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EMPLOYING RULES AND ROUTINES TO ESTABLISH STRUCTURE IN SAN PABLO DISTRICT: ITS EFFECT ON LEARNERS' RESPONSIBILITY AND DISCIPLINE

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ABSTRACT

Establishing clear rules and consistent routines is essential for creating structured, supportive classrooms that foster learner accountability and self-discipline. This descriptive-survey study examined the extent to which teachers and school administrators in San Pablo District, Zamboanga del Sur, employed rules and routines to establish classroom structure and evaluated their perceived effect on learners' responsibility and discipline during the second semester of School Year 2025–2026. Using purposive sampling, data were gathered via a validated 30-item questionnaire-checklist from 28 school administrators and 137 elementary teachers with at least three years of teaching experience. Six structural dimensions were assessed: *open communication*, *inclusive decision-making*, *empowerment*, *conflict resolution*, *adaptability*, and *shared vision*. Weighted mean, ranking, and independent t-test analyses revealed that all six dimensions were consistently "Always Practiced" (overall general mean = 3.50). Among the six dimensions, *adaptability* ranked highest ($M = 3.60$), followed by *open communication* ($M = 3.52$), *inclusive decision-making* ($M = 3.51$), *conflict resolution*

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($M = 3.49$), *shared vision* ($M = 3.49$), and *empowerment* ($M = 3.48$). Furthermore, the computed t-value (4.605) exceeded the critical tabular value (2.228) at the 0.05 level of significance, leading to the rejection of the null hypothesis and indicating a statistically significant difference between the perceptions of school administrators and teachers. The findings demonstrate that the sustained application of structured rules and routines cultivates mutual respect, constructive conflict management, and learner self-discipline across diverse elementary classrooms.

Keywords: *Rules and routines, classroom structure, learners' responsibility and discipline, positive communication, classroom management, San Pablo District*

INTRODUCTION

Employing rules and routines is a foundational pillar of effective classroom management, establishing a structured, safe, and predictable learning environment that maximizes instructional time. While rules define clear boundaries for acceptable conduct, routines streamline recurring daily activities into automatic, productive habits. Central to sustaining these structures is positive verbal and nonverbal communication, which shapes teacher–learner relationships, instructional clarity, and behavioral outcomes. Educators who utilize affirming, respectful, and empathetic communication foster mutual trust and psychological safety, encouraging learners to engage actively and take ownership of their behavior (Marzano & Marzano, 2003; Hattie, 2009; Cornelius-White, 2007). Conversely,

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punitive or inconsistent interactions can trigger resistance, misunderstandings, and emotional distress among diverse learners (Sutherland & Wehby, 2001).

Drawing upon collaborative educational leadership and classroom management frameworks (New Leaders, n.d.; Alber, 2017; Jones & Jones, 2016), establishing classroom structure involves six interrelated dimensions: (1) *open communication*, which encourages transparent dialogue and prompt clarification of expectations; (2) *inclusive decision-making*, which engages learners and stakeholders in shaping behavioral norms; (3) *empowerment*, which builds learner autonomy and self-discipline through consistent routines; (4) *conflict resolution*, which addresses disputes calmly, fairly, and constructively; (5) *adaptability*, which adjusts instructional procedures to meet evolving learner needs; and (6) *shared vision*, which aligns individual actions toward a unified, respectful classroom mission.

In San Pablo District—a coastal, agricultural municipality in Zamboanga del Sur characterized by a diverse population of Subanen, Muslim, and Christian communities where youth aged 14 and below account for 36.24% of residents (Wikipedia, n.d.)—elementary educators manage classrooms with varied socio-cultural and developmental needs. Strengthening structured, positive classroom practices is therefore critical for reducing disruptive behaviors and nurturing learner responsibility. This study investigated the extent to which these six rule-and-routine dimensions were practiced in San Pablo District, compared the perceptions of school administrators and teachers, and examined their impact on learners' responsibility and discipline.

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MATERIALS AND METHODS

Research Design

A descriptive-survey research design (Padua & de Guzman-Santos, 1998) was employed to assess and compare existing classroom management practices and structural routines in public elementary schools in San Pablo District during the second semester of School Year 2025–2026.

Participants and Sampling

Using purposive (judgment) sampling (Calmorin & Calmorin, 1997), the study surveyed **165 respondents** across public elementary schools in San Pablo District, Zamboanga del Sur, consisting of **28 school administrators** (principals, school heads, and teachers-in-charge) and **137 elementary teachers** with at least three years of teaching experience.

Research Instrument and Validation

Data were gathered using a researcher-made, 30-item structured questionnaire-checklist covering six variables, with five specific behavioral statements per variable:

1. *Open Communication* (Items 1–5)
2. *Inclusive Decision-Making* (Items 6–10)
3. *Empowerment* (Items 11–15)
4. *Conflict Resolution* (Items 16–20)

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5. *Adaptability* (Items 21–25)

6. *Shared Vision* (Items 26–30)

Items were rated on a four-point continuum: **4 (3.26–4.00)** = *Always Adopted / Always Practiced (AA/AP)*; **3 (2.51–3.25)** = *Often Adopted / Often Practiced (OA/OP)*; **2 (1.76–2.50)** = *Sometimes Adopted / Sometimes Practiced (SA/SP)*; and **1 (1.00–1.75)** = *Never Adopted / Never Practiced (NA/NP)*. Content validation was conducted with the assistance of the thesis adviser and a dry-run pilot test administered to school administrators and teachers in the neighboring Guipos District (with formal endorsement for Dumalinao District), followed by approval from the Dean of the Graduate School at Southern Mindanao Colleges.

Data Collection and Statistical Analysis

Following approval from the Schools Division Superintendent of Zamboanga del Sur and the Public Schools District Supervisor, questionnaires were administered online via Google Forms to school administrators and distributed to teachers following their virtual Learning Action Cell (LAC) sessions, with strict assurances of confidentiality. Data were analyzed using **Weighted Mean** and **Ranking** to determine the level and priority of each indicator, and an **independent-samples t-test** (Freund, 1984) at the $\alpha = 0.05$ level of significance ($df = 10$, $t_{\text{crit}} = 2.228$) to test for significant differences between administrator and teacher ratings.

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RESULTS AND DISCUSSIONS

1. Extent of Employing Rules and Routines Across the Six Dimensions

Across all six dimensions, both school administrators and teachers consistently rated the implementation of rules and routines within the *Always Practiced* range:

- **Adaptability ($M = 3.60$):** Ranked first overall (administrators = 3.57, teachers = 3.62). Top indicators included *encouraging learners to adapt positively to changes in classroom procedures* ($M = 3.64$ overall; 3.74 in summary findings) and *modifying classroom procedures to improve learner engagement and participation* ($M = 3.64$), followed by *evaluating and improving classroom routines based on learner feedback and outcomes* ($M = 3.60$). Adjusting routines when necessary ($M = 3.57$) and maintaining consistency while accommodating reasonable learner concerns ($M = 3.53$) were also consistently practiced.
- **Open Communication ($M = 3.52$):** Ranked second overall (administrators = 3.47, teachers = 3.57). *Listening attentively to learners' suggestions regarding classroom management* led this domain ($M = 3.57$), followed by *discussing the importance of following classroom expectations* ($M = 3.55$) and *clarifying misunderstandings regarding rules and expectations promptly* ($M = 3.53$). Fostering a comfortable communication climate ($M = 3.50$) and providing regular reminders about routines ($M = 3.46$) further reinforced clarity and trust.

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- **Inclusive Decision-Making ($M = 3.51$):** Ranked third overall (administrators = 3.40, teachers = 3.62). Key practices included *guiding learners to value maintaining peace over winning an argument / participating in setting behavioral expectations* ($M = 3.55$), *engaging learners in evaluating the effectiveness of classroom rules and routines* ($M = 3.52$), and *promoting collaborative discussions when addressing classroom issues* ($M = 3.51$). Considering learners' opinions during revisions ($M = 3.50$) and encouraging student ideas for discipline ($M = 3.46$) were also consistently observed.

- **Conflict Resolution ($M = 3.49$):** Tied for fourth rank (administrators = 3.41, teachers = 3.56). *Addressing classroom conflicts promptly and fairly* ranked highest ($M = 3.56$), followed by *modeling calm and respectful behavior when resolving disputes* ($M = 3.53$) and *fostering a classroom environment where conflicts were addressed constructively* ($M = 3.48$). Adapting activities to encourage participation ($M = 3.46$) and applying rules consistently during disciplinary issues ($M = 3.40$) completed this domain.

- **Shared Vision ($M = 3.49$):** Tied for fourth rank (administrators = 3.41, teachers = 3.56). Top indicators were *promoting unity among learners in achieving a safe, respectful, and productive learning environment* ($M = 3.56$), *involving learners in creating a positive vision for classroom behavior* ($M = 3.53$), and *sharing how collaboration and teamwork contribute to class success* ($M = 3.48$).

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Emphasizing individual accountability ($M = 3.46$) and communicating the value of an orderly classroom ($M = 3.40$) were also consistently practiced.

- **Empowerment ($M = 3.48$):** Ranked sixth overall while remaining firmly *Always Practiced* (administrators = 3.38, teachers = 3.58). *Guiding learners in developing self-discipline through consistent routines* ranked first ($M = 3.53$), followed by *recognizing learners who demonstrated responsible behavior* ($M = 3.48$) and *helping learners understand the benefits of responsible behavior* ($M = 3.47$). Supporting habit formation ($M = 3.46$) and motivating independent rule compliance ($M = 3.46$) reinforced learner autonomy.

2. Comparability and Hypothesis Testing Between Administrators and Teachers

Table 1 summarizes the comparative weighted means, rankings, and t-test results across the six variables.

Structural Variable	School Administrators (M)	Teachers (M)	Combined Mean	Verbal Equivalent	Rank
Adaptability	3.57	3.62	**3.60**	Always Practiced (AP)	1
Open Communication	3.47	3.57	**3.52**	Always Practiced (AP)	2

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Structural Variable	School Administrators (M)	Teachers (M)	Combined Mean	Verbal Equivalent	Rank
Inclusive Decision-Making	3.40	3.62	**3.51**	Always Practiced (AP)	3
Conflict Resolution	3.41	3.56	**3.49**	Always Practiced (AP)	4.5
Shared Vision	3.41	3.56	**3.49**	Always Practiced (AP)	4.5
Empowerment	3.38	3.58	**3.48**	Always Practiced (AP)	6
Overall General Mean	**3.44**	**3.59**	**3.50**	**Always Practiced (AP)**	—

The independent-samples t-test comparing the pooled ratings of school administrators ($SD = 0.069$) and teachers ($SD = 0.029$) produced a computed **t-value of 4.605**, which exceeded the critical tabular value of **2.228** at the 5% level of significance ($df = 10$). Consequently, the null hypothesis was **rejected**. Consistent with Balucan (2008), although both groups agreed that these strategies are *Always Practiced*, teachers rated their day-to-day classroom execution significantly higher than administrators did—reflecting teachers'

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direct frontline immersion in classroom routines compared to administrators' broader supervisory perspective.

3. Effect on Learners' Responsibility and Discipline

Consistent with positive discipline theory (Spriegel, as cited in Economics Discussion, n.d.) and local classroom management studies (Mandalupa, 2004; Danda, 2004), employing clear rules and predictable routines shifts discipline from external punishment to internal self-regulation. When teachers listen attentively, involve pupils in rule-setting, resolve conflicts calmly, and adapt procedures to learner needs, pupils develop empathy, accountability, cooperative peer norms, and sustained self-discipline.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Public elementary teachers and school administrators in San Pablo District consistently practice rules and routines to establish classroom structure across all six evaluated dimensions—*adaptability*, *open communication*, *inclusive decision-making*, *conflict resolution*, *shared vision*, and *empowerment*—all falling within the *Always Practiced* category.

2. *Adaptability* emerged as the most prevailing structural practice ($M = 3.60$), highlighting educators' responsiveness to diverse learner needs, while *empowerment* ranked sixth ($M = 3.48$), indicating room to further expand learner-led autonomy.

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3. A statistically significant difference exists between the ratings of school administrators and teachers ($t = 4.605 > 2.228, p < 0.05$), with teachers reporting higher frequency of classroom-level implementation than administrators observed.

4. The consistent application of structured rules and positive communication strategies effectively nurtures learners' personal responsibility, cooperative behavior, and self-discipline.

Recommendations

1. **Sustain Adaptive and Responsive Classroom Routines:** Teachers should continue adjusting instructional procedures and daily routines based on learner feedback and developmental needs to maintain high engagement.

2. **Deepen Learner Empowerment and Autonomy:** Educators should expand opportunities for pupils to lead group tasks, monitor personal behavior goals, and practice self-discipline independently.

3. **Institutionalize Participatory Rule-Setting and Open Dialogue:** Teachers should regularly involve learners in evaluating classroom rules, clarifying expectations promptly, and maintaining open, respectful channels for student feedback.

4. **Strengthen Restorative Conflict Resolution and Shared Classroom Vision:** Schools should integrate peaceful peer mediation, fair conflict resolution, and unified

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classroom goal-setting into Learning Action Cell (LAC) sessions to align administrator and teacher observations.

5. **Future Research:** Subsequent studies may incorporate direct pupil behavioral records, classroom observation checklists, and parent evaluations to measure the long-term impact of structured routines on academic achievement.

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