

Teachers Holistic Education on the Social Science Pre-Service Teachers Perceived Outcomes and Professional Development

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Abstract— Teachers' holistic education plays a vital role in shaping the academic and professional development of pre-service teachers. This study aimed to examine the relationship between teachers' holistic education—particularly in positive discipline and classroom management—and the perceived outcomes and professional development of pre-service Social Science teachers. Specifically, it sought to determine the significant relationship of positive discipline and social science holistic education as perceived by pre-service teachers outcomes and pre-service teachers professional development assess their perceived outcomes and professional development, and examine the significant relationships between these variables. The study utilized a quantitative, correlational research design, involving 113 pre-service Social Science teachers from selected higher education institutions in the Philippines. Data were collected using a researcher-made survey questionnaire and analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson correlation). Results revealed that Social Science teachers demonstrated a very high level of holistic education in both positive discipline and classroom management. The pre-service teachers outcomes and level of pre-service teachers' positive discipline and professional development indicates a significant positive relationship between Social Science teachers' holistic education in positive discipline and pre-service teachers' perceived outcomes and professional development. Additionally, the results indicate a significant positive relationship between Social Science teachers' holistic education in classroom management and positive discipline and pre-service teachers' professional development. Moreover, the results indicate a significant positive relationship between Social Science teachers' holistic education in classroom management and pre-service teachers' perceived outcomes. Lastly, the findings reveal a significant positive relationship between Social Science teachers' holistic education in classroom management and pre-service teachers' professional development. The Social Science teachers' holistic education and classroom management significantly related in pre-service teachers perceived outcomes and pre-service teachers' professional development. Thus, the rejection of all the hypothesis were evident. Therefore, it is concluded that there is significant relationship between Social Science teachers holistic education as to positive discipline, classroom management, pre-service teachers perceived outcomes, pre-service teachers' professional development. Based on the findings, it is recommended that higher education institutions implement professional development programs focusing on latest research trends and practical applications for enriching classroom learning. Additionally, personalized engagement strategies, more exposure to case studies, simulations, and real-world classroom experiences must be incorporated to enhance pre-service teachers' competencies.

Keywords— Supplementary Materials, Pre-Assessment, Post Assessment.

I. INTRODUCTION

Increasing the emphasis on the role of positive discipline and classroom management is also nurturing an environment conducive to holistic student development. Positive discipline is now recognized as a vital strategy in education. It is not simply about maintaining control or enforcing rules but rather about guiding behavior in a way that respects students' rights to healthy development, non-violence, empathy, and participation in their learning. Positive discipline aims to cultivate students' self-discipline, life skills, empathy, and respect, in contrast to conventional punitive measures, and seeks remedies that last (Elkadi & Sharaf, 2023). In this context, educators are tasked with fostering not just academic success but also emotional and social growth, particularly in higher education, where students are preparing for professional and personal development.

Various theories and approaches have emerged that highlight the importance of both positive discipline and classroom management in shaping student outcomes. Social learning theory suggest that behavior is learned through interactions and observations in one's environment (Cherry, 2024). Thus, when educators employ positive discipline, they provide students with models of empathy, problem-solving, and respect for diversity. On the other hand, classroom management remains a critical aspect of education, particularly in higher education settings where instructors must manage diverse groups of students with varying levels of motivation and engagement. Effective classroom management involves establishing clear expectations, building strong student-teacher relationships, and maintaining consistent practices (Marvin, 2024). Research has shown that well-managed classrooms contribute to better academic outcomes and a greater sense of belonging among students (Ralph, 2022). In contrast, ineffective management can lead to increased disruptions, lower student engagement, and diminished learning outcomes. This research specifically focuses on higher education students majoring in Social Sciences, a group that often engages in critical thinking, social inquiry, and reflective learning—areas that benefit significantly from a structured yet empowering learning environment.

Thus, this study is grounded in the understanding that both positive discipline and classroom management play integral roles in influencing pre-service teachers perceived outcomes, particularly in terms of their aspirations, sense of belonging, and interactions with others. While much of the literature on positive discipline has focused on its application in primary and secondary education, there is a need to explore its relevance and impact in higher education. This research aims to address this gap by investigating the correlation between these practices and pre-service teachers perceived outcomes among Social Sciences majors. In doing so, it will contribute to the broader conversation on how educational strategies can foster a more holistic approach to student development in higher education.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to exploring the impact of positive discipline and classroom management on perceived student outcomes among social studies students.

Specifically, it sought answers to the following questions:

1. What is the level of the Social Science teachers’ holistic education as to positive discipline in terms of:
 - 1.1 problem solving;
 - 1.2 recognizing individual differences;
 - 1.3 understanding learner development; and
 - 1.4 learner rights principles?
2. What is the level of Social Science teachers’ holistic education as to classroom management in terms of:
 - 2.1 student-teacher relationships;
 - 2.2 teacher consistency; and
 - 2.3 teacher perseverance?
3. What is the level of the Pre-Service Teachers perceived outcomes relative to:
 - 3.1 individual aspirations;
 - 3.2 sense of belonging; and
 - 3.3 interactions with others?
4. What is the level of the Pre-Service Teachers as to professional development in terms of:
 - 4.1 acquired skills;
 - 4.2 acquired knowledge; and
 - 4.3 competence
5. Is there a significant relationship between the teacher’s holistic education as to positive discipline and Pre-Service Teachers perceived outcomes?
6. Is there a significant relationship between the teacher’s holistic education as to positive discipline and Pre-Service Teachers professional development?
7. Is there a significant relationship between the Social Sciences teachers holistic education as to classroom management and Pre-Service Teachers perceived outcomes?
8. Is there a significant relationship between the Social Sciences teachers holistic education as to classroom management and Pre-Service Teachers professional development?

II. METHODOLOGY

The study utilized a quantitative, correlational research design, involving 113 pre-service Social Science teachers from selected higher education institutions in the Philippines. Data were collected using a researcher-made survey questionnaire and analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson correlation).

III. RESULTS AND DISCUSSION

This part presents, analyzes and interprets the data gathered that showed significant relationship between the social sciences teacher’s holistic education and pre-Service teachers perceived outcomes and professional development.

Level Teachers’ Holistic Education as to Positive Discipline

Teachers’ Holistic Education is an approach to teacher development that nurtures educators as whole individuals.

Table 1 presents the level of the social science teachers’ holistic education as to positive discipline in terms of problem solving. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean of 4.55 in this study reflects the overall perception of students regarding their Social Science teachers’ application of problem-solving strategies within the framework of positive discipline, it serves as a holistic measure of teachers' effectiveness in fostering a problem-solving-oriented learning environment.

These findings highlight that teachers actively promote independent problem-solving, fostering self-reliance and decision-making skills. They create opportunities for students to reflect on their actions, reinforcing responsibility and accountability. By guiding constructive conflict resolution, they enhance social-emotional learning and communication skills while minimizing disciplinary issues.

Additionally, teachers emphasize problem-solving over punishment, helping students develop resilience and critical thinking to overcome academic challenges effectively.

TABLE 1. Level of the Social Science Teachers’ Holistic Education as to Positive Discipline in terms of Problem Solving

STATEMENT	MEAN	SD	REMARKS
The teacher encourages students to solve problems independently.	4.43	0.78	Always
The teacher provides opportunities for students to reflect on the consequences of their actions.	4.61	0.66	Always
The teacher guides students in resolving conflicts with their peers through constructive discussions.	4.42	0.70	Always
The teacher actively engages students in finding solutions to their academic challenges.	4.50	0.83	Always
The teacher helps students develop critical thinking skills by presenting them with real-world problems.	4.75	0.47	Always
Weighted Mean	4.55		
SD	0.71		
Verbal Interpretation			Very High

Recent study by Mahmoud Elkadi and Sharaf (2023) investigated the impact of positive discipline as a classroom

management approach on students' well-being and academic achievement in an international school in Cairo.

The findings revealed that implementing positive discipline strategies significantly enhanced students' well-being and academic performance, aligning with the current study's results.

Table 2 presents the level of Social Science teachers' holistic education in terms of positive discipline through recognizing individual differences, displaying the mean scores, standard deviations, and corresponding remarks.

TABLE 2. Level of the Social Science Teachers' Holistic Education as to Positive Discipline in terms of Recognizing Individual Differences

STATEMENT	MEAN	SD	REMARKS
The teacher adapts their teaching methods to accommodate the diverse learning needs of the students.	4.65	0.55	Always
The teacher values and respect the cultural backgrounds of the students in the teaching approach.	4.78	0.46	Always
The teacher provides additional support to students with unique learning challenges.	4.55	0.77	Always
The teacher offers differentiated learning activities to match students' abilities.	4.44	0.81	Always
The teacher recognizes and celebrate the individual strengths and talents of their students.	4.58	0.59	Always
Weighted Mean	4.60		
SD	0.66		
Verbal Interpretation	Very High		

The results further indicate that teachers effectively accommodate diverse learning needs and recognize students' unique strengths and talents. The statement with the lowest mean score, "Our teachers offer differentiated learning activities to match students' abilities" (M = 4.44, SD = 0.81), suggests a potential area for enhancement, as the relatively higher standard deviation implies some variability in the implementation of differentiated instruction.

The results are aligned with the study of Bazar and Baluyos (2023), which found that teachers' positive discipline is significantly related to students' behavior and academic engagement.

Table 3 presents the level of Social Science teachers' holistic education in terms of positive discipline through understanding learner development, displaying the mean scores, standard deviations for each statement.

TABLE 3. Level of the Social Science Teachers' Holistic Education as to Positive Discipline in terms of Understanding Learner Development

STATEMENT	MEAN	SD	REMARKS
The teacher considers the developmental stages of their students when planning lessons.	4.51	0.80	Always
The teacher adjusts their expectations based on the cognitive and emotional maturity of their students.	4.56	0.61	Always
The teacher offers age-appropriate feedback to support students' growth and learning.	4.54	0.71	Always
The teacher takes into account the social and emotional development of students in managing the classroom.	4.48	0.68	Always
The teacher provides opportunities for students to develop skills that align with their developmental needs.	4.60	0.59	Always
Weighted Mean	4.54		
SD	0.68		

The findings also demonstrate that Social Science teachers effectively adjust their instructional approaches to accommodate the cognitive and emotional maturity of students, with age-appropriate feedback (M = 4.54, SD = 0.71) being a key element in their strategy.

However, the statement "Our teachers take into account the social and emotional development of students in managing the classroom" (M = 4.48, SD = 0.68), though still rated highly, presents a slightly lower mean score. This suggests that while teachers are mindful of students' social-emotional needs, there may be room for further improvement in integrating social-emotional learning strategies into classroom management.

In connection with this, a phenomenological study by Eliseo (2024) explored elementary teachers' experiences in enforcing positive discipline and found that teachers promote positive discipline by supporting children's development and collaborating with stakeholders.

They also adopt coping mechanisms such as modifying discipline strategies, maintaining student discipline, and recognizing the role of parents in child discipline.

Table 4 presents the level of Social Science teachers' holistic education in terms of positive discipline through learner rights principles, displaying the mean scores, standard deviations, and corresponding remarks for each statement.

The overall weighted mean of 4.72, with a standard deviation of 0.60, indicates a very high level of adherence to learner rights principles among Social Science teachers. The top-rated assertion, "Our teachers promote an inclusive environment where all students feel respected and valued" (M = 4.76, SD = 0.56), emphasizes that teachers prioritize creating a safe, respectful, and inclusive classroom atmosphere that allows all students to succeed.

This suggests a strong commitment to ensuring that all learners feel valued, regardless of background or ability.

The findings further reveal that Social Science teachers consistently protect student rights, uphold academic fairness, and encourage freedom of expression.

TABLE 4. Level of the Social Science Teachers' Holistic Education as to Positive Discipline in terms of Learner Rights Principles

STATEMENT	MEAN	SD	REMARKS
The teacher respects students' right to express their opinions freely in the classroom.	4.69	0.71	Always
The teacher ensures that every student has equal access to learning opportunities.	4.71	0.55	Always
The teacher protects dignity and personal rights of every student during classroom activities.	4.73	0.57	Always
The teacher promotes an inclusive environment where all students feel respected and valued.	4.76	0.56	Always
The teacher advocates for the protection of student rights in both academic and disciplinary matters.	4.71	0.64	Always
Weighted Mean	4.72		
SD	0.60		
Verbal Interpretation	Very High		

The statement "Our teachers respect students' right to express their opinions freely in the classroom" (M = 4.69, SD

= 0.71), while still rated very high, shows a slightly higher standard deviation, indicating some variability in responses. This may suggest that there are opportunities to further reinforce open dialogue and critical discussion in certain classroom settings.

The findings of this study align with recent research emphasizing the importance of inclusive education and the protection of student rights. For instance, Rosado-Castellano et al. (2022) found that teachers perceive inclusive education as a vital tool for promoting quality education, highlighting the need to respect and accommodate individual student differences.

Level of Social Science Teachers’ Holistic Education to Classroom Management

Teachers’ holistic education in relation to classroom management is the comprehensive approach that teachers take to create a structured, inclusive, and supportive learning environment.

Table 5 presents the level of social science teachers’ holistic education in relation to classroom management

The weighted mean of 4.60 in this study reflects the overall perception of students regarding their Social Science teachers’ ability to establish and maintain positive relationships with them. This serves as a holistic measure of teachers’ effectiveness in creating a supportive and nurturing classroom environment that fosters open communication, trust, and mutual respect.

These findings indicate that teachers build strong, positive relationships with their students by showing genuine interest in their well-being and being approachable. Students feel comfortable seeking guidance and support, reinforcing a safe and inclusive classroom atmosphere. Additionally, teachers consistently maintain open lines of communication, ensuring that students feel heard and understood.

Furthermore, teachers proactively check in with students to better understand their academic and personal challenges, demonstrating care and attentiveness beyond academic instruction.

TABLE 5. Level of Social Science Teachers’ Holistic Education as to Classroom Management in terms of Student Teacher Relationships

STATEMENT	MEAN	SD	REMARKS
The teachers builds positive relationships with their students by showing genuine interest in their well-being.	4.70	0.53	Always
The teacher is approachable, and students feel comfortable coming to them with their concerns.	4.58	0.64	Always
The teacher maintains open lines of communication with their students to ensure mutual understanding.	4.61	0.66	Always
The teacher regularly check in with students to understand their academic and personal challenges.	4.44	0.84	Always
The teacher fosters a classroom environment where students feel supported and encouraged.	4.65	0.61	Always
Weighted Mean	4.60		
SD	0.67		
Verbal Interpretation			Very High

The findings from Table 5, indicating a very high level of positive student-teacher relationships among Social Science teachers, align with recent research emphasizing the importance of such relationships in effective classroom management and student engagement. For instance, a 2024 study highlighted that when teachers establish trust, respect, and open communication with their students, they are better equipped to manage classroom dynamics and foster a supportive environment that encourages active learning and participation.

Table 6 presents the level of Social Science teachers’ holistic education in terms of classroom management through teacher consistency, displaying the mean scores, standard deviations, and corresponding remarks for each statement.

TABLE 6. Level of Social Science Teachers’ Holistic Education as to Classroom Management in terms of Teacher Consistency

STATEMENT	MEAN	SD	REMARKS
The teacher applies rules and expectations consistently across all students.	4.62	0.66	Always
The teacher follows through with consequences when classroom rules are violated.	4.61	0.66	Always
The teacher maintains clear and predictable routines that help students feel secure.	4.58	0.62	Always
The teacher handles classroom disruptions in a calm and consistent manner.	4.59	0.65	Always
The teacher ensures that the grading and feedback are fair and impartial.	4.62	0.62	Always
Weighted Mean	4.61		
SD	0.64		
Verbal Interpretation			Very High

The overall weighted mean of 4.61, with a standard deviation of 0.64, indicates a very high level of teacher consistency in classroom management. The highest-rated statements, “Our teachers apply rules and expectations consistently across all students” (M = 4.62, SD = 0.66) and “Our teachers ensure that my grading and feedback are fair and impartial” (M = 4.62, SD = 0.62), suggest that students perceive their teachers as fair, impartial, and consistent in implementing rules and assessments.

The results further highlight that Social Science teachers effectively maintain classroom order and student expectations, as seen in their ability to follow through with consequences (M = 4.61, SD = 0.66) and handle classroom disruptions in a calm and consistent manner (M = 4.59, SD = 0.65). The lowest mean score, “Our teachers maintain clear and predictable routines that help students feel secure” (M = 4.58, SD = 0.62), while still high, suggests that slight variability may exist in how consistently routines are implemented. In connection with this, Joseph et al. (2024) discovered a link between teachers' classroom management techniques and students' academic performance in Basic Science.

Table 7 presents the level of Social Science teachers’ holistic education in terms of classroom management

The overall weighted mean of 4.53, with a standard deviation of 0.73, indicates a very high level of perseverance among Social Science teachers in managing their classrooms. The highest-rated statement, “Our teachers are dedicated in helping students achieve their goals, no matter how

challenging it may be” (M = 4.61, SD = 0.69), suggests that teachers are deeply committed to their students’ academic and personal growth.

The statement with the lowest mean, “Our teachers continue to work with students until they understand the lesson, regardless of the time required” (M = 4.48, SD = 0.82), still falls within the "Always" category but has the highest standard deviation.

The results are aligned with the study of Trigueros et al. (2020), which found that teacher leadership positively influences academic resilience and motivation, leading to reduced burnout and improved academic performance among students.

TABLE 7. Level of Social Science Teachers’ Holistic Education as to Classroom Management in terms of teacher perseverance

STATEMENT	MEAN	SD	REMARKS
The teacher remains patient and persistent even when students struggle academically or behaviorally.	4.50	0.67	Always
The teacher is dedicated in helping students achieve their goals, no matter how challenging it may be.	4.61	0.69	Always
The teacher continues to work with students until they understand the lesson, regardless of the time required.	4.48	0.82	Always
The teacher remains motivated to teach, even in difficult classroom situations.	4.52	0.78	Always
The teacher makes consistent efforts to improve student outcomes, despite challenges.	4.55	0.65	Always
Weighted Mean	4.53		
SD	0.73		
Verbal Interpretation	Very High		

Level of the Social Science Students’ Perceived Outcomes

Students’ perceived outcomes are the students’ personal assessments of the impact of their learning experiences on their academic growth, professional readiness, and personal development. In this study students perceived outcomes includes variables such as individual aspiration, sense of belongings and interaction with others, and was statistically measured using mean and standard deviate.

Table 8 presents the Level of Social Science Students’ Perceived Outcomes Relative to Individual Aspirations. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 8. Level of the Social Science Students’ Perceived Outcomes relative to Individual Aspirations

STATEMENT	MEAN	SD	REMARKS
The teacher helps me set clear academic goals.	4.58	0.72	Always
The teacher gives me the drive to pursue my professional dreams.	4.51	0.88	Always
The teacher motivates me to strive for personal growth.	4.62	0.72	Always
The teacher fosters an environment where I feel I can achieve my goals.	4.67	0.62	Always
The teacher encourages me to stay focused on my future plans.	4.68	0.64	Always
Weighted Mean	4.61		
SD	0.72		
Verbal Interpretation	Very High		

The weighted mean of 4.61 in this study reflects the overall perception of students regarding their teachers’ role in shaping their individual aspirations. This serves as a holistic measure of teachers’ effectiveness in guiding students toward academic, professional, and personal growth while fostering motivation and goal-setting.

These findings highlight that teachers actively help students set clear academic goals, ensuring they have a structured path toward success. In connection with this, a study by Peñapil and Tagadiad (2025) found that goal orientation and teacher interaction significantly influence elementary pupils’ academic resilience. Their research highlights that when teachers actively engage with students and support their goal-setting endeavors.

Table 9 presents the level of Social Science students’ perceived outcomes relative to sense of belonging, displaying the mean scores.

TABLE 9. Level of the Social Science Students’ Perceived Outcomes relative to Sense of Belonging

STATEMENT	MEAN	SD	REMARKS
The teacher makes me feel appreciated.	4.49	0.77	Always
The teacher creates a supportive and inclusive learning environment.	4.64	0.68	Always
The teacher makes me feel a strong sense of connection.	4.45	0.89	Always
The teacher makes an effort to ensure I feel like I belong in class.	4.59	0.64	Always
The teacher makes me feel respected and included during classroom activities.	4.68	0.60	Always
Weighted Mean	4.57		
SD	0.73		
Verbal Interpretation	Very High		

The highest-rated statement, “My teacher makes me feel respected and included during classroom activities” (M = 4.68, SD = 0.60), highlights that teachers successfully foster a classroom environment where students feel valued and involved. This suggests that students experience a strong sense of inclusion, which is crucial for their academic and personal well-being.

The results further indicate that Social Science teachers effectively create an inclusive and supportive learning atmosphere (M = 4.64, SD = 0.68), reinforcing students’ sense of security and belonging. However, the statement “My teacher makes me feel a strong sense of connection” (M = 4.45, SD = 0.89), though still rated highly, has the lowest mean and highest standard deviation, suggesting some variability in how students perceive their connection with their teacher.

This could indicate that while most students feel a sense of connection, some may require additional personalized engagement or support from their instructors.

The results align with the study by Malzl (2024), which found that instructors who demonstrate care and build bridges for academic success significantly enhance students’ sense of belonging. This underscores the importance of teacher-student relationships in fostering an inclusive and supportive learning environment.

Table 10 presents the level of Social Science students’ perceived outcomes relative to interactions with others,

displaying the mean scores, standard deviations, and corresponding remarks for each statement.

The overall weighted mean of 4.68, with a standard deviation of 0.60, indicates a very high level of student interaction within the classroom. The highest-rated statement, “My teacher helps facilitate positive interactions among students” (M = 4.72, SD = 0.53), suggests that teachers play an essential role in promoting healthy and productive peer interactions, fostering a collaborative learning environment.

TABLE 10. Level of the Social Science Students’ Perceived Outcomes relative to Interactions with Other

STATEMENT	MEAN	SD	REMARKS
The teacher encourages collaboration and teamwork in the classroom.	4.66	0.68	Always
The teacher makes me feel comfortable sharing my ideas with my classmates.	4.69	0.64	Always
The teacher helps facilitate positive interactions among students.	4.72	0.53	Always
The teacher gives opportunities to work with others in a constructive way.	4.65	0.59	Always
The teacher creates a classroom atmosphere that promotes respect and communication.	4.67	0.57	Always
Weighted Mean	4.68		
SD	0.60		
Verbal Interpretation	Very High		

The findings also reveal that Social Science teachers actively encourage teamwork and communication, as evidenced by the high ratings for collaboration (M = 4.66, SD = 0.68) and creating a respectful classroom atmosphere (M = 4.67, SD = 0.57). However, while all statements are rated very high, “My teacher gives opportunities to work with others in a constructive way” (M = 4.65, SD = 0.59) has the lowest mean, indicating a potential area for further strengthening structured group activities, peer engagement opportunities, and collaborative projects.

The findings align with the study by Shah and Lewis (2019), which emphasizes that effective teacher facilitation of social dynamics and intellectual collaboration in small groups enhances student interactions and learning outcomes. Their research highlights the importance of equitable participation and respect among students during collaborative activities.

Level of the Social Science Students Professional Development

Students’ Professional Development refers to the process by which students, particularly pre-service teachers, acquire the necessary skills, knowledge, and competencies to prepare for their future careers. In this study student’s professional development includes variables such as acquires skills, acquired knowledge and competence and was determine by mean and standard deviation.

Table 11 presents the Level of social science students’ professional development in terms of acquired skills. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean of 4.62 in this study reflects the overall perception of students regarding their teachers’ role in equipping them with essential professional skills. This serves as a holistic measure of teachers' effectiveness in preparing

students for their future careers, particularly in the field of education.

These findings indicate that teachers actively help students develop practical teaching strategies specific to Social Sciences, ensuring that they acquire subject-specific instructional techniques. Additionally, they provide training in classroom management, equipping students with strategies to handle diverse classroom behaviors effectively.

Furthermore, teachers equip students with skills to design and implement innovative lesson plans, emphasizing creativity and adaptability in instructional design.

TABLE 11. Level of the Social Science Students as to Professional Development in terms of Acquired Skills

STATEMENT	MEAN	SD	REMARKS
The teacher helps me develop practical teaching strategies applicable to Social Sciences.	4.63	0.71	Always
The teacher provides training in managing classroom behavior effectively.	4.54	0.77	Always
The teacher equips me with skills to design and implement innovative lesson plans.	4.53	0.68	Always
The teacher encourages the development of communication and presentation skills essential for teaching.	4.66	0.56	Always
The teacher fosters collaboration and teamwork skills through group activities and discussions.	4.72	0.51	Always
Weighted Mean	4.62		
SD	0.65		
Verbal Interpretation	Very High		

These results emphasize the importance of comprehensive teacher preparation, ensuring that students gain the necessary competencies to excel in their future careers. The findings align with the OECD's (2020) policy paper, which emphasizes the importance of continuous professional learning and collaboration among teachers to adapt to changing educational demands.

Table 12 presents the level of Social Science students' professional development in terms of acquired knowledge, displaying the mean scores, standard deviations, and corresponding remarks for each statement.

TABLE 12. Level of the Social Science Students as to Professional Development in terms of Acquired Knowledge

STATEMENT	MEAN	SD	REMARKS
The teacher ensures I acquire a thorough understanding of Social Sciences concepts and principles.	4.61	0.70	Always
The teacher integrates research-based knowledge into discussions to enrich my learning.	4.51	0.75	Always
The teacher provides insights into educational policies and their applications in teaching.	4.62	0.60	Always
The teacher helps me understand learner development theories and how to apply them in the classroom.	4.66	0.65	Always
The teacher emphasizes the importance of understanding cultural and societal contexts in teaching Social Sciences.	4.69	0.52	Always
Weighted Mean	4.62		
SD	0.65		
Verbal Interpretation	Very High		

The overall weighted mean of 4.62, with a standard deviation of 0.65, indicates a very high level of knowledge acquisition among Social Science students.

The highest-rated statement, “My teacher emphasizes the importance of understanding cultural and societal contexts in teaching Social Sciences” (M = 4.69, SD = 0.52), suggests that students highly appreciate their teachers’ efforts in fostering a deeper awareness of cultural and societal influences in education, which is crucial for Social Science educators.

The findings also highlight that Social Science teachers effectively ensure students understand learner development theories (M = 4.66, SD = 0.65) and acquire insights into educational policies and their applications (M = 4.62, SD = 0.60). However, while all statements received a "Very High" interpretation, “My teacher integrates research-based knowledge into discussions to enrich my learning” (M = 4.51, SD = 0.75) has the lowest mean, suggesting a potential area for enhancing the integration of contemporary research findings into teaching methodologies.

The results align with the study by Tamana and Pagaddut (2024), which found that integrating Indigenous Peoples' Education (IPEd) into the Social Studies curriculum enhances students' understanding of cultural and societal contexts, thereby enriching their learning experience.

Table 13 presents the level of Social Science students' professional development in terms of competence, displaying the mean scores, standard deviations, and corresponding remarks for each statement.

The overall weighted mean of 4.65, with a standard deviation of 0.61, indicates a very high level of competence development among Social Science students.

The highest-rated statement, “My teacher promotes my proficiency in using technology to enhance teaching and learning processes” (M = 4.71, SD = 0.56), suggests that students greatly value their teachers’ efforts in integrating educational technology, which is increasingly essential in modern teaching.

TABLE 13. Level of the Social Science Students as to Professional Development in terms of competence

STATEMENT	MEAN	SD	REMARKS
The teacher assesses and provides feedback to improve my competence in lesson delivery.	4.62	0.60	Always
The teacher helps me build the confidence to handle diverse classroom scenarios effectively.	4.67	0.63	Always
The teacher trains me to evaluate and address the unique needs of individual students.	4.60	0.68	Always
The teacher fosters my ability to adapt teaching strategies to suit various learning environments.	4.64	0.58	Always
The teacher promotes my proficiency in using technology to enhance teaching and learning processes.	4.71	0.56	Always
Weighted Mean	4.65		
SD	0.61		
Verbal Interpretation	Very High		

The findings also reveal that Social Science teachers effectively foster adaptability in teaching strategies (M = 4.64,

SD = 0.58) and help students build confidence in handling diverse classroom scenarios (M = 4.67, SD = 0.63).

However, while all statements are rated very high, “My teacher trains me to evaluate and address the unique needs of individual students” (M = 4.60, SD = 0.68) has the lowest mean, indicating a potential area for further enhancing differentiated instruction and individualized learning support.

In connection with this, Elementary school instructors had a favorable view of educational technology, according to a study by Mariscal et al. (2023), with the majority of them claiming to be very skilled in its application.

Table 14 shows the results of the Pearson correlation analysis indicate a significant positive relationship between Social Science teachers’ holistic education in positive discipline and pre-service teachers’ perceived outcomes.

TABLE 14. Test of Relationship between the Social Sciences Teacher’s Holistic Education in Positive discipline and Pre-service Teachers Perceived Outcomes

Positive discipline		Pre-service teachers’ outcomes		
		Individual aspirations	Sense of belonging	Interactions with others
Problem Solving	Pearson Correlation	.489***	.527***	.538***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Recognizing individual differences	Pearson Correlation	.487***	.506***	.460***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Understanding learner development	Pearson Correlation	.647***	.695***	.695***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Learner rights principle	Pearson Correlation	.517***	.486***	.547***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113

Note: *p<.05, **p<.01, ***p<.001

Specifically, problem-solving as a component of positive discipline is moderately correlated with individual aspirations, sense of belonging, and interactions with others (p < .001), indicating that teachers who emphasize problem-solving help foster students’ motivation, social integration, and interpersonal skills. Similarly, recognizing individual differences also shows moderate correlations with these outcomes, highlighting the importance of inclusive teaching in shaping students’ self-perception and social engagement.

Among the factors examined, understanding learner development exhibits the strongest correlations with individual aspirations, sense of belonging, and interactions with others (p < .001), emphasizing its critical role in fostering students' personal and professional growth. The learner rights principle also demonstrates moderate positive correlations across all dimensions, reinforcing the idea that respect for students’ rights contributes to their overall well-being and social development. These findings highlight that teachers

who integrate holistic education principles in positive discipline not only enhance students' academic and career aspirations but also cultivate a supportive and inclusive environment that strengthens their social relationships and sense of belonging.

The results align with the study by Bazar and Baluyos (2023), which found that teachers' positive discipline strategies are significantly related to students' positive behavior and academic engagement. Their research emphasizes that positive classroom management techniques lead to improved student outcomes, reinforcing the importance of holistic education approaches in fostering pre-service teachers' aspirations, sense of belonging, and interactions with others.

Table 15 presents the Pearson correlation analysis examining the relationship between Social Science teachers' holistic education in positive discipline and pre-service teachers' professional development across three dimensions: acquired skills, acquired knowledge, and competence.

TABLE 15. Test of Relationship between the Social Sciences Teacher's Holistic Education in Positive discipline and Pre-service Teachers' Professional Development

Positive discipline		Professional development		
		Acquired skills	Acquired knowledge	Competence
Problem Solving	Pearson Correlation	.558***	.471***	.545***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Recognizing individual differences	Pearson Correlation	.452***	.480***	.631***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Understanding learner development	Pearson Correlation	.669***	.561***	.685***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Learner rights principle	Pearson Correlation	.466***	.480***	.633***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113

Note: *p<.05, **p<.01, ***p<.001

The analysis reveals significant positive correlations between all components of positive discipline and the dimensions of professional development (p < .001).

Notably, 'Understanding Learner Development' exhibits the strongest correlations with acquired skills (r = 0.669) and competence (r = 0.685), underscoring its pivotal role in enhancing these areas. Similarly, 'Recognizing Individual Differences' shows a strong correlation with competence (r = 0.631), highlighting the importance of personalized teaching approaches in developing pre-service teachers' competence.

In connection with these findings, a study by Wang and Kuo (2019) investigated the relationships among teachers' positive discipline strategies, students' well-being, and teachers' effective teaching. The study found that positive

discipline not only enhances students' well-being but also improves teaching effectiveness, suggesting that such approaches contribute to better educational outcomes.

Table 16 presents the Pearson correlation coefficients examining the relationship between Social Science teachers' holistic education in classroom management and pre-service teachers' perceived outcomes across three dimensions: individual aspirations, sense of belonging, and interactions with others.

All correlations are significant at the p < .001 level, indicating strong positive relationships between the classroom management components and pre-service teachers' perceived outcomes. Specifically, teacher perseverance exhibits the highest correlations across all three dimensions, suggesting that teachers' persistent efforts in classroom management are closely associated with enhancing pre-service teachers' individual aspirations, sense of belonging, and interactions with others. Similarly, teacher consistency and positive student-teacher relationships also show strong correlations, underscoring their importance in fostering a supportive and effective learning environment.

The analysis reveals significant positive correlations between all components of positive discipline and the dimensions of professional development (p < .001). Notably, 'Understanding Learner Development' exhibits the strongest correlations with acquired skills (r = 0.669) and competence (r = 0.685), underscoring its pivotal role in enhancing these areas.

TABLE 16. Significant Relationship Between the Social Sciences Teacher's Holistic education in Classroom Management and Pre-service Teachers Perceived Outcomes

Classroom management		Pre-service teachers' outcomes		
		Individual aspirations	Sense of belonging	Interactions with others
Student-teacher relationship	Pearson Correlation	.589***	.638***	.636***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Teacher consistency	Pearson Correlation	.640***	.660***	.696***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Teacher perseverance	Pearson Correlation	.652***	.688***	.707***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113

Note: *p<.05, **p<.01, ***p<.001

Similarly, 'Recognizing Individual Differences' shows a strong correlation with competence (r = 0.631), highlighting the importance of personalized teaching approaches in developing pre-service teachers' competence. These findings suggest that integrating positive discipline strategies, particularly those focusing on understanding learner development and individual differences, significantly contributes to the professional growth of pre-service teachers.

Table 17 presents the significant relationship between social science teachers’ holistic education in classroom management and pre-service teachers’ professional development. It includes Pearson correlation coefficients, significance values, and sample size.

The results indicate a significant positive relationship between classroom management practices and pre-service teachers’ professional development across the dimensions of acquired skills, acquired knowledge, and competence. Specifically, the student-teacher relationship shows a moderate to strong correlation with acquired skills, acquired knowledge, and competence ($p < .001$). These findings emphasize that positive student-teacher interactions contribute significantly to the professional growth of pre-service teachers, particularly in developing teaching skills, subject knowledge, and overall competence in the classroom.

Additionally, teacher consistency demonstrates strong correlations with acquired skills, acquired knowledge, and competence ($p < .001$), highlighting the importance of structured and reliable teaching approaches in fostering professional growth.

Similarly, teacher perseverance exhibits the strongest correlations, particularly with competence ($p < .001$), emphasizing that teachers’ persistence in managing classroom challenges positively impacts the development of pre-service teachers’ abilities.

These findings indicate that effective classroom management not only enhances skill acquisition and knowledge retention but also builds the confidence and preparedness of future educators.

TABLE 17. Significant Relationship Between the Social Sciences Teacher’s Holistic Education Classroom Management and Pre-Service Teachers’ Professional Development

Classroom management		Professional development		
		Acquired skills	Acquired knowledge	Competence
Student-teacher relationship	Pearson Correlation	.547***	.474***	.663***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Teacher consistency	Pearson Correlation	.680***	.499***	.668***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113
Teacher perseverance	Pearson Correlation	.651***	.516***	.706***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	113	113	113

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

In connection with this, the study by Bilek et al. (2024) examined the relationship between teachers’ classroom management styles and their attitudes towards professional development, finding that positive classroom management practices.

This aligns with the current findings, emphasizing the importance of effective classroom management in fostering pre-service teachers’ professional development.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the gathered results from this study, the following conclusions were drawn:

The findings indicate a significant positive relationship between Social Science teachers’ holistic education in positive discipline and pre-service teachers’ perceived outcomes, as demonstrated by the strong correlations across individual aspirations, sense of belonging, and interactions with others ($p < .001$). Among the components, understanding learner development showed the highest correlation, emphasizing its crucial role in shaping students’ academic and social growth. Since all correlations were statistically significant, the null hypothesis stating that there is no significant relationship between pre-service Social Science teachers’ holistic education in positive discipline and students’ perceived outcomes is rejected.

Additionally, the results indicate a significant positive relationship between Social Science teachers’ holistic education in positive discipline and pre-service teachers’ professional development, particularly in acquired skills, acquired knowledge, and competence. Among the components, understanding learner development showed the strongest correlations, emphasizing its critical role in shaping pre-service teachers’ teaching proficiency and professional growth. Since all correlations were statistically significant ($p < .001$), the null hypothesis stating that there is no significant relationship between pre-service Social Science teachers’ holistic education in positive discipline and students’ professional development is rejected.

Moreover, the results indicate a significant positive relationship between Social Science teachers’ holistic education in classroom management and pre-service teachers’ perceived outcomes, as evidenced by strong correlations across individual aspirations, sense of belonging, and interactions with others ($p < .001$). Among the components, teacher perseverance exhibited the highest correlations, emphasizing its crucial role in fostering students’ motivation, sense of inclusion, and social engagement. Since all correlations were statistically significant, the null hypothesis stating that there is no significant relationship between pre-service Social Science teachers’ holistic education in classroom management and students’ perceived outcomes is rejected.

Lastly, the findings reveal a significant positive relationship between Social Science teachers’ holistic education in classroom management and pre-service teachers’ professional development, as indicated by strong correlations across acquired skills, acquired knowledge, and competence ($p < .001$). Among the components, teacher perseverance exhibited the highest correlation with competence, emphasizing its crucial role in developing pre-service teachers’ ability to manage classroom challenges effectively. Given the statistical significance of all correlations, the null hypothesis stating that there is no significant relationship between pre-service Social Science teachers’ holistic education in classroom management and students’ professional development is rejected.

Based on the conclusions drawn from this study, the following recommendations were suggested:

Social Science teachers may attend specialized training on differentiated instruction techniques to enhance inclusivity and cater to diverse student needs.

School Deans may enhance faculty development programs that equip teachers with the latest research trends and practical applications for enriching classroom learning.

Teachers may foster stronger student-teacher relationships through mentorship programs, open dialogue, and personalized engagement strategies.

Pre-service coordinator may give the Pre-service Social Science teachers more exposure to case studies, simulations, and real-world classroom experiences to enhance their ability to assess and support diverse learners effectively.

Future researchers may conduct seminars and trainings for Pre-Service Teachers and may assess the impact of holistic education. This could involve exploring different pedagogical approaches, curriculum design, and mentorship models that support the development of holistic teachers. They can significantly contribute to our understanding of holistic education and its potential to transform teacher education and improve student outcomes.

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