



## SUPPRESSED DISCIPLINARY ACTION FOR FACULTIES IN THE ACADEMIC PERFORMANCE OF STUDENTS

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### Abstract:

The study aims to identify the effects of suppressed disciplinary action for faculties on the academic performance of students such as the promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students. A descriptive quantitative research design is utilized in the study and relies on purposive sampling in the selection of the sample size of the study. Hence, the study comprised sixty (60) respondents only. Results show that the promotion of good methods of classroom discipline manages to keep the classroom in orderly manner to maintain attractive and cheerful classroom discipline that prevents disruptive and disorderly behavior of students, handling classroom conflicts shows that faculties serve as guidance among students regarding where they will be treated with tender loving care, mastery of school discipline, guidelines, and procedures shows to develop skills for classroom management in maintaining the key of positive learning environment, consistency of fairness and positivism adheres to the experiences and observation for the necessity of discipline, and maintaining classroom standard for the academic performance of students shows to provide initiatives on the resources and materials needed in the academic performance of the learners, and technology of teaching and learning are utilized properly to equip students in the learning process. Findings show that there is a significant relationship on the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of promotion of good methods of

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classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students as observed by the respondents.

**Keywords:** suppressed disciplinary action for faculties, academic performance of students, promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, maintain classroom standards for academic performance of students

## 1. Introduction

Suppressed disciplinary action for faculties in Higher Education Institutions (HEIs) has an impact on the academic performance of students. The smooth transition of the learning process affects the academic outcome of the learners as the center of teaching pedagogy. This is true because the performance level and competency skills of faculties are being affected despite proper discipline being imposed so that academic performance will not be affected. Teachers are considered one of the most noble works among all other professions. They are being challenged and involved in various aspects of innovation and competency skills among students as the centers of learning. This examines the disciplinary measures of students as part of classroom routine to improve learning competency such as self-management among students, strategic action inside the classroom setting, teamwork, planning, and communication, (Mallillin, & Mallillin, 2019). This has to do with the professional development of the faculties in the educational system to produce the quality of education where they can maintain integrity in dealing with the learners to avoid issues and challenges that will lead to suppression of disciplinary action. This can also contribute to the development system and professionalism among Higher Education Institutions especially in dealing with students. The approach must be based on the standard set procedure of the HEI's in the various skills and academic performance of the students, (Mallillin, & Laurel, 2022).

Moreover, discipline policies in school institutions of Higher Education Institutions have become a complex topic and issue. It surrogates and usually carries teacher detention. Oftentimes, teachers' capacity to impose a well-managed classroom discipline conducive to everyone's learning environment becomes a challenge because of student's empowered rights to everything. Statutes, rules, and laws evolve as changing times and generational characterization arises from which these regulations are rooted from, which challenge a teacher's stand on how his students should learn. Considerable pressure is a burden that a teacher needs to manage, between his desire to embed lifelong lessons he believes his students will be armed with for their future endeavors and the stigma of being subjected to disciplinary action brought about by his carrying classroom management and discipline, and the conflict of his students' belief of authoritarian abuse. It follows different steps and procedures in working for the disciplinary guidelines in the

institution. Faculties are often placed in a lack of authority and position for substantive action. It integrates modern disciplinary measures based on the ground of action being emphasized as a professional organization process. It emphasizes favorable action of faculties performance and satisfaction in recognizing efforts in teaching, appreciation of relationships with students and colleagues, relationship with superiors in HEIs, promotion, career development learning, and other benefits in the interest of a teaching career. It focuses on suppressed disciplinary action where the academic performance of students is being affected by the approach process, analysis, viewpoints, inferences, techniques, and in-depth understanding and corroboration. It is not a favorable outcome as expected in the profession and works performance due to alleged misinformation that reaches the administration and must be investigated properly to shape and to mold students' learning process, (Mallillin, 2021). Hence, faculties are being suppressed despite talent as molders and shapers of young minds and generations. It features teaching and application professions as an adaptable model in a career. It involves novelty, change, and a daily basis of work and effort that must be given emphasis. The action of suppressed discipline measures is necessary for adapting to change and effectiveness to function as faculty professionals and must be given merit in work. It assesses various implications on the academic performance of students during sanctions and suppressed disciplinary action. It has an implication on the practice of faculty development related to experiences and knowledge of the work. Presumably, the level of classroom discipline can bring about positive value outcomes, positive academic performance, as well as responsible productive individuals, should teachers be given elbow room to affect discipline. Remember that faculties are resourceful, effective, honest, innovative, talented, creative, adaptable, and enthusiastic, (Mallillin, 2021).

Indeed, Higher Education Institutions, or school administrators must be responsible for safe learning and developing an environment appropriate to reinforce disciplinary policies. These policies need to reflect the mission, goals, and values of the school. Disciplinary policies must adhere to and maintain a safe atmosphere for inappropriate and individualized behaviors. It develops a policy for handling faculty disruptive behavior. This can even create conducive and positive teaching and learning. It provides an increased awareness of the policy contribution and decision for exclusionary practices and disproportionality practices in the discipline element of policies. It encourages and recommends the current disciplinary measures and policies for the prevention of appropriate behaviors for faculties and undesired disciplinary outcomes for students. The exclusionary practice and disproportionate detailing evidence in the disciplinary measure will degrade the morale of faculties. Faculty suppressed disciplinary action must be given attention by Higher Education Institutions. This must be focused on positive support and intervention of alternative behavior and practices which address the policy development issues, (Green, et al., 2021, pp. 137-148). This can provide background on disciplinary experiences and school practices among faculties. It mitigates the growing commitment to disparities of discipline through programs and options among faculties suppressing disciplinary action. It persists a disproportional harmful discipline and practices among Higher Education Institutions.

It examines the intervention of effective reduction of suppressed disciplinary action for faculties and practices. It assesses and analyzes the intervention and prevention program on the effect of disciplinary action among faculties, (Cruz, Firestone, & Rodl, 2021, pp. 397-431).

Similarly, the ground for disciplinary action and suppression for faculties can be filed such as oppression, dishonesty, neglect of duty especially when students are being abandoned during classes hours, misconduct, immoral conduct, and being disgraceful, notoriously undesirable, incompetent, inefficient, not a good performer in his teaching craft, the conviction of moral turpitude and crime involvement to name few of the grounds which can affect performance and academics of students. This can document the norms and conduct on the rules, policies, and procedures on the discipline of faculties in Higher Education Institutions. It adopts to handle the cases of faculty discipline for various reasons such as values, ethics, norms, legal compliance, deterrence, transmission, civil rights, stewardship, and trust public accountability, (Kidder, 2021). Suppressed disciplinary action for faculties is also based on the result of the complaint and students' evaluation of the ubiquitous teaching in the metric of academic assessment and personnel decision process. It measures the equity of being biased in the assessment and document of evidence in the disciplinary action. It establishes the standard disciplinary measure and condition of sanction and practices, (Kreitzer, & Sweet-Cushman, 2022, pp. 73-84).

Finally, the academic discipline plays a significant role in the process of alleged action for faculties on beliefs and values of the real causes of the issues being imposed to avoid problems in the academic performance of students. Once teachers are being suppressed for due cause and reasons. Students are being affected especially when nobody can substitute for a duration of suspension of faculties. It describes the concept of student learning to increase efficiency. It is a personalized approach to cognitive identification of the process of disciplinary action for faculty regulation and attribution, (Vettori, et al., 2020). Consequently, the academic discipline must adopt the model of teaching and learning intervention to provide a framework for faculties to deal with issues professionally. It implements the disciplinary measures and sanctions in the educational setting for teaching and learning intervention on students' direct instruction during the sanction process, student performance, learning activities, learning reflection, and students' interests. This reflects faculties and students on the contribution of teaching intervention as to the behaviors and attitudes of both students and faculties, (Mallillin, 2022, pp. 12-38).

## **2. Statement of the Problem**

- 1) What are the effects of suppressed disciplinary action for faculties on the academic performance of students in the area of:
  - 1.1 promotion of good methods of classroom discipline,
  - 1.2 management in handling classroom conflicts,
  - 1.3 mastery of school discipline, guidelines, and procedures,
  - 1.4 consistency of fairness and positivism, and

1.5 maintain classroom standards for the academic performance of students?

- 2) Is there a significant relationship on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students as observed by the respondents?

## **2.2 Hypothesis**

There is a significant relationship on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students as observed by the respondents.

## **3. Research Design**

Descriptive quantitative research design is utilized in the study, because it quantifies and measures the effects of suppressed disciplinary action for faculties in the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students.

Bloomfield, & Fisher, 2019, pp. 27-30 defined descriptive quantitative research design as research methods in a series of articles that focuses on the various research paradigms such as suppressed disciplinary measures and action for faculties that affect the academic performance of students. It discusses and explains the various research designs for quantitative research utilization. The design implements and structures the effect of the research findings and the basis of important considerations.

### **3.1 Sampling Techniques**

Purposive sampling is utilized in the study because it is the systematic probability of techniques in gathering the population of the sample size. It relies on sampling probability to match the interest of the objectives and aims of the study. It is a non-probability technique because it is subjective based on the discretion of the researchers in choosing the sample size and variables. It is cost-effective in a systematic investigation. It makes the process arrive at the outcome of a valuable research process. It discusses the function of purposive sampling techniques for the choices and tools in the method of research. The approach is necessary for choosing the sample size and technique for the collection of data. It focuses on the different kinds of probability in the sampling techniques, (Thomas, 2022).

### 3.2 Participants of the Study

The subjects of the study are the faculties in the Higher Education Institutions in both public and private sectors. The respondents are those who have experienced suppressed disciplinary action which affects the academic performance of students. Other subjects of the study are the guidance counselors of the HEIs, deans, heads, and coordinators because they are in control of the disciplinary measures in the HEIs. The study comprised sixty (60) respondents only.

### 3.3 Instrument Used

1. The effects of suppressed disciplinary action in the area of promotion of good methods of classroom discipline among the respondents

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Promotion of classroom method & discipline is highly observed
3.40-4.19	Agree	Promotion of classroom method & discipline is observed
2.60-3.39	Neutral	Promotion of classroom method & discipline is limited
1.80-2.59	Disagree	Promotion of classroom method & discipline is not observed
1.00-1.79	Strongly Disagree	Promotion of classroom method & discipline is not observed at all

2. The effects of suppressed disciplinary action in the area of management in handling classroom conflicts among the respondents

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Handling classroom conflict is highly observed
3.40-4.19	Agree	Handling classroom conflict is observed
2.60-3.39	Neutral	Handling classroom conflict is limited
1.80-2.59	Disagree	Handling classroom conflict is not observed
1.00-1.79	Strongly Disagree	Handling classroom conflict is not observed at all

3. The effects of suppressed disciplinary action in the area of mastery of school discipline, guidelines, and procedures among the respondents

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Discipline, guidelines, and procedures is highly observed
3.40-4.19	Agree	Discipline, guidelines, and procedures is observed
2.60-3.39	Neutral	Discipline, guidelines, and procedures is limited
1.80-2.59	Disagree	Discipline, guidelines, and procedures is not observed
1.00-1.79	Strongly Disagree	Discipline, guidelines, and procedures is not observed at all

4. The effects of suppressed disciplinary action in the area of consistency of fairness and positivism among the respondents

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Consistency of fairness and positivism is highly observed
3.40-4.19	Agree	Consistency of fairness and positivism is observed
2.60-3.39	Neutral	Consistency of fairness and positivism is limited
1.80-2.59	Disagree	Consistency of fairness and positivism is not observed
1.00-1.79	Strongly Disagree	Consistency of fairness and positivism is not observed at all

5. The effects of suppressed disciplinary action in the area of maintaining classroom standards for the academic performance of students

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Classroom standard is highly observed
3.40-4.19	Agree	Classroom standard is observed
2.60-3.39	Neutral	Classroom standard is limited
1.80-2.59	Disagree	Classroom standard is not observed
1.00-1.79	Strongly Disagree	Classroom standard is not observed at all

#### 4. Results

A. What are the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students?

**Table 1:** Effects of Suppressed Disciplinary Action in the area of Promotion of Good Methods of Classroom Discipline Among the Respondents

Indicators	WM	I	R
1. It helps students to govern their ways and behaviors as part of the goals of faculties.	3.69	A	5
2. Provides a procedure for discipline to be consistent, fair, and positive.	4.00	A	2.5
3. Ensures the list standard of consequences for classroom disciplines is based on the policy of the school.	3.38	MA	6.5
4. Manages to keep the classroom in an orderly manner to maintain attractive and cheerful classroom discipline that prevents disruptive and disorderly behavior of students.	4.23	SA	1
5. Treat students with respect and expect confidence in promoting classroom discipline.	3.38	MA	6.5
6. Develop a sense of anticipation trouble where guidelines are being implemented and explain for the knowledge of students.	3.89	A	4
7. Determines class acceptability in terms of behavior of students.	4.00	A	2.5
<b>Average Weighted Mean</b>	<b>3.79</b>	<b>A</b>	
<b>Standard Deviation</b>	<b>0.326</b>		

Table 1 presents the weighted mean and the corresponding interpretation of the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of promotion of good methods of classroom discipline among the respondents. As glanced at in the table, rank 1 is "Manages to keep the classroom in an orderly manner to maintain attractive and cheerful classroom discipline that prevents disruptive and disorderly behavior of students", with a weighted mean of 4.23 or Strongly Agree which means promotion of classroom method and classroom discipline is highly observed. Rank 2 is shared by the two indicators which are "Provides a procedure for discipline to

be consistent, fair, and positive”, and “Determines class acceptability in terms of behavior of students”, with a weighted mean of 4.00 or Agree which means promotion of classroom method and classroom discipline is observed. Rank 3 is “Develop a sense of anticipation trouble where guidelines are being implemented and explained for the knowledge of students”, with a weighted mean of 3.89 or Agree which means promotion of classroom method and classroom discipline is observed. The least in rank is shared by the two indicators which are “Ensures the list standard of consequences for classroom disciplines are based on the policy of the school”, and “Treat students with respect and expect confidence in promoting classroom discipline”, with a weighted mean of 3.38 or Moderately Agree which means promotion of classroom method and classroom discipline is limited. The overall average mean is 3.79 (SD=0.325) or Agree on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of promotion of good methods of classroom discipline among the respondents.

**Table 2:** Effects of Suppressed Disciplinary Action in the Area of Handling Classroom Conflicts Among the Respondents

Indicators	WM	I	R
1. Keep calm, rational, don't agitate, angry, never raise voices where faculties maintain standard of professionalism.	4.00	A	4
2. Explain the importance of protecting the learners to their rights by ensuring them the alternative for resolving conflicts.	3.34	MA	6
3. Faculties serve as guidance among students where they will be treated with tender loving care.	4.20	SA	1.5
4. Documents all incidents that happen inside the classroom for both faculties and students.	4.12	A	3
5. Be consistent in handling classroom conflicts and discipline among students in the learning process.	3.87	A	5
6. Ensure that punishment is appropriate for misdeeds and misbehavior, explain the punishment process.	4.20	SA	1.5
<b>Average Weighted Mean</b>	<b>3.96</b>	<b>A</b>	
<b>Standard Deviation</b>	<b>0.327</b>		

Table 2 presents the weighted mean and the corresponding interpretation of the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of handling classroom conflicts among the respondents.

As gleaned in the table, rank 1 is shared by the two indicators which are “Faculties serve as guidance among students where they will be treated with tender loving care”, and “Ensure that punishment is appropriate for misdeeds and misbehavior, explain the punishment process”, with a weighted mean of 4.20 or Strongly Agree which means handling classroom conflict is highly observed. Rank 2 is “Documents all incidents happen inside the classroom for both faculties and students”, with a weighted mean of 4.12 or Agree which means handling classroom conflict is observed. Rank 3 is “Keep calm, rational, don't agitate, angry, never raise voices where faculties maintain the standard of professionalism”, with a weighted mean of 4.00 or Agree which means handling classroom conflict is observed. The least in rank is “Explain the importance of



protecting the learners to their rights by ensuring them the alternative for resolving conflicts”, with a weighted mean of 3.34 or Moderately Agree which means handling classroom conflict is limited. The overall average weighted mean is 3.96 (SD=0.327) or Agree on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of handling classroom conflicts among the respondents.

**Table 3:** Effects of Suppressed Disciplinary Action in the Area of Mastery of School Discipline, Guidelines, and Procedures Among the Respondents

Indicators	WM	I	R
1. Leave it alone, especially when the disturbance is minor and brief that is unlikely to occur.	4.07	A	2.5
2. End the action indirectly, especially when learning is being disrupted by some students that involve inappropriate activity.	3.59	A	5
3. Attend more fully, especially in getting the necessary information from students, and be objective rather than emotional.	3.86	A	4
4. Spell out directions for making the situation threatening or risking harm for someone and explain the consequences and involvement.	3.37	MA	6
5. Develop skills for classroom management in maintaining the key to a positive learning environment.	4.24	SA	1
6. Discipline contributes to removing unruly behaviors and distractions for students to concentrate on the lesson.	4.07	A	2.5
<b>Average Weighted Mean</b>	<b>3.87</b>	<b>A</b>	
<b>Standard Deviation</b>	<b>0.330</b>		

Table 3 presents the weighted mean and the corresponding interpretation on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of mastery of school discipline, guidelines, and procedures among the respondents.

As observed in the table, rank 1 is “Develop skills for classroom management in maintaining the key of a positive learning environment”, with a weighted mean of 4.24 or Strongly Agree which means mastery of school discipline, guidelines, and procedures is highly observed. Rank 2 is shared by the two indicators which are “Leave it alone, especially when the disturbance is minor and brief that is unlikely to occur”, and “Discipline contributes in removing the unruly behaviors and distractions for students to concentrate in the lesson”, with a weighted mean of 4.07 or Agree which means mastery of school discipline, guidelines, and procedures is observed. Rank 3 is “Attend more fully especially in getting the necessary information of students and be objective rather than emotional”, with a weighted mean of 3.86 or Agree which means mastery of school discipline, guidelines, and procedures is observed. The least in rank is “Spell out directions for making the situation threatening or risking harm for someone and explain the consequences and involvement”, with a weighted mean of 3.37 or Moderately Agree which means mastery of school discipline, guidelines, and procedures is limited. The overall average weighted mean is 3.87 (SD=0.330) or Agree on the effects of suppressed

disciplinary action for teachers in the academic performance of students in the area of mastery of school discipline, guidelines, and procedures among the respondents.

**Table 4:** Effects of Suppressed Disciplinary Action  
 in the Area of Consistency of Fairness and Positivism

Indicators	WM	I	R
1. Consistency of positivism and fairness provides knowledge on the matters of experiences beyond pure logic and realm of facts.	4.00	A	2
2. Recognizes the positivism of speculation and fairness in the suppression of disciplinary measures and process.	3.81	A	3.5
3. It supports to refute the knowledge and transcendent claim on basic ideology of fairness and positivism.	3.35	MA	5.5
4. Consistency of fairness and positivism adheres to the experiences and observation for the necessity of imperative positivism.	4.12	A	1
5. The contribution of fairness and positivism reflects on the moral and ethics of the faculty.	3.35	MA	5.5
6. Assertion of positivism and fairness are focused on the intellectual development and evolution of the learning process.	3.81	A	3.5
<b>Average Weighted Mean</b>	<b>3.74</b>	<b>A</b>	
<b>Standard Deviation</b>	<b>0.324</b>		

Table 4 presents the weighted mean and the corresponding interpretation of the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of consistency of fairness and positivism among the respondents.

It shows that rank 1 is “Consistency of fairness and positivism adheres to the experiences and observation for the necessity of imperative positivism”, with a weighted mean of 4.12 or Agree which means consistency of fairness and positivism is observed. Rank 2 is “Consistency of positivism and fairness provides knowledge on the matters of experiences beyond pure logic and realm of facts”, with a weighted mean of 4.00 or Agree which means consistency of fairness and positivism is observed. Rank 3 is shared by the indicators which are “Recognizes the positivism of speculation and fairness in the suppress disciplinary measures and process”, and “Assertion of positivism and fairness are focused on the intellectual development and evolution of the learning process”, with a weighted mean of 3.81 or Agree which means consistency of fairness and positivism is observed. The least in rank is also shared by the two indicators which are “It supports to refute the knowledge and transcendent claim on the basic ideology of fairness and positivism”, and “The contribution of fairness and positivism reflects on moral and ethics of the faculty”, with a weighted mean of 3.35 or Moderately Agree which means consistency of fairness and positivism is limited. The overall average weighted mean is 3.74 (SD=0.324) or Agree on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of consistency of fairness and positivism among the respondents.

**Table 5:** Effects of Suppressed Disciplinary Action in the Area of Maintaining Classroom Standards for Academic Performance of Students

Indicators	WM	I	R
1. Be organized in classroom management in terms of monitoring students and performance, especially on the delivery of the module.	3.96	A	4.5
2. Provides initiatives on the resources and materials needed for the academic performance of students.	4.21	SA	1.5
3. Lecturing hours are utilized for the outcome based-learning of students in the delivery of the lesson.	3.96	A	4.5
4. Technology of teaching and learning is utilized properly to equip students in the learning process.	4.21	SA	1.5
5. Encourage students to develop their study habits through proper motivation to enhance learning in the academic performance of students.	3.37	MA	6
6. There is a boundary for both lecturers and students to maintain classroom standards in the academic achievement of students.	4.13	A	3
<b>Average Weighted Mean</b>	<b>3.97</b>	<b>A</b>	
<b>Standard Deviation</b>	<b>0.316</b>		

Table 5 presents the weighted mean and the corresponding interpretation of the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of maintaining classroom standards for the academic performance of students among the respondents.

As noted in the table, rank 1 is shared by two indicators which are “Provides initiatives on the resource and materials needed in the academic performance of students”, and “Technology of teaching and learning are utilized properly to equip students in the learning process”, with a weighted mean of 4.21 or Strongly Agree which means maintain classroom standard for the academic performance of students is highly observed. Rank 2 is “There is a boundary for both lecturers and students to maintain classroom standard in the academic achievement of students”, with a weighted mean of 4.13 or Agree which means maintaining classroom standard for the academic performance of students is observed. Rank 3 is also shared by the two indicators which are “Be organized in the classroom management in terms of monitoring students and performance, especially on the delivery of the module”, and “Lecturing hours are utilized for the outcome based-learning of students in the delivery of the lesson”, with a weighted mean of 3.96 or Agree which means maintain classroom standard for the academic performance of students is observed. The least in rank is “Encourage students to develop their study habits through proper motivation to enhance learning in the academic performance of students”, with a weighted mean of 3.37 or Moderately Agree which means maintaining classroom standards for the academic performance of students is limited. The overall average weighted mean is 3.97 (SD=0.316) or Agree on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of maintaining classroom standards for the academic performance of students among the respondents.

**B.** Is there a significant relationship on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students as observed by the respondents?

**Table 6:** Test of Significant Relationship on the Effects of Suppressed Disciplinary Action for Teachers in the Academic Performance of Students

Test of Variables on the Effects of Suppressed Disciplinary Action as Observed by the Respondents as follows:	z computed value	Comparison	z critical value	Decision
• Promotion of good methods of classroom discipline	51.4196	>	±1.96	Rejected
• Management in handling classroom conflicts	53.6410	>	±1.96	Rejected
• Mastery of school discipline, guidelines, and procedures	52.1830	>	±1.96	Rejected
• Consistency of fairness and positivism	50.8949	>	±1.96	Rejected
• Maintain classroom standards for the academic performance of students	54.7044	>	±1.96	Rejected
<b>Note:</b> two-tailed test with z critical value of ±1.96 at 0.05 level of significance				

Table 6 presents the test of a significant relationship on the effects of suppressed disciplinary action for teachers in the academic performance of students as observed by the respondents.

It reveals that when the variables are tested using the z-test process, the z-computed value of promotion of good methods of classroom discipline is 51.4196, management in handling classroom conflicts is 53.6410, mastery of school discipline, guidelines and procedures is 52.1830, consistency of fairness and positivism is 50.8949, and maintain classroom standards for the academic performance of students as observed by the respondents is 54.7044 which is significant and resulted to the decision of rejection. It shows that all computed z values are higher than the z critical value of ±1.96, two-tailed tests with 0.05 level of significance. Therefore, it is safe to say that there is a significant relationship on the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students as observed by the respondents.

## 6. Results

The effects of suppressed disciplinary action for teachers in the academic performance of students in the area of promotion of good methods of classroom discipline among the respondents shows to manage and keep the classroom in an orderly manner to maintain attractive and cheerful classroom discipline that prevents disruptive and disorderly behavior of students. It provides a perception of the role of faculties regarding the discipline in classroom management. It also identifies the contemporary complexity of faculties in maintaining competency despite the issues inside the classroom to facilitate the learning process, (Johler, et al., 2022). Hence, it also shows that the promotion of good methods in classroom discipline provides a procedure for consistent, fair, and positive discipline to determine class acceptability in terms of behavior of students which means the process of discipline has increased the decision-making of faculties for better learning output. This examines behavior of students in an understandable perspective towards attitude in the learning process. It conceptualizes the castability of the decision-making process of transparency in academic achievement, (Shin, 2021). Also, it shows that good classroom discipline needs to be developed in a sense of anticipation trouble where guidelines are being implemented and explained for the knowledge of students. This has an impact on the academic performance of the learners. It can disengage the unexpected issues, activities, and content of the lesson inside the classroom due to various behaviors of students. It identifies the learning output and engagement of students where proper discipline must be given emphasis, (Topali, et al., pp. 769-785). Similarly, it shows that good discipline inside the classroom ensures the list standard of consequences for classroom discipline is based on the policy of the school, and to treat students with respect and expect confidence in promoting classroom discipline which means imposing proper discipline inside the classroom can result in better learning output of students. It fosters a better classroom atmosphere for conducive learning. This can also provide a healthy class interaction for students because they are mentally prepared for the discipline process, (Kim, et al., 2021, pp. 501-517).

Consequently, the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of handling classroom conflicts among the respondents shows that faculties serve as guidance among students where they will be treated with tender loving care. They also ensure that punishment is appropriate for misdeeds, misbehavior, and explain the punishment process. The punishment behaviors are discussed during orientation at the start of the classes where faculties and students are aware of the disciplinary measures in the academy. This justifies the corrective behavior of faculties and students while on the school premises as part of the learning process. This includes correcting the wrongdoing and performance inside the classroom but is not limited to exploring the learners. Care ethics are being observed by the faculties in molding and shaping the behavior of students, (Coverdale, 2020, pp. 23-39). Notably, it shows that all incidents are properly documented inside the classroom for both faculties and students. This is one way of monitoring the improved behavior and attitude of the learners inside the classroom. They can even prevent the recurrence of the same

incident to be observed inside the classroom. Students are being guided and being monitored for their behavior to the fullest as part of discipline inside the classroom. This serves as policy making and references for development programs in effective school crime and violence as part of the morale values of the institutions, (Irwin, et al., 2021). Indeed, handling classroom discipline observed that faculties are calm, rational, don't agitate, angry, never raise voices where they maintain standard of professionalism. They have an oath to carry as molders and shapers of future learners. Patients are their success where they can improve the behavior of the learners. The concept of professionalism in the academic setting and ethics demonstrates behavior standard, understanding, and measure designs for students to observe, (Habibi, et al., 2022, pp. 259-266). Lastly, handling discipline among faculties explains the importance of protecting the learners to their rights by ensuring alternatives for resolving conflicts. They ensure that the rights of students are protected, even the rights of the faculties as motivators of the learning process. They put boundaries on students where respect is being observed. Academic freedom is observed but must be based on the policies of the Higher Education Institutions, (Stachowiak-Kudła, 2021, pp. 1031-1048).

Indeed, the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of mastery of school discipline, guidelines, and procedures among the respondents shows to develop skills for classroom management in maintaining the key to a positive learning environment. This is the responsibility of the faculties where they can plan for conducive learning among students. It influences the delivery and instruction of learning and classroom management. It provides a positive impact on the professional development of faculties to inspire students in teaching strategy pedagogy. They provide a positive learning atmosphere through improved classroom management, (Manangan, 2022, pp. 91-104). It shows that faculties sometimes ignore the issues especially if the problems are just nonsense, disturbances are minor and brief that are unlikely to occur. Discipline contributes to removing unruly behaviors and distractions for students to concentrate on the lesson. Still, guidance is needed so that student performance will not be affected. Faculties can determine the process of behaviors, insubordination, disruption, and disrespect where it needs to be solved inside the classroom as part of discipline and guideline policies in Higher Education Institutions, (McNeil, 2022). Yet, policies and guidelines for discipline show to attend more fully, especially in getting the necessary information from students, and be objective rather than emotional which means faculties need to be strong in the implementation of discipline as part of the guidelines in the learning of students. They need to avoid being emotional because it affects their work as professional lecturers in the Higher Education Institutions. Being emotional is not a solution to the issues, it only adds injury to the process of discipline among students, (Camangian, & Cariaga, S. 2022, pp. 901-921). Likewise, it shows to spell out directions for making the situation for threatens or risking harm for someone and explain the consequences and involvement which means that in every consequence there is a corresponding punishment in the academic performance of faculties and students such as suppressed disciplinary action

where proper investigation must be done in accordance to the policy of the Higher Education Institutions, (Krutzinna, 2022, pp. 120-145).

Moreover, the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of consistency of fairness and positivism among the respondents shows to be consistent of fairness and positivism adherent to the experiences and observation necessity for the imperative process which means that this must be the attitude of the faculties as decision-maker in the disciplinary measure. Faculties struggle to realize and understand the feelings and thoughts of students. Faculties treat students with fairness and positivity because of professional ethics and oath as molders of young minds. It provides competency in the teaching profession to improve student and teacher rapport, (Gehlbach, Mascio, & McIntyre, 2022). Additionally, it shows consistency of positivism and fairness knowledge on matters of experiences beyond pure logic and the realm of facts. This is the attitude and behavior of faculties because they know the real essence of being an educator as part of ethics in the profession as noblest among all. Constructivism equates with relativism, criticism, and objection to the teaching process. It is a misconception of the learners that affects progress and academic performance, (de Soto, 2022). Notably, mastery of the school discipline shows to recognize positivism of speculation and fairness in the suppression of disciplinary measures and process, and includes the assertion of positivism and fairness which are focused on intellectual development and evolution of the learning process. This must be realized by students because faculties are doing their very best to help and assist students for good, better, and best, (Stewart, 2021, pp. 3-28). Lastly, it shows supports and refutes the knowledge and transcendent claim on the basic ideology of fairness and positivism, and includes the contribution of fairness and positivism reflection on the morals and ethics of the faculty to the fullest. The intention of the faculties is good enough but is not being appreciated by the learners, (Haque, & Yamoah, 2021).

Finally, regarding the effects of suppressed disciplinary action for teachers on the academic performance of students in the area of maintaining classroom standards for the academic performance of students among the respondents shows to provide initiatives on the resource and materials needed in the academic performance of students where the technology of teaching and learning are utilized properly to equip students in the learning process where faculties are looking for the welfare of students as centers for learners. It utilizes various teaching modalities to determine the challenges of the learning process to include the learning materials and resources, (Abante, et al., 2021, pp. 463-476). Hence, management in the classroom discipline sets boundaries for both lecturers and students to maintain classroom standards in academic achievement which is necessary for the ethics of profession among faculties. Boundaries set for students and faculties can maintain a learning atmosphere, camaraderie, respect, and understanding in the teaching profession. This can provide stress-free and quality interaction in the classroom setting, (Roeser, et al., 2022). It also shows that there is an organized system in classroom management in terms of monitoring students and performance, especially on the delivery of the module, and to include lecturing hours are utilized for the outcome

based-learning of students in the delivery of the lesson. The proper standard and protocol is being followed by the system of Higher Education Institutions and is based on the various domains of learning in the academic performance of students, (Mallillin, 2020, pp. 1-11). Still, it encourages students to develop study habits through proper motivation to enhance learning in academic performance. This adopts the learning techniques and modalities among faculties as providers for the learning process to explore the academic achievement of students, (Almoslamani, 2022).

## **7. Conclusions**

Promotion of good methods of classroom discipline among the respondents shows managing and keeping the classroom in an orderly manner to maintain attractive and cheerful classroom discipline that prevents disruptive and disorderly behavior of students where it provides a procedure for discipline to be consistent, fair, and positive. It also shows to determine class acceptability in terms of behavior of students.

Handling classroom conflicts among the respondents show that faculties serve as guidance among students where they will be treated with tender loving care, and shows to ensure that punishment is appropriate for misdeeds and misbehavior, and explain the punishment process where incidents are documented inside the classroom.

Mastery of school discipline, guidelines, and procedures among the respondents shows to develop skills for classroom management in maintaining the key to a positive learning environment where discipline contributes to removing unruly behaviors and distractions for students to concentrate on the lesson.

Consistency of fairness and positivism among the respondents adheres to the experiences and observation for the necessity of discipline where consistency of positivism and fairness provides knowledge on the matters of experiences beyond pure logic and the realm of facts.

Maintaining classroom standards for the academic performance of students among the respondents shows to provide initiatives on the resources and materials needed in the academic performance of students, and technology of teaching and learning are utilized properly to equip students in the learning process. This includes boundaries for both lecturers and students to maintain classroom standards for the academic achievement of students.

It shows that there is a significant relationship on the effects of suppressed disciplinary action for teachers in the academic performance of students in the area of promotion of good methods of classroom discipline, management in handling classroom conflicts, mastery of school discipline, guidelines, and procedures, consistency of fairness and positivism, and maintain classroom standards for the academic performance of students as observed by the respondents.

## **Conflict of Interest Statement**

The authors declare no conflicts of interest.



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