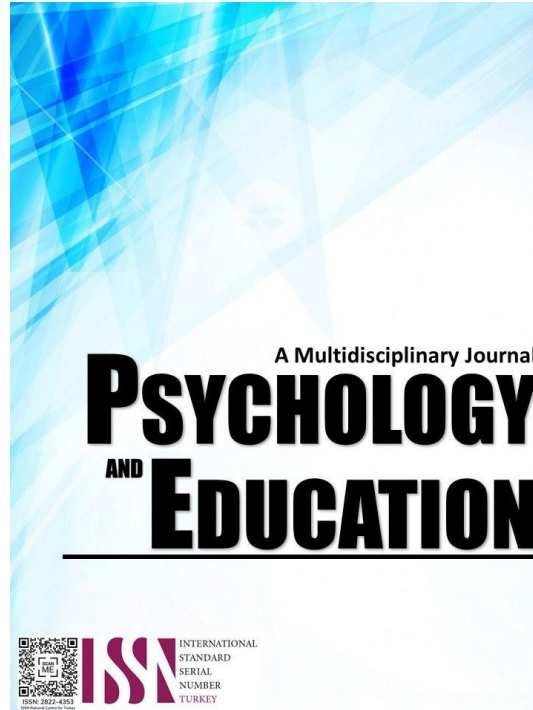


INFLUENCE OF SCHOOL DISCIPLINE POLICIES AND THE LEVEL OF LEARNERS' OBSERVED VALUES



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 54

Issue 9

Pages: 1258-1268

Document ID: 2026PEMJ5322

DOI: 10.70838/pemj.540906

Manuscript Accepted: 04-09-2026

Influence of School Discipline Policies and the Level of Learners' Observed Values

Marianne B. Hingpes,* Cecilia G. Lagramada
For affiliations and correspondence, see the last page.

Abstract

This study examined the influence of school discipline policies and the level of learners' observed values in secondary schools in the southern part of Eastern Samar Division. The purpose of the research was to explore how discipline policies affect the level of observed values of Grade 10 students and to determine if there was a significant relationship between the implementation of these policies and the learners' observed values. A descriptive-correlational research design was used, with data collected through a structured questionnaire administered to 51 teachers and 317 students. Results revealed that general school discipline policies were frequently observed (Grand Mean = 4.07), while classroom-based discipline policies were only sometimes observed (Grand Mean = 3.05). The level of learners' observed values was found to be moderately high (Grand Mean = 3.04), indicating that students demonstrate positive values but with room for further development. Despite the presence and implementation of discipline policies, correlation analysis showed no significant relationship between school discipline policies and learners' observed values, as indicated by a low correlation coefficient ($r = 0.117$) and a p -value of 0.414. These findings suggest that while discipline policies are in place, they may not directly influence learners' observed values. Moreover, this study came up with the following conclusions: 1. Classroom discipline policies are sometimes observed only by the Grade 10 students, while the general discipline policies are frequently observed; 2. The level of learners' observed values was moderately high; and 3. The school discipline policies have no significant relationship with the level of learners' observed values.

Keywords: *school discipline, student behavior, observed values, discipline policies, learners*

Introduction

School discipline policies and practices are a critical part of creating a school's overall climate. Choosing harmful practices can result in short- and long-term negative impacts on students' social, emotional, and academic development (SEAD), whereas evidence-based practices can support students' holistic development and well-being. These policies are broadly intended to foster a high-quality learning environment by maintaining safety and order in the classroom. However, schools sometimes adopt disciplinary measures that unintentionally harm students' social, emotional, academic, and, in some cases, physical well-being (Wriston, 2023).

Moreover, discipline is a vital component of human behavior and an important tool for achieving organizational goals (Ouma, Simatwa, & Serem, 2019). In the academic setting, a student is considered disciplined when his or her actions and behavior conform to the rules and regulations established by the school (Ali, Dada, Isiaka, & Salmon, 2020). However, discipline does not only mean following rules and regulations; it also involves the ability of students to distinguish between right and wrong (Gitome, Katola, & Nyabwari, 2020). Universally, discipline is recognized as essential in maintaining a positive school climate that supports sound academic performance (Friaes et al., 2023). Certainly, discipline is a prerequisite for successful teaching and learning in academic institutions and remains a significant concern for educators (Eshetu, 2019). Gitome et al. further emphasized that where there is good discipline, there is improved academic performance. Indeed, discipline is crucial for learners' scholastic performance (Njoroge & Nyabuto, 2019).

Furthermore, discipline is essential for effective academic management and the achievement of school goals (Nakpodi, 2019). The absence of discipline is referred to as indiscipline, which can be defined as behaviors that violate accepted rules and social norms (Omote, Thinguri, & Moenga, 2022). According to Ali et al., student indiscipline may manifest in various forms such as disobeying instructions, destroying school equipment, underperforming academically, engaging in unethical behavior, using illegal drugs, stealing school property, cutting classes, and using inappropriate language.

However, discipline in students' academic life is one of the most important factors influencing educational success. Learners should understand the relevance of discipline to their academic performance and how it affects their studies. Discipline helps individuals achieve their life goals and guides them toward a brighter future. A disciplined individual can also influence others to demonstrate similar behaviors. By modeling positive conduct, disciplined and educated individuals can demonstrate the importance of discipline in everyday life. As emphasized by Gitome et al., where there is good discipline, there is improved academic performance. Academic performance refers to the measured ability and achievement level of a learner in a school subject or academic skill.

In recent years, school data across various countries have shown an increase in disruptive behaviors among students. Some behaviors are visible, such as vandalizing school facilities, fighting over social media issues, or leaving classrooms without permission. Others are more subtle indicators of distress, such as students refusing to participate in classroom discussions or withdrawing socially (Patnaik & Subban, 2025). These behaviors may be associated with different external factors that influence learners' attitudes and conduct.

In the Philippine context, policies such as Republic Act No. 7610, which provides stronger protection for children against abuse,

exploitation, and discrimination, have strengthened students' rights in educational settings. While this law serves as an important safeguard for learners, some educators perceive that it may also create challenges in enforcing discipline in the classroom. Teachers may sometimes feel constrained in implementing disciplinary measures due to concerns about possible misinterpretations of their actions. This situation highlights the importance of establishing clear, balanced, and well-implemented discipline policies that protect learners' rights while also maintaining order and accountability within the school environment.

Secondary school students may exhibit a wide range of behaviors, including academic, social, emotional, attendance-related, and extracurricular behaviors (Anjum, 2021). These behaviors may either support or hinder their academic progress and personal development.

In recent years, there has also been an increase in incidents of disruptive behavior such as bullying, drug and alcohol abuse, cyberbullying, and physical violence. These issues not only create unsafe school environments but also contribute to absenteeism, poor academic performance, and decreased teacher morale. Addressing concerns related to student behavior in secondary schools therefore requires a comprehensive and multidimensional approach that considers students' individual needs, the school culture, and broader social and economic influences affecting learner behavior.

In the context of Eastern Samar, schools also face challenges related to student discipline and engagement. Studies conducted in schools within the Eastern Samar Division have identified concerns related to irregular attendance, low motivation, and limited participation in academic activities among secondary school students. For example, research conducted by Paano and Fuentes (2024) among Grade 9 students in Dolores National High School in Eastern Samar reported that attendance patterns, classroom participation, and learning motivation were among the factors affecting students' academic achievement. These findings suggest that some learners demonstrate inconsistent adherence to school rules, including tardiness, absenteeism, and limited engagement in school activities. Such behaviors may affect classroom management and reduce the effectiveness of discipline policies designed to promote responsible conduct among students.

This problem can only be addressed when clear rules of conduct and positive teacher–student relationships are established. However, in some schools, discipline policies are not consistently implemented to regulate students' behavior. In certain cases, schools struggle to maintain effective collaboration between teachers and learners, as educators are primarily focused on fulfilling instructional responsibilities. These circumstances may contribute to behavioral concerns among students, particularly in secondary schools.

Despite the importance of discipline policies in shaping school environments, limited studies have examined how these policies influence the development of learners' observed values in the local context of the Eastern Samar Division. Understanding this relationship is essential in determining whether existing disciplinary practices effectively support the development of positive values among students.

Looking into this gap, the researcher conducted this study to examine the possible influence of school discipline policies on learners' observed values in the southern part of Eastern Samar. The findings of this study may provide insights that could help improve the implementation of discipline policies and contribute to the development of programs that strengthen students' behavioral development and value formation in schools.

Research Questions

This study primarily sought to examine the influence of school discipline policies on the level of learners' observed values in the southern part of the Eastern Samar Division. Specifically, the study aimed to answer the following questions:

1. What is the status of handling school discipline policies in terms of:
 - 1.1. classroom-based discipline policies; and
 - 1.2. general school discipline policies?
 - 1.3. the difference between the perceptions of teachers and students regarding the implementation of school discipline policies?
2. What is the level of learners' observed values among Grade 10 students in the southern part of the Eastern Samar Division?
3. Is there a significant relationship between the status of handling school discipline policies and the level of learners' observed values among Grade 10 students in the southern part of the Eastern Samar Division?

Literature Review

School discipline policies refer to the set of rules, expectations, and consequences established by educational institutions to regulate student behavior and maintain a safe and orderly learning environment. These policies aim to promote positive student conduct, ensure the safety of both students and staff, and create conditions conducive to effective teaching and learning. According to the National Center for Education Statistics (2018), approximately 74% of public schools have written discipline policies that govern student behavior, although the approaches and severity of these policies vary widely across educational systems.

The relationship between discipline and student outcomes has been widely discussed in educational research. Studies have shown that discipline, attendance, and academic achievement are closely interconnected. Firman et al., (2025) noted that school systems must

implement innovative strategies that enhance discipline and increase student attendance in order to improve academic performance. Similarly, Dräger (2025) emphasized that repeated absences negatively affect student learning, social development, and test performance. When students frequently miss classes, they lose valuable instructional time, which directly affects their academic achievement. Eklund (2020) further explained that students with higher rates of absenteeism tend to obtain lower scores in national assessments, highlighting the importance of maintaining consistent school attendance.

Bell and Puckett (2020) also stressed that poor discipline and frequent absences contribute to a widening achievement gap among students. Students who struggle with discipline often miss instructional opportunities and are more likely to experience long-term disadvantages such as lower employability, reduced earning potential, and limited access to higher education. These findings suggest that effective discipline policies not only support behavioral management but also contribute to broader educational and social outcomes.

Research also highlights the importance of the broader social environment in shaping student discipline. Students who experience adverse home conditions, lack of parental supervision, or socio-economic difficulties may develop behavioral challenges that affect their academic engagement (Bell & Puckett, 2019). In addition, limited parental involvement can negatively influence students' behavior and academic performance. Utami (2022) emphasized that collaboration among parents, teachers, and students plays a significant role in shaping students' academic success. When parents actively participate in their children's educational experiences, students are more likely to develop positive attitudes toward learning and discipline.

Another important factor influencing student behavior is the quality of teacher–student relationships. Positive relationships between teachers and students contribute to improved academic engagement and behavioral outcomes. Roorda et al. (2020) found that students who have supportive relationships with their teachers tend to demonstrate higher levels of school engagement and academic achievement. Pekrun et al. (2022) further explained that when teachers show care, respect, and encouragement, students feel valued and supported, which can positively influence their behavior and motivation to learn.

In terms of policy approaches, schools around the world implement different models of discipline management. One widely known approach is the Zero Tolerance policy, which refers to strict and inflexible punishments for students who violate school rules, regardless of the severity of the offense. Skiba and Knesting (2001) argued that while zero tolerance policies were originally designed to maintain safety and order in schools, they have been criticized for disproportionately affecting marginalized students and increasing suspension and expulsion rates.

In contrast, more recent educational reforms emphasize restorative and supportive approaches to discipline. Snyder and Shields (2020) proposed a trauma-informed approach, which recognizes that some students who exhibit disruptive behaviors may have experienced trauma or personal difficulties. Instead of relying solely on punitive measures, trauma-informed discipline focuses on building supportive relationships, understanding the underlying causes of behavior, and helping students develop self-regulation skills.

These contrasting approaches reflect an ongoing global conversation about how schools should balance discipline, protection, and student development. In many Western countries, particularly the United States, strict disciplinary models such as zero tolerance have historically been implemented to control severe behavioral violations. However, in countries such as the Philippines, educational policies increasingly emphasize child protection and student welfare. Laws such as Republic Act No. 7610 highlight the protection of children from abuse, exploitation, and discrimination, including in school environments. While such policies strengthen the rights and protection of learners, educators have raised concerns that overly restrictive disciplinary environments may also limit teachers' authority to manage classroom behavior effectively. This comparison illustrates the complex balance between enforcing discipline and protecting students' rights, which continues to shape educational policies worldwide.

Student academic behavior also plays a critical role in academic success. Academic behavior refers to the habits and actions that students engage in to support their learning, such as attending classes regularly, completing assignments, participating in classroom activities, and preparing for examinations. DeRosier et al. (2021) found that students who consistently demonstrate positive academic behaviors tend to perform better academically compared to those who do not.

One key concept related to academic behavior is self-regulated learning, which refers to students' ability to plan, monitor, and evaluate their own learning processes. Zimmerman (2022) explained that self-regulated learners are more likely to use effective study strategies and persist in overcoming academic challenges. Conversely, Ryan and Deci (2020) suggested that students who lack motivation and self-regulation are more likely to experience academic difficulties and disengagement from school.

Another important aspect of student behavior is academic integrity, which refers to ethical practices in completing academic work. Jean et al. (2020) emphasized that behaviors such as cheating, plagiarism, and dishonesty undermine the integrity of the educational system and negatively affect students' academic development.

Taken together, these studies suggest that school discipline policies, teacher–student relationships, academic motivation, and broader social influences all interact in shaping student behavior and academic outcomes. While many studies highlight the importance of discipline in promoting positive educational outcomes, there is still limited evidence regarding how discipline policies specifically influence the development of learners' observed values in local school contexts.

The gathered literature and studies incorporated in this review provide a broader understanding of school discipline policies and their relationship with student behavior and academic performance. Although the studies reviewed present different perspectives and findings, they offer valuable insights that guide the conceptualization of the present study. These previous works also highlight the need to further investigate how discipline policies operate within specific educational contexts, particularly in the southern part of the Eastern Samar Division.

Methodology

Research Design

This study employed a quantitative descriptive–correlational research design, using a structured questionnaire as the primary data collection tool. Descriptive research is concerned with describing current conditions, behaviors, attitudes, and relationships among variables. According to Samson (2023), descriptive survey research focuses on examining existing phenomena in terms of circumstances, behaviors, and patterns, and is intended to gather information about present conditions for explanation and analysis. This approach involves not only collecting and tabulating data but also conducting careful observations, analysis, comparisons, and identifying possible relationships among variables.

The descriptive component of the study aimed to determine the status of handling school discipline policies and the level of learners' observed values. A close-ended survey questionnaire was distributed to the respondents in order to collect measurable data regarding these variables. Descriptive statistics, particularly frequency counts and mean scores, were used to summarize and describe the responses of the participants.

In addition, the study utilized a correlational research design to examine the relationship between school discipline policies and learners' observed values. Correlational research is appropriate when the researcher seeks to determine the degree and direction of association between two or more variables without manipulating them. As explained by Bhandari (2021), correlational studies analyze naturally occurring variables to determine whether relationships exist among them, which may be either positive or negative. In this study, the two main variables examined were school discipline policies and learners' observed values.

A quantitative approach was selected because it allows the researcher to systematically measure patterns in behavior and values across a large number of respondents. While values can be considered subjective in nature, the use of structured Likert-scale questionnaires enables these perceptions to be quantified and statistically analyzed. This method provides a reliable way to compare responses among participants and identify trends in how discipline policies are observed and how students demonstrate values in the school setting. Moreover, the use of quantitative analysis strengthens the objectivity of the study by allowing statistical techniques to determine whether a significant relationship exists between the variables being examined.

Therefore, the use of a quantitative descriptive–correlational design was considered appropriate for this study, as it enabled the researcher to describe existing disciplinary practices, measure the level of learners' observed values, and determine whether a statistically significant relationship exists between these variables within the selected schools in the southern part of the Eastern Samar Division.

Respondents

The respondents of the study were the secondary school teachers who were advisers in Grade 10 and appointed as regular permanent during the fiscal year 2023, and the Junior High School Grade 10 students who were officially enrolled for the School Year 2023-2024. There were a total of 51 teacher respondents and 1527 students in the population of this study. To cut down the number of student respondents, the researcher used Slovin's Formula to get the samples that would represent the population of this study; however, for teacher respondents, the researcher employed complete enumeration of the teachers. The resulting sample size represented in this study was 317 students and 51 teachers. Therefore, a total of 368 respondents composed this study.

Instrument

The primary instrument used in this study was a researcher-developed structured questionnaire designed to gather quantitative data on the implementation of school discipline policies and the learners' observed values. The questionnaire consisted of two major parts that corresponded to the key variables of the study.

The first part of the instrument focused on school discipline policies, examining how disciplinary rules and regulations are implemented within the school environment. This section included items that measured respondents' perceptions regarding the consistency, fairness, and effectiveness of disciplinary procedures implemented by school authorities.

The second part of the questionnaire measured learners' observed values, which included behaviors and attitudes manifested by students in relation to respect, responsibility, cooperation, and self-discipline. The items in this section are aimed at capturing how students demonstrate these values in their daily interactions within the school setting. Responses to the questionnaire were measured using a Likert scale, allowing respondents to indicate the degree to which they agreed with each statement. This format enabled the researcher to quantify perceptions and behaviors for statistical analysis.



Prior to the actual data collection, the questionnaire underwent content validation to ensure that the items were relevant, clear, and aligned with the objectives of the study. The instrument was evaluated by three experts in the field of education and educational management, including experienced public secondary school administrators and a research specialist. These experts assessed the clarity, relevance, and appropriateness of each item in relation to the variables being measured. Based on their recommendations, several items were revised and refined to improve the overall quality and comprehensibility of the instrument. The content validation results yielded a Content Validity Index (CVI) of 0.91, indicating that the questionnaire possessed a high level of content validity and was suitable for use in the study.

To further ensure the reliability of the instrument, a pilot test was conducted among 30 respondents who possessed similar characteristics to the actual participants but were not included in the final sample. The responses gathered during the pilot testing were subjected to Cronbach's Alpha reliability analysis to determine the internal consistency of the questionnaire. The analysis produced a Cronbach's Alpha coefficient of 0.88 for the school discipline policy scale and 0.90 for the learners' observed values scale, indicating high reliability and strong internal consistency of the instrument. These results confirmed that the questionnaire was dependable for measuring the variables of the study.

The study was conducted in selected public secondary schools located in the southern part of the Eastern Samar Division. These schools are situated in communities that are largely rural and coastal, where education plays a vital role in shaping the values and behavior of learners. Many students come from families whose livelihoods are connected to agriculture, fishing, and small local enterprises. Schools in these areas often serve as central institutions within the community, not only for academic learning but also for the formation of social values and discipline among the youth. Understanding the characteristics of these school environments provides important context for interpreting the discipline practices and behavioral patterns observed among the learners.

Procedure

Prior to the conduct of the study, the researcher sought permission from the Schools Division Superintendent of the Eastern Samar Division to allow the conduct of the research in selected public secondary schools located in the southern part of the division. After the approval was granted, the researcher coordinated with the respective school principals to request permission to administer the research instrument to the identified respondents.

Upon securing the necessary approvals, the researcher personally visited the selected schools to explain the purpose of the study and the procedures involved in the data collection process. The respondents, composed of teachers and Grade 10 students, were informed about the objectives of the research and were assured that their responses would be treated with confidentiality and used solely for academic purposes.

The questionnaires were then distributed to the respondents during a scheduled time agreed upon by the school administrators and teachers to avoid disruption of regular classroom activities. The respondents were given sufficient time to read and answer the questionnaire carefully. After the completion of the survey, the questionnaires were immediately collected to ensure that all responses were properly retrieved.

During the data collection process, the researcher encountered minor practical challenges such as occasional student absences and slight scheduling adjustments due to school activities and classroom schedules. However, these challenges were addressed through coordination with teachers and school administrators, allowing the researcher to reach the intended respondents and complete the data collection process.

After gathering all the completed questionnaires, the responses were carefully checked, organized, and tabulated for statistical analysis. The collected data were then subjected to appropriate statistical treatment to answer the research questions of the study.

Data Analysis

The data were gathered, tabulated, categorized, and analyzed. Simple frequency counts, percentages, and a rating scale were employed to present the profile of the respondents. The ordinal scores or Likert scale from (5) to (1) serve as the indicators to present the descriptive data, such as strongly agree, agree, uncertain, disagree, and strongly disagree. In terms of the level of learners' observed behavior (Adopted from DepEd School Form 9).

To determine whether there was a significant relationship between the handling of school discipline policies and the level of learners' observed values, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed. This statistical measure was used to identify the degree and direction of the relationship between the two variables. The level of significance for testing the hypothesis was set at 0.05, which is the commonly accepted level in educational research. If the computed p -value were less than 0.05, the null hypothesis would be rejected; otherwise, the null hypothesis would be accepted.

In this study, the analysis yielded a p -value of 0.414, indicating that there was no statistically significant relationship between the handling of school discipline policies and the level of learners' observed values among the respondents. This relatively high p -value suggests that although discipline policies are present and implemented at the institutional level, their influence on the internalization of students' values may not be direct or immediately observable. It may reflect a possible disconnect between formal school rules and



the personal development of learners’ character, which can also be shaped by other factors such as family environment, peer influence, and community context. This interpretation provides a deeper understanding of the findings beyond the statistical result.

Ethical Considerations

In conducting this study, the researcher strictly observed ethical standards to ensure the protection, rights, and welfare of the respondents. Participation in the study was entirely voluntary, and the respondents were informed about the purpose, procedures, and significance of the research before the administration of the questionnaire.

The respondents were assured that all the information they provided would be treated with strict confidentiality. Their responses were used solely for academic purposes and were not disclosed to any unauthorized individuals or institutions. The identities of the respondents were not required in the questionnaire in order to maintain anonymity and protect their privacy.

The researcher also ensured that the study adhered to the principles of academic integrity and anti-plagiarism, properly acknowledging all sources and references used in the preparation of the research. Any information obtained from existing studies and scholarly works was appropriately cited.

Since the respondents included Grade 10 students who are considered minors, parental consent was secured before they participated in the study, in addition to obtaining the students’ assent. Parents or guardians were informed about the purpose and procedures of the research and were given the opportunity to allow or decline their child’s participation. This ensured that the study complied with ethical standards for research involving minors.

Furthermore, the respondents were informed that they had the right to withdraw from the study at any time if they felt uncomfortable answering the questionnaire. Contact information was also provided should the respondents or their guardians have questions, concerns, or complaints regarding the conduct of the study.

Through these measures, the researcher ensured that the study was conducted with honesty, transparency, and respect for the rights and dignity of all participants.

Results and Discussion

Table 1 presents the mean scores of the discipline policies in terms of classroom discipline policies and general school policies.

Table 1. *Status of Handling School Discipline Policies*

<i>Item</i>	<i>Mean</i>	<i>Description</i>	<i>Interpretation</i>
Classroom Discipline Policy			
Students are encouraged to arrive on time to fully benefit from the class.	3.17	Undecided	Sometimes Observed
Regular attendance is important for completing homework assignments.	2.37	Disagree	Seldom Observed
Daily attendance contributes to students' overall grades.	3.57	Agree	Frequently Observed
Following teachers' instructions ensures a smooth and productive class.	2.67	Undecided	Sometimes Observed
A positive learning environment is maintained by minimizing disruptions.	3.57	Agree	Frequently Observed
Academic honesty is essential for active participation in class activities.	3.20	Undecided	Sometimes Observed
Completing all tasks on time is important for maintaining good grades.	2.74	Undecided	Sometimes Observed
Respectful behavior towards staff is essential for a positive school experience.	3.75	Agree	Frequently Observed
Timely submission of assignments and projects is encouraged to ensure acceptance.	3.22	Undecided	Sometimes observed
Being prepared for class helps students engage fully in the lesson.	2.22	Disagree	Seldom Observed
Grand Mean	3.05	Undecided	Sometimes Observed
General School Policies			
Students are encouraged to attend flag ceremonies and classes regularly to maintain a positive and disciplined school experience.	4.21	Strongly Agree	Always Observed
Wearing the prescribed uniform daily is required to ensure uniformity and a sense of school pride	2.86	Undecided	Sometimes Observed
Wearing the school I.D. every day is essential for safety and identification within the school grounds.	3.49	Agree	Frequently Observed
Respect for school authorities and peers is important for maintaining a harmonious and respectful school environment.	4.67	Strongly Agree	Always Observed
Adhering to the school’s policies on alcohol, smoking, and illegal substances ensures a safe and healthy environment for everyone.	4.71	Strongly Agree	Always Observed
Participating in the Eco-Friendly Program, such as tree planting and clean-up drives, is encouraged to foster environmental responsibility.	3.43	Agree	Frequently Observed
Active participation in school and community activities is expected to support students' personal growth and development.	3.49	Agree	Frequently Observed
Academic integrity is crucial; dishonesty, such as cheating or stealing, will result in suspension.	3.90	Agree	Frequently Observed



Respect for school property is essential, and any act of vandalism will result in suspension.	4.00	Agree	Frequently Observed
Gambling and similar activities are prohibited, and students involved in such activities will face suspension.	4.23	Strongly Agree	Always Observed
The presence of deadly weapons on school grounds is strictly prohibited, and students found with them will be barred from entering class.	4.64	Strongly Agree	Always Observed
Extorting or asking money from others is unacceptable and will result in being prohibited from attending class.	3.98	Strongly Agree	Always Observed
The use, possession, or sale of prohibited drugs is a serious offense and will lead to suspension from classes.	4.70	Strongly Agree	Always Observed
Forging or tampering with school records or transfer forms is prohibited and will result in suspension.	4.45	Strongly Agree	Always Observed
Upholding the values of the school and being a responsible, law-abiding citizen is expected for all students, with academic consequences for non-compliance. Being a law abiding/obedient citizen will be deducted academically.	3.35	Undecided	Sometimes Observed
Grand Mean	4.07	Agree	Frequently Observed

For the classroom discipline policy, the item “Respectful behavior towards staff is essential for a positive school experience” obtained the highest mean of 3.75, described as Agree and interpreted as Frequently Observed. This implies that treating teachers, administrators, and other school staff with respect is considered an important factor in creating a productive and harmonious school environment. When students demonstrate respect toward school personnel, it fosters a climate of trust, cooperation, and mutual understanding, which contributes to better learning outcomes and overall well-being within the school community. Positive interactions with school staff therefore support a more effective and supportive educational environment.

On the other hand, the item “Being prepared for class helps students engage fully in the lesson” obtained the lowest mean of 2.22, described as Disagree and interpreted as Seldom Observed. This indicates that preparedness among students is not consistently practiced. Ideally, students who come to class prepared—by completing assignments, bringing necessary materials, and reviewing previous lessons—are better able to engage with the learning process. Preparation enables them to understand the material more effectively, participate in discussions, ask relevant questions, and benefit more from classroom instruction. However, the result suggests that such behavior is not consistently observed among the respondents.

The grand mean of the classroom discipline policies is 3.05, described as Undecided and interpreted as Sometimes Observed. This implies that classroom discipline practices are implemented at a moderate level, indicating that these policies are observed occasionally but not consistently practiced across all classroom situations.

For the general school policies, the item “The use, possession, or sale of prohibited drugs is a serious offense and will lead to suspension from classes” obtained one of the highest mean scores of 4.70, described as Strongly Agree and interpreted as Always Observed. This finding indicates that the majority of respondents strongly recognize the seriousness of this policy and perceive it as consistently enforced. This result is aligned with Department of Education Order No. 40, s. 2012, particularly Section 6, which states that bringing prohibited items such as deadly weapons, drugs, alcohol, toxic substances, cigarettes, and pornographic materials into school premises may result in corresponding disciplinary penalties. The high mean score suggests that the prohibition of illegal drugs and related sanctions is widely acknowledged and strictly observed within the school environment.

Meanwhile, the item “Wearing the prescribed uniform daily is required to ensure uniformity and a sense of school pride” obtained a mean of 2.86, described as Undecided and interpreted as Sometimes Observed. This indicates that the policy on wearing school uniforms is not consistently practiced by all students. This result may be associated with Department of Education Order No. 45, s. 2008 and Department of Education Order No. 46, s. 2008, which states that wearing school uniforms should not be made mandatory. These policies emphasize that a student's right to access education should not be restricted due to the absence of a school uniform, highlighting that learning access must remain the priority.

Overall, the grand mean for general school discipline policies is 4.07, described as Agree and interpreted as Frequently Observed. This indicates that most respondents recognize the importance of adhering to general school policies and perceive them as being regularly implemented within the school environment.

In summary, the results suggest that general school discipline policies are more consistently observed than classroom discipline policies. While there is a generally positive level of agreement regarding the importance of these policies, the findings also indicate that some aspects of discipline implementation remain inconsistent, particularly within classroom settings. This highlights the need for more consistent enforcement and reinforcement of discipline policies to promote a more structured, supportive, and effective learning environment.

Summary on the Status of Handling School Discipline Policies

Table 2 is the data on the status of handling school discipline policies implementation among the schools in the southern part of Eastern



Samar Division. From the table, it is evident that, from the responses of the respondents, the status of handling these policies is sometimes observed, whether in the classroom or the whole school, in a general environment.

Table 2. Summary Table on the Status of Handling School Discipline Policies

Status of Discipline Policy	Mean	Description	Interpretation
Classroom Discipline Policies	3.05	Undecided	Sometimes Observed
General Discipline Policies	4.07	Agree	Frequently Observed
Grand Mean	3.56	Agree	Frequently Observed

Although the study primarily examined the overall implementation of discipline policies, differences in perception between teachers and students may also exist. Teachers, as policy implementers, may perceive discipline policies as more consistently applied, while students may experience them differently in practice.

Level of Learners’ Observed Values

Table 3. Level of Learners Observed Values

Statements	Mean	Description	Interpretation
Expresses one’s spiritual beliefs while respecting the spiritual beliefs of others.	2.95	Undecided	Moderately High
Shows adherence to ethical principles by upholding truth.	2.97	Undecided	Moderately High
Is sensitive to individual, social and cultural differences.	2.94	Undecided	Moderately High
Demonstrates contributions toward solidarity.	3.11	Undecided	Moderately High
Cares for the environment and utilizes resources wisely, judiciously, and economically.	3.10	Undecided	Moderately High
Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen.	3.06	Undecided	Moderately High
Demonstrates appropriate behavior in carrying out activities in school, community, and country.	3.11	Undecided	Moderately High
Grand Mean	3.04	Undecided	Moderately High

Table 3 presents the level of Learners’ Observed Values based on the information from their Form 10 or DepEd Report Cards. The data show that most students exhibit the values described, with behaviors being occasionally observed in school, indicating that they are progressing in demonstrating these important qualities. Among the behavioral statements, the statement “Demonstrates contributions toward solidarity” and the statement “Demonstrates appropriate behavior in carrying out activities in school, community, and country” were the most frequently observed, both receiving a mean of 3.11, highlighting students' active participation and positive involvement in their school and community activities. While the statement “Is sensitive to individual, social, and cultural differences” received the lowest mean of 2.94, it still reflects students’ efforts toward being more mindful and inclusive of diversity. The grand mean of 3.04, interpreted as “Undecided”, reflects that students are consistently working towards embodying these positive values, with ongoing opportunities for growth and improvement. The data indicate that while students are progressing in displaying positive behaviors, there are still opportunities for further development, particularly in terms of cultural sensitivity and consistent behavior across all areas.

Impact of Discipline Policies and the Level of Learners Observed Values

Table 4 shows the analysis of the data on the impact of School Discipline Policies and the level of Learners' Observed Values in selected schools in the southern part of the Eastern Samar Division. The results reveal a weak and statistically insignificant relationship between the two variables. The computed correlation value of 0.117 indicates a negligible correlation, meaning that the implementation of classroom discipline policies has only a minimal influence on students' observed behaviors. Additionally, the p-value of 0.414 is greater than the 0.05 significance level, suggesting that the relationship between school discipline policies and learners' behaviors is not statistically significant.

Table 4. Impact of School Discipline Policies on the Level of Learners Observed Values

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P-Value	Interpretation
Discipline Policies	Observed Behavior	0.117	Negligible or Weak Correlation	0.414	Not Significant

Despite these findings, the hypothesis stating that “There is no significant relationship between the status of handling school discipline policies and the level of learners’ observed values of Grade 10 students from the southern part of Eastern Samar Division” is hereby accepted. This acceptance may reflect the broader design of the study, which aims to explore the potential link between the two variables, even if the connection is weak and lacks statistical significance. Therefore, while the data suggests that school discipline policies have a minimal impact on learners' behavior, the hypothesis remains accepted within the context of the research.

One possible explanation for this result is that students’ respectful behavior and values may already be strongly influenced by their upbringing at home and by community norms. In many communities, parents and guardians play an important role in shaping children's character, respect, and responsibility (Machica & Machica, 2018). Because of this, learners may continue to demonstrate positive

behavior regardless of whether school discipline policies are strictly implemented. This may help explain why the relationship between institutional discipline rules and students' observed values appears weak in the present study.

However, other studies highlight that formal school discipline policies may still play an important role in maintaining order and safety within the school environment. The study is similar to the findings of Perera (2023), which explains that during the 2021–2022 school year, a majority (62%) of U.S. public schools implemented zero-tolerance policies, or mandatory penalties for students who break certain rules. Overall, zero-tolerance policies remain more common in secondary (middle and high) schools than in elementary schools. Among schools with zero-tolerance policies, data on school violence and possession of illegal paraphernalia, including guns, knives, and other prohibited objects, decreased.

Conclusions

Based on the findings of the study, it can be concluded that the implementation of school discipline policies in the selected public secondary schools in the southern part of the Eastern Samar Division shows a moderate level of compliance, while the level of learners' observed values is generally manifested among Grade 10 students. However, the results of the correlation analysis revealed that there is no significant relationship between the handling of school discipline policies and the level of learners' observed values.

This finding suggests that while discipline policies play an important role in maintaining order and structure within the school environment, they may not necessarily determine or directly influence the internal development of learners' values and character. Students' behaviors and values may also be shaped by other factors such as family upbringing, community influence, peer interactions, and personal experiences. Therefore, the development of learners' values should not rely solely on institutional discipline policies but should also involve broader social and educational support systems.

In light of the findings and conclusions of the study, the following recommendations are offered:

School administrators and teachers may continue to implement school discipline policies consistently to maintain order and a safe learning environment within the school. The Schools Division of Eastern Samar may consider strengthening character development programs that focus not only on enforcing rules but also on nurturing values such as respect, responsibility, cooperation, and self-discipline among learners. Schools may explore the use of restorative discipline practices, where students are guided to reflect on their actions, understand the consequences of their behavior, and actively participate in resolving conflicts. This approach can help learners internalize values rather than simply comply with rules. Teachers and school administrators may implement character-based mentoring programs, where students are guided by teachers or designated mentors to develop positive attitudes, responsible behavior, and strong moral values both inside and outside the classroom. Schools may strengthen collaboration with parents and the community, recognizing that the development of learners' values is a shared responsibility between the school, family, and society. Future researchers may conduct further studies on other factors that may influence the development of learners' values, such as family environment, peer influence, cultural practices, and community engagement, in order to gain a deeper understanding of student behavior.

References

- Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, causes and management of indiscipline acts among primary school students in Shomolu Local Government Area of Lagos State. *Journal of Studies in Social Sciences*, 8(2), 254–287. <http://www.infinitypress.info/index.php/jsss/article/download/790/379>
- Anjum, S. (2021). Impact of Extracurricular Activities on Academic Performance of Students at Secondary Level. *International Journal of Applied Guidance and Counseling*, 2. 7-14. 10.26486/ijagc.v2i2.1869.
- Bell, C. & Puckett, T. (2020). I Want To Learn But They Won't Let Me: Exploring the Impact of School Discipline on Academic Achievement. *Urban Education*, 58. 10.1177/0042085920968629.
- Bhandari, P. (2023). Correlational Research | When & How to Use. Scribbr. Retrieved March 30, 2026, from <https://www.scribbr.com/methodology/correlational-research/>
- Deci, E. L. (2020). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67
- DeRosier, M. E., Strobel, K. R., Guerin, D. W., & Peek, K. (2021). Self-regulation and academic achievement in elementary school children. *Journal of Psychology*, 144(2), 177-197.
- Dräger, J., Klein, M., & Sosu, E. (2025). Does the Impact of Pupil Absences on Achievement Depend on their Timing?. *American Educational Research Journal*, 62. 872-908. 10.3102/00028312251347666.
- Eklund, K., Burns, M., Oyen, K., de Marchena, S., & McCollom, E. (2020). Addressing Chronic Absenteeism in Schools: A Meta-Analysis of Evidence-Based Interventions. *School Psychology Review*, 51. 1-17. 10.1080/2372966X.2020.1789436.
- Eshetu, A.A. Indiscipline problems of high school students: The case of Ethio-Japan Hidasse Secondary School (Addis Ababa, Ethiopia). *Journal of Education and Practice*, 5(37), 23-28. 2014.

- Farkas, G. (2003). Racial Disparities and Discrimination in Education: What Do We know, how Do We Know It, and What Do We Need to Know? *Teachers College Record: The Voice of Scholarship in Education*. 105. 1119-1146. 10.1177/016146810310500606.
- Firman Syah, Arga & Janah, Nur & Hadi Siswanto, Deny. (2025). School strategies in instilling student discipline to improving education quality. *Curricula Journal of Curriculum Development*. 4. 303-314. 10.17509/curricula.v4i1.81149.
- Flaxman E.(2019). Closing the Achievement Gap: Two Views from Current Research. ERIC on Urban Education. New York, NY. Department of Education, Washington, DC.1-6
- Friales, Wilter & Nana, Apolinario & Alo, Luzel & Tajo, W. & Pescuela, Joey. (2023). School discipline: its impact as perceived by the basic education learner's psychology and education: a multidisciplinary journal. *School Discipline: Its Impact as Perceived by the Basic Education Learners*. 260-267. 10.5281/zenodo.10199024.
- Gitome, J. W, Katola, M. T., & Nyabwari , B. G. (2020). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*, 1 (8), 1 – 10
- Machica, A. & Machica, A. (2018). Aspirations of the Out-of-School Youth: Barangay Napara-an, Salcedo, Eastern Samar Perspective. *The Qualitative Report*. 10.46743/2160-3715/2017.3435.
- Nakpodia, E. D. (2019). Teachers' disciplinary approaches to students' discipline problems in Nigerian secondary schools. *International NGO Journal* , 5(6), 144-151. Available online at [http:// www.academicjournals.org/INGO](http://www.academicjournals.org/INGO)
- National Center for Education Statistics. (2018). Indicators of school crime and safety: 2017. Retrieved from https://nces.ed.gov/pubs2018/201803_6.pdf
- Njoroge, P. M., & Nyabuto, A. N. (2019). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research*. 4 (1), 289-307. doi:10.5901/jesr.2014.v4n1p289
- Omote, M. J., Thinguri, R.W., & Moenga, M. E. (2022). A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International Journal of Education and Research*, 3(12), 1-10.
- Ouma, M. O., Simatwa, E. W., & Serem, T. D. K. (2019). Management of pupil discipline in Kenya: A case study of Kisumu Municipality. *Educational Research* , 4(5) , 374-386. Available at <http://www.interestjournals.org/ER>
- Julie Christie P. Paano & Helen C. Fuentes, PhD, 2024. Factors Affecting Academic Achievement in Filipino Subject of Grade 9 Students in Dolores National High School Division of Eastern Samar. *International Journal of Research and Innovation in Social Science*, *International Journal of Research and Innovation in Social Science (IJRISS)*, vol. 8(11), pages 1726-1739, November.
- Paano, J. C. P., & Fuentes, H. C. (2024). Factors affecting academic achievement in Filipino subject of Grade 9 students in Dolores National High School, Division of Eastern Samar. *International Journal of Research and Innovation in Social Science*, 8(11), 1726–1739.
- Patnaik, S., Sharma, U., & Subban, P. (2025). Why do students misbehave? A quantitative study on the exploration of teachers' demographics and their causal attributions of students' challenging behaviour in an Indian context. *Educational Studies*, 1–25. <https://doi.org/10.1080/03055698.2025.2554693>
- Perera, R. M., & Diliberti, M. K. (2023, January 19). Survey: Understanding how U.S. public schools approach school discipline. Brookings Institution. <https://www.brookings.edu/articles/survey-understanding-how-us-public-schools-approach-school-discipline/>
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2022). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101(1), 115-135.
- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2020). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493- 529.
- Samson, R. (2023). Muntinlupenos' Views on the Adoption of Federal-Presidential System in the Philippines: Reference for its Implementation. 10.26438/ijrsm/v9i1.110.
- Skiba, R. & Knesting, K. (2001). Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice. *New directions for youth development*. 92. 17-43. 10.1002/yd.23320019204.
- Snyder, A., Shields, A. (2020) Handling Defiant Students: Regain Classroom Control
- Utami, A. (2022). The Role of Parental Involvement in Student Academic Outcomes. *Journal of Education Review Provision*. 2. 17-21. 10.55885/jerp.v2i1.156.
- Wriston, B., & Duchesneau, N. (2023, April). How school discipline impacts students' social, emotional, and academic development (SEAD). Education Trust. <https://edtrust.org/resource/how-school-discipline-impacts-students-social-emotional-and-academic->




development-sead/

Zimmerman, B. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*. 41. 64-70. 10.1207/s15430421tip4102_2.

Affiliations and Corresponding Information

Marianne B. Hingpes

Eastern Samar State University – Philippines

 hingpes.marianne9419@gmail.com.ph

Dr. Cecilia G. Lagramada

Eastern Samar State University – Philippines