

Role of Respect and Self-Discipline in the Academic Success of Students in Mindanao State University- Sulu Senior High School

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Article History:

Date Received: May 4,2026

Date Revised: May 14,2026

Date Accepted: May 15,2026

DOI:

<https://doi.org/10.5281/zenodo.20255910>

Document ID: 2026IJROMS0071

Recommended Citation:

Habibun, M. H., Arajani, E. I., Julkanain, K. A., Maduh, N.-M. S., Sibulan, N. K., & Iyang, W. S. (2026). Role of Respect and Self-Discipline in the Academic Success of Students in Mindanao State University- Sulu Senior High School. *International Journal of Research on Multidisciplinary Studies*, 1(4), 237-244.
<https://doi.org/10.5281/zenodo.20255910>.

Abstract. This study determined the role of respect and self-discipline in the academic success of students at Mindanao State University-Sulu Senior High School. Employed a quantitative approach with a descriptive-predictive correctional research design, the study gathered data from 226 students from both Grade 11 and Grade 12 through survey questionnaires and academic success was measured using their General Percentage Average (GPA). The findings revealed that both respect and self-discipline are statistically significant among respondents ($p < .001$). Furthermore, linear regression analysis shows that respect ($R = 0.232$, $R \text{ Square} = 0.0537$, $p < .001$) and self-discipline ($R = 0.232$, $R \text{ Square} = 0.0539$, $p < .001$) have a weak but significant positive influence on students' academic performance. This indicates that while these variables account for only a small portion of the variance in grades, students who demonstrated higher levels of respect and self-discipline tend to achieved better academic outcomes. Based on these results, it is recommended that students consistently practice these values, and that educators implement character-building programs and policies that promote respect and self-discipline to further support and enhance students' academic growth.

Keywords: Respect; Self-discipline; Academic Success; Senior High School Students

Introduction

The role of respect and self-discipline plays a crucial part in determining the academic success of students, particularly within educational institutions such as Mindanao State University-Sulu Senior High School. In today's learning environment, students exhibit varying attitudes and behaviors where some demonstrate strong values of respect and self-discipline, while others struggle to uphold these essential traits. Educators often observe that academic behavior, maintain discipline, and show respect toward teachers and peers significantly influences their learning outcomes, classroom participation, and overall personal development. This study explored how respect and self-discipline contribute to the academic performance of Mindanao State University-Sulu Senior High School students and to identify challenges that may hinder the cultivation of these values within the school setting.

Research from Kenya shows that students' attitudes and their surrounding environment influence how discipline is managed in schools. When students have negative attitudes or face peer pressure, they may struggle with time management, show less respect for rules, or use drugs, which can hurt grades and learning (Muiru, 2022; Magana, n.d.). Common discipline problems include skipping classes, using abusive language, and being late or absent, often linked to home life such as unstable families, poverty, and exposure to drugs near or at home (Magana, n.d.; Muiru, 2022). Theories like Social Learning Theory and Skinner's reinforcement explain how behavior is shaped by what students observe and by rewards or consequences (Muiru, 2022). School leadership matters especially when principals may involve teachers, parents, and students in discipline decisions and when guidance and counseling are strong, discipline tends to improve; life-skills programs and health clubs can help students make better choices (Magana, n.d.; Muiru, 2022). To boost academic success, a broad approach is useful reinforce positive behavior, integrate counseling into the curriculum, involve families, and build community supports to reduce misbehavior that disrupts learning (Magana, n.d.; Muiru, 2022).

In Asia, recent handbooks and studies discusses life and values education on which there remains limited, context-specific research connecting explicit values-based education particularly respect and self-

discipline to measurable academic outcomes among Filipino senior high school students. While global and regional works emphasize integrating values into curricula and highlight the role of school leadership and life-skills programs, there is still a need for empirical studies that (a) assess how value-based education influences student behavior and academic performance, (b) examine how teachers implement respect and self-discipline in daily classroom routines, and (c) explore the role of parental and community involvement in reinforcing these values to support students' academic success. This gap invites a focused study at MSU-Sulu Senior High School to determine whether a structured values-based approach emphasizing respect and self-discipline can lead to higher academic achievement, better classroom behavior, and a more positive school climate (Lee & Kennedy, 2024; Panjaitan, 2025).

The significance of the study building on Mobilla's exploration of Filipino virtue ethics, this study highlights that grounding values education in locally meaningful virtues such as *loob* (relational will) and *kapwa* (shared self) can counterbalance liberal individualism by promoting care for others and responsible citizenship, which in turn can support better classroom behavior and meaningful learning, not just test results (Mobilla, 2025). By integrating these Filipino virtues into curricula, teachers gain practical, culturally resonant tools to foster respect and self-discipline, helping students develop empathy, integrity, and cooperation that contribute to a healthier school climate and broader educational success (Mobilla, 2025). The significance lies in connecting theory to practice: providing a framework for curriculum design and teaching strategies that reflect local values while addressing global debates about moral education and student well-being, thereby informing policy and implementation in schools (Mobilla, 2025).

The main purpose of the study was to find out how showing respect and practicing self-discipline affect students' success at Mindanao State University- Sulu Senior High School. It looked at whether these two important values influence grades, how students learn, and how they behave in class. Specifically, it asked whether having respect and self-discipline leads to better grades, closer relationship with classmates and teachers, and a more positive school atmosphere. The study also plans to give ideas for teachers, parents, and school leaders to strengthen values education so students become more responsible and morally sound. The results could help create everyday classroom practices that embed these values, with the goal of improving both academic performance and character.

Research Questions

The purpose of the study examined the role of respect and self-discipline in the academic success of students at Mindanao State University-Sulu Senior High School. Specifically, it determined how students' attitudes and behaviors, such as showing respect and practicing self-discipline, influence their overall academic performance.

1. What is the level of respect demonstrated by MSU-Sulu Senior High School students in relation to their teachers and peers?
2. What is the level of self-discipline practiced by MSU-Sulu Senior High School students in managing their academic responsibilities?
3. What is the level of academic success of MSU-Sulu Senior High School students?
4. How does respect influence the academic success of students at MSU-Sulu Senior High School?
5. How does self-discipline influence the academic success of students at MSU-Sulu Senior High School?

Literature Review

Respect

Respect for teachers plays an important role in how students learn and succeed on school. A study found that when students show positive respect for their teachers such as valuing and trusting them it helps build good teacher-student relationships and increases academic engagement. However, when respect comes from fear or pressure, it can hurt learning and make students less active in class. This means that respect can be helpful or harmful depending on how it is shown (Li et al., 2024). This idea supports the present study, which focuses on how respect influences the academic success of students at Mindanao State University-Sulu Senior High School. Respect plays an important role in helping students do well in school. A study found that when school leaders and teachers show respect and fairness toward students, it increases students' motivation, trust, and participation in learning. This positive environment helps improve academic performance and encourages students to feel valued and included. The study also emphasized that showing respect and fairness builds a better school culture that supports both learning and good behavior (Okwedadi, 2025). This idea is related to the present study, which explores how respect influences the academic success of students at Mindanao State University-Sulu Senior High School. Values also play a big part in how students succeed in school. A study found that students who follow school rules, behave properly, and avoid actions that upset others usually get better grades and teachers evaluations. These values, called conformity,

are similar to showing respect for teachers, classmates, and school rules. Respectful and well-behave students are more likely to be motivated and perform better in class (Vecchione & Schwartz, 2022). This supports the present study's idea that respect helps improve students' academic success. Respect between teachers and students plays an important role in learning. A study in Iran and Iraq found that students were more willing to attend classes when they respected their teachers and saw them as credible, caring, and successful. When teachers build trust and positive relationships, students feel more motivated and engaged in learning. The study showed that teacher respect and credibility have strong influence on students' attitudes and academic performance (Pishghadam et al., 2023). This supports the idea that respect helps strengthen students' motivation and success in school. According to Gamage, Dehideniya, and Ekanayake (2021), personal values play an important role in how students learn and perform in school. These values help shape a student's character and attitude inside the classroom. In higher education, students who have strong personal values, such as respect, are more likely to show positive learning behaviors, build good relationships with others, and achieve higher academic success. The study also highlights that developing good personal values should be part of education because it helps students grow not just in knowledge and skills but also as responsible individuals in society.

Self-discipline

According to Baumeister et al. (2024), self-discipline is connected to self-control, which means the ability to manage one's actions, emotions and decisions. They explain that self-discipline uses a limited kind of mental energy called willpower. When people use too much of it, they get tired and lose focus. However, they found that people can learn to manage and save their willpower better, especially when under stress. This shows that students who know to manage their energy and focus can perform better in school. (Baumeister et al., 2024). A 2024 study on college students in china found that self-discipline plays an important role in online learning success. Students who can control their impulses, stay focused, and avoid distractions tend to get higher grades. The study also used tools like the Academic Self-Discipline Questionnaire (ASDQ) to measure how students manage their study habits. This proves that self-discipline helps students become more successful in learning independently (Wang & Liu, 2024). Researchers explained that people who can control their motivation can also improve their self-discipline (Miele & Scholer, 2024). This idea is called meta-motivation, which means knowing how to motivate yourself even when things get difficult or boring. The study says that when students can manage their motivation, they are more likely to stay disciplined and focused on their goals (Miele & Scholer, 2024). Another study showed that students who plan and manage their study time well perform better in school (Clemente-Suárez et al., 2024). This is part of what researchers called self-regulated learning the ability to set goals, plan study time, and check their progress. These habits are examples of self-discipline because they help students control their actions and stay organized (Clemente-Suárez et al., 2024). Kankhwao and Charoenchue (2024) studied how teachers can help students become more self-disciplined. They found that qualities like being responsible, coming to class on time, and following school rules are key to building discipline. The study also gave practical ideas on how schools can train students to develop these traits. This supports the idea that self-discipline can be taught and improved with the rights guidance (Kankhwao & Chaeroenchue, 2024).

Academic Success

A study published in the Journal of Applied Research in Higher Education by Manganelli et al. (2025) looked at how personal values affect students' academic success, especially among Doctor of Philosophy students in Tanzania. The researchers found that students' personal values such as being open to new ideas, aiming for self-improvement, and valuing stability play an important role in their success at school. The results showed that students who are open-minded, motivated to grow, and consistent in their habits tend to perform better in their studies. This means that a students' academic success is not only based on intelligence but also on having positive personal values that guide their learning behavior (Manganelli et al., 2025). A study by Ferencz et al. (2025) explored how hope, self-efficacy, and motivation influence students' academic success. The research was conducted among business students in Germany and Finland to compare how these psychological factors predict school performance. The findings showed that students with higher levels of hope and self-confidence (self-efficacy) performed better academically, especially among Finnish students. The study also found that students who believe in their abilities, stay hopeful, and remain motivated are more likely to succeed in their studies (Ferencz et al., 2025). As Dowling et al. (2025) conducted a study on how students' beliefs or "mindsets" about learning affect their academic success. The researchers explained that some students believe intelligence is fixed (entity mindset), while others think it can be developed through effort and learning (incremental mindset). The study introduced a new tool called the Academic Beliefs Scale (ABS) to measure these ideas and tested it with college students. The results showed that students who believed they could improve their abilities through hard work (incremental mindset) had better study habits, procrastinated less, and earned higher grades. On the other hand, those

who believed intelligence cannot change (entity mindset) had lower GPAs because of poor study habits and self-handicapping behaviors. This means that students with a growth mindset are more likely to achieve academic success because they stay motivated and disciplined in their studies. (Dowling et al., 2025). Kapil et al. (2025) studied how mental health and academic behaviors influence students success. They found that students who take care of their mental well-being and show good study habits, such as attending classes regularly and submitting assignments on time, usually have better grades. The study also showed that emotional well-being helps students develop positive learning behaviors, which then lead to higher academic performance. This means that both mental health and self-discipline are more important factors in achieving academic success (Kapil et al., 2025). Zuerner (2025) studied how students' feeling of connection to their school affects their academic success and discipline. The study found that when students feel they belong and have good relationships with teachers and classmates, they are more likely to do well in school and have fewer behavior problems. It also showed that being involved in school activities or sports helps improve both academic performance and discipline. This means that feeling connected in school supports students' learning and positive behavior (Zuerner, 2025).

Methodology

Research Design

This study used a descriptive-predictive correlational research design. According to Creswell (2014), descriptive research is used to describe the characteristics of people or things, while predictive correlational research is used to find out how one thing can influence or predict another without changing anything. This design was suitable for this study because it aims to see the levels of respect, self-discipline, and academic success of students at Mindanao State University-Sulu Senior High School. It also aims to check how respect and self-discipline can influence students' academic success using linear regression. The study only observed and analyzed the students and their behavior, without changing any factors, making this design the best fit.

Sampling Design

The study used a stratified random sampling technique to ensure fair representation of students from different grade levels, strands, and sections. The total population consisted of 546 Grade 11 and Grade 12 students from the STEM and GAS strands of Mindanao State University-Sulu Senior High School. From this population, 226 respondents were selected for the study. The students were first grouped according to grade level, strand, and section, and respondents were randomly selected from each group. This method ensured that all groups were properly represented and that every student had an equal chance of being chosen. Only currently enrolled students were included in the study.

Research Locale

The study was conducted at Mindanao State University-Sulu Senior High School, located at Capitol Site, Patikul, Sulu. The researchers selected this site because it is where the intended respondents are enrolled. The school offers various strands and accommodates students from diverse backgrounds, making it an appropriate setting for examining the relationship between respect, self-discipline, and academic success.

Research Participants

The respondents of this study were Grade 11 and Grade 12 students from the Science, Technology, Engineering, and Mathematics (STEM) and General Academic Strand (GAS) programs of Mindanao State University-Sulu Senior High School. Out of the total population of 546 students, 226 respondents were selected using stratified random sampling to ensure fair representation from all grade levels, strands, and sections. The population was grouped according to grade level, strand, and section, and respondents were randomly selected from each group. The participants included students from STEM and GAS sections in both Grade 11 and Grade 12 levels. Only currently enrolled students were included in the study. The researchers also gathered demographic information such as age, GPA, grade level, strand, and section to describe the respondents and support accurate data analysis.

Research Instrument

The main instrument used in this study was a survey questionnaire that measured the respondents' level of respect and self-discipline. The questionnaire on respect was adapted from the study of Berman, Hornbaker, and Ulm on students' disruptive behaviors and respect for authority and peers, while the self-discipline questionnaire was adapted from the study of Hagger and Hamilton on grit and self-discipline. Academic success was measured using the respondents' GPA. The questionnaire had two parts. Part 1 measured students' respect toward peers and teachers using 9 items with the following scale: 3 = Always, 2 = Sometimes, 1 = Hardly Ever, and 0 = Never. Part 2 measured students' self-discipline in managing academic

responsibilities using 10 items with a 5-point Likert scale ranging from 1 = Not at all to 5 = Very much like me. To ensure validity, the questionnaire was reviewed by a panel of experts. A pilot test was also conducted with 30 respondents who were not included in the actual study. Reliability testing using Cronbach's Alpha showed a score of 0.896 for the Respect scale and 0.817 for the Self-Discipline scale, indicating that the instrument was reliable and consistent for the study.

Data Gathering Procedure

Prior to data collection, the researchers secured permission from the SHS Director, the strand coordinators and the class advisers. After approval, the questionnaires were given to the students. The purpose of the study was explained, and the students were assured that their answers would be kept confidential. After the completion of the survey, the researchers retrieved the questionnaires, organized the responses, and proceed with data encoding and tabulation. The collected data was statistically analyzed to identify levels and significant differences among the variables.

Results and Discussions

Research Question 1: What is the level of respect demonstrated by MSU-Sulu Senior High School students in relation to their teachers and peers?

Table 1. Level of Respect Demonstrated by Students

Item	Mean	SD	Interpretation
1. I am accepting of other people's ideas.	2.46	0.508	Moderate Respect
2. I am willing to compromise with my classmates.	2.34	0.584	Moderate Respect
3. I am supportive of my classmates in words.	2.46	0.574	Moderate Respect
4. I am supportive of my classmates in actions.	2.37	0.598	Moderate Respect
5. I bring all necessary supplies to class as a sign of respect for classroom activities.	2.25	0.642	Moderate Respect
6. I know what is expected to me each day of class.	2.09	0.743	Moderate Respect
7. I follow classroom rules to show respect for my teacher and classmates.	2.73	0.525	High Respect
8. I bring a positive and respectful attitude to class.	2.65	0.623	High Respect
9. I do what a teacher or other authority figure asks me to do.	2.61	0.581	High Respect
Grand Mean	2.44	0.343	Moderate Respect

Table 1 presents the level of respect among students at Mindanao State University - Sulu Senior High School. The data revealed that the grand mean was 2.44, which corresponds to a Moderate Respect of respect. This suggested that while students generally observed respectful behaviors toward teachers and peers, there are specific areas particularly in indicator R6 (Mean = 2.09) where the practice of respect was less consistent. This findings aligns with the study of Li et al. (2024), who emphasized that behavioral respect among modern students often fluctuates depending on the school environment and peer influence, reinforcing that consistent development in interpersonal values was an ongoing process.

Research Question 2: What is the level of self-discipline practiced by MSU-Sulu Senior High School students in managing their academic responsibilities?

Table 2. Level of Self-Discipline Practiced by Students

Item	Mean	SD	Interpretation
1. I can start my tasks easily.	2.92	1.003	Moderate Self-Discipline
2. I get my chores done right away.	3.40	1.016	Moderate Self-Discipline
3. I find it easy to get down to work.	2.85	0.878	Moderate Self-Discipline
4. I am always prepared.	3.23	1.103	Moderate Self-Discipline
5. I use my time wisely.	2.79	1.122	Moderate Self-Discipline
6. I start tasks right away.	3.21	0.970	Moderate Self-Discipline
7. I make decisions without unnecessary delay.	2.95	1.010	Moderate Self-Discipline
8. I like to get to work at once.	3.22	1.073	Moderate Self-Discipline
9. I can get started on tasks without needing a push.	3.12	1.163	Moderate Self-Discipline
10. I tend to carry out my plans.	3.40	1.033	Moderate Self-Discipline
Grand Mean	3.11	0.609	Moderate Self-Discipline

As shown in Table 2 the level of self-discipline practiced by students have a grand mean of 3.11, interpreted as Moderate Self-Discipline. This indicates that students were highly capable of managing their academic responsibilities. Notably, indicators SD2 and SD10 both received the highest mean of 3.40, showing strong consistency in these discipline habits. This finding as stated by Baumeister et al. (2024), who

explained that self-discipline is fundamentally connected to self-control to ability to manage one's actions, emotions, and decisions. They describe self-discipline as using a limited kind of mental energy called willpower.

Research Question 3: What is the level of academic success of MSU-Sulu Senior High School students?

Table 3. Academic Success Level of the Students

	Mean	Std. Deviation	Description
GPA	89.1	4.14	Very Satisfactory

The data revealed a mean GPA of 89.1 (SD = 4.14), which was descriptively interpreted as Satisfactory. This suggested that the respondents were consistently meeting the required learning competencies. This result is supported by the literature of Dowling, Smith, Yin, and Williams (2025), which highlights that a stable academic performance indicates a students' strong grasps of the curriculum and their ability to fulfill academic requirements successfully.

Research Question 4: How does respect influence the academic success of students at MSU-Sulu Senior High School?

Table 4. Influence of Respect on Academic Success of Students

Model	Unstandardized B	Standardized β	R	R Square	p-value
1 (Constant)	82.23				<.001
Respect	2.80	0.232	0.232	0.0537	<.001

A simple linear regression was used to determine the influence of respect on academic success. The results reveal that respect ($\beta = 0.232$, $p < .001$) has a significant positive influence on students' academic performance. The unstandardized B coefficient of 2.80 indicates that for every one-unit increase in the level of respect, the students' academic success (GPA) is expected to increase by 2.80 points. The R-square value of 0.0537 indicates that 5.37% of the variance in academic success was explained by the students' level of respect, while the remaining 94.63% is attributed to other factors not included in the study. This finding is consistent with the study of Jaya et al. (2024), who argued that respect is a critical component of a healthy learning environment. Their research suggests that when students exhibit higher levels of respect toward peers and authority, it creates a psychological readiness for learning that translates into better academic performance.

Research Question 5: How does self-discipline influence the academic success of students at MSU-Sulu Senior High School?

Table 5. Influence of Self-discipline on Academic Success of Students

Model	Unstandardized B	Standardized β	R	R Square	p-value
1 (Constant)	84.15				<.001
Self-Discipline	1.58	0.232	0.232	0.0539	<.001

Table 5 presents the results of the simple linear regression analysis used to determine the influence of self-discipline on academic success. The results revealed a significant positive influence, with a standardized coefficient of $\beta = 0.232$ and p-value of $< .001$. The Unstandardized Coefficient of 1.58 points. The R-square value of 0.0539 suggest that self-discipline accounts for approximately 5.39% of the variance in the academic performance of the students. This implies that while other external factors contribute to a student's grade, their internal ability to remain disciplined remains a statistically significant predictor of higher academic achievement at Mindanao State University-Sulu Senior High School. This finding was strongly supported by the research of Duckworth and Seligman (2024), who posited that self-discipline was a better predictor of academic performance than IQ. Their study emphasized that students with high self-discipline were more likely to attend classes regularly, complete assignments on time, and persist through academic challenges, leading to higher GPAs.

Ethical Considerations

The study followed ethical standards in conducting research involving human participants. The researchers sought the approval from the SHS Director, Research Coordinator, and class advisers before

distributing the questionnaire. All participants was informed about the purpose of the study and assured that their participation is voluntary. Confidentiality and anonymity was strictly maintained by excluding names and personal identifiers in the questionnaire. The responses was used solely for academic purposes. Participants was also reminded that they can withdraw from the study at any time. Through these measures, the researchers ensured that the study was conducted with fairness, honesty, and respect for all respondents.

Conclusion

The results of this study indicated that both respect and self-discipline are significant factors contributing to students' academic success at Mindanao State University-Sulu Senior High School. Although these variables differ in nature respect referring to interpersonal behavior toward others, and self-discipline referring to personal behavioral control, they demonstrated a comparable level of influence on students' GPA ($\beta = 0.232$). This suggests that academic achievement was not solely determined by cognitive ability but is also influenced by students' attitudes and behavioral characteristics. Respect contributes to a positive and conducive learning environment, while self-discipline enables students to maintain focus and accomplish academic requirements consistently. Therefore, the development of both respect and self-regulation is essential in promoting academic success.

Reccomendations

Based on the findings of the study, several recommendations are proposed to further improve the academic environment and student development. School administrators are encouraged to continue implementing programs that promote positive values, particularly respect, as these contribute to better academic outcomes and student behavior. Teachers are also encouraged to integrate activities that strengthen students' self-discipline, such as time management, goal setting, and responsibility-building, alongside regular classroom instruction. Parents play an important role in reinforcing respect and self-control at home, since these values greatly influence students' academic success and personal growth. Students, on the other hand, should recognize that their academic performance is affected by their own attitudes and behavior; therefore, practicing respect and self-discipline can help improve their overall achievement. For future research, it is recommended that similar studies be conducted to examine the influence of respect and self-discipline on the academic performance of senior high school students in both public and private schools in the Philippines. Further comparative studies may also be conducted to determine the role of respect and self-discipline in academic success among students of Mindanao State University-Sulu and other educational institutions.

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