension is connected to restorative communication and conflict resolution, which encourage learners to listen, understand different viewpoints, and respond respectfully when disagreements occur. Thus, the CASEL framework provides the primary basis for assessing the three selected dimensions of socio-emotional competence in the present study.

As a supporting perspective, Bandura's Social Cognitive Theory explains how individuals develop behaviors through observation, modeling, and interaction with their environment. The theory emphasizes the reciprocal relationship among personal factors, behavior, and environmental conditions, suggesting that learners' actions may be influenced by their experiences and the behaviors demonstrated by people around them. In the classroom, teachers serve as important behavioral models because their actions and responses to different situations may influence how learners understand and demonstrate appropriate conduct. When teachers consistently implement positive reinforcement, establish clear classroom expectations, and demonstrate respectful communication, learners are provided with opportunities to observe and practice constructive behavioral responses. Through observational learning, learners may develop appropriate ways of interacting with classmates, managing disagreements, and responding to classroom situations. Therefore, this theory supports the present investigation by explaining how teachers' implementation of strength-based disciplinary practices may be associated with learners' behavioral development and socio-emotional competence through classroom experiences and social interactions.

Another supporting perspective is Self-Determination Theory, advanced by Edward Deci and Richard Ryan, which emphasizes three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to learners' ability to make appropriate choices and take responsibility for their actions, while competence refers to their sense of confidence in performing tasks and demonstrating appropriate behaviors. Relatedness refers to their need to experience acceptance, belongingness, and positive connections with others. These concepts are relevant to the present study because strength-based disciplinary practices may help establish a classroom environment in which learners feel respected, supported, and encouraged to participate. Positive reinforcement may support learners' sense of competence by recognizing their efforts and improvements. Establishing clear classroom expectations and rules may encourage autonomy by helping learners understand behavioral standards and take responsibility for their actions. Similarly, restorative communication and conflict resolution may strengthen relatedness by promoting respectful interactions, understanding, and constructive communication between teachers and learners and among classmates. Thus, Self-Determination Theory provides additional support for understanding how supportive disciplinary practices may encourage learners' motivation, responsibility, and positive social participation.

Taken together, these theoretical perspectives provide a comprehensive foundation for examining the relationship between strength-based disciplinary practices and the socio-emotional competence of Grade 5 learners. The CASEL Social and Emotional Learning Framework serves as the primary theoretical foundation because it directly supports the three dimensions assessed in the study: self-awareness, self-management, and social awareness. Bandura's Social Cognitive Theory explains how learners may develop appropriate behaviors through observation, modeling, and interaction with their classroom environment, while Self-Determination Theory explains how supportive disciplinary practices may encourage autonomy, competence, and relatedness. These theories are directly aligned with the three disciplinary strategies examined in the investigation: positive reinforcement, the establishment of clear classroom expectations and

rules, and restorative communication and conflict resolution. Their integration provides a theoretical basis for examining how teachers' implementation of these strategies relates to learners' socio-emotional competence and for developing an intervention guide based on the findings of the study.

The implementation of strength-based disciplinary practices in elementary classrooms is supported by Philippine laws and Department of Education policies that uphold children's rights, protect learners from abuse and violence, and promote safe and supportive learning environments. These legal provisions establish the responsibilities of schools and teachers in maintaining appropriate classroom management while ensuring that disciplinary practices respect the dignity, safety, and developmental needs of learners. In the present study, these policies provide the legal foundation for examining classroom disciplinary approaches that promote appropriate behavior without exposing learners to harmful, degrading, or discriminatory treatment. They also reinforce the importance of establishing classroom environments where learners are guided through positive interactions, clear behavioral expectations, and appropriate responses to conflicts.

DepEd Order No. 40, s. 2012, otherwise known as the DepEd Child Protection Policy, establishes guidelines for protecting learners from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse within educational institutions. It emphasizes the responsibility of schools to maintain an environment that protects children's rights and promotes their safety and well-being. It also provides for school-based mechanisms, including Child Protection Committees, to address child protection concerns. This policy is directly relevant to the present investigation because it establishes the importance of disciplinary practices that do not involve physical punishment, humiliation, intimidation, or other harmful treatment. It supports the use of positive reinforcement, clear classroom expectations and rules, and restorative communication and conflict resolution as approaches to guiding learner behavior while respecting their dignity and rights. Therefore, this policy serves as a central legal foundation for examining the implementation of strength-based disciplinary practices in elementary classrooms.

Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013, requires elementary and secondary schools to adopt policies and measures for preventing and addressing bullying within their institutions. It recognizes the harmful effects of bullying on learners and requires schools to establish appropriate prevention, intervention, and response procedures. This law is relevant to the present study because bullying and harmful peer interactions may affect learners' emotional experiences, social relationships, and participation in classroom activities. It reinforces the importance of promoting respectful interactions and addressing inappropriate behavior through established school procedures. In relation to the study, the law supports restorative communication and conflict resolution as classroom practices that encourage learners to understand the effects of their actions, respect their classmates, and develop constructive ways of addressing disagreements. However, these practices must complement rather than replace the formal reporting and intervention procedures required when bullying incidents occur.

DepEd Order No. 55, s. 2013, which provides the Implementing Rules and Regulations of Republic Act No. 10627, establishes guidelines for schools in developing and implementing anti-bullying policies, prevention programs, intervention strategies, and procedures for addressing bullying incidents. It emphasizes the responsibilities of school personnel and the involvement of relevant stakeholders in maintaining a safe and respectful school environment. This issuance supports the present investigation by providing guidance on how schools and teachers should respond to bullying-related concerns and promote positive relationships among learners. Its provisions are connected to the study's focus on clear classroom expectations and rules, respectful communication, and appropriate conflict-resolution practices. Furthermore, it reinforces the importance of developing intervention measures that may help teachers strengthen their implementation of

positive disciplinary strategies while remaining consistent with established school policies and procedures. Republic Act No. 7610, otherwise known as the Special Protection of Children Against Abuse, Exploitation and Discrimination Act, provides special protection for children against abuse, exploitation, and discrimination. It establishes legal safeguards intended to protect children from circumstances that may threaten their development and welfare. This law is relevant to the present investigation because Grade 5 learners are children who require appropriate protection, guidance, and support within their school environment. It reinforces the responsibility of teachers and educational institutions to ensure that classroom discipline does not involve abusive, degrading, or discriminatory treatment. Together with DepEd Order No. 40, s. 2012, Republic Act No. 10627, and DepEd Order No. 55, s. 2013, this law provides a legal foundation for promoting safe, respectful, and supportive classroom environments. These policies support the examination of positive reinforcement, the establishment of clear classroom expectations and rules, and restorative communication and conflict resolution as strength-based disciplinary practices. They also provide policy direction for developing an intervention guide that may assist teachers in strengthening classroom discipline while observing child protection standards and supporting the socio-emotional competence of Grade 5 learners.

THE PROBLEM

Statement of the Problem

This study aims to assess the implementation of strength-based disciplinary practices in relation to the socio-emotional competence of Grade 5 learners in selected public elementary schools, particularly Guindacpan Elementary School and Domingo R. Yana Elementary School, in Talibon II District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it seeks to determine the extent to which teachers implement strength-based disciplinary practices, assess the socio-emotional competence of Grade 5 learners, and examine the relationship between these variables. Furthermore, it aims to identify the issues and concerns encountered by teachers in implementing strength-based disciplinary practices in the classroom. The findings of the study will serve as the basis for developing an Intervention Guide to strengthen the implementation of these practices and support the socio-emotional competence of Grade 5 learners.

CHAPTER 2

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the findings derived from the presentation, analysis, and interpretation of data, the conclusions drawn from the findings, and the recommendations proposed to strengthen the implementation of strength-based disciplinary practices and support the socio-emotional competence of Grade 5 learners in Guindacpan Elementary School and Domingo R. Yana Elementary School, Talibon II District, Schools Division of Bohol, during School Year 2026–2027.

Summary

The study aims to assess the implementation of strength-based disciplinary practices and examine their relationship with the socio-emotional competence of Grade 5 learners in Guindacpan Elementary School and Domingo R. Yana Elementary School, Talibon II District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it describes the profile of the teacher-respondents in terms of relevant training and seminars attended on child protection and the profile of the learner-respondents in terms of family structure.

Furthermore, the study determines the extent of implementation of strength-based disciplinary practices

in terms of positive reinforcement, establishment of clear classroom expectations and rules, and restorative communication and conflict resolution. It also assesses the socio-emotional competence of Grade 5 learners in terms of self-awareness, self-management, and social awareness.

Moreover, the study examines whether a significant relationship exists between the implementation of strength-based disciplinary practices and the socio-emotional competence of Grade 5 learners. It also identifies the issues and concerns encountered by teachers in implementing these practices and uses the findings as the basis for developing a proposed Intervention Guide.

A quantitative descriptive-correlational research design is employed to describe the respondents' profiles, determine the extent of implementation of strength-based disciplinary practices, assess the socio-emotional competence of learners, and examine the relationship between the two principal variables. The study covers 10 teacher-respondents and 70 Grade 5 learner-respondents from Guindacpan Elementary School and Domingo R. Yana Elementary School.

Data are gathered through separate adapted questionnaires for teachers and learners. The teacher questionnaire covers relevant training and seminars on child protection, the extent of implementation of strength-based disciplinary practices, and the issues and concerns encountered in classroom implementation. The learner questionnaire gathers information about family structure, learners' experiences of their teachers' disciplinary practices, and their socio-emotional competence.

Frequency counts and percentages are used to describe the respondents' profiles and the issues and concerns encountered by teachers. Weighted means and standard deviations are used to determine the extent of implementation of strength-based disciplinary practices and the level of socio-emotional competence of learners. Appropriate correlation analysis is used to examine the relationship between the two principal variables, subject to the suitability of the data and the established unit of analysis.

The findings serve as the basis for proposing an Intervention Guide that aims to strengthen positive reinforcement, improve the establishment of clear classroom expectations and rules, and promote restorative communication and conflict resolution. The proposed guide also focuses on supporting learners' self-awareness, self-management, and social awareness through practical classroom activities and teacher support.

Findings

Based on the objectives and research questions of the study, the following findings are presented.

1. Profile of the Respondents

The study describes the profile of 10 teacher-respondents and 70 Grade 5 learner-respondents from Guindacpan Elementary School and Domingo R. Yana Elementary School.

In terms of school attended, Guindacpan Elementary School and Domingo R. Yana Elementary School are each represented by five teacher-respondents or 50.00 percent of the total teachers. Similarly, each school is represented by 35 learner-respondents or 50.00 percent of the total learners.

Regarding the relevant training and seminars attended by teachers on child protection, three teachers or 30.00 percent attended training related to the Child Protection Policy. Two teachers or 20.00 percent participated in Positive Discipline in the Classroom training, another two or 20.00 percent attended Anti-Bullying and Prevention seminars, two or 20.00 percent attended Classroom Management training, and one or 10.00 percent participated in Gender Sensitivity and Child Protection training.

In terms of family structure, 30 learners or 42.86 percent belong to nuclear families, representing the largest group. This is followed by 15 learners or 21.43 percent from extended families and 12 learners or 17.14 percent from single-parent families. Six learners or 8.57 percent live with relatives or guardians,

five or 7.14 percent belong to blended families, and two or 2.86 percent preferred not to disclose their family structure.

The findings show that the respondents come from two participating public elementary schools and have varied backgrounds in terms of professional training and family arrangements. These characteristics provide contextual information for understanding the implementation of strength-based disciplinary practices and the socio-emotional competence of Grade 5 learners.

2. Extent of Implementation of Strength-Based Disciplinary Practices

The study determines the extent of implementation of strength-based disciplinary practices in terms of positive reinforcement, establishment of clear classroom expectations and rules, and restorative communication and conflict resolution.

The results indicate an overall weighted mean of 4.24, interpreted as Very Highly Implemented.

Among the three dimensions, positive reinforcement obtained the highest weighted mean of 4.36, interpreted as Very Highly Implemented. This was followed by the establishment of clear classroom expectations and rules, with a weighted mean of 4.26, also interpreted as Very Highly Implemented. Restorative communication and conflict resolution obtained a weighted mean of 4.10, interpreted as Highly Implemented.

In terms of positive reinforcement, recognizing learners who demonstrate appropriate classroom behavior obtained the highest weighted mean of 4.50. This indicates that acknowledging appropriate behavior is an important practice in the participating classrooms.

In terms of establishing clear classroom expectations and rules, explaining classroom rules and expectations clearly to learners obtained the highest weighted mean of 4.50. This suggests that teachers generally communicate expected classroom behavior and provide guidance regarding classroom rules.

In terms of restorative communication and conflict resolution, guiding learners in understanding how their actions affect others obtained the highest weighted mean of 4.30. However, guiding learners in resolving minor conflicts through respectful communication obtained the lowest weighted mean of 3.90 within this dimension.

The findings indicate that strength-based disciplinary practices are generally implemented at a very high level. Nevertheless, restorative communication and conflict resolution may require additional attention, particularly in helping learners communicate respectfully, take responsibility for their actions, and resolve disagreements peacefully.

3. Level of Socio-Emotional Competence of Grade 5 Learners

The study assesses the socio-emotional competence of Grade 5 learners in terms of self-awareness, self-management, and social awareness.

The results show an overall weighted mean of 4.06, interpreted as Highly Manifested.

Among the three dimensions, social awareness obtained the highest weighted mean of 4.14, interpreted as Highly Manifested. This was followed by self-awareness, with a weighted mean of 4.06, also interpreted as Highly Manifested. Self-management obtained a weighted mean of 3.98, likewise interpreted as Highly Manifested.

In terms of self-awareness, recognizing personal strengths and abilities obtained the highest weighted mean of 4.30. This indicates that learners generally recognize their abilities and the things they can do well.

In terms of self-management, following classroom rules and instructions obtained the highest weighted mean of 4.30. However, controlling actions when experiencing frustration obtained the lowest weighted

mean of 3.70, indicating an area that may require additional classroom support.

In terms of social awareness, showing kindness to classmates who need help obtained the highest weighted mean of 4.40. This suggests that learners generally demonstrate consideration and kindness toward their classmates.

The findings indicate that the three dimensions of socio-emotional competence are highly manifested among Grade 5 learners. However, self-management obtained the lowest overall weighted mean, suggesting the importance of providing activities that encourage emotional regulation, self-control, and responsible decision-making.

4. Significant Relationship Between the Implementation of Strength-Based Disciplinary Practices and the Socio-Emotional Competence of Grade 5 Learners

The study examines whether a significant relationship exists between the implementation of strength-based disciplinary practices and the socio-emotional competence of Grade 5 learners.

The correlation analysis indicates a positive relationship between strength-based disciplinary practices and self-awareness, with a correlation coefficient of 0.68 and a p-value of 0.030. The relationship between strength-based disciplinary practices and self-management obtained a correlation coefficient of 0.72 and a p-value of 0.019. Meanwhile, the relationship with social awareness obtained a correlation coefficient of 0.65 and a p-value of 0.041.

Since all three p-values are below the 0.05 level of significance, the null hypothesis is rejected for the three dimensions. The findings indicate statistically significant positive relationships between the implementation of strength-based disciplinary practices and the socio-emotional competence of Grade 5 learners.

The results suggest that higher implementation scores for strength-based disciplinary practices are associated with higher scores in self-awareness, self-management, and social awareness. However, these relationships do not establish that the implementation of strength-based disciplinary practices directly causes improvements in learners' socio-emotional competence.

5. Issues and Concerns Encountered by Teachers in Implementing Strength-Based Disciplinary Practices

The study identifies the issues and concerns encountered by teachers in implementing strength-based disciplinary practices in their classrooms.

The results indicate that limited time to provide individual attention and positive reinforcement to learners is the most frequently reported concern, identified by eight teachers or 80.00 percent.

Difficulty managing learners with different behavioral needs and limited parental or guardian support in reinforcing positive behavior were each reported by seven teachers or 70.00 percent. Limited training on positive discipline and restorative practices, large class size, and limited time for restorative conversations and follow-up were each identified by six teachers or 60.00 percent.

Meanwhile, difficulty maintaining consistent classroom rules and expectations and difficulty addressing conflicts among learners were each reported by five teachers or 50.00 percent. Limited instructional materials or resources for positive discipline activities was identified by four teachers or 40.00 percent.

The findings indicate that teachers encounter concerns related to time management, learner behavioral differences, professional development, parental involvement, and classroom resources. These concerns emphasize the need for practical disciplinary strategies, opportunities for teacher development, and stronger collaboration between schools and families.

6. Proposed Intervention Guide

Based on the findings, the study proposes an Intervention Guide to strengthen the implementation of strength-based disciplinary practices and support the socio-emotional competence of Grade 5 learners.

The proposed guide focuses on strengthening positive reinforcement, encouraging learner participation in establishing clear classroom expectations and rules, and improving restorative communication and conflict resolution. It also includes activities designed to support self-awareness, self-management, and social awareness.

The proposed activities include positive behavior recognition, classroom rules and responsibilities workshops, restorative communication circles, feelings identification activities, self-regulation exercises, empathy-building activities, and teacher professional learning sessions.

The Intervention Guide also addresses the identified concerns of teachers by providing manageable classroom activities, practical strategies, and opportunities for school-based collaboration. It is intended to serve as a resource for teachers in promoting supportive classroom environments and encouraging learners' socio-emotional development.

Conclusions

Based on the objectives and findings of the study, the following conclusions are drawn:

1. The profile of the teacher-respondents and Grade 5 learner-respondents provides relevant background information about the participants. The teacher-respondents have attended different child protection and classroom-related training activities, while the learner-respondents come from varied family structures. These characteristics provide context for examining strength-based disciplinary practices and socio-emotional competence.
2. The implementation of strength-based disciplinary practices is generally assessed as Very Highly Implemented. Positive reinforcement obtained the highest overall weighted mean, followed by the establishment of clear classroom expectations and rules. Restorative communication and conflict resolution obtained the lowest overall weighted mean, indicating an area that may benefit from further strengthening.
3. The socio-emotional competence of Grade 5 learners is generally assessed as Highly Manifested. Social awareness obtained the highest overall weighted mean, followed by self-awareness. Self-management obtained the lowest overall weighted mean, suggesting that learners may benefit from additional opportunities to practice emotional regulation, self-control, and responsible decision-making.
4. The relationship analysis indicates statistically significant positive relationships between strength-based disciplinary practices and the three dimensions of socio-emotional competence: self-awareness, self-management, and social awareness. This suggests that higher implementation scores are associated with higher socio-emotional competence scores, although the findings do not establish a direct causal relationship.
5. Teachers encounter several issues and concerns in implementing strength-based disciplinary practices, particularly limited time for individual attention, differences in learners' behavioral needs, limited parental support, and the need for additional training. These concerns may affect the consistency and application of disciplinary practices in the classroom.
6. The implementation of strength-based disciplinary practices requires continuous teacher support and appropriate classroom activities. Positive reinforcement, clear expectations, and restorative communication provide opportunities for learners to develop responsible behavior and strengthen their

socio-emotional competencies.

7. The proposed Intervention Guide provides a structured basis for addressing the identified needs and concerns. Its activities may support teachers in strengthening disciplinary practices and providing learners with opportunities to develop self-awareness, self-management, and social awareness, subject to validation and approval by the appropriate school authorities.

Recommendations

In light of the objectives and findings of the study, the following recommendations are proposed:

1. For Education Policymakers and DepEd Officials. Education policymakers and DepEd officials may use the findings as a reference in reviewing and strengthening policies and programs that promote child protection, positive discipline, and socio-emotional learning. They may continue supporting professional development initiatives and the provision of resources that encourage safe, respectful, and supportive learning environments.
2. For School Heads and Administrators. School heads should support teachers in implementing strength-based disciplinary practices by providing opportunities for professional development, collaborative planning, and classroom-based learning sessions. They should also encourage consistent implementation of child protection policies and positive discipline approaches in their respective schools.
3. For Teachers. Teachers should continue practicing positive reinforcement by recognizing learners' efforts, improvements, and appropriate classroom behavior. They should communicate classroom expectations clearly, apply rules fairly, and encourage learners to participate in developing classroom agreements. They should also use respectful communication and restorative approaches when addressing minor classroom conflicts, consistent with child protection policies and established school procedures.
4. For Positive Reinforcement Practices. Teachers should incorporate regular recognition and encouragement into classroom routines. They may use verbal praise, constructive feedback, appreciation activities, and recognition of cooperation and kindness to encourage appropriate learner behavior.
5. For Classroom Expectations and Rules. Teachers should establish clear, age-appropriate classroom expectations and discuss their importance with learners. Learners may be encouraged to participate in developing classroom agreements to promote shared responsibility, respect, and accountability.
6. For Restorative Communication and Conflict Resolution. Teachers should provide opportunities for learners to express their feelings respectfully, listen to others, understand the effects of their actions, and take responsibility when appropriate. Restorative activities should be conducted in a safe and supportive manner and should not replace formal child protection or anti-bullying reporting and intervention procedures.
7. For Self-Awareness Development. Teachers should incorporate activities that help learners identify their emotions, recognize their personal strengths, and understand how feelings may influence behavior. Feelings charts, guided reflection, and age-appropriate classroom discussions may be used to support these competencies.
8. For Self-Management Development. Teachers should provide activities that encourage learners to remain calm, manage frustration, follow classroom expectations, and make responsible decisions. Simple breathing exercises, reflection activities, goal setting, and guided problem-solving may be incorporated into classroom routines.

9. For Social Awareness Development. Teachers should encourage empathy, kindness, respect, and consideration for others through cooperative learning activities, peer-support exercises, group discussions, and classroom tasks that promote understanding of different perspectives.
10. For Parents and Guardians. Parents and guardians should be encouraged to work with teachers in reinforcing positive behavior, respectful communication, and responsible actions at home. School-family communication may help provide consistent guidance and support for learners' socio-emotional development.
11. For the Proposed Intervention Guide. The proposed Intervention Guide should be reviewed and validated by qualified experts, school administrators, and relevant education personnel before implementation. Its activities, schedules, resources, and evaluation procedures should be aligned with the needs identified in the study and the capacities of the participating schools.
12. For Monitoring and Evaluation. School heads and teachers should monitor the implementation of the Intervention Guide through classroom observations, teacher reflections, learner participation, and appropriate assessment tools. The results of monitoring may be used to identify areas for improvement and adjust the activities according to learners' needs.
13. For Future Researchers. Future researchers may conduct similar studies involving additional schools, grade levels, and educational settings to further examine the relationship between strength-based disciplinary practices and socio-emotional competence. They may also investigate other factors, such as teacher preparedness, parental involvement, classroom climate, and school-based child protection initiatives. Further studies using longitudinal or intervention-based research designs may provide additional evidence regarding the outcomes of specific disciplinary practices.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED INTERVENTION GUIDE TO STRENGTHEN THE IMPLEMENTATION OF STRENGTH-BASED DISCIPLINARY PRACTICES AND SUPPORT THE SOCIO-EMOTIONAL COMPETENCE OF GRADE 5 LEARNERS
RATIONALE

The findings of the study examining the implementation of strength-based disciplinary practices and their relationship with the socio-emotional competence of Grade 5 learners in Guindacpan Elementary School and Domingo R. Yana Elementary School, Talibon II District, Schools Division of Bohol, during School Year 2026–2027 provide a basis for developing the Proposed Intervention Guide to Strengthen the Implementation of Strength-Based Disciplinary Practices and Support the Socio-Emotional Competence of Grade 5 Learners. This proposed output aims to translate the findings into practical classroom activities and strategies that teachers may use to encourage positive behavior, establish supportive classroom environments, and promote learners' socio-emotional development.

Strength-based disciplinary practices are important in creating a classroom environment where learners are guided through encouragement, clear expectations, respectful communication, and constructive responses to behavioral concerns. Rather than focusing only on correcting inappropriate behavior, these practices recognize learners' strengths, promote responsible decision-making, and provide opportunities for learners to understand the consequences of their actions. Through positive reinforcement, clear classroom expectations and rules, and restorative communication and conflict resolution, teachers can encourage appropriate behavior while maintaining a respectful and supportive learning environment.

The findings of the study identify the implementation of positive reinforcement, establishment of clear classroom expectations and rules, and restorative communication and conflict resolution as the major dimensions of strength-based disciplinary practices. Although these practices may be implemented in classrooms, areas requiring additional attention may include providing consistent individual encouragement, involving learners in establishing classroom expectations, and guiding learners in resolving disagreements through respectful communication. These areas emphasize the need for practical strategies that teachers can consistently apply in their daily classroom routines.

The proposed Intervention Guide also focuses on strengthening the three dimensions of socio-emotional competence: self-awareness, self-management, and social awareness. Self-awareness involves recognizing one's emotions, personal strengths, and areas for improvement. Self-management concerns the ability to regulate emotions, control actions, and make responsible decisions. Social awareness involves understanding the feelings and perspectives of others and demonstrating empathy, respect, and consideration. These competencies are important in helping Grade 5 learners develop positive relationships, respond appropriately to classroom situations, and participate responsibly in learning activities.

Particular attention is given to the concerns encountered by teachers in implementing strength-based disciplinary practices. These may include limited time for individual guidance, differences in learners' behavioral needs, insufficient opportunities for specialized training, limited parental support, and difficulties in addressing classroom conflicts. Addressing these concerns requires practical classroom activities, appropriate instructional materials, teacher collaboration, and school support. The proposed guide therefore includes strategies that can be incorporated into regular classroom routines without placing unnecessary demands on teachers and learners.

The Intervention Guide also emphasizes the importance of collaboration among school heads, teachers, parents, and guardians. Teachers need appropriate professional support to apply positive reinforcement, establish consistent classroom expectations, and facilitate restorative conversations. Parents and guardians may reinforce respectful communication, emotional regulation, and responsible behavior at home. Through coordinated efforts, the participating schools may provide learners with consistent guidance in developing positive behavior and socio-emotional competence.

The Proposed Intervention Guide is intended to be implemented within one school year, subject to approval by school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies the areas of concern, objectives, strategies, proposed budgets, funding sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted according to the actual requirements and available resources of Guindacpan Elementary School and Domingo R. Yana Elementary School.

OBJECTIVES

The Proposed Intervention Guide to Strengthen the Implementation of Strength-Based Disciplinary Practices and Support the Socio-Emotional Competence of Grade 5 Learners aims to achieve the following objectives:

1. Strengthen the Implementation of Positive Reinforcement by providing activities that encourage teachers to recognize learners' efforts, improvements, cooperation, and appropriate classroom behavior through constructive feedback and meaningful recognition.
2. Establish Clear Classroom Expectations and Rules by encouraging teachers and learners to develop, communicate, and consistently observe age-appropriate classroom expectations that promote respect,

responsibility, and cooperation.

3. Improve Restorative Communication and Conflict Resolution by providing opportunities for learners to express their feelings respectfully, listen to others, understand the effects of their actions, and resolve minor disagreements constructively.
4. Develop Learners' Self-Awareness by conducting activities that help learners recognize their emotions, identify personal strengths, understand their behavior, and reflect on their actions and decisions.
5. Strengthen Learners' Self-Management by providing exercises that encourage emotional regulation, self-control, responsible decision-making, and appropriate responses to challenging classroom situations.
6. Promote Learners' Social Awareness by conducting empathy-building activities, cooperative learning tasks, and classroom discussions that develop respect, kindness, and understanding of other people's feelings and perspectives.
7. Enhance Teachers' Knowledge and Skills in Strength-Based Discipline by providing professional development activities, instructional demonstrations, collaborative planning, and discussions on positive reinforcement, classroom expectations, and restorative practices.
8. Address Teachers' Issues and Concerns by identifying practical solutions to difficulties related to time management, learner behavioral differences, parental involvement, classroom conflicts, and the availability of appropriate resources.
9. Promote Parental Involvement in Socio-Emotional Development by encouraging parents and guardians to reinforce positive behavior, respectful communication, emotional regulation, and responsible actions at home.
10. Establish Monitoring and Evaluation Procedures by conducting classroom observations, reviewing learner participation, gathering teacher feedback, and evaluating the implementation of the proposed activities to identify areas for improvement.

SCHEME OF IMPLEMENTATION

Proposed Strength-Based Disciplinary Practices and Socio-Emotional Competence Intervention Guide

Area of Concern	**Objectives**	**Strategies**	**Proposed Budget (PHP)**	**Budget Source**	**Time Frame**	**Implementors**	**Evaluative Measures**	**Expected Accomplishment**	**Remarks**
1. Positive Reinforcement and Recognition Program	Strengthen teachers' use of positive reinforcement to encourage appropri	Conduct positive behavior recognition activities, provide verbal encouragement	₱5,000	Subject to approved school funds, available MOOE, and	First to Fourth Quarters	School Heads, Grade 5 Teachers, Learners	Recognition records, teacher observation forms, learner participation	Increased use of positive reinforcement and improved recognition of appropriate learner	Use meaningful and inclusive recognition practices that do not

	ate behavior, participation, cooperation, and learner improvement.	and constructive feedback, introduce learner appreciation cards, and recognize acts of kindness, responsibility, and cooperation.		authorized resources			records, and feedback	behavior	embarrass or unfairly compare learners.
2. Clear Classroom Expectations and Rules Development Program	Establish clear, consistent, and age-appropriate classroom expectations and rules.	Conduct classroom agreement activities, develop visual classroom rules, discuss expected behavior, organize learner participation in establishing classroom responsi	₱4,000	Approved school funds and available instructional resources	First and Second Quarters	School Heads, Grade 5 Teachers, Learners	Classroom rules displays, learner participation records, classroom observation forms, and teacher feedback	Improved learner understanding of classroom expectations, responsibilities, and appropriate behavior	Ensure that classroom rules are positive, understandable, fair, and consistent with child protection policies.

		bilities, and review expectations regularly.							
3. Restorative Communication and Conflict Resolution Program	Improve learners' ability to communicate respectfully, understand the effects of their actions, and resolve minor disagreements constructively.	Conduct guided restorative conversations, listening activities, role-playing exercises, peer communication activities, and reflection sessions on responsible behavior and peaceful conflict resolution.	₱6,000	Approved school funds and authorized school or community resources	First to Fourth Quarters	School Heads, Grade 5 Teachers, Guidance Personnel, Learners	Restorative activity records, teacher observations, learner reflection sheets, and conflict-resolution activity outputs	Improved respectful communication, accountability, and constructive responses to minor classroom disagreements	Follow established school procedures for bullying, abuse, serious misconduct, and child protection concerns.
4. Self-Awareness Development Program	Develop learners' ability to recognize emotions, identify	Conduct feelings identification activities, personal strengths	₱4,000	Approved school funds and available instruc	First to Fourth Quarters	Grade 5 Teachers, Learners, Guidance Personn	Reflection sheets, learner activity outputs, teacher observation	Improved recognition of personal emotions, strengths, and areas for	Use age-appropriate activities and allow learners to share

	personal strengths, and reflect on their behavior and decisions.	exercises, guided reflection, emotion vocabulary activities, and personal goal-setting exercises.		tional resources		el	forms, and participation records	improvement	only what they are comfortable disclosing.
5. Self-Management and Emotional Regulation Program	Strengthen learners' ability to manage emotions, control actions, follow classroom expectations, and make responsible decisions.	Conduct breathing exercises, calm-down routines, self-control activities, problem-solving exercises, decision-making scenarios, and personal behavior-monitoring activities.	₱5,000	Approved school funds and available instructional resources	First to Fourth Quarters	Grade 5 Teachers, Learners, Guidance Personnel	Learner self-monitoring sheets, classroom observations, activity outputs, and teacher feedback	Improved emotional regulation, self-control, and responsible classroom behavior	Integrate short exercises into daily classroom routines and provide additional guidance when needed.
6. Social Awareness and	Promote learners' ability to	Conduct empathy-building	₱5,000	Approved school	Second to Four	Grade 5 Teachers,	Group activity outputs,	Improved empathy, kindness,	Ensure that activitie

Empathy Development Program	understand others' feelings, demonstrate empathy, and respect different perspectives.	activities, cooperative learning tasks, perspective-taking exercises, kindness activities, group discussions, and peer-support activities.		funds and authorized stakeholder assistance	th Quarters	Learners, Parents, and Guardians	learner reflection sheets, teacher observations, and participation records	respect, and consideration for classmates	s promote inclusion and do not label or isolate learners.
7. Teacher Capacity-Building on Strength-Based Disciplinary Practices	Enhance teachers' knowledge and skills in implementing positive reinforcement, clear classroom expectations, and restorative communication.	Conduct school-based learning sessions, instructional demonstrations, collaborative lesson planning, peer sharing, and discussions on child protection and positive disciplin	₱7,000	Approved school funds and available professional development resources	First to Third Quarters	School Heads, Grade 5 Teachers, Qualified Resource Persons, Child Protection Committee	Training attendance, session outputs, teacher reflections, classroom observation records, and feedback forms	Improved teacher preparedness and consistent application of strength-based disciplinary practices	Invite qualified resource persons when available and align sessions with current DepEd policies.

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8. Teacher Support and Classroom Concerns Management Program	Address teachers' concerns related to time management, learner behavioral differences, classroom conflicts, and implementation difficulties.	Conduct teacher consultation sessions, case discussions, collaborative problem-solving meetings, sharing of classroom management practices, and development of practical classroom support materials.	₱4,000	Approved school funds and available school resources	Second to Fourth Quarters	School Heads, Grade 5 Teachers, Guidance Personnel, Child Protection Committee	Consultation records, meeting minutes, teacher feedback, and documented action plans	Improved teacher collaboration and identification of practical solutions to classroom implementation concerns	Protect learner confidentiality when discussing classroom incidents and behavioral concerns.
9. Parent and Guardian Partnership Program	Encourage parents and guardians to reinforce positive behavior and socio-emotional	Conduct parent orientations, provide simple home-based activities, distribute guidance	₱3,000	Approved school funds and authorized community or stakeholder suppor	Second to Fourth Quarters	School Heads, Grade 5 Teachers, Parents, Guardians	Parent attendance, home activity records, parent feedback, and school-home communication records	Increased parent and guardian participation in supporting positive behavior and socio-emotional developm	Provide practical guidance that parents and guardians can apply regardless of educational

	development at home.	sheets on positive communication, and encourage school-home coordination regarding learner behavior and development.		t				ent	background.
10. Monitoring, Assessment, and Evaluation Program	Establish systematic procedures for monitoring the implementation and evaluating the outcomes of the Intervention Guide.	Conduct periodic classroom observations, review learner participation, gather teacher feedback, maintain implementation records, and prepare quarterly monitoring and accomplishment reports.	₱5,000	Approved school funds and existing monitoring and evaluation resources	Quarterly and at the end of the school year	School Heads, Grade 5 Teachers, Guidance Personnel, Monitoring Team	Monitoring forms, observation records, teacher feedback, accomplishment reports, and evaluation summaries	Documented implementation progress and identified areas for continuous improvement	Use appropriate monitoring tools and protect the confidentiality of learner information.
TOTAL			₱48,	Subjec	One	Particip	Consolid	Strengthe	Indicativ

PROPOSED BUDGET			000	t to availability and approval of funds	School Year	ating Schools and Authorized Personnel	ated implementation and evaluation report	ned strength-based disciplinary practices and improved support for Grade 5 learners' socio-emotional competence	e budget; subject to adjustment based on actual school requirements and available resources.

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