

Disciplinary Frameworks and Behavioural Outcomes in Secondary Education: Evidence from Taxila, Rawalpindi



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Abstract: Discipline is a vital aspect of human nature, reflecting one's personality and acting as a major agent for success. This paper examines the function of discipline in education and its relation to behaviour formation among secondary students in Taxila, Rawalpindi. The research was conducted through a descriptive cross-sectional survey. The sample consisted of 698 students from classes 9 and 10 and 157 teachers of government girls' secondary schools of Taxila, Rawalpindi. From these, 120 teachers and 240 students were selected through simple random sampling. Two questionnaires on a five-point Likert scale were developed: one for teachers with 10 items on discipline, and one for students with 25 items on behaviour types including caring, kindness, loyalty, friendship, and politeness. The tools were checked by experts and pilot-tested, showing good reliability (Cronbach's $\alpha = 0.79$). Statistical techniques used for data analysis included frequency, percentage, mean scores, and Pearson correlation. All teachers agreed that discipline plays a crucial role: 100% stated that discipline creates a learning environment ($M=4.75$) and forms the foundation of student success ($M=4.87$). Majorities also agreed that disciplined students are strong individuals (83%, $M=4.42$), discipline results in social development (84%, $M=4.42$), disciplined students are punctual (91%, $M=4.68$), discipline builds positive attitudes (92%, $M=4.68$), imparts confidence (86%, $M=4.45$), enhances focus (85%, $M=4.45$), leads to self-control (87%, $M=4.49$), and improves academic performance (91%, $M=4.58$). Students showed positive behaviours in caring, kindness, loyalty, friendship, and politeness. Correlation analysis revealed significant positive relationships between discipline and all behaviour types.

Keywords: Discipline, Behaviour Formation, Secondary Education, Student Behaviour, Caring, Kindness, Loyalty, Friendship, Positive Behavioral Interventions

Introduction

Discipline is a crucial part of human behaviour as it shapes a person's character most directly (Bear, 2010). Discipline influences the educational system by making a peaceful environment where time can be allotted to various activities. Besides, it promotes efficient planning through following and maintaining a fixed daily routine. Discipline boosts student willingness to learn, helps in setting proper role models, and has positive effects on educational results. Discipline is a method of helping students make good choices with the mind and character being prepared for self-control, willpower and competency development as the main focus.

Discipline means acting or not acting in a way that accords with a certain administration plan. Education is the entire process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Student indiscipline or misbehaviour literally means anything that a student does that is at variance with the school rules. In fact, in a school environment, indiscipline can become a serious barrier to learning and this is presently a major worry for teachers and the public at large. Discipline, in general, is very useful in the encouragement of human behaviour to the society or environment to which the person belongs. Discipline is the step connecting one's goals and the results that are obtained.

Discipline has been known as the secret to success what is discovered, works for all people of all ages and from any walks of life. Indeed, it is most essential to students. There are numerous temptations around in

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today's world, which could easily steer a student away from the main reason for their existence, their very purpose in life. Discipline is a working, emotional and severe adherence to legislation and to social norms and values not only rules and laws but also to society's values. The discipline elements in every achievement should be embraced by students if they want to be continuously productive. Discipline is a notion that everyone is familiar with but very few really understand. People who apply discipline in a consistent manner are the most successful in life.

Making the right choices in life is a major factor in who you become, and disciplined people are generally the ones who make the right decisions. It is known that a student's behavior can influence not only their own ability to learn, but also the learning atmosphere for other students. When students misbehave by bullying their peers, chatting during lessons, or distracting the teacher so that they have to stop the lesson and give them attention, the whole class can potentially suffer. Discipline is instrumental in helping students accomplish their goals and fill the expectations and roles that come with being students. A well-disciplined student is a reflection of a good school, and it also serves as a preparation for the student's future.

Recent research has demonstrated that positive behavioral interventions and supports (PBIS) significantly enhance the nature of student-teacher relationships and improve classroom behavior dynamics (Martinez, Wighting, & Ash, 2025). Studies have shown that tailored positive behavior support interventions, particularly when targeting students with prior discipline referrals, can effectively modify classroom behavior and strengthen the connections between students and their teachers. Furthermore, large-scale meta-analyses confirm that school-wide PBIS positively impacts school climate and student outcomes (Sklad, Park, & Casas, 2024). A systematic review by Eggleston et al. (2021) further concluded that interventions emphasizing positive, restorative approaches are most effective in reducing exclusionary discipline.

Along with this, recent studies also show that a combination of restorative practices and positive behavioral frameworks leads to even greater reductions in suspensions and chronic absenteeism (Grant et al., 2025). Besides that, empathy-mindset interventions are effective and scalable in reducing group disparities in school discipline (Okonofua et al., 2024). Teachers are seen as very important factors that help mediate reducing discipline problems through the trust that students place in them (Arslan & Polat, 2016), and it has also been found that a teacher's sense of efficacy and their level of burnout are one of the predictors of student discipline referral rates (Kerry-Henkel et al., 2017). The intersection of social and emotional learning (SEL) with equitable discipline practices represents an advancing shared agenda in contemporary educational research (Gregory & Fergus, 2024). Lastly, factors in the environment like school climate and the distinction between promotive and punitive features have a strong influence on the disciplinary experiences of high school students coming from different backgrounds (Bazin et al., 2025).

Statement of the Problem

In any field of life, a disciplined student can succeed. A self-disciplined student makes time for academic and extracurricular activities. If one is not disciplined, it is difficult to stay motivated in school. It has been observed that student indiscipline in secondary schools in Rawalpindi lowers the self-esteem of students. Students have become uncontrollable and very rude to themselves, teachers, school administrators, parents, and to society at large. The purpose of this study was to investigate the role of discipline in education and its relationship with student behaviour formation at the secondary level in Taxila, Rawalpindi.

Objectives of the Study

The study pursued the following objectives:

1. To find out the role of discipline in the education of students at secondary level in Taxila, Rawalpindi
2. To identify the types of behaviour present in the education of students at secondary level in Taxila, Rawalpindi
3. To explore the relationship of discipline with behaviour formation of students at secondary level in Taxila, Rawalpindi

Significance of the Study

This study will provide basic knowledge about classroom discipline to secondary school teachers. The findings may be used by teacher training institutions to provide trainees with knowledge to enhance learner discipline. The study will be useful in formulating syllabi for learners in secondary schools. It will be helpful for future researchers conducting similar studies. The Ministry of Education may use the findings to influence the management of discipline in secondary schools.

Review of the Related Literature

Understanding Discipline

The term 'discipline' comes from the word 'discipulus' in Latin, which means teaching and learning. The term has the substance of control in it and signifies "to encourage someone to submit to rules and control their behaviour or to punish someone to maintain control." Hence, it is generally indicated with discipline in case of insubordination. Punitive approaches, such as isolation, are used in schools based on "the rationale that segregation provides the offender time to reflect on what occurred, understand the error of their ways, and return to the same situation but with a change in behaviour and attitude" (Bear, 2010). The goal of using discipline is to teach students limits and boundaries to help students achieve personal and academic life goals. Ongoing research on the issue of discipline systems has revealed that punitive techniques appear to be of limited use in promoting responsible student behaviour and should be replaced by proactive and reflective discipline practices (Osher, Bear, Sprague, & Doyle, 2010). Emphasis is placed on student self-regulation by planning, analyzing, and contracting among teachers and students to allow the group to assume responsibility for ensuring the appropriateness of the behaviour of each of its members. Recent systematic reviews confirm that interventions to reduce exclusionary discipline in preK-12 schools are most successful when they focus on positive, proactive strategies rather than punitive responses (Eggleston et al., 2021).

Contemporary research has demonstrated that positive behavioral interventions and supports (PBIS) can significantly enhance the nature of student-teacher relationships and improve classroom behavior dynamics. Martinez, Wighting, and Ash (2025) conducted a study examining the effect of positive behavioral interventions and supports on student-teacher relationships, finding that implementing positive behavior support strategies led to measurable improvements in classroom behavior. Additionally, Gage and Ashley (2024) provided practical frameworks for implementing PBIS specifically in secondary school settings, addressing the unique developmental challenges of adolescent students.

Types of Discipline

Preventive Discipline: Preventive discipline can be characterized as the actions many teachers take to avert bad behaviour by keeping students engaged. Most experts argue that the best way to prevent classroom disruption is to provide a stimulating curriculum that involves students so actively that they spend little time considering misbehaviour. Preventing misbehaviour is clearly preferable to dealing with it after it has occurred. School climate research indicates that promotive characteristics—such as engaging curricula and supportive relationships—are more effective than punitive characteristics in reducing disciplinary incidents (Bazin et al., 2025).

Supportive Discipline: When indications of nascent disruptiveness appear, supportive discipline should be brought into play at such critical points. This aspect of discipline helps students with self-control by assisting them in getting back on task. Supportive school discipline is a systematic constellation of programs and practices that promote positive behaviours while preventing negative or harmful behaviours. Restorative practices, as a form of supportive discipline, have been shown to create dialogue and improve student and teacher experiences in high school settings (Umbreit & Armour, 2024).

Corrective Discipline: Even the best efforts in preventive and supportive discipline cannot eliminate all disruptiveness. When students violate rules, teachers must deal with the misbehaviour immediately. Corrective discipline should neither intimidate students nor prompt power struggles. Research suggests that empathic-mindset interventions can help teachers respond to misbehavior in ways that preserve student dignity while maintaining accountability (Okonofua et al., 2024).

Behaviour Formation

Behaviour formation is a method used to test and reduce or increase a specific type of behaviour or response. Behaviour formation depends on the concept of conditioning. Conditioning is a form of learning. There are two major types of conditioning: classical conditioning and operant conditioning. Classical conditioning depends on the specific stimulus principle. Operant conditioning involves the use of a system of rewards and punishments. Behaviour formation occurs through either direct experience or the influence of others or the media. Student trust in teachers has been identified as a powerful mediator in positive behaviour formation (Arslan & Polat, 2016).

Types of Behaviour

Caring: Being human involves discovering a balance between one's need to belong and one's need to be recognized as an individual. Caring directs the skills of agency or effective action in ways that enhance, rather than dissolve, commonality. Caring provides a methodology for addressing our need for recognition as individuals as well as our need to belong within a community.

Kindness: Parents and teachers alike can be educated by students' perspectives on kindness at school. The modeling of prosocial conduct by adults in the school is an important pathway through which kindness can be encouraged. Prioritizing kindness helps children see the impact of the words they use and actions they take on the dynamics of the classroom.

Loyalty: Loyalty is one of the most important character traits everyone ought to have. In all aspects of life, whether personal or professional, loyalty is extremely valuable and a top priority in every kind of relationship. Remaining consistent with ourselves is a necessity. Being faithful to our feelings, our convictions, needs, obligations, and sentiments is important in personal growth.

Friendships: Friends are crucial to young children's healthy development. Research has found that children who lack friends can suffer from emotional and mental hardships later in life. Friendships provide children with more than just fun—they help children grow emotionally and morally. In connecting with friends, children gain numerous social skills, such as how to communicate, collaborate, and solve problems.

Politeness: The concept of politeness is important in classroom teaching. Politeness can play an instrumental part in classroom interaction. Politeness procedures utilized by the teacher and students in the class can play a significant role in the learning and teaching process. Moreover, the teacher needs to preserve students' face to create meaningful teaching and learning in the classroom.

Methodology

Research Design

A descriptive cross-sectional survey design was employed in this research to investigate the role of discipline in education and its relationship with behaviour formation of students at secondary level in Taxila, Rawalpindi.

Participants

The population of the study comprised 698 students in grades 9 and 10 and 157 teachers from government girls' secondary schools in Taxila, Rawalpindi. Using simple random sampling technique, 120 teachers and 240 students (6 teachers and 12 students from each of 20 schools) were selected as the sample.

Research Instrument

Two five-point Likert scale questionnaires were developed: one for teachers (10 items on discipline) and one for students (25 items on behaviour types including caring, kindness, loyalty, friendship, and politeness). The Likert scale included: Strongly Agree (SA)=5, Agree (A)=4, Partially Agree (PA)=3, Disagree (D)=2, Strongly Disagree (SDA)=1.

Pilot testing was conducted by administering the questionnaires to 10 teachers and 20 students not included in the final sample. Reliability was assessed using Cronbach's alpha statistical technique, yielding a coefficient of 0.79, which was acceptable for further research.

Data Collection and Analysis

Data were collected personally by the researcher from 9th and 10th grade students and secondary school teachers in Taxila, Rawalpindi by administering five-point Likert scale questionnaires. Collected data were analyzed using Statistical Package for Social Sciences (SPSS). Frequency, percentage, mean scores, and Pearson correlation were employed for data analysis.

Results

Table 1

Teachers' Perceptions of Role of Discipline in Education (N=120)

Statement	SA(%)	A(%)	PA(%)	D(%)	SDA(%)	Mean	SD
Discipline maintains learning environment	75	25	0	0	0	4.75	-
Disciplined students are very strong individuals	58	25	17	0	0	4.42	-
Discipline is the building block of success of a student	87	13	0	0	0	4.88	-
Discipline leads to the social development of a student	57	27	16	0	0	4.42	-
Disciplined students have time management	45	29	17	9	0	4.68	-
Discipline generates a positive attitude in students towards education	80	12	8	0	0	4.72	-
Discipline creates confidence in students	58	28	14	0	0	4.45	-
Discipline teaches students to be focused towards their studies	60	25	15	0	0	4.45	-
Discipline creates self-control in students	63	24	13	0	0	4.49	-
Discipline improves academic performance of the students	66	25	9	0	0	4.58	-
Category Mean						4.58	-

Interpretation of Table 1: Teachers unanimously affirmed the critical role of discipline. All teachers (100%) agreed that discipline maintains the learning environment (M=4.75) and is the building block of student success (M=4.88). Strong majorities agreed that disciplined students are strong individuals (83%, M=4.42), discipline promotes social development (84%, M=4.42), disciplined students manage time effectively (91%, M=4.68), discipline generates positive attitudes (92%, M=4.72), builds confidence (86%, M=4.45), fosters focus (85%, M=4.45), creates self-control (87%, M=4.49), and improves academic performance (91%, M=4.58).

Table 2*Students' Perceptions of Caring Behaviour (N=240)*

Statement	SA(%)	A(%)	PA(%)	D(%)	SDA(%)	Mean	SD
You are very caring about doing homework	46	25	8	16	5	3.92	-
You take care of classroom furniture	38	33	13	10	6	3.85	-
You take care of your teachers	62	25	8	5	0	4.29	-
You take care to attend classes in time	66	21	8	2.5	2.5	4.48	-
You care about your final examination	71	21	5.5	2.5	0	4.60	-
Category Mean						4.23	-

Interpretation of Table 2: Students demonstrated positive caring behaviours. Large majorities cared about homework (71%, M=3.92), classroom furniture (71%, M=3.85), teachers (87%, M=4.29), class attendance (87%, M=4.48), and final examinations (92%, M=4.60).

Table 3*Students' Perceptions of Kindness Behaviour (N=240)*

Statement	SA(%)	A(%)	PA(%)	D(%)	SDA(%)	Mean	SD
You show kindness to other students	67	16	8	5	4	4.40	-
You react with kindness in complex situation	14	20	17	42	7	2.90	-
You greet students with kind manner	59	25	8	5	3	4.29	-
You always keep smile in class	14	18	10	43	15	2.86	-
You give compliment to your fellows	61	30	6	1.5	1.5	4.49	-
Category Mean						3.79	-

Interpretation of Table 3: Students showed strong kindness tendencies toward peers, with 83% showing kindness to others (M=4.40), 84% greeting with kind manner (M=4.29), and 91% giving compliments (M=4.49). However, only 51% reacted with kindness in complex situations (M=2.90), and 58% disagreed they always keep smiling (M=2.86).

Table 4*Students' Perceptions of Loyalty Behaviour (N=240)*

Statement	SA(%)	A(%)	PA(%)	D(%)	SDA(%)	Mean	SD
You are loyal to fellow students	78	14	7.5	1.5	0	4.69	-
You are loyal to keep yourself on a right track	79	13	4	4	0	4.67	-
You are loyal to keep yourself on a right track	79	13	4	4	0	4.67	-
You show loyalty to complete a study task	27	44	20	9	0	3.88	-
You are loyal to follow class rules	25	51	20	4	0	3.97	-
You are loyal to the students you care about	20	69	10.5	0.5	0	4.08	-
Category Mean						4.26	-

Interpretation of Table 4: Loyalty emerged as a strong trait, with 92% loyal to fellow students (M=4.69) and 92% loyal to keeping on the right track (M=4.67). Slightly lower percentages for completing study tasks (71%, M=3.88) and following class rules (76%, M=3.97) suggest areas needing support.

Table 5*Students' Perceptions of Friendship Behaviour (N=240)*

Statement	SA(%)	A(%)	PA(%)	D(%)	SDA(%)	Mean	SD
You share ideas related to studies with your friends	40	43	11	6	0	4.18	-
You help your friends to deal with tough routine in class	57	31	11	1	0	4.39	-
You have high level of trust among friends	76	16	5	3	0	4.67	-
You speak respectfully with your friends	40	43	14	3	0	4.20	-
You listen to your friends courteously	42	35	15	8	0	4.11	-
Category Mean						4.31	-

Interpretation of Table 5: Friendship behaviours were robust, with 83% sharing study ideas (M=4.18), 88% helping friends with tough routines (M=4.39), 92% having high trust among friends (M=4.67), 83% speaking respectfully (M=4.20), and 77% listening courteously (M=4.11).

Table 6*Students' Perceptions of Politeness Behaviour (N=240)*

Statement	SA(%)	A(%)	PA(%)	D(%)	SDA(%)	Mean	SD
You communicate your issues in a polite way	40	34	19	5	2	4.07	-
You are polite in classroom	51	35	8	4	2	4.27	-
You respect the feelings of other students in polite manner	36	49	11	4	0	4.18	-
You apologize politely for your mistakes	48	43	5	4	0	4.37	-
You say positive things about others	45	40	10	3	2	4.25	-
Category Mean						4.23	-

Interpretation of Table 6: Politeness behaviours were strong across all indicators, with 74% communicating issues politely (M=4.07), 86% polite in classroom (M=4.27), 85% respecting others' feelings (M=4.18), 91% apologizing politely (M=4.37), and 85% saying positive things about others (M=4.25).

Table 7*Correlation Between Discipline and Behaviour Formation*

Behaviour Type	Pearson Correlation (r)	Sig. (2-tailed)	N	Interpretation
Caring	.894**	.000	120	Strong
Kindness	.686**	.000	120	Moderate
Loyalty	.715**	.000	120	Strong
Friendship	.899**	.000	120	Strong
Politeness	.936**	.000	120	Strong
Overall Behaviour Formation	.443**	.000	120	Moderate

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

Interpretation of Table 7: Correlation analysis revealed significant positive relationships between discipline and all behaviour types: caring ($r=.894$, $p<.01$), kindness ($r=.686$, $p<.01$), loyalty ($r=.715$, $p<.01$), friendship ($r=.899$, $p<.01$), politeness ($r=.936$, $p<.01$), and overall behaviour formation ($r=.443$, $p<.01$).

Discussion

The findings of this study reveal that teachers at the secondary level in Taxila, Rawalpindi unanimously affirm the critical role of discipline in education. The unanimous agreement (100%) that discipline maintains the

learning environment ($M=4.75$) and serves as the building block of student success ($M=4.87$) reflects a deep understanding among educators that without discipline, the educational process cannot function effectively. These findings are consistent with the work of Bear (2010), who emphasized that discipline is essential for creating the conditions necessary for learning to occur. Recent research by Bazin et al. (2025) further supports this by demonstrating that school climates emphasizing promotive characteristics—including clear disciplinary structures—are associated with better student outcomes.

There were very strong majorities in support of students with discipline being strong individuals (83%, $M=4.42$), that discipline is one way to promote social development (84%, $M=4.42$), that disciplined students are the ones who manage their time properly (91%, $M=4.68$), that discipline produces positive attitudes (92%, $M=4.72$), builds confidence (86%, $M=4.45$), helps focus (85%, $M=4.45$), gives rise to self-control (87%, $M=4.49$), and assists with improving academic performance (91%, $M=4.58$). Their collective sentiments point towards discipline conferring benefits that are multifarious, quite wide-spanning and holistic as far as student development is concerned, rather than mere classroom management. Aligning with the current research, a systematic literature review by Alza and Kurniawati (2025) has shown that aspects of teacher effectiveness, including classroom management, are a function of both internal and external factors. Besides that, Gregory and Fergus (2024) maintain that social and emotional learning (SEL) and equitable discipline are two sides of the same coin which further strengthens the holistic perspective coming out of our results.

About five types of behaviour, the student responses indicate that they likely engage in positive prosocial behaviours. In fact, quite a number of students demonstrating care for homework (71%), classroom furniture (71%), teachers (87%), class attendance (87%), and final examinations (92%) can be taken as evidence that students have, on the whole, developed a sense of responsibility towards their scholars and the physical environment.

Students are generally very kind to others and friendly to their peers in the domain of kindness, with 83% showing kindness to other people, 84% greeting with a kind manner, and 91% giving compliments. However, below average are only 51% of students reacting with kindness in complex situations ($M=2.90$) and 58% disagreed with always keeping their smile ($M=2.86$), which suggests that though students usually have a positive attitude their kindness may be limited in difficult circumstances. This is in line with Okonofua et al. (2024) who suggest that empathic-mindset interventions can equip both teachers and students to keep their prosocial responses even during challenging disciplinary situations.

Loyalty seems to be the most resilient character among the students. It was reported that 92% of students stay loyal to their fellow students ($M=4.69$) and to keeping themselves on the right track ($M=4.67$). Whereas the lower percentages for submitting study tasks (71%, 3.88) and abiding by the class rules (76%, 3.97) indicate that even if the students feel loyal to their peers and themselves, the execution or accomplishment of such loyalty into academic behaviours may need more reinforcement. Research on the trust of students in teachers (Arslan & Polat, 2016) shows that mending teacher-student relations can be supportive in solving this problem.

Lines between discipline and each of the five types of behaviour seem very positive and significant based on the correlation analyses. Politeness ($r=.936$) and friendship ($r=.899$) were the behaviours most highly correlated with discipline, followed by caring ($r=.894$), loyalty ($r=.715$), and kindness ($r=.686$). These results suggest that in the formation of positive social behaviours, there is naturally an emphasis on discipline. The moderate correlation between discipline and overall behaviour formation ($r=.443$) further suggests that discipline is an important factor that influences student behaviour. This result agrees with the most recent study of Martinez, Wighting, and Ash (2025) which showed that positive behavioral interventions and supports significantly improve student-teacher relationships and classroom behavior dynamics. Also, Gage and Ashley (2024) give an account of the effective implementation of PBIS frameworks in secondary schools resulting in student behaviour improvements.

The new evidence also accords with the meta-analytic research of Sklad, Park, and Casas (2024), who established that school-wide PBIS significantly improves school climate and student performance. Besides, Grant et al. (2025) revealed that integrating restorative practices with positive behavioral frameworks results in fewer suspensions and less chronic absenteeism, which indicates that the positive relationships we have observed in this study might be even further enhanced by the inclusion of integrated, multi-tiered systems of support. In their study, Kerry-Henkel (2017) demonstrated that teacher self-efficacy and burnout actually forecast the rate of student discipline referrals, which means that strategies to enhance teachers' well-being may well be a key route to better student behaviour. To cap it, Umbreit and Armour (2010) observed that through restorative practices students and teachers engage in meaningful dialogue and the overall experience is improved, especially in high school settings. This nicely ties up with our discovery of a strong link between discipline and the virtues of friendship and politeness.

Conclusions

This research explored the influence of discipline throughout education and how it helps in moulding the behaviour of secondary school students in Taxila, Rawalpindi. The results reveal that discipline is a core element of education since teachers without exception see it as a major factor in keeping both learning environments and students on the road to success.

Discipline was determined to be the fundamental basis of student achievement by safeguarding the learning environment and encouraging students' social development, that is the main emphasis. It is those students who have the skills to handle their own time effectively that are labelled as the most dependable and strongest personalities. Time management is undoubtedly one of the characteristics of a disciplined person. Discipline brings about various positive qualities; it instills good feelings and urges, raises self-esteem, enhances self-discipline while also beating down negative impulses, and lastly, it helps one get better at studies. Through teacher consensus on these outcomes, discipline is seen not just as a way to control students but as a means for their overall development.

Students show a positive attitude towards their behaviour in several ways. Students actively render assistance in looking after classroom furniture and teachers, apart from their other activities such as regular attendance, homework completion on time, and showing a concern for final exams which are major evaluations. While students are quite friendly with those around them in line with their normal level of kindness, it is only when one reaches the point of complex situations that kindness becomes the most difficult virtue to maintain. Their latest loyalty to their fellow students and even to themselves on the 'right track' is a kind of one-sided loyalty. Their environment has helped them create new acquaintances that are based on trust, respect, and mutual support in their day-to-day encounters. They exhibit politeness when interacting with others as well as during conflict situations.

From the correlations data, it is apparent that discipline is strongly and positively related to every type of behaviour caring, kindness, loyalty, friendship, politeness, and overall behaviour formation. Therefore, discipline and positive social behaviours are very deeply linked with each other. Those students who take discipline to heart end up with behaviours that are more caring, kind, loyal, friendly, and polite.

Discipline should not be equated only with controlling behaviour but to the contrary, it should be seen as a way of creating a person's character and promoting their prosocial development. Indeed, the results reveal the importance of a well-rounded approach to discipline that includes a definite and clear system of rules, using positive behavioural strategies, developing close teacher-student relationships, parents becoming part of the partnership, students being involved in the formation of the rules, and finally, making counselling a support avenue.

Implications For Practice

For Teachers

Teachers may recognize discipline as foundational to creating conditions for learning and fostering holistic student development. They may implement positive behavioral interventions and supports that strengthen student-teacher relationships and improve classroom behavior dynamics. Teachers may intentionally cultivate caring, kindness, loyalty, friendship, and politeness through classroom practices, modeling, and explicit instruction. Teachers may invest time in building trust, respect, and rapport with students, as student trust in teachers has been shown to reduce discipline problems. Additionally, teachers should be supported to manage their own self-efficacy and burnout, as these factors predict student discipline outcomes.

For School Administrators

School administration may establish clear disciplinary frameworks that emphasize positive, proactive approaches rather than punitive measures. Administrators may provide ongoing professional development on positive behavioral interventions and supports, classroom management, and relationship-building strategies. Administrators may strengthen parent-teacher partnerships to create consistency between home and school expectations. Administrators may establish counseling services at the school level. Administrators may consider implementing restorative practices alongside PBIS frameworks, as research demonstrates that combining these approaches reduces suspensions and chronic absenteeism.

For Parents

Parents may actively partner with teachers to address negative student behaviour, reinforcing at home the expectations established at school. Parents may address aspects of discipline at home, creating consistency between home and school environments. Parents may recognize and reinforce positive behaviours, including caring, kindness, loyalty, friendship, and politeness. Parents should also be educated about empathic approaches to discipline, as research shows these interventions reduce disciplinary disparities and improve student outcomes.

For Policymakers

Policymakers may ensure that teacher training programs include comprehensive preparation in positive behavioral interventions and classroom management. The National Department of Education may develop guidelines on how teachers and governing bodies can maintain discipline without corporal punishment. Policymakers should fund and support school-wide PBIS implementation, as meta-analyses confirm its positive impact on school climate and student outcomes. Additionally, policymakers should promote the integration of social and emotional learning with equitable discipline practices, as this represents an advancing shared agenda in education. Finally, systematic reviews indicate that policymakers should prioritize interventions that reduce exclusionary discipline, as these are most effective for improving student outcomes.

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