

Discipline Policy Implementation and Its Relationship to Classroom Management Efficiency: Basis for A Policy Brief

Chad M. Galsim

Aldersgate College Inc., Solano, Nueva Vizcaya, Philippines
chad.galsim@gmail.com

ABSTRACT

This study aimed primarily to examine the relationship between school discipline policy implementation and the classroom management efficiency of teachers at King's College of the Philippines – Bambang, Inc. By focusing on a faculty profile characterized by early-career educators, the research sought to understand how the clarity, fairness, and consistency of school rules influence a teacher's daily ability to maintain a productive and orderly learning environment. Using a descriptive-correlational research design with 25 high school teachers, the findings showed that while educators demonstrate a high level of management efficiency ($M=3.70$), their success is closely tied to how effectively policies are implemented. Although staff recognized fairness as a strength within the institution, a lack of procedural clarity emerged as a significant challenge. The study found a moderate positive correlation ($r=.476$, $p=0.016$) between policy implementation and management efficiency, suggesting that when teachers have clear, consistent guidelines, their confidence and classroom effectiveness increase. To address these gaps, the study concludes that school order is most effective when administrators prioritize support and transparent rules. The research proposes implementing a "Policy Brief" to better equip teachers with restorative and practical disciplinary tools. This initiative aims to bridge the gap between written policy and classroom practice, ensuring educators have the procedural support needed to foster a disciplined yet supportive school culture.

Keywords: Discipline policy implementation, classroom management efficiency, teacher perceptions, implementation challenges

INTRODUCTION

Effective classroom management and discipline policy implementation are among the most critical components of a productive, supportive learning environment. Research indicates that how schools design, communicate, and enforce these policies significantly impacts both teacher efficacy and student conduct (Canter & Canter, 2021). Discipline policies foster respect, order, and accountability when applied clearly, fairly, and consistently. Conversely, policies that are perceived as ambiguous or unjust can undermine classroom stability and exacerbate behavioral issues (Bear, 2020).

In today's dynamic educational context, teachers face increasing demands to maintain order while promoting student-centered learning. The success of these policies relies heavily on teachers' perceptions and institutional support. According to Marzano et al. (2021), classroom management efficiency is not merely a product of personal competence but is deeply rooted in clear school guidelines and administrative support for enforcement and professional development. Without this institutional scaffolding, teachers may struggle to bridge the gap between abstract policy and classroom reality.

The transition from theoretical policy to practical application is particularly evident at The King's College of the Philippines – Bambang, Inc. (KCP). The KCP High School Department Student Manual (S.Y. 2022-2023) serves as the local operationalization of these broader educational standards. By aligning institutional rules with teacher understanding, KCP aims to create a unified front in behavioral management. However, for such a manual to be effective, it must show a clear flow from national mandates to the specific interventions practiced in the school's hallways.

In the Philippine educational landscape, school discipline operates under rights-based, child-friendly frameworks like DepEd Order No. 55, s. 2013 (Child Protection Policy) and DepEd Order No. 19, s. 2020 (Guidelines on Learner Discipline), both of which emphasize constructive, restorative interventions over punitive ones.

While robust legal and theoretical frameworks exist on paper, translating them into day-to-day practice often reveals a persistent "implementation gap". This is highly evident at King's College of the Philippines – Bambang, Inc. (KCP), where the institutional high school student manual aligns with national standards but faces real-world challenges. Most existing literature focuses strictly on student outcomes, leaving an empirical gap regarding the specific friction points teachers face when balancing restorative approaches with the practical need to maintain classroom order—particularly in a workforce predominantly composed of early-career educators.

This study sought to assess the demographic profile of the high school faculty, gauge their perceptions of how discipline policies are implemented (clarity, fairness, consistency, practicality, and administrative support), evaluate their self-reported classroom management efficiency, identify their primary implementation challenges, examine the correlation between policy implementation and management efficiency, and formulate an actionable policy brief based on the findings.

METHODOLOGY

The study used a descriptive-correlational research design to describe the data and examine the statistical relationship between the implementation of school discipline guidelines and classroom management efficiency.

The research was conducted at the High School Department of King's College of the Philippines – Bambang, Inc. The respondent group consisted of a complete census of 25 active junior and senior high school teachers.

Data were gathered using a researcher-developed Likert-scale questionnaire adapted from established educational research frameworks. Academic experts thoroughly reviewed the instrument for content validity, and it demonstrated excellent internal consistency, yielding a Cronbach's alpha of .954 across items.

After the school administration formally approved the printed research instruments, the researcher personally distributed them to ensure a high response rate and provide immediate procedural clarity. The data gathered were analyzed using mean distributions for descriptive objectives and Pearson r correlation analysis to evaluate the primary hypothesis. Strict ethical standards were maintained: no personally identifying markers were collected, responses remained confidential, physical surveys were kept in a secure lockbox, and digital records were stored in password-protected files.

RESULTS AND DISCUSSION

The demographic data revealed an entry-level and developing faculty baseline: 72% of the surveyed teachers had 1 to 3 years of classroom experience, 100% held an administrative rank of Teacher I, and 88% had a Bachelor's Degree as their highest level of education.

The faculty perceived overall discipline policy implementation as "Highly Implemented," resulting in a grand mean of 3.54. Across dimensions, Fairness received the highest rating ($M=3.64$), followed closely by Practicality ($M=3.58$), Consistency ($M=3.56$), and Administrative Support ($M=3.53$), all falling securely into the "Highly Implemented" category. Conversely, Policy Clarity emerged as the weakest single area, scoring lowest at 3.38 and remaining categorized as only "Implemented".

High school teachers reported an exceptionally high level of personal management efficacy, generating an overall mean of 3.70 ("Highly Efficient"). Establishing smooth classroom routines and receiving administrative reinforcement during critical behavioral instances tied for the highest-rated items (both $M = 3.88$). Sustaining absolute classroom order ($M=3.56$) and feeling personally confident when executing discipline steps ($M=3.56$) were noted as the lowest-rated indicators, though they remained within the efficient threshold.

The overarching friction points felt by the faculty averaged 3.24 ("Agree"). The top-ranked difficulties explicitly tied back to systemic clarity: a distinct Lack of Clarity in School Discipline Policies ($M=3.44$) and Limited Support from Colleagues or Administration ($M=3.44$) were cited as the primary operational challenges. Interestingly, educators rated direct student resistance or overt non-compliance as the least intense issue ($M = 2.92$).

The statistical analysis yielded a moderate positive correlation ($r = .476$) between discipline policy implementation and classroom management efficiency. Because the calculated p -value ($\$0.016$) sat well below the standard significance criterion ($\alpha = 0.05$), the null hypothesis was soundly rejected. This confirms a statistically significant connection: as the implementation quality of institutional discipline policies improves, a teacher's functional efficiency inside the classroom increases correspondingly.

The findings highlight a unique institutional paradox: while KCP possesses a fundamentally fair and well-supported disciplinary landscape, it suffers from a distinct instructional and procedural clarity deficit. The single lowest-rated indicator across the study was the outright absence of an objective behavioral infraction flowchart ($M=3.16$), paired with limited physical or digital access to the teacher's policy handbook ($M=3.24$). This structural clarity gap helps explain why end-of-year rule enforcement fluctuates ($M=3.40$) and why early-career educators encounter friction when balancing administrative paperwork with real-time classroom instruction. Because the faculty is overwhelmingly young and less experienced (72% early-career), they do not yet possess the automated instructional routines to organically bridge vague school guidelines with active classroom control. They depend heavily on concrete, visible, and explicit organizational scaffolds.

RECOMMENDATIONS

To eliminate this exact implementation friction point and elevate the school's policy clarity from "Implemented" to "Highly Implemented," a comprehensive policy brief was developed for KCP administration:

Resource Accessibility: Curate and mandate a teacher-friendly, highly accessible *Discipline Policy Handbook* distributed in uniform physical copies and anchored permanently within a shared cloud drive (e.g., Google Drive) at the start of every school term.

Visual Scaffolding: Design and position visible, step-by-step *Behavioral Infraction Flowcharts* across all classrooms and faculty areas. This tool must categorize clear tiers of offenses (minor, moderate, severe), specify documentation duties, list response timelines, and direct staff to the designated authority handling the referral.

Professional Development: Institutionalize a mandatory *Policy Clarity Orientation Workshop* during pre-opening weeks, utilizing interactive, scenario-based role-play to build baseline procedural confidence among newly hired and returning Teacher I personnel.

Sustained Oversight: Solidify a standing *Discipline Policy Review Committee* tasked with tracking semester-long infraction trends, preserving existing administrative strengths, and ensuring that strategic updates are introduced systematically over consecutive academic years.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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