



**POLICIES ON DISCIPLINE: ITS EFFECT ON THE ACADEMIC
PERFORMANCE OF GRADE 7 STUDENTS IN PUBLIC
SECONDARY SCHOOLS**

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ABSTRACT

This study examined the policies on discipline and their effect on the academic performance of Grade 7 students in selected public secondary schools during School Year 2025–2026. It specifically focused on the extent of policies discipline implemented in terms of code of conduct and school rules, implementation of positive discipline approaches, and the role of teachers and administrators in enforcing discipline. It also determined the significant differences in the extent of policies on discipline when grouped according to variables, as well as the academic performance of Grade 7 students and the significant relationship between policies on discipline and students’ academic performance. Furthermore, the study included the preparation of a discipline guide to reduce student misbehavior and assessed the acceptability of the prepared comprehensive guidebook as evaluated by jurors. The study was conducted in selected public secondary schools in a municipality in Albay. The study employed a descriptive-correlational research design. The data were gathered through survey questionnaires supported by available school records. The respondents of the study were Grade 7 teachers from selected public secondary schools in the identified setting. Statistical

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tools used in the study included frequency count, percentage, weighted mean, and chi-square for data analysis.

The findings revealed that the extent of policies on discipline implemented in public secondary schools for Grade 7 students is generally Always Implemented across all areas. The highest is along the role of teachers and administrators (WM = 3.74), showing strong collaboration in enforcing discipline, while the lowest is along code of conduct and school rules (WM = 3.51), indicating that student compliance is still weaker in areas such as academic honesty and care for school property. There is no significant difference in the extent of implementation of policies on discipline across variables such as code of conduct, positive discipline approaches, and roles of teachers and administrators ($F = 1.91 < 3.89$), indicating uniform implementation across all aspects. The extent of effect of discipline policies on Grade 7 students is generally high to very high across all areas. The highest is along fairness and consistency of implementation (WM = 3.70), indicating that students strongly perceive equal treatment, consistent guidance, and unbiased enforcement of rules. The lowest is along teacher-student relationships (WM = 3.42), suggesting that while discipline policies positively influence relationships, there is still a need to further strengthen trust, communication, and consistency in teacher interactions with students. There is no significant difference in the extent of effect of discipline policies across variables such as behavior, fairness, motivation, and relationships ($F = 1.82 < 3.24$), indicating that discipline policies affect all areas relatively equal. There is a strong positive correlation ($r_s = 0.822$) between discipline policies and

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academic performance; however, the relationship is not statistically significant, leading to the acceptance of the null hypothesis.

Based on the findings and conclusions of the study, the following recommendations were proposed: Strengthen programs that promote academic honesty and responsibility, such as integrity campaigns and values education activities. Implement initiatives that encourage care for school property and environmental responsibility, including student-led cleanliness drives. Provide continuous professional development for teachers focusing on modeling positive behavior and student-centered discipline strategies. Enhance positive discipline approaches by ensuring consistent fairness, respect, and support in all classrooms. Increase opportunities for student participation and collaboration to improve engagement and active learning. Develop strategies to strengthen teacher-student relationships, particularly in building trust, open communication, and emotional support. Maintain and sustain fair and consistent implementation of discipline policies across all school settings.

INTRODUCTION

Discipline on policies play a vital role in shaping the behavior and academic performance of Grade 7 students in public secondary schools. A well-structured disciplinary system helps create a safe, orderly, and conducive learning environment where students can develop positive behavior and achieve academic success. However, despite the presence of established policies, challenges such as bullying, absenteeism, and classroom misbehavior continue to persist, potentially affecting students' engagement and learning outcomes. This

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situation highlights the importance of examining how discipline policies influence both behavior and academic performance.

The implementation of policies on discipline in Philippine public secondary schools is anchored on various legal frameworks that ensure the protection and development of learners. At the highest level, the 1987 Philippine Constitution, particularly Article XIV, guarantees the right of every Filipino to quality education and mandates the State to promote and protect this right. This is supported by Republic Act No. 10627, also known as the Anti-Bullying Act of 2013, which requires schools to adopt policies and intervention programs to address bullying and ensure student safety. At the institutional level, DepEd Order No. 40, s. 2012, or the Child Protection Policy, reinforces these mandates by prohibiting corporal punishment and promoting positive and non-violent discipline approaches within schools. These policies collectively provide a strong legal foundation for maintaining a safe and supportive learning environment.

Despite the existence of these policies, concerns regarding student behavior and its impact on academic performance remain evident. Thus, this study was conducted to determine the policies on discipline: its effects on the academic performance of Grade 7 students in public secondary schools. Specifically, it aims to assess how disciplinary measures influence students' behavior, engagement, and academic outcomes. The findings of this study are expected to provide valuable insights that may contribute to the improvement and effective implementation of discipline policies, ultimately enhancing students' overall academic success.

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MATERIALS AND METHODS

This chapter presents the research design, sources of data, respondents of the study, research instruments, validation of research instruments, ethical considerations, data gathering procedures, and statistical tools used.

Research Methodology

This research utilized a descriptive approach within a qualitative framework, specifically employing in-depth interviews as the primary data collection tool.

The descriptive method is centered on the systematic characterization of a phenomenon as it naturally occurs, avoiding any manipulation of variables. As noted by Elliott (2025), this strategy aims to offer a precise depiction of existing conditions, professional practices, or interpersonal dynamics within educational environments. By doing so, it allows researchers to identify emerging trends, consistent patterns, and practical implications. This methodology is especially beneficial for educational research intended to document and examine authentic events, behaviors, or viewpoints while maintaining the integrity of the original setting (Elliott, 2025).

The researcher and the participants were positioned at a comfortable distance from one another, providing an environment conducive to thoughtful reflection on a sequence of questions regarding specific topics. This arrangement was designed to facilitate a focused dialogue, allowing the interviewee to carefully consider their responses. The primary objective was to extract the essential perspectives and core insights of the participants within a specific social context, as revealed through their detailed answers to the research inquiries.

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Research Design

Research design is an essential aspect of the study that provided the overall framework for collecting, analyzing, and interpreting data in a systematic manner. It ensured that the research objectives were properly addressed through appropriate methods and procedures.

This study employed a descriptive research design, which way commonly used in educational and social science research to describe phenomena and examine relationships among variables. According to John W. Creswell, 2024, descriptive research systematically described a situation or condition, while correlational research determined the degree of relationship between two or more variables. The use of the descriptive method way appropriate for this study as it aimed to determine the extent of policies on discipline and their effects on the academic performance of Grade 7 students without altering existing school practices. It allowed the researcher to gather quantifiable data and identify patterns, trends, and relationships among variables in a real educational setting.

In gathering data, the study utilized a survey questionnaire as the primary instrument. According to C. R. Kothari (2004), questionnaires were effective tools for collecting standardized data from a large number of respondents in a systematic and efficient manner. The use of a survey questionnaire was justified in this study because it enabled the researcher to obtain consistent responses from Grade 7 teachers regarding the implementation and effects of discipline policies. It also allowed for easy quantification and analysis of responses, making it suitable for statistical treatment.

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Furthermore, documentary analysis was used to support the data gathered from the survey. Documentary analysis involved examining existing records and documents to validate and enrich research findings. In this study, school records such as students' academic performance were analyzed to provide objective data that complement the responses of the respondents. This method is appropriate as it ensured data triangulation. This also increased the reliability of the results, which identified whether significant relationship existed and provided a more comprehensive understanding on the relationship between policies on discipline and academic performance without altering existing schools' rules or interventions, making it practical and ethical approached.

Participants of the Study

The respondents of this study were Grade 7 teachers from selected public secondary schools. As the primary enforcers of discipline policies within the classroom, teachers played a crucial role in shaping student behavior and academic performance. Table 1 presented the distribution of the respondents of the study.

Their firsthand experiences with implementing school rules, addressing student misconduct, and observing the effects of policies on discipline on learning outcomes made them valuable sources of information. By gathering data from Grade 7 teachers, this study aimed to assess the effectiveness of policies on discipline and their impact on student engagement and academic success. This study employed a purposive sampling technique, a non-random sampling method where participants were selected based on specific criteria relevant to the study Etikan et al. (2020).

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In this case, only Grade 7 teachers who had direct experience in enforcing policies on discipline and managing student behavior were included. This method ensured that the respondents had sufficient knowledge and expertise to provide meaningful insights. The number of teacher respondents were determined based on the total faculty population in the selected schools, ensuring that the sample size was adequate for reliable data analysis.

Research Instrument

The researcher utilized a structured survey questionnaire as the primary research instrument to gather data from Grade 7 teachers regarding the policies on discipline and its effect on student behavior and academic performance. The questionnaire consisted of closed-ended questions to the teachers' perceptions, experiences, and observations related to discipline enforcement and its impact on student outcomes.

Additionally, the questionnaire included demographic questions to collect relevant background information about the respondents, such as years of teaching experience and familiarity with school discipline policies. The instrument was divided into sections covering types of discipline policies, perceived effectiveness, student behavior trends, and academic performance observations.

To supplement the survey, semi-structured interviews may also be conducted with selected teachers to gain deeper insights into the challenges, best practices, and recommendations for improving discipline policies. The inclusion of both quantitative and qualitative data ensured a comprehensive analysis of the relationship between discipline policies and student success.

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Validity of the Research Instrument

To ensure that the research instruments were valid, reliable, and accurate, a validation process was conducted before the actual data collection.

The research instruments were reviewed by a group of experts composed of School Heads, Master Teachers, Prefect of Discipline, and research methodology specialists with experience in school management and classroom discipline. Each validator was given a copy of the instrument and asked to provide comments and suggestions for improvement.

The validators suggested several revisions, such as improving the clarity and consistency of statements, revising or removing biased items, ensuring proper alignment with the research variables, and avoiding repetition of similar questions. These suggestions were carefully considered, and the necessary revisions were made to enhance the quality and validity of the instrument.

After revising the instrument, a dry run or pilot test was conducted with selected Grade 7 teachers from schools that were not included in the actual respondents of the study. The purpose of the pilot test was to determine the clarity of the items and to assess whether the instrument effectively measured discipline policies, student behavior, and academic performance. Based on the results of the pilot test, some items were further revised due to redundancy, ambiguity, and possible bias. These findings served as the basis for the final improvement of the instrument before its administration to the actual respondents.

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Data Gathering Procedures

The data gathering process began with the preparation of a formal letter requesting permission to conduct the study.

The researcher sought approval from Schools Division Superintendent with the recommendation of the Dean of the Graduate School. After securing approval, separate permission letters were sent to the Public Schools District Supervisors, and to the School Heads of the selected public elementary schools included in the scope of the study. Table 2 presented the distribution and retrieval of the research instruments. After securing the necessary approvals, the distribution of survey questionnaires followed. The researcher administered the instruments to the selected Grade 7 teachers and students from the identified public secondary schools.

During this phase, some respondents were not immediately available during the distribution of questionnaires, and there were instances of delayed retrieval of accomplished instruments due to schedule conflicts and school activities. Despite these challenges, follow-ups were conducted to ensure the completion and retrieval of all questionnaires.

After the data gathering procedures, all responses were carefully reviewed to ensure completeness and accuracy. The collected data were then organized, tallied, and encoded for statistical treatment. The results were forwarded to the statistician for appropriate statistical analysis. Based on the computed results, corresponding findings and interpretations were generated.

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Data Analysis

This chapter presents all the results of the data on policies on discipline and its effect on the academic performance of Grade 7 students in public secondary school. This includes: code of conduct and school rules, implementation of positive discipline approaches, role of teachers and administrators in enforcing discipline, promotion of positive behavior, fairness and consistency of implementation, impact on student motivation and engagement, and influence on teacher-student relationships.

The assessment of discipline policies along code of conduct and school rules highlights how consistently behavioral standards are implemented among Grade 7 students in public secondary schools. It identifies both well-observed practices and areas that require further strengthening, serving as a basis for improving student discipline, academic responsibility, and school-wide behavioral management.

Table 3 presents the extent of policies on discipline implemented in public secondary schools for Grade 7 students along code of conduct and school rules. Among the indicators, wears my school uniform properly and keeps myself neat and clean obtained the highest weighted mean of 3.73, interpreted as Always Implemented, indicating that students consistently comply with school dress code and personal grooming standards. This reflects strong school identity, equality among learners, and disciplined presentation that supports a focused learning environment. In contrast, takes care of school property and follows classroom rules to keep the school safe and orderly recorded the lowest weighted mean of 3.15, interpreted as Often Implemented showing that responsibility toward school facilities

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and strict adherence to classroom rules is less consistently practiced compared to other indicators. This suggests that while discipline is generally observed, there are still gaps in students' sense of accountability toward shared school resources and order maintenance. The results imply that although policies on discipline are generally effective, there is a need to strengthen students' sense of responsibility and ownership in maintaining school order and facilities. Enhancing this area may further reduce classroom disruptions and promote a more disciplined and cooperative school environment.

Overall, the findings suggest that while compliance with visible rules such as uniforms are strong, deeper behavioral responsibility such as care for school property requires continued reinforcement through consistent rule implementation, positive discipline, and culturally responsive classroom management strategies to further enhance student discipline and academic success.

The assessment of policies on discipline along positive discipline approaches highlights how students perceive supportive, corrective, and development-oriented disciplinary practices in public secondary schools. It emphasizes both the strengths of student-centered discipline and areas that require further reinforcement to ensure consistency in promoting responsibility, self-control, and behavioral growth.

Table 4 presents the extent of prevailing policies on discipline implemented in public secondary schools for Grade 7 students along positive discipline approaches. Among the indicators, be given chances to make better choices and practice self-control in different situations obtained the highest weighted mean of 3.68, interpreted as Always Implemented,

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indicating that students are consistently provided with opportunities to improve behavior and develop self-regulation skills. This reflects a supportive disciplinary environment that encourages personal growth rather than punishment-based correction. This indicates a need to further strengthen fairness, consistency, and Respectful treatment in disciplinary implementation. The findings simply that while positive discipline approaches are generally observed, there is still a need to reinforce fairness and respectful support to ensure that all students experience consistent and equitable discipline practices.

This finding supports the study of by Santos (2020), who emphasized that positive discipline programs in Philippine schools promote self-control and responsibility by shifting from punitive approaches to supportive behavioral guidance.

With this findings, Schools may strengthening fairness and consistency in positive discipline practices can further improve students' behavioral development and academic engagement when properly implemented. The consistent implementation of positive discipline had a direct impact on students' performance. Standardizing these practices, school addressed the inconsistent observed and ensure uniform experience for all students.

The assessment of policies on discipline along the role of teachers and administrators highlights how school personnel collaboratively implement discipline strategies to ensure a safe, organized, and supportive learning environment. It identifies both strong areas of implementation and aspects that require further strengthening in classroom-level discipline modeling and consistency.

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Table 5 presents the extent of policies on discipline implemented in public secondary schools for Grade 7 students along the role of teachers and administrators. The indicator, Teachers and administrators work together to create a safe and orderly environment where students can focus on learning obtained the highest weighted mean of 3.92, interpreted as Always Implemented, indicating strong collaboration between teachers and administrators in maintaining a disciplined and conducive learning environment. On the other hand, the indicator Teachers guide students to follow school rules by modeling respectful and responsible behavior in the classroom obtained the lowest weighted mean of 3.41, interpreted as Often Implemented, suggesting that while role modeling is practiced, it is less consistently observed compared to other discipline-related responsibilities. The findings imply that although school-wide collaboration is strong, there is still a need to reinforce teachers' consistent modeling of positive behavior to further strengthen discipline at the classroom level and enhance student imitation of expected behaviors.

This result aligns with the study of Escobal et al. (2023), which emphasized that strong teacher–student relationships and consistent teacher behavior modeling contribute to fewer behavioral problems and improved student discipline.

Based on the findings, it is recommended that schools may strengthen programs and training that emphasize teacher role modeling, classroom discipline consistency, and positive behavior demonstration to further improve student discipline and reinforce school-wide behavioral standards. Administrators may also conduct regular monitoring and coaching to ensure consistent demonstration of positive behavior. Policies on discipline play a vital role

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in shaping students' behavior and maintaining a structured learning environment.

Consistent implementation across different disciplinary dimensions ensures that students develop self-control, responsibility, and respect for school rules, which ultimately supports academic success.

Based on the results presented in Table 6, the extent of prevailing policies on discipline implemented among the variables shows that code of conduct and school rules obtained a weighted mean of 3.51, positive discipline approaches also obtained 3.51, and role of teachers and administrators obtained the highest weighted mean of 3.74. The overall weighted average of 3.59 indicates that policies on discipline are consistently implemented and interpreted as Always Implemented across all variables. In terms of inferential statistics, the computed F-value of 1.91 is lower than the tabular value of 3.89 at 0.05 level of significance with 2 degrees of freedom between groups and 12 within groups. As a result, the null hypothesis is accepted and the alternative hypothesis is rejected, indicating that there is no significant difference among the variables. This implies that policies on discipline are implemented in a uniform manner across all areas, showing consistency in enforcement of school rules, application of positive discipline, and involvement of teachers and administrators. Such uniformity strengthens school discipline systems and contributes to a more stable and predictable learning environment for Grade 7 students.

Supporting this result, Jones and Smith (2023) emphasized that consistent enforcement of discipline policies reduce behavioral inconsistencies and improves classroom management, leading to better student engagement and instructional efficiency. This also

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highlights the importance of sustained teacher and administrator collaboration in maintaining effective discipline practices in schools.

In terms of recommendation, schools may continue strengthening coordination among teachers and administrators to sustain consistent implementation of policies on discipline. Regular monitoring and periodic evaluation may also be conducted to ensure that discipline strategies remain effective and responsive to student behavioral needs.

The assessment of the effect of policies on discipline along promotion of positive behavior highlights how school rules and disciplinary measures influence students' attitudes, conduct, and social interactions. It identifies both strong behavioral outcomes and areas that require further reinforcement to fully develop positive student behavior in school settings.

Table 7 presents the extent of effect of policies on discipline to Grade 7 students along promotion of positive behavior. Among the indicators, Follows school rules and instructions to help create a safe and peaceful learning environment obtained the highest weighted mean of 3.78, interpreted as Very High Effect, indicating that discipline policies strongly promote rule compliance and contribute to a safe and orderly school environment. In contrast, Cares for school property and keeps surroundings clean to show pride in my school recorded the lowest weighted mean of 3.11, interpreted as High Effect, suggesting that while discipline policies influence responsible behavior, care for school facilities and environment is comparatively less strongly developed. The findings imply that policies on discipline are effective in promoting positive behavior, particularly in rule-following, responsibility, and participation, although environmental responsibility still requires strengthening. This indicates that behavioral

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development is more strongly observed in compliance-based actions than in value-based responsibilities.

This result is consistent with the studies of Santos (2020) and Mastul (2020), which emphasized, emphasizing that positive and restorative discipline approaches promote self-control, responsibility, and improved student behavior through supportive and structured interventions.

It is recommended that schools strengthen programs that promote environmental responsibility and care for school property through value formation activities, student-led initiatives, and continuous reinforcement of positive discipline practices to ensure balanced behavioral development among Grade 7 students. Fairness and consistency in discipline implementation play a vital role in shaping students' trust, understanding of rules, and acceptance of school policies. These factors ensure that students feel equally treated and guided in a respectful learning environment.

Table 8 shows that the extent of effect of policies on discipline along fairness and consistency is Very High Effect with a weighted average of 3.70. The highest indicator is treated fairly by my teachers and administrators, with the same rules applied to everyone, with a weighted mean of 3.83, interpreted applied to everyone, with a weighted mean of 3.83, interpreted as Very High Effect. This indicates that students strongly perceive that fairness is consistently practiced in the implementation of school policies on discipline, which helps build trust and positive behavior among learners. The lowest indicator is sees that rewards and recognition are given based on effort and behavior, not on personal

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preference, with a Weighted mean of 3.54, also interpreted as Very High Effect. Although still high, this suggests that the area of recognition are given based on effort and behavior, not on personal preference, with a weighted mean of 3.54, also interpreted as Very High Effect. although still high, this suggests that the area of recognition and reward is the least strongly perceived compared to other fairness-related practices and may require further strengthening to ensure transparency and equal appreciation of student efforts.

The findings imply that fairness and consistency are strongly observed in school discipline implementation, leading to higher student trust, better acceptance of rules, and improved behavioral responses. Strengthening transparency in recognition systems may further enhance student motivation and perception of fairness.

The findings of the study supported by the study of Balatero and Bauyot (2024), which emphasized that fair and consistent implementation of school leadership and policies strengthens trust among students and improves behavioral compliance within the school environment. This also highlights the importance of sustained teacher and administrator collaboration in maintaining effective discipline practices in schools, as it ensures consistency in policy implementation and strengthens a unified approach to student behavior management.

Based from the findings, it was recommended to strengthen transparency in reward and recognition systems and maintaining consistent enforcement of school rules to further enhance fairness, equality, and student confidence in school discipline implementation.

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Student motivation and engagement are important in determining how actively learners participate in classroom activities and respond to the learning environment provided by the school.

Table 9 shows that the extent of effect of policies on discipline along student motivation and engagement. The highest indicator is more willing to improve when my mistakes are treated as chances to learn instead of reasons for punishment, with a weighted mean of 3.76, interpreted as Very High Effect. This indicates that students are highly motivated when discipline policies emphasize understanding, support, and growth rather than punishment. On the other hand, the lowest indicator stays focused and interested when I am given opportunities to share my ideas and participate in group activities, with a weighted mean of 3.44, interpreted as High Effect. This suggests that although students are engaged, opportunities for active participation and collaboration are slightly less emphasized and may need further enhancement. The findings imply that policies on discipline effectively promote student motivation and engagement, especially when they encourage a supportive and respectful learning environment. However, increasing opportunities for student participation and interaction may further strengthen engagement and interest in learning.

The study of Zhou and Alias (2024), were supported by the present findings which emphasize the supportive classroom environments enhance student motivation and engagement. Their findings also highlighted that positive teacher-student interactions play a significant role in increasing student participation in learning activities.

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To further improve student motivation and engagement, it is recommended that schools may strengthen the use of interactive and collaborative teaching strategies while providing more opportunities for learners to actively participate, express their ideas, and engage in meaningful classroom activities. Teacher-student relationships play a significant role in shaping students' attitudes, behavior, and engagement in the learning process, as they influence how learners respond to classroom interactions and discipline practices.

Table 10 shows that the extent of effect of discipline policies along teacher-student relationships is High Effect a weighted average of 3.42. The highest indicator is build stronger relationships with my teachers when they guide me patiently and help me improve instead of focusing only on mistakes, with a weighted mean of 3.78, interpreted as Very High Effect. This indicates that students develop stronger connections with their teachers when discipline approaches are supportive, patient, and focused on improvement rather than punishment.

In contrast, the lowest indicator trusts my teachers more when they are fair and consistent in enforcing rules, with a weighted mean of 3.11, interpreted as High Effect, suggesting that although trust is evident, consistency in discipline practices still needs improvement to further enhance relationships. The findings imply that discipline policies positively influence teacher-student relationships, especially when teachers demonstrate patience, understanding, and encouragement. However, strengthening consistency in enforcing rules may further enhance trust and connection between teachers and students.

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The findings of this study supports the study of Anabo and Rapada Jr. (2024), which emphasized that positive interactions and supportive practices from teachers strengthen relationships and improve student engagement. Their findings also highlighted that fairness and consistency in classroom practices contribute to building trust and respect between teachers and learners.

In addition, schools may provide training programs and workshops that focus on developing teachers' interpersonal skills, classroom management, and positive discipline strategies. These initiatives can help teachers create a more supportive and inclusive learning environment that fosters stronger relationships and enhances students' academic engagement. These initiatives can help teachers create a more supportive and inclusive learning environment that fosters stronger relationships and enhances students' academic engagement, ultimately contributing to improved student behavior and overall school performance.

It is recommended that schools may enhance the quality of teacher-students relationship by creating a more engaging and effective learning environment that support students' academic success and personal development.

The extent of effect of discipline policies plays an important role in shaping students' behavior, motivation, and relationships within the school environment, as it reflects how disciplinary practices are experienced across different dimensions of student development.

Based on the results presented in Table 11, there is no significant difference among the variables at 0.05 level of significance with 3 and 16 degrees of freedom. The computed F-

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value of 1.82 is lower than the tabular value of 3.24, which indicates that the null hypothesis is accepted and the alternative hypothesis is rejected. This means that the extent of effect of discipline policies is relatively consistent across promotion of positive behavior, fairness and consistency, student motivation and engagement. The findings imply that policies on discipline are uniformly effective in influencing different aspects of student development. This consistency suggests that school discipline practices are implemented in a balanced manner, contributing equally to behavioral development, motivation, and relationships among students and teachers.

The result is supported by the study of Obenza-Tanudtanud and Obenza (2024), which emphasized that well-implemented discipline systems create a stable and consistent learning environment that positively influences student behavior and academic engagement. Their findings also highlight that when discipline is applied uniformly, it strengthens both student motivate school relationships. It is recommended that schools continue maintaining consistent implementation of discipline policies across all areas to sustain balanced student development. Strengthening monitoring systems and ensuring equal application of rules may further enhance the effectiveness of discipline practices.

Academic performance reflects the learning achievement of students and serves as a key indicator of how well they respond to instructional strategies and school-based interventions, including policies on discipline.

Table 12 presents the academic performance of Grade 7 students for School Year 2025–2026. The highest percentage is Satisfactory (80–84) with 34.84%, indicating that most

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students are performing at an acceptable level in their academic requirements. This suggests that a large portion of learners are able to meet the minimum learning competencies expected at their grade level. In contrast, the lowest percentage is Did Not Meet Expectations (Below 75) with 0.45%, showing that only a very small number of students are experiencing serious academic difficulty, which reflects generally positive learning outcomes across the population.

The findings imply that most Grade 7 students are performing within acceptable academic standards, which may be influenced by effective classroom management, policies on discipline, and teacher support. However, the presence of learners in the fairly satisfactory and below expectations categories suggest that additional academic support is still needed for some students.

This aligns with study of Gonzales (2024), which emphasized that structured learning environments and consistent discipline practices contribute to improved student achievement. Their findings also highlighted that students perform better academically when schools maintain clear expectations and supportive learning conditions.

It is recommended that schools strengthen academic support programs such as remediation, tutoring, and intervention activities for students who fall under fairly satisfactory and below expectations levels. These programs can help bridge learning gaps and ensure that all students achieve minimum competency standards.

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The relationship between policies on discipline and academic performance is essential in understanding how school regulations influence student learning outcomes, behavior, and overall achievement in public secondary schools.

Table 13 presents the test of relationship between the extent of effect of discipline policies and the academic performance of Grade 7 students for School Year 2025–2026. The computed Spearman rank correlation value of 0.822 is greater than the tabular value of 1.000 at 0.05 level of significance with 3 degrees of freedom, indicating that the result is not significant. Therefore, the null hypothesis is accepted, and the alternative hypothesis is rejected. This means that there is no significant relationship between the generally positive learning outcomes across the population. This finding is supported by the study of Wang and Eccles (2013), which found that student achievement is influenced by multiple interconnected factors including motivation, classroom engagement, and instructional quality, while discipline alone has limited direct impact on academic performance. Their findings emphasize that academic success is better explained through a combination of behavioral, cognitive, and environmental influences rather than a single factor.

It is recommended that schools strengthen academic support systems alongside discipline implementation to ensure balanced student development. Programs such as remediation, tutoring, and differentiated instruction may help improve academic outcomes more effectively.

This comprehensive guide is prepared on students' discipline to provide a clear and concise guide on how policies on discipline influence students' behavior, motivation,

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engagement, teacher-student relationships, and academic performance. Discipline is widely recognized as critical factor in maintaining order and creating a conducive learning environment. It is designed to help school heads and teachers strengthen the implementation of fair, consistent, and supportive discipline practices that promote a positive and conducive learning environment for students. To ensure everyone enjoy positive learning experience, specific rules and regulation had been established. This help students, parents, and staff to understand what is expected regarding behavior, attendance, and disciplinary measures that will applied should these policies not be followed.

The findings reveal that students' discipline policies have a strong influence on student motivation and engagement, particularly when discipline is applied in a supportive manner that encourages learning from mistakes rather than focusing on punishment. Students tend to become more motivated and engaged when they feel respected, guided, and given opportunities to participate actively in classroom activities. In terms of teacher-student relationships, policies on discipline contribute to building trust and connection between learners and teachers, especially when teachers demonstrate patience, fairness, and consistency in enforcing rules. However, consistency in implementing discipline practices remains an area that may still be improved to further strengthen these relationships.

Overall, policies on discipline are effective in promoting positive student behavior, motivation, and healthy classroom relationships. Public secondary schools implement various discipline policies to regulate student behavior, ranging from attendance and uniforms policies to conduct and anti-bullying rules. However, the findings also suggest that academic

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performance is influenced by other factors beyond discipline alone, indicating the need for complementary instructional and academic support strategies.

These official rules set by the school. They cover things like attendance, wearing of uniforms, behavior inside the classroom, respect for teachers, and sanctions for breaking rules. The study looks at whether these rules are strict, how they are enforced, and how students understand the current discipline system that helps students learn better and study more effectively.

This focuses specially on students who are new to high school. Grade 7 is transition period where students are adjusting from elementary to a more difficult level learning, so discipline plays a big role here.

RESULTS AND DISCUSSIONS

The data gathered were analyzed and interpreted yielded the following salient findings.

1. The extent of policies on discipline implemented in public secondary schools for Grade 7 students is generally Always Implemented across all areas. The highest is along the role of teachers and administrators (WM = 3.74), showing strong collaboration in enforcing discipline, while the lowest is along code of conduct and school rules (WM = 3.51), indicating that student compliance is still weaker in areas such as academic honesty and care for school property.

2. There is no significant difference in the extent of implementation of policies on discipline across variables such as code of conduct, positive discipline approaches, and roles

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of teachers and administrators ($F = 1.91 < 3.89$), indicating uniform implementation across all aspects.

3. The extent of effect of policies on discipline to Grade 7 students is generally high to very high across all areas. The highest is along fairness and consistency of implementation ($WM = 3.70$), indicating that students strongly perceive equal treatment, consistent guidance, and unbiased enforcement of rules. The lowest is along teacher-student relationships ($WM = 3.42$), suggesting that while discipline policies positively influence relationships, there is still a need to further strengthen trust, communication, and consistency in teacher interactions with students.

4. There is no significant difference in the extent of effect of policies on discipline across variables such as behavior, fairness, motivation, and relationships ($F = 1.82 < 3.24$), indicating that discipline policies affect all areas relatively equally.

5. The academic performance of Grade 7 students is generally satisfactory to very satisfactory, with the majority of students performing at acceptable or above-average levels and very few failing, indicating a positive academic environment.

6. There is a strong positive correlation ($r_s = 0.822$) between policies on discipline and academic performance; however, the relationship is not statistically significant, leading to the acceptance of the null hypothesis.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were proposed.

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1. To strengthen the programs the school may promote Academic honesty and responsibility, such as integrity campaigns and values education activities.
2. School may implement initiatives that encourage care For school property and environmental responsibility, including student-led cleanliness drives.
3. Provide continuous professional development for teachers may focused on modeling positive behavior and student-centered discipline strategies.
4. It may Enhance positive discipline approaches by ensuring consistent fairness, respect, and support in all classrooms.
5. The school may increase opportunities for student participation and collaboration to improve engagement and active learning.
6. It may develop strategies to strengthen teacher-student relationships, particularly in building trust, open communication, and emotional support.
7. School may maintain and sustain fair and consistent implementation of discipline policies across all school settings.

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