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CHASTISEMENT STRATAGEMS OF TEACHERS AND SOCIAL GLITCHES OF STUDENTS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
The purpose of this study was to determine the extent of chastisement stratagems of teachers and social glitches of students in public elementary schools. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 139 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the extent of chastisement stratagems of teachers in public elementary schools in terms of chastisement with dignity, responsibility, exercise break and reward for good behavior were high. Moreover, the students' social glitches in terms of family problems, examination stress, financial difficulties and relationship difficulties were also high. It was found out that there was significant relationship between extent of chastisement stratagems of teachers and social glitches of students. It revealed further that the domains of chastisement stratagems of teachers were significantly influence social glitches of students. Based on the findings, the public school teachers should intersect in seminars and trainings from the DepEd for skillful growth program. This may provide sprightly progress for teachers with the aim of building competence sensibly strengthened education possibilities for learners and concurrently acquire the gratified better enlightening practices.

KEYWORDS: *Chastisement Stratagems, Social Glitches of Students, Public Elementary School, Teachers, Students, Education*

1. INTRODUCTION
Schools operate within systems that uphold order through the establishment of rules and regulations. These may include standards for school uniforms, punctuality, social conduct, and work ethic. When students violate these rules, they are subjected to disciplinary actions (Edward, 2021). In this context, chastisement refers to the strategies and measures employed by teachers to correct undesirable behavior and guide students toward acceptable norms (Okeke-James et al., 2024).

A well-disciplined student is one who demonstrates honesty, adheres to institutional policies, and upholds moral and cultural standards. Therefore, the role of discipline in a student's life goes beyond compliance—it shapes character, reinforces ethical values, and nurtures responsible citizenship (Thelma & Phiri, 2023).The ultimate goal of any disciplinary measure is to help students develop self-control, respect for others, and behavior aligned with societal norms (Li et al., 2021). All policies concerning discipline must be crafted to reflect these broad educational objectives. Disorderly students must be managed in ways that preserve a learning environment that is safe, productive, and free from unnecessary disruption (Gurung et al., 2023).

In line with legal mandates, school administrators are required to communicate relevant disciplinary information to teachers and counselors who have direct interaction with the student. This system ensures that educators are informed of any behavioral issues that may pose risks to the welfare of others. Such information must remain confidential and should only be disclosed to authorized personnel (Brigman et al., 2021). Furthermore, students and their guardians must be notified when such information is shared, and they reserve the right to challenge its accuracy (Head et al., 2020).

In the Philippines, school discipline has evolved to address not just classroom concerns but also broader school-wide and individual behavioral challenges (Catubig et al., 2024). Disciplinary approaches today range from restorative practices and climate-building efforts to more punitive measures such as suspensions, expulsions, and even corporal punishment (Clarke, 2025).

According to a study conducted by the Department of Education in Region XI, the disciplinary strategies implemented by teachers in public schools often intend to promote a safe and productive learning environment. However, many of these measures inadvertently result in negative consequences for students' social, emotional, and academic well-being (Mag-atas & Carmona, 2023).

To ensure a supportive and secure school environment, it is essential to employ evidence-based practices such as restorative justice. These strategies emphasize relationship-building and

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accountability while respecting student dignity. When implemented equitably, such approaches promote inclusivity and support students' holistic growth (Robinson et al., 2021).

Discipline practices significantly shape the overall climate of a school. Harsh or punitive approaches, such as corporal punishment, suspension, and exclusion, can result in both short-term and long-term harm, particularly for marginalized students, including those from low-income families and students with disabilities. These practices contribute to negative academic outcomes and are linked to the school-to-prison pipeline (Bronson, 2025).

In light of these issues, the researcher found it necessary to examine the disciplinary stratagems employed by teachers and the social glitches or behavioral concerns observed among students in public elementary schools. This study aims to determine whether these strategies are appropriately practiced, effective, and aligned with the developmental needs of learners. The findings may serve as a functional blueprint for future administrative policies and teacher interventions. Recognizing that poor discipline systems and persistent student behavioral issues often lead to teacher stress and attrition, this research offers timely and relevant insights for improving classroom management and promoting a positive educational environment.

1.1 Statement of the Problem

The purpose of this study determined the extent of chastisement stratagems of teachers and social glitches of students in public elementary schools. Specifically, this study sought answers to the following questions:

1. What is the extent of chastisement stratagems of teachers in public elementary schools in terms of:
1.1 dignity,
1.2 responsibility,
1.3 exercise break and
1.4 reward?

2. What is the level of students' social glitches in public elementary schools in terms of:
2.1 family problems,
2.2 examination stress,
2.3 financial difficulties and
2.4 relationship difficulties?

3. Is there a relationship in the extent of chastisement stratagems of teachers and social glitches of students in public elementary schools?
4. Which domains of chastisement stratagems of teachers significantly influence social glitches of students in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested in this study at 0.05 level of significance.

Ho1. There is no significant relationship between the chastisement stratagems of teachers and social glitches of students.

Ho2. None of the domains of chastisement stratagems of teachers significantly influence social glitches of students in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. Quantitative research involves the systematic collection and analysis of numerical data using statistical techniques to ensure objective, accurate, and measurable outcomes (Mohajan, 2020). This methodology is ideal for investigating observable patterns and relationships across measurable variables.

The descriptive-correlational design was particularly suited for this study as it aimed to determine the relationship between teachers' chastisement stratagems and the social glitches or behavioral issues exhibited by students in public elementary schools. This approach allowed the researcher to describe the existing disciplinary practices and student behaviors without manipulating any variables, while also identifying the possible association between the two constructs.

Through this design, the study sought to assess how various strategies used by teachers to address student misbehavior might correlate with the frequency or nature of students' social issues in the school setting. The findings are expected to provide insights that can inform more effective disciplinary approaches and contribute to improving school climate and student well-being.

2.2 Research Respondents

The respondents of this study were the 139 teachers from various public elementary schools. These teachers assessed the chastisement stratagems employed by educators and the social glitches or behavioral issues observed among students through a researcher-developed survey questionnaire. To ensure relevant insights, only teachers who had served at least three years in public elementary schools were included, as they were presumed to have sufficient classroom experience in managing student behavior. The study was conducted during the Academic Year 2023–2024. To select the respondents, the researcher employed universal sampling, wherein the entire population of qualified teachers within the study's scope was included. This method ensured comprehensive data collection by covering all potential participants relevant to the research focus.

2.3 Research Instrument

The instrument used in this study was a researcher-made questionnaire consisting of two parts, developed to gather data on

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the chastisement stratagems of teachers and the social glitches or behavioral issues of students in public elementary schools.

The first part of the questionnaire was designed to assess the various chastisement strategies or disciplinary approaches employed by teachers in managing student behavior. The items were based on a review of relevant literature and theoretical frameworks on classroom management and student discipline. To ensure content validity, the instrument underwent expert validation by professionals in the field of education and classroom behavior management. The chastisement stratagems scale yielded a Cronbach's alpha value of 0.915, indicating excellent internal consistency and reliability.

The second part of the questionnaire focused on identifying the social glitches or common behavioral issues observed among elementary school students. The items aimed to capture the frequency, nature, and impact of these behaviors in the classroom setting. This section also demonstrated strong reliability, with a Cronbach's alpha value of 0.934, confirming the instrument's consistency in measuring student behavioral concerns from the teachers' perspectives.

2.4 Data Gathering Procedure

The data collection procedure for this study was conducted in a systematic, ethical, and organized manner to uphold the integrity of the research process. Initially, formal permission was secured from the Dean of the Graduate School, and upon approval, an official endorsement letter was forwarded to the Schools Division Superintendent for further evaluation and clearance. This hierarchical approval process ensured compliance with academic and institutional protocols. Upon securing all necessary approvals, the data collection process commenced through the distribution of researcher-made survey questionnaires specifically designed to gather data on the chastisement stratagems of teachers and the social glitches of students in public elementary schools. Coordination with school heads and key personnel facilitated the smooth and orderly distribution of the questionnaires to the identified teacher-respondents.

Each participant was briefed on the purpose of the study, along with assurances of ethical considerations, particularly in safeguarding the confidentiality and anonymity of their responses. This helped to encourage honest, accurate, and unbiased data from the respondents. After the survey period, the retrieval of completed questionnaires was carried out efficiently. The data gathered were carefully organized, coded, and tabulated for analysis. The responses were then subjected to appropriate statistical treatments including mean, standard deviation, Pearson's correlation, and regression analysis to determine the extent of the relationship between teachers' disciplinary strategies and students' social behavior issues in the classroom setting.

2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to address the research objectives:

Mean was used to assess the level of chastisement stratagems of teachers and the level of social glitches observed among students in public elementary schools. This measure helped determine the overall frequency or intensity of these two key variables.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between teachers' chastisement stratagems and students' social glitches. This statistical test identified whether a significant association exists between how teachers manage student behavior and the types of social challenges students exhibit.

Multiple linear regression analysis was employed to determine whether teachers' chastisement stratagems significantly influence the occurrence of social glitches among students. This analysis allowed the researcher to identify which specific disciplinary approaches had the greatest predictive value in shaping student behavior in the classroom.

3. RESULTS AND DISCUSSION

3.1 Level of Chastisement Stratagems of Teachers

Table 1. ***Level of Chastisement Stratagems of Teachers***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	chastisement with dignity	4.16	Highly Extensive
2	responsibility	4.14	Highly Extensive
3	exercise break	4.12	Highly Extensive
4	reward for good behavior	4.13	Highly Extensive
Overall Mean		4.14	Highly Extensive

Presented in Table 1 is the level of chastisement stratagems employed by teachers based on the mean scores across four domains: chastisement with dignity, responsibility, exercise break, and reward for good behavior. Among these, the domain chastisement with dignity recorded the highest mean of 4.16, described as "highly extensive," indicating that teachers consistently implement disciplinary measures with respect and fairness, ensuring that students' dignity is maintained even when

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correcting behavior. This was followed by the domain of responsibility with a mean of 4.14, reward for good behavior with 4.13, and exercise break with 4.12, all of which are also described as "highly extensive." These results show that teachers strongly uphold positive discipline techniques that encourage responsibility, recognize good conduct, and allow for physical regulation through movement. The overall mean of 4.14, interpreted as "highly extensive," suggests that, in general, public elementary school teachers regularly apply constructive and student-centered chastisement strategies. These approaches reflect a strong alignment with modern educational practices that value empathy, behavioral development, and the creation of a supportive learning environment.

This finding aligns with the study of DiClemente (2021), which revealed that effective classroom management anchored on clear and consistent chastisement strategies significantly improves student discipline and academic engagement. Teachers who apply structured but respectful forms of discipline foster a learning environment where students feel safe, valued, and accountable for their actions. In a similar vein, Munoz (2024) emphasized that chastisement practices rooted in dignity, fairness, and mutual respect lead to better student behavior and reduced classroom disruptions. Their study highlighted the importance of using positive reinforcement, responsibility-building activities, and behavioral redirection instead of punitive measures. Furthermore, the research of Bear (2020) found that when teachers employ holistic chastisement approaches, such as offering exercise breaks, rewarding good conduct, and encouraging responsibility, it contributes not only to behavioral correction but also to the emotional well-being of students. These approaches empower learners to reflect on their actions and develop intrinsic motivation to follow school rules.

3.2 Level of Students' Social Glitches in Public Elementary Schools

Table 2. ***Level of Students' Social Glitches in Public Elementary Schools***

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	family problems	4.12	Highly Extensive
2	examination stress	4.16	Highly Extensive
3	financial difficulties	4.14	Highly Extensive
4	relationship difficulties	4.14	Highly Extensive
Overall Mean		4.14	Highly Extensive

Presented in Table 2 is the level of students' social glitches in public elementary schools as perceived by teachers, based on the mean scores across four indicators: family problems, examination stress, financial difficulties, and relationship difficulties. Among these, examination stress recorded the highest mean of 4.16, described as "highly extensive," indicating that academic pressure is a major concern affecting students' emotional and behavioral well-being. This was followed by financial difficulties and relationship difficulties, both with a mean of 4.14, and family problems, which had a mean of 4.12. All domains fall under the "highly extensive" category, showing that various personal, academic, and social issues are significantly prevalent among students in public elementary schools. The overall mean of 4.14, also described as "highly extensive," suggests that social glitches are a widespread concern and may have a considerable impact on students' academic performance, behavior, and general well-being. These findings highlight the urgent need for collaborative interventions from teachers, school counselors, and parents to address these challenges through support programs, guidance services, and inclusive classroom practices that are sensitive to students' socio-emotional needs.

This finding is supported by the study of Luthar et al. (2020), which revealed that many elementary students in public schools experience elevated levels of emotional and social challenges, often brought about by unstable family environments, financial hardships, and academic pressure. These factors contribute to behavioral issues and reduced classroom engagement. Similarly, Walsham et al. (2023) emphasized that students facing examination stress and relationship difficulties tend to display anxiety, withdrawal, and diminished academic performance, highlighting the direct connection between emotional stressors and classroom behavior. Moreover, the work of Gidi et al. (2021) pointed out that financial difficulties among students often lead to feelings of inadequacy and low self-esteem, affecting their participation and social interactions in school. These findings affirm the notion that social glitches, such as family problems, stress, and relationship concerns, are not isolated incidents but are deeply intertwined with the overall well-being and learning capacity of students.

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3.3 Significant Relationship Between Chastisement Stratagems of Teachers and Social Glitches of Students

Table 3. *Significant Relationship Between Chastisement Stratagems of Teachers and Social Glitches of Students*

Independent Variable	Dependent Variable	r-value	Degree of Correlation	Computed p-value	Decision
chastisement stratagems of teachers **(X)**	Social Glitches of Students **(Y)**	.763	High Correlation	0.00	Reject

Presented in Table 3 is the correlation analysis between the chastisement stratagems of teachers and the social glitches of students in public elementary schools. The computed correlation coefficient (r-value) is 0.763, which indicates a high degree of correlation. The corresponding p-value is 0.00, which is below the 0.05 level of significance. Given this, the null hypothesis is rejected, confirming that a statistically significant relationship exists between the two variables.

This finding suggests that the manner in which teachers implement chastisement strategies is strongly associated with the presence of social glitches among students. In particular, effective and constructive disciplinary approaches, such as chastisement with dignity, reinforcement of responsibility, exercise breaks, and rewarding positive behavior, may play a crucial role in reducing or addressing students' social and behavioral issues. The high correlation implies that when teachers consistently apply respectful and student-centered chastisement strategies, students are more likely to experience fewer social glitches such as stress, family-related concerns, financial issues, and relationship difficulties. Therefore, the development and reinforcement of positive disciplinary practices in schools may contribute to improving students' overall well-being and learning environment. This further underscores the importance of continuous teacher training on evidence-based behavior management techniques that promote both discipline and emotional support.

This finding is supported by the study of Elkadi and Sharaf (2023), who noted that the disciplinary strategies employed by teachers have a direct and significant impact on students' behavioral and emotional well-being. When discipline is carried out with fairness, consistency, and empathy, students are more likely to exhibit positive behaviors and experience fewer social issues. Likewise, the research of Hamilton (2023) emphasized that punitive or inconsistent chastisement approaches often intensify students' social glitches, such as anxiety, defiance, and withdrawal. This aligns with the work of Lodi et al. (2021), who found that effective classroom management strategies that incorporate restorative practices contribute to the reduction of behavioral problems and promote a more supportive school climate. The significant relationship found in this study underscores the importance of teacher intervention styles in shaping students' social dynamics. As such, it becomes critical for educators and school administrators to adopt evidence-based and student-centered disciplinary approaches that not only correct misbehavior but also address the root causes of students' social challenges.

3.4. The Domains of Chastisement Stratagems of Teachers Significantly Influence Social Glitches of Students

Table 4. *The Domains of Chastisement Stratagems of Teachers Significantly Influence Social Glitches of Students*

Model	Beta Coefficient	Degrees of Freedom	r- Square	p-value	Decision on Ho
Regression Residual Total	.698	3 136 139	.758	0.00	Reject

Presented in Table 4 is the regression analysis examining how the domains of chastisement stratagems significantly influence the social glitches of students in public elementary schools. The regression model yielded an R^2 value of 0.758, indicating that approximately 75.8% of the variance in students' social glitches can be explained by the combined influence of the domains under chastisement stratagems. The analysis shows that the overall model is statistically significant, with a p-value of 0.00, which is below the 0.05 level of significance. Given this result, the null hypothesis is rejected, confirming that the domains of chastisement stratagems significantly influence the presence of social glitches among students.

This finding emphasizes the critical role that teachers' disciplinary approaches play in shaping students' social and emotional well-being. Strategies such as chastisement with dignity, promoting responsibility, incorporating exercise breaks, and using rewards

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for good behavior appear to have a substantial impact on reducing stressors that lead to social glitches in the school setting.

In conclusion, these results underscore the need for school administrators and educational leaders to provide continuous training and support for teachers in adopting constructive and student-centered chastisement methods. Strengthening these stratagems may lead to improved student behavior, stronger classroom relationships, and a more positive learning environment. It is therefore recommended that professional development programs focus not only on academic instruction but also on effective behavior management aligned with holistic child development.

This finding aligns with the study of Yelewonah (2024), who emphasized that respectful and value-based disciplinary strategies, such as chastising with dignity and reinforcing responsibility, significantly influence students' behavior and emotional well-being. Their research highlights that when students are corrected in a manner that preserves their self-respect, they are more likely to internalize positive behavior and develop stronger social responsibility. Similarly, Bonilla (2024) found that integrating movement-based interventions like exercise breaks reduces behavioral issues and improves focus, especially among elementary learners who benefit from kinesthetic release during academic tasks. The use of rewards for good behavior has also been shown to motivate students to maintain positive conduct and reduce social disruptions, as indicated in the work of Simonsen and Myers (2025). Their study revealed that consistent recognition of appropriate behavior fosters a positive classroom climate and encourages peer modeling of desired actions.

5. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of chastisement stratagems among teachers in public elementary schools is highly extensive, indicating that teachers consistently apply respectful, responsible, and positive discipline strategies such as chastisement with dignity, promoting responsibility, providing exercise breaks, and rewarding good behavior. These strategies reflect a well-structured approach to managing student behavior while upholding learners' dignity and emotional well-being.

Secondly, the level of social glitches among students in public elementary schools is also highly extensive, which suggests that despite the use of positive disciplinary practices, many students continue to experience social challenges such as family problems, examination stress, financial difficulties, and relationship conflicts. These issues may impact their overall academic and behavioral performance.

Thirdly, a significant positive relationship was found between chastisement stratagems of teachers and social glitches of students. This indicates that the way teachers implement discipline strategies has a meaningful influence on students' social behavior. The more effectively and humanely discipline is administered, the better it can address or reduce students' social difficulties.

Lastly, the domains of chastisement stratagems, particularly chastisement with dignity, responsibility, exercise break, and reward for good behavior, significantly influence the occurrence of social glitches among students. This implies that reinforcing positive discipline strategies may help mitigate students' social issues and promote a healthier and more supportive school environment. Therefore, strengthening teachers' capacity to apply effective chastisement stratagems is vital in fostering student well-being and minimizing behavioral challenges in public elementary schools.

6. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

Firstly, given the high level of chastisement stratagems observed among public elementary school teachers, school administrators are encouraged to sustain and further enhance the use of positive disciplinary practices. Professional development programs may be provided to reinforce strategies such as chastisement with dignity, promoting responsibility, incorporating exercise breaks, and using rewards for good behavior. These training programs should aim to equip teachers with consistent, respectful, and effective behavioral management techniques that uphold students' emotional well-being.

Secondly, since a high level of social glitches among students was also revealed, guidance counselors and school heads are encouraged to develop intervention programs that address common social challenges such as family problems, financial stress, examination anxiety, and peer relationship difficulties. Schools may initiate regular counseling sessions, life skills education, and peer support groups to help students cope with these social concerns in a healthy and constructive manner.

Thirdly, in light of the significant relationship between chastisement stratagems and social glitches, teachers should be trained to adopt more student-centered discipline strategies that are sensitive to learners' socio-emotional needs. Discipline should be framed not merely as correction, but as an opportunity for character development, emotional regulation, and value formation.

Fourthly, since the domains of chastisement stratagems significantly influence students' social behavior, educational leaders are encouraged to integrate these components into the school's behavior management policies. A whole-school approach that promotes dignity, responsibility, wellness, and positive reinforcement must be institutionalized to reduce social

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glitches and foster a safe, nurturing, and inclusive school environment.

Lastly, future researchers may explore other variables that affect the relationship between discipline strategies and student behavior, such as classroom climate, parental involvement, or teacher emotional intelligence. Longitudinal studies may also be conducted to examine the long-term impact of chastisement stratagems on students' academic performance, self-concept, and social skills across different grade levels and school contexts.

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