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Systematic Review: The Role of Physical Education Teachers and Parents in Implementing Classroom Rules and Procedures to Improve Student Discipline

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I. INTRODUCTION

Student discipline is a crucial foundation for creating an effective learning environment, particularly in Physical Education, Sports, and Health, a subject rich in physical activity and potential risks [1]. Consistent implementation of classroom rules and procedures is key to achieving discipline. However, this role cannot be solely the responsibility of Physical Education, Sports, and Health teachers [2].

II. METHODS

This study used a systematic literature review (SLR) with the PRISMA approach, drawing articles from Google Scholar and Crossref via Publish or Perish, guided by the PICO framework. Inclusion criteria: research articles (quantitative, qualitative, or mixed) published in the last 10 years (2014–2024), focused on physical education/primary and secondary schools, and addressing the roles of teachers and parents in relation to discipline. Selection was based on PRISMA guidelines.

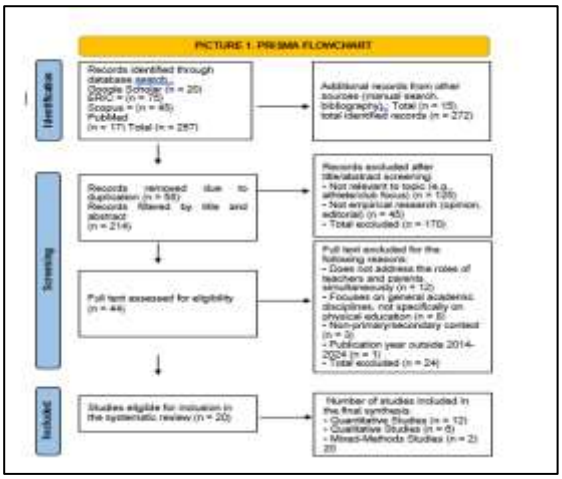

Fig. 1 PRISMA Flow Diagram

III. RESULTS AND DISCUSSION

Based on the PRISMA selection process, four studies published between 2014-2024 in national journals met the inclusion criteria and were analysed. Improving student discipline in physical education is not a one-person responsibility. (4) Its success depends heavily on the consistent and integrated implementation of rules and procedures between the school (led by the physical education teacher) and the home (supported by parents). Systematic and communicative collaboration between the two parties creates a robust discipline ecosystem, which ultimately supports the achievement of the holistic goals of physical education: students' physical, cognitive, affective, and social development.

IV. CONCLUSIONS

Improving student discipline in physical education is not a one-person responsibility. Its success depends heavily on the consistent and integrated implementation of rules and procedures between the school (led by the physical education teacher) and the home (supported by parents). Systematic and communicative collaboration between the two parties creates a robust discipline ecosystem, which ultimately supports the achievement of the holistic goals of physical education: students' physical, cognitive, affective, and social development.

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