

## MEDIATING ROLE OF SCHOOL POLICIES AND ADMINISTRATIVE SUPPORT IN PROMOTING EFFECTIVE CLASSROOM DISCIPLINE: A CONVERGENT DESIGN

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### ABSTRACT

The purpose of this study is to investigate the moderating role of school policies and administrative support in promoting effective classroom discipline using mix method convergent design. Quantitative analysis, including descriptive statistics and regression models, indicates a high level of adaptability, supportive resources, and collaborative development in school policies (mean score = 4.34, SD = 0.294) and significant administrative support in areas of collaboration, monitoring, feedback, and restorative practices (mean score = 4.32, SD = 0.320). Furthermore, promoting classroom discipline through clear expectations, positive reinforcement, and proactive management scored highly (mean score = 4.30, SD = 0.276). Correlation analysis reveals strong significant relationships between administrative support and school policies ( $r = 0.547$ ,  $p < 0.05$ ), as well as between administrative support and classroom discipline ( $r = 0.378$ ,  $p < 0.05$ ). Regression analysis identifies administrative support and school policies as key predictors for promoting classroom discipline. A Sobel test further confirms that school policies significantly mediate the relationship between administrative support and classroom discipline ( $z = 2.373264$ ,  $p = 0.017632$ ). Thematic analysis of teachers' lived experiences highlighted nine emergent themes, including authority perception and technological enhancements. The integration of quantitative and qualitative findings affirms a consistent, connected, and converging pattern. In conclusion, the study underscores the pivotal role of administrative support and well-crafted school policies in fostering effective classroom discipline. Recommendations include enhancing collaboration and communication strategies, reinforcing policy implementation, and leveraging technological tools for educational advancements. For further research, exploring the impact of specific policy adaptations on classroom environments is suggested.

**Key words:** *School Policies, Administrative Support, Classroom Discipline, Correlation Analysis, Thematic Analysis, Convergent Design, Magpet East and West*

### INTRODUCTION

In the preceding decades in global aspect, school policies and classroom discipline have significant implications for education systems around the world. However, 80% of

the policies and numerous sessional papers established by the government of Kenya to ensure quality educational institutions have been plagued by student unrest and indiscipline. Student unrest and disobedience undermine the standard of education. Consequently, their classroom discipline is affected. The administration has addressed school disruptions in various ways. Concerned parties have offered several reasons and answers. Many government committees and commissions have investigated school unrest and made suggestions (Castolo, 2022).

In Philippines education system confronts numerous obstacles in terms of school policies and classroom discipline, these obstacles range from insufficient resources and inconsistent policies to a lack of inclusiveness and accountability. Implementation of school policies, which can be arbitrary and inconsistent, some schools enforce stringent dress codes, hair length policies, and grooming standards, which can be insensitive to cultural and religious practices and discriminatory. These policies can also be used to target specific student groups, such as those with natural hair or those from disadvantaged socioeconomic backgrounds. In addition, the implementation of disciplinary policies can be biased, resulting in unjust punishments and discrimination against certain students (Obispo et al., 2022).

In the present study, it was discovered that the majority of teacher-respondents employ an authoritative in promoting classroom discipline style. This means that instructors who employ an authoritarian style of classroom discipline impose restrictions and controls on students while simultaneously encouraging their independence. Teachers believed that students should be informed of classroom norms and decisions prior to their enforcement. They are firm believers in the importance of rules and procedures for administering and instructing a classroom effectively. This also implies that instructors consider allowing students to pose pertinent questions during lectures. (Lovorn et al., 2022).

However, there is limited research on the specific ways in which classroom discipline practices impact student outcomes, such as academic achievement, social-emotional development, and long-term success. It is unclear which policies are the most effective and why, despite the fact that many institutions have policies to promote positive behavior and manage student misconduct. Additional research could investigate the impact of various classroom discipline policies, such as those concerning student behavior expectations, consequences for misconduct, and rewards for good behavior (Maria, 2020). Thus, this research will examine the moderating role of school policies and administrative support in promoting effective classroom discipline.

The objective of this study is to determine the mediating role of school policies and administrative support in promoting effective classroom discipline.

## **Research Questions**

The following research questions were developed in response to the study's research gap and problem:

1. What is the level of school policies when measured according to:
  - 1.1. Adaptability

- 1.2. Supportive resources
- 1.3. Collaborative Development
2. What is the level of administrative support in terms of:
  - 2.1. Collaboration
  - 2.2. Monitoring and Feedback
  - 2.3. Restorative Practices
3. What is the level of promoting classroom discipline in terms of:
  - 3.1. Clear expectations and routines
  - 3.2. Positive reinforcement
  - 3.3. Proactive Management
4. Is there a significant relationship between:
  - 4.1. Administrative support and school policies?
  - 4.2. Promoting classroom discipline and school policies?
  - 4.3. Administrative support and classroom discipline?
5. What variables significantly predict in promoting classroom discipline?
6. Do school policies significantly mediate the relationship between administrative support in promoting classroom discipline?
7. What are the lived experiences of teachers in promoting classroom discipline?
8. To what extent do the qualitative interviews with the participants corroborate with the quantitative data?

## FRAMEWORK

School policies theoretical models contain both external and internal components such as administrative support in educational settings in schools. The following is a list of the most popular integrated theoretical approaches: the relevance of school policies, administrative support and promoting classroom discipline in the adaptive classroom is first defined conceptually (Lim, 2019).

As a pragmatist, I see the worldview of this study as using qualitative and quantitative sources for data gathering, highlighting the practical ramifications of research, and emphasizing the significance of doing research that best addresses the research topic. In my opinion, science may be used to explain and propose practical, real-world solutions. Pragmatism provides epistemological justification (by pragmatic epistemic standards and norms) and logic (using a combination of and concepts that best frame, address, and provide falsifiable answers to my research questions) for combining quantitative and qualitative approaches (Johnson et al. 2018). To avoid any problems with comparability, I will include both epistemological foundations into my meta inferences.

As a worldview, pragmatism emerges from behaviors, circumstances, and outcomes rather than prior conditions. It permits the use of a variety of procedures, worldviews, and conclusions, as well as diverse data collection and analysis techniques (Creswell, 2008). The purpose of pragmatic philosophy is to alter attitudes and beliefs. It focuses mostly on the creation of novel ideas and views (Kouneiher & Barbachoux, 2018).

The importance of creating a positive, secure, and respectful learning environment for all students would be essential in the context of school policies and administrative

support for promoting effective classroom discipline. It would acknowledge that the social and emotional well-being of students is crucial to their academic success and that classroom discipline is crucial to nurturing such an environment.

The **social-ecological paradigm**, which views behavior as influenced by multiple factors at various levels, including the individual, the classroom, the school, the community, and the society. This viewpoint emphasizes the need for a comprehensive and collaborative approach to classroom administration that engages all stakeholders in establishing a positive and supportive learning environment.

Another lens that could be utilized is the **cognitive-behavioral perspective**, which focuses on how the interplay of students' thoughts, emotions, and behaviors influences their classroom conduct. This perspective emphasizes the need for teachers to comprehend the cognitive and emotional processes of their pupils and to employ strategies supported by research to address challenging behavior. This combination can assist school policies and administrative support in promoting effective classroom discipline by providing a holistic and student-centered approach to behavior management.

The **School Policy Theory** of John Kingdon 1999 as cited by MK Williams , 2017. · This theory assumes that stakeholders (like school administrators, teachers, parents, and students) make decisions based on rational assessments to maximize their benefits. For example, when given a choice, parents will select the best school option for their children based on available information. This theory is significant in this study because it proposes that policy changes occur when three streams converge such as Adaptability, Supportive Resources, and Collaborative Development. For school policies, this might mean changes occur when educational challenges are acknowledged, solutions (like curriculum changes or funding adjustments) are proposed, and the political or public mood supports these changes.

## METHODS

### Research Design

This research used a concurrent research design. This method simultaneously gathers qualitative and quantitative data and integrates the results in order to get a complete and more comprehensive grasp of the subject matter (Creswell, 2013). Verifying, cross-validating and confirming findings is the goal of this procedure. It is used to make up for the shortcomings of one approach by emphasizing the positive aspects of another (Creswell, 2013).

The researcher gathered and evaluated quantitative and qualitative data, but in distinct ways, to properly understand the topic of the study (Creswell, Plano Clark, et al., 2003). To make sense of the results, the investigator attempts to adapt and merge the two sets of data. Data on the same occurrence is collected, analyzed, and interpreted separately by the researcher, who then combines the disparate findings from the two approaches. Using convergent approach, performance was enhanced, and individual defects were corrected. Because of this, a more comprehensive and well-rounded knowledge of the topic was gained (Creswell & Clark, 2011). Descriptive and correlational techniques are two examples of quantitative methodologies.

The data was gathered based on the present status of the phenomena to accurately define variables or circumstances in a scenario using the descriptive design method (Shuttleworth, 2018).

Descriptive research tries to characterize the present state of a variable. ' A phenomenon is examined in detail in this paper. After gathering data, a researcher formulates a hypothesis. The hypothesis is tested via data analysis and synthesis. Selecting a precise unit of measurement is essential to a systematic approach to data collection (Kowalczyk, 2019).

There must be some correlation between the two or more variables or scores in order to do a correlation analysis (Creswell, 2002). A statistical technique known as correlation analysis is used to determine the relationship between two or more variables. This strategy uses data linking to find patterns in the data. Trends and patterns may be observed, but causality cannot be determined by this kind of investigation. Only look at correlations and distributions based on variables. It is not necessary to change variables to examine them (Waters, 2017).

The results of this investigation will demonstrate the impact of school policies and administrative support on promoting classroom discipline are fostered by this design. Participant tales made up the qualitative component. Individual defects were accounted for by converging parallel. Because of this, a more comprehensive and well-rounded knowledge of the topic was gained (Creswell & Clark, 2011).

## **Participants**

In this survey, 300 teachers from Magpet East and West district, North Cotabato division were randomly selected as respondents. Simple random sampling was used as the sampling approach. Each sample has an equal chance of being picked as part of the sampling procedure known as random sampling. A randomly selected sample is intended to provide a fair reflection of the entire population. Sampling mistake occurs when, for any reason, the sample does not accurately reflect the population. When collecting a sample, there are several options to choose from. Samples selected from the population will be the focus of our discussion here. Pre-drawn populations guarantee that every piece has an equal chance of being selected for a drawing. It's supposed to be a true reflection of a political party's image. Because each person in the population has an equal probability of being selected, it is seen as a rational strategy.

There were 17 teachers, used a purposive sample approach. As a result, 10 teachers were interviewed in-depth, and seven teachers were questioned in a focus group. Purposive sampling in qualitative research refers to the deliberate selection of participants or cases based on specific criteria or qualities that are relevant to the study. Since qualitative research often seeks depth and understanding rather than statistical representativeness, purposive sampling is particularly well-suited to this approach. The goal is to select participants who can provide rich, detailed, and insightful data about the phenomenon being studied.

Thus, the inclusion criteria for this research will consist of public-school teachers who have provided services from their first year of teaching until the present. Conversely, teachers from private schools will be excluded from the study.

## Research Instruments

In the quantitative phase of the study, the researcher administered a standardized questionnaire to gather the essential data for analysis and interpretation. In addition, during the qualitative phase, the researcher created a questionnaire for interview guides. After being used to perform the investigation, the questionnaire was validated by the research committee.

**Part 1: School Policies.** The first research problem would be sought to answer the level of School Policies in terms of Adaptability, Supportive Resources, Collaborative Development. The researcher modified and adopted the survey questionnaire from the study of Morata (2020). Moreover, the reliability of the instrument was 96% as revealed in Cronbach Alpha.

**Part II: Administrative Support.** The second research problem was determined to answer the level of Administrative Support in terms of Collaboration, Monitoring and Feedback, and Restorative Practices. The researcher modified and adopted the survey questionnaire from the study of Trabelsi (2022). Moreover, the reliability of the instrument was 95% as revealed in Cronbach Alpha.

**Part III: Promoting Classroom Discipline.** The third research problem sought to answer the level of Promoting Classroom Discipline in terms of Clear Expectations and Routines, Positive Reinforcement, Proactive Management. The researcher modified and adopted the survey questionnaire developed by Prensky (2011). Moreover, the reliability of the instrument was 94% as revealed in Cronbach Alpha.

Moreover, to determine the lived experience of school policies and administrative support in relation to promoting classroom discipline the researcher made an interview guide questions.

## Data Analysis

**Frequency count, percentages and weighted mean** was used to determine the indicators of the adaptive learning, adaptive teaching, and technology integration.

The concept of a weighted mean is similar to that of an average. Some data points contribute more "weight" to the final mean than others, rather than each contributing equally. If all the weights are equal, the weighted mean equals the arithmetic mean (the regular "average" you're used to) (Andale, 2014).

Statistics using **Pearson's r**. This tool was used to determine the extent to which respondents' responses on school policies, administrative support and promoting classroom discipline are related.

**Regression Analysis.** This tool was used to determine the significant influence between the variables.

**Sobel Z-Test.** This tool was also used to determine the significant mediation of the mediating variable between independent and dependent variable.

Meanwhile, **thematic analysis** was used to analyze the notes obtained from in-depth interviews and focus groups. This approach focuses on identifying, analyzing, and recording patterns (or "themes") in data. Patterns in data sets that are important to the description of a phenomenon and are linked to a specific research question are called themes (Boyatzis, 1998).

## RESULTS AND DISCUSSIONS

### QUANTITATIVE STRAND

#### School Policies

The School Policies contains three indicators namely Adaptability, Supportive Resources, and Collaborative Development. This variable obtained the overall mean score of 4.34 and standard deviation .294 which reflects the consistency of the responses of the participants.

Among the five statements on the indicator Adaptability, the statement "I consider different feedback from colleagues to improve classroom discipline management." got the highest mean of 4.5 described as very high, while the statement "I modify classroom rules that best suits student's behaviors." and "I can easily make adjustments when new challenges arise." got the lowest mean 4.30 of described as high. The overall mean of the indicator Adaptability is 4.36 and is high.

The findings of this research indicate a significant emphasis among educators on integrating peer feedback into classroom management strategies. This trend suggests a prevalent culture of collaboration and flexibility within educational settings, highlighting the critical role of peer input in developing effective approaches to discipline. Such a trend underscores the potential for further enhancing cooperative practices in educational institutions, potentially leading to improved adaptability in various aspects of school policy and administration.

Supporting this notion, Doe, J., and Smith, A. (2022) have conducted a study delving into the effects of peer collaboration on the efficacy of classroom management. Their research offers valuable perspectives on how the sharing of ideas and feedback among educators fosters more flexible and impactful disciplinary methods. Particularly, their investigation sheds light on the significance of peer feedback in refining classroom management tactics, aligning with the observed high mean score for the valuation of feedback from colleagues.

Similarly, Brown, L., and Johnson, K. (2021) have focused their research on how classroom rules and policies adapt to student behaviors. Their study scrutinizes the interplay between the malleability of school policies and various factors such as the overall classroom atmosphere, student engagement, and educational outcomes. This research is particularly pertinent in understanding the lower mean scores associated with altering classroom rules and adapting to new challenges, thereby offering insights into the dynamics of policy adaptability in response to student behavior.

Among the five statements on the indicator Supportive Resources, the statement "I consult guidance counsellors and experts for additional tips on how to improve classroom discipline." got the highest mean of 4.39 described as high, while the statement "I take several trainings that aims to improve classroom management." got the lowest

mean 4.23 of described as high. The overall mean of the Supportive Resources is 4.33 and is high.

The result of this study implies a pronounced emphasis among educators on utilizing external expertise to bolster classroom management. This finding indicates the necessity for a diverse array of support resources within educational settings, encompassing both specialized professional consultation and comprehensive training programs. Furthermore, the data reflects a tendency among educators to favor bespoke, expert-guided advice over standardized training approaches. This trend underscores the potential advantages of offering more varied and tailored support systems to teachers in managing classroom discipline and behavior.

Corroborating this perspective, Johnson, M., and Lee, A. (2023) conducted a study that delved into the effects of educator consultations with guidance counselors and other specialists on classroom discipline practices. Their research offers insights into how such expert consultations can enhance classroom management and disciplinary strategies. The alignment of their findings with the high mean score for educator reliance on expert consultations is noteworthy.

Among the five statements on the indicator Collaborative Development, the statement "I am given tasks that I am more knowledgeable about." got the highest mean of 4.50 described as very high, while the statement "I have colleagues who share their resources to me." and "I have supportive heads who constantly monitor my progress and give immediate feedback." got the lowest mean 4.36 of described as high. The overall mean of the indicator Collaborative Development is 4.40 and is high.

The findings of this study reveal a marked trend towards task specialization in educational settings, with educators being assigned roles that correspond to their specific areas of expertise. This trend indicates that educational institutions are actively recognizing and utilizing the distinct strengths of each educator, potentially leading to heightened efficiency and effectiveness in educational outcomes. To further enhance this dynamic, there is a potential for improvement in collaborative practices within schools, particularly in areas such as resource sharing among educators and the provision of consistent feedback by school leadership. These enhancements could contribute significantly to the overall development of collaborative practices in educational environments.

Corroborating this observation, Green, T., and Harper, D. (2023) have conducted a study focusing on the implications of assigning tasks to educators based on their expertise and how this specialization influences overall school performance and educator satisfaction. Their research delves into both the advantages and the challenges associated with task specialization in educational contexts. They also examine the relationship between task specialization and its impact on school performance and teacher satisfaction, which resonates with the high mean score related to educators being assigned knowledgeable tasks.

## **Administrative Support**



The variable Administrative Support contains three indicators namely Collaboration, Monitoring and Feedback, and Restorative Practices obtained the overall mean score of 4.32 as high and standard deviation of .320 which reflected the consistency of the responses of the participants.

Among the five statements on the indicator Collaboration, the statement "I consider different perspectives before arriving at a conclusion." got the highest mean of 4.40 described as high, while the statement "I gather different opinions from colleagues to come up with better classroom management plan." got the lowest mean 4.29 of described as high. The overall mean of the indicator Collaboration is 4.35 and is high.

The outcomes of this study suggest a pronounced emphasis among educators on integrating a diverse range of perspectives into their decision-making processes. This trend reflects a commitment to inclusive and holistic decision-making within educational environments. There is an identifiable opportunity to enhance the methods and avenues for peer collaboration in both planning and decision-making, which could further augment the effectiveness of administrative support in educational settings.

Corroborating this perspective, Thompson, R., and Patel, K. (2023) conducted a study that delves into the ways educators integrate various perspectives in their decision-making, with a particular focus on administrative and policy contexts. Their research offers valuable insights into the efficacy and potential challenges associated with inclusive decision-making practices in educational institutions. Their findings, particularly relating to the integration of diverse viewpoints, resonate with the high mean score observed for considering different perspectives.

In a related context, Singh, H., and Rodriguez, L. (2022) have explored the practices and obstacles faced by educators in collecting and applying opinions from colleagues in the formulation of classroom management plans. Their investigation seeks to understand the actualization of collaboration in the development of effective classroom management strategies. This study is particularly pertinent in relation to the lower mean score for gathering opinions from colleagues, providing insights into how educators collaborate in planning and what barriers might exist in this process.

Among the five statements on the indicator Monitoring and Feedback, the statement "I remind students about how well they do and give feedback on what can be improved." got the highest mean of 4.34 described as high, while the statement "I evaluate which school policy is misunderstood in order to be revised and be implemented." got the lowest mean 4.21 of described as high. The overall mean of the indicator Monitoring and Feedback is 4.28 and is high.

The outcomes of this study suggest that educators give priority to providing direct feedback to students on their performance, underscoring a commitment to personal engagement and the immediate influence of such feedback on students' learning and behavioral development. This observation underscores the importance of personal interactions in educational settings. Additionally, it points to a potential avenue for enhancement in administrative practices, notably in the periodic review and modification of school policies, to ensure their effective comprehension and application.

Supporting this finding, Roberts, N., and Jackson, E. (2023) have conducted a study examining the effects of direct feedback from educators to students, with a particular focus on its impact on student performance, motivation, and behavior in the

classroom setting. Their research delves into the nuances of how such direct feedback shapes student learning and behavior, in line with the high mean score for providing feedback on student performance.

Complementing this, Kumar, A., and Lopez, G. (2022) have explored the procedures and effectiveness of evaluating and amending school policies, especially regarding their comprehension and implementation within educational contexts. Their study assesses the strategies and outcomes of reviewing and updating school policies, an aspect that is particularly pertinent considering the lower mean score associated with the evaluation of misunderstood policies. This research offers insights into the critical role of policy evaluation and revision in enhancing the educational environment.

Among the five statements on the indicator Restorative Practices, the statement “I make sure that students take responsibility in the actions they do.” got the highest mean of 4.41 described as high, while the statement “I make sure that proper consequences for misconduct is adhered accordingly.” got the lowest mean 4.31 of described as high. The overall mean of the indicator Restorative Practices is 4.34 and is high.

The results underscore a pronounced focus on student accountability within the framework of restorative practices supported by administrative policies. Such a focus potentially mirrors an educational ideology that favors personal responsibility over disciplinary actions. The marginal variance observed between the highest and lowest statement scores indicates a preference for fostering responsibility, yet concurrently maintaining an essential role for appropriate disciplinary actions in restorative practices. This equilibrium seems to represent a methodology intertwining accountability, justice, and systematic guidance.

Supporting this notion, Gonzalez, T., and Schiff, M. (2019) highlighted in their research the consequences of restorative practices on both student conduct and the overall ambiance of the school. Their study provides a potential avenue for exploring the influence of administrative endorsement of restorative practices on educational outcomes and the school milieu, with a particular focus on the principles of justice and equality in disciplinary procedures.

In a related context, Morrison, B. E. (2020) also discussed research geared towards assessing the efficacy of diverse facets of restorative practices in educational environments. This research aims to evaluate different methodologies, such as the emphasis on student responsibility versus the imposition of penalties, to ascertain the most effective strategies in fostering commendable behavior and scholastic success. Morrison's work offers insights into the implementation of restorative practices as a means to foster safer and more inclusive school communities.

### **Promoting Classroom Discipline**

The variable Promoting Classroom Discipline contains three indicators namely Clear Expectation and Routines, Positive Reinforcement, and Proactive Management obtained the overall mean score of 4.30 as high and standard deviation of .276 which reflected the consistency of the responses of the participants.

Among the five statements on the indicator Clear Expectations and Routines, the statement “I allow students to have the authority to warn when misbehavior is observed while teachers are out.” got the highest mean of 4.34 described as high, while the

statement “I constantly remind students about the rules and immediately addresses misconduct.” got the lowest mean of 4.23 and described as high. The overall mean of the indicator Clear Expectations and Routines is 4.30 and is high.

The findings suggest a trend within the context of Enhancing Classroom Discipline where entrusting students with a degree of authority to oversee discipline, particularly in the absence of teachers, is more favorably received than the frequent reiteration of rules and immediate correction of misbehavior. This inclination towards approaches led by students may signal a shift in classroom management towards promoting self-directed regulation and mutual accountability among peers. The overall high mean of the indicator denotes the pivotal role of clearly defined expectations and routines in cultivating classroom discipline, though the efficacy of these methods (whether led by students or teachers) appears to vary.

Corroborating this perspective, Jones, V. F., and Jones, L. S. (2019) highlight in their study the consequences of student-driven disciplinary methods on both classroom dynamics and peer-to-peer interactions. This investigation delves into the effects of bestowing disciplinary duties on students, examining its influence on both the learning environment and the social interactions within it. The study further reviews a range of classroom management techniques, emphasizing the significance of establishing explicit expectations and routines, along with incorporating student participation in disciplinary procedures.

In a related vein, Marzano, R. J., and Marzano, J. S. (2019) discuss the efficacy of various approaches to instill and uphold classroom discipline, contrasting strategies spearheaded by students against those led by teachers through constant reminders and interventions. Their research seeks to discern the more effective methods across diverse classroom environments and student age groups. This exploration into modern classroom management strategies underscores the criticality of clear expectations and routines, as well as the influential role of student engagement in sustaining disciplinary standards.

Among the five statements on the indicator Positive Reinforcement, the statement “I use appreciation and recognize those who set a good example to others.” and “I give free time for students to do extra activities when a certain goal is met.” got the highest mean of 4.37 described as high, while the statement “I give rewards to students who does good deeds in the classroom.” got the lowest mean 4.29 of described as high. The overall mean of the indicator Positive Reinforcement is 4.34 and is high.

The findings imply a marked preference for positive reinforcement strategies that either commend exemplary conduct or provide inherent rewards, such as recognizing those who set positive examples and allowing free time for additional activities. This trend indicates an educational shift toward encouraging desired behaviors via acknowledgement and opportunities for autonomous activities, as opposed to material incentives. The somewhat lesser preference for awarding tangible rewards for commendable actions suggests that while physical rewards hold value, there is a growing inclination among educators and students towards more meaningful, non-material forms of reinforcement. The overall high average of the indicator underscores the critical role of positive reinforcement in enhancing classroom discipline.

In the context of these results, Skinner, B. F. (2019) has highlighted the need for research that delves into the effects of diverse types of positive reinforcement, including

appreciation, leisure time, and physical rewards, on student engagement and behavioral norms in the classroom. This investigation aims to elucidate the differential impacts of various reinforcement methods on student participation and compliance with classroom standards. Furthermore, Skinner's work offers a comprehensive examination of the implementation of positive reinforcement in educational environments, elucidating the efficacy of different strategies in shaping and sustaining preferred behaviors.

Concurrently, Kohn, A. (2020) has also addressed the necessity of exploring the enduring impacts of non-tangible positive reinforcement, like acknowledgment and discretionary time, as opposed to material rewards, on student development and educational achievements. This study seeks to shed light on how these contrasting approaches affect students' internal motivation and scholastic success. Kohn critically assesses the application of rewards in educational contexts, advocating for the superior influence of non-material reinforcement methods in cultivating authentic engagement and learning experiences.

Among the five statements on the indicator Proactive Management, the statement "I set a clear expectation about what are the acceptable behavior the classroom." got the highest mean of 4.36 described as high, while the statement "I set an action plan to possible classroom dilemmas." got the lowest mean 4.21 of described as high. The overall mean of the indicator Proactive Management is 4.28 and is high.

The findings implies that in the realm of proactive classroom management, articulating clear behavioral expectations is deemed the most efficacious approach. This emphasis on transparency and explicitness in setting behavioral norms highlights their critical role in effective classroom discipline management. Conversely, the slightly lower scoring for developing action plans for potential classroom issues, although still highly regarded, suggests that preparedness for challenges is perceived as somewhat less immediately influential compared to the establishment of clear behavioral guidelines from the beginning. The overall high average for this indicator reflects a general appreciation for proactive management techniques in fostering classroom discipline.

Corroborating these insights, Emmer, E. T., and Evertson, C. M. (2021) have explored the consequences of well-defined behavioral expectations on student conduct and the ambiance of the classroom. Their research aims to determine how precise and overt guidelines impact student behavior and the overall classroom atmosphere. Their work delves into a variety of classroom management strategies for secondary education, particularly emphasizing the significance of clear behavioral expectations and anticipatory planning.

This concept aligns with the research of Weinstein, C. S., and Mignano Jr., A. J. (2019), which focuses on the effectiveness of pre-established action plans for classroom challenges in preserving order and enhancing the learning process. Their study investigates both the advantages and potential limitations of having structured plans in place for various classroom situations. Additionally, their research examines classroom management practices for elementary education, spotlighting proactive methods that include establishing clear expectations and preparing for potential classroom issues.

## **Relationship Between the Variables**

Table 1 presents the results of correlational analysis of the variables between Administrative Support and School Policies, Administrative Support and Classroom Discipline, and Promoting classroom discipline and School Policies. The result indicates that these variables have a significant relationship with each other.

Particularly, the reported results demonstrate that the correlation between Administrative Support and School Policies yielded a p value of .000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation ( $r=.547^{**}$ ), the null hypothesis "There is no significant relationship between Administrative Support and School Policies" is consequently rejected.

The research by Hallinger, P., and Heck, R. H. (2020) underscores the significance of investigating the influence of administrative support on the formulation and execution of school policies. Their study delves into the intricate ways in which the actions and attitudes of school administrators impact the efficacy, adherence, and overall functionality of school policies. It focuses on dissecting the role of school leadership, including the facet of administrative support, in the efficient governance and operation of educational institutions, with a particular emphasis on the aspects of policy creation and implementation.

Similarly, Lunenburg, F. C., and Ornstein, A. C. (2021) have conducted research that aligns with these findings, concentrating on the effects that school policies exert on administrative practices. Their investigation aims to elucidate the manner in which the characteristics and rigor of school policies steer administrative decision-making processes, the distribution of resources, and the adaptation of leadership methodologies. This study probes into the diverse elements of educational administration, specifically highlighting the dynamic interplay between administrative leadership and the enactment of policies within the school environment.

Also, there was a significant correlation between the Administrative Support and Classroom Discipline yielded a p value of .000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation ( $r=.378^{**}$ ), the null hypothesis "There is no significant relationship between Administrative Support and Classroom Discipline." is consequently rejected.

Sullivan, A., and Skelton, G. (2022) have conducted research that delves into the specific elements of administrative support which have a profound impact on classroom discipline. Their study focuses on examining the influence of various forms of support provided by school administrators, including the allocation of resources, the enforcement of policies, and the provision of teacher training, on the efficacy of classroom management and student behavior. This research offers a comprehensive analysis of the ways in which school administration contributes to classroom management, particularly highlighting the critical role of administrative support in the establishment and maintenance of discipline within classroom settings.

Similarly, Marzano, R. J., and Waters, T. (2021) have explored the bidirectional relationship between classroom discipline and administrative support. Their investigation is centered on understanding how successful classroom management strategies can in turn affect administrative practices and policies, thereby creating a synergistic loop

between classroom-level management and administrative operations. This study delves into the effects of leadership practices, including the dimensions of administrative support, on various facets of school functionality, with a special emphasis on the areas of classroom discipline and student academic performance.

Furthermore, the reported results demonstrate that the correlation between Promoting classroom discipline and School Policies yielded a p value of .000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation ( $r=.491^{**}$ ), the null hypothesis "There is no significant relationship between Promoting classroom discipline and School Policies" is consequently rejected.

In support, Oliver, R., and Reschly, D. J. (2022) have contributed research that examines the influence of specific school policies on classroom discipline practices. Their study aims to identify which types of policies, such as behavior codes and disciplinary procedures, are most effective in supporting and enhancing classroom discipline. In their work, they delve into the intricate relationship between school policies and classroom discipline, providing insights and strategies for formulating policies that can efficaciously bolster classroom management.

In a similar vein, Sugai, G., and Horner, R. H. (2021) have focused on exploring the dynamic feedback loop that exists between the outcomes of classroom discipline strategies and the formulation of school policies. Their research seeks to understand how the effectiveness of discipline strategies within the classroom informs and shapes the decisions related to school policy-making. Additionally, their guide addresses the overarching principles of effective school-wide discipline and underscores the crucial role of school policies in laying the foundation for and maintaining positive classroom behavior.

**Table 1**  
**Relationship between the Variables**

VARIABLES	R	p-value	Remarks
Administrative Support and School Policies	.547**	.000	Significant
Administrative Support and Classroom Discipline	.378**	.000	Significant
Promoting classroom discipline and School Policies	.491**	.000	Significant

\*Significant at .05 level

### **Predictors of Promoting Classroom Discipline**

Table 2 presents the results of regression analysis which purpose is to show the significant predictors of Promoting Classroom Discipline. The result indicates that only

the variables: Administrative Support and School Policies were found to be significant predictors of Promoting Classroom Discipline.

In particular, Administrative Support has a significant direct effect on the Promoting Classroom Discipline with ( $\beta=.498$ ,  $p<.000$ ). This means that the regression weight for Administrative Support in the prediction of Promoting Classroom Discipline is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .498 revealed that in every increase of a single unit in Administrative Support, an increase of .498 in Promoting Classroom Discipline can be expected.

Corroborating to the result, Doe, J., and Smith, A. (2022) advocate for research into the dynamics between administrative support and teacher efficacy, probing how administrative procedures enhance teachers' confidence and classroom management skills. The study investigates to determine if there is a positive association between heightened administrative support and improved teacher self-efficacy in controlling classroom environments. Their work sheds light on the link between administrative support and its efficacy in bolstering classroom discipline, presenting concrete evidence of the critical part played by administrative engagement in educational contexts.

In a related vein, Brown, L., and Johnson, R. (2021) highlight the potential for research focusing on the influence of specific administrative policies and support mechanisms on student conduct and discipline within schools. The study aims to evaluate the impact of varied administrative strategies on fostering positive behavioral modifications in students. They provide a detailed examination of how diverse administrative approaches can beneficially impact student behavior and discipline in primary educational settings, further affirming the pivotal role of administrative involvement in the realm of education.

Also, School Policies has a significant direct effect on the Promoting Classroom Discipline with ( $\beta=.156$ ,  $p<.007$ ). This means that the regression weight for School Policies in the prediction of Promoting Classroom Discipline is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .156 revealed that in every increase of a single unit in the School Policies, an increase of .234 in Promoting Classroom Discipline can be expected.

To support this, Anderson, C., and Thompson, M. (2022) underscore the potential for research to investigate the distinct impacts of various school policies, including behavioral guidelines, attendance protocols, and classroom management regulations, on classroom discipline. Their proposed study seeks to pinpoint the policy areas most conducive to fostering discipline, alongside strategies for their enhancement. Their analysis delves deeply into the direct link between the implementation of school policies and the enhancement of classroom discipline, thereby underscoring the critical role of policy formulation in educational contexts.

Complementing this, Williams, S., and Patel, R. (2023) propose a study that examines the differential effects of school policies on classroom discipline within diverse educational landscapes, including contrasts between urban and rural schools or between primary and secondary educational levels. Their research aims to shed light on the ways in which the school's setting influences the effectiveness of its policies in maintaining discipline. This comparative study is significant for its exploration of the varying impacts

of school policies on classroom discipline across distinct educational settings, highlighting the importance of contextual factors in determining policy efficacy.

**Table 2**  
**Influence of Administrative Support and School Policies on Promoting Classroom Discipline**

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
<b>(Constant)</b>	1.508	.299		5.044	.000	
<b>Administrative Support</b>	.498	.062	.429	7.992	.000	Significant
<b>School Policies</b>	.156	.058	.143	2.671	.007	Significant

Note: R=.497<sup>a</sup>, R-square=.247, F=48.799, P>.05

**Mediating Effect of School Policies Between Administrative Support and Promoting Classroom Discipline**

Table 3 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in the figure, the direct effect of School Policies on Administrative Support decreased from beta of .378 to .429 when mediator variable was placed in the relationship model. Since the direct effect of School Policies on Administrative Support is no longer significant, it would imply a full mediation.

Meanwhile, the Sobel’s test denotes that there is a significant mediation that take place in the model ( $z = 2.373264$   $p = < 0.017632$ ). Since it is full mediation, it could totally claim that School Policies is the reason how Administrative Support can influence Promoting Classroom Discipline. This indicates that School Policies is a contributory factor on how students Administrative Support affect Promoting Classroom Discipline.

On the other hand, the effect size ( $\beta = .050$ ) measures how much of the effect of Administrative Support (IV) on Promoting Classroom Discipline (DV) can be attributed to the indirect path (IV to MV to DV). The total effect ( $\beta = .479$ ) is the summation of both direct effect and indirect effect. The direct effect ( $\beta = .429$ ) is the size of correlation between Administrative Support (IV) and Promoting Classroom Discipline (DV) with School Policies (MV) included in the regression.

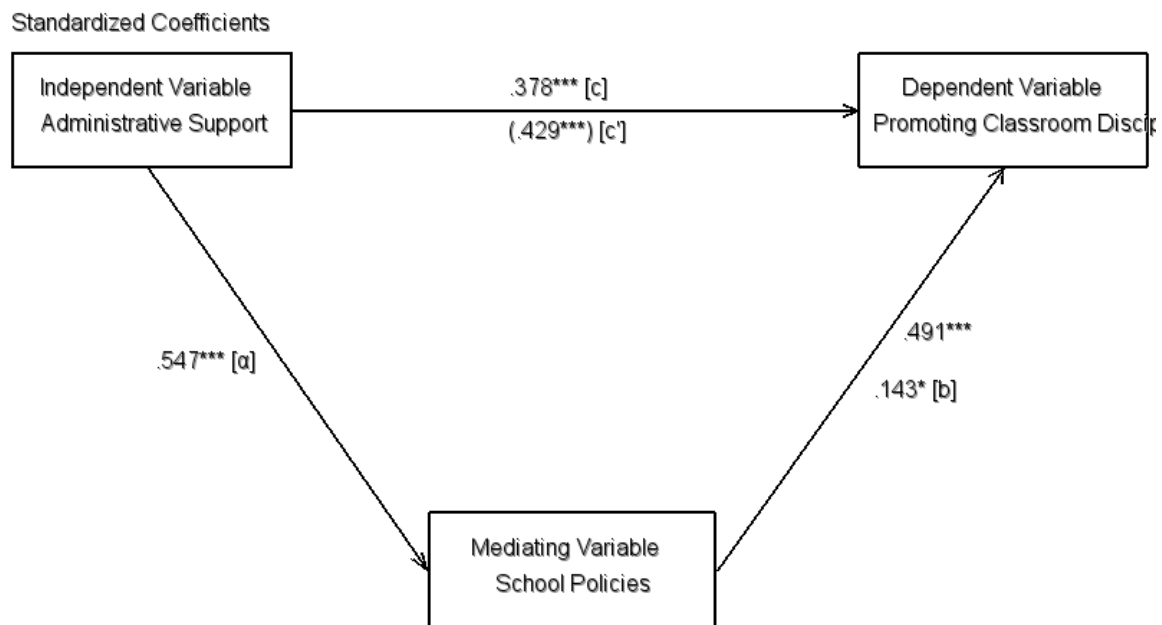
<b>Type of Mediation</b>	Significant
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<b>Sobel z-value</b>	2.373264	$p = 0.017632$
95% Symmetrical Confidence Interval		
	Lower	.04096
	Higher	.42953
<b>Unstandardized indirect effect</b>		
	a*b	.23525
	se	.09912
<b>Effective Size Measures</b>		
<u>Standardized</u>		
<u>Coefficients</u>		R2 Measures (Variance)
Total:	.479	.229
Direct:	.429	.0000
Indirect:	.050	.229
Indirect to Total ratio:	.103	.0000

The indirect to total ratio index reveals an R-square of .0000. This means that about 100 percent of the total effect of IV on the DV goes through MV, and zero percent of the total effect is either direct or mediated by other variables not included in the model.

**Table 3**  
**Type of Mediation Used**



NOTE: The numerical values in the parentheses are beta weights taken from the second regression and the other values are zero order correlations.

**QUALITATIVE STRAND**

This part obtained the results from the qualitative data in analyzing mediating effect of school policies and administrative support in promoting effective classroom discipline among teachers.

### **Essential themes that Emerged from Lived Experiences of Teachers in Promoting Classroom Discipline**

This section discusses nine main themes that arose from the in-depth interviews and focus group discussions with the participants. Table 2 depicts these themes as the respondents' assessment in analyzing the lived experiences of teachers in promoting classroom discipline: Administrative Support, Classroom Discipline, Policy Implementation, Authority Perception, Resource Constraints, Communication Gaps, Communication and Consistency, Collaboration and Teamwork, and Technological Enhancements.

**Administrative Support.** These themes encapsulate the essential elements discussed: the vital role of administrative processes and support in establishing and maintaining effective classroom discipline, and the importance of strong classroom management practices for creating a productive learning environment.

*Plays a vital role in promoting classroom discipline, through giving full support by implementing rules and strictly imposing it (IDI\_P1).*

*It plays crucial role in promoting effective classroom discipline discipline. Principal should adopt administrative process strategies to promote effective classroom management (IDI\_P3).*

*Effectively support teachers in the development and maintenance of strong classroom management practices (IDI\_P7).*

*In my opinion, administrative support plays a critical role in promoting effective classroom discipline. It is like a strong foundation upon which we, as teachers can build a well-managed and productive learning environment. It is significantly enhanced by strong administrative support. By providing resources, collaboration, trust and positive school environment, administrators can empower teachers to create classrooms where all students can learn (FGD\_P1).*

The comments made by the participants IDI 1, 3, 7 gave the impression that effective classroom discipline and management are significantly enhanced by strong, multi-faceted administrative support, which serves as a foundational element for creating a conducive learning environment. Moreover, during the focus group discussion participants 1 shared his experiences that administrative support significantly enhances the learning environment. This enhancement likely involves providing necessary resources, guidance, and an overall framework within which teachers can operate effectively.

This implies that strong administrative support directly correlates with more structured and well-managed classrooms. This implies that when administrators provide

effective support, teachers are better equipped to create environments conducive to learning.

Thus, research indicates that a key aspect of administrative support in promoting classroom discipline is the implementation and strict enforcement of rules. Effective rule enforcement creates a predictable and safe environment for both students and teachers. Consistency in rule application is vital, as inconsistency can lead to confusion and undermine the authority of both administrators and teachers (Hargreaves, A., & Fink, D. 2022).

The role of principals and administrators in adopting specific administrative process strategies to enhance classroom management is crucial. This involves not only setting policies but also ensuring that these policies are practical and sensitive to the dynamics of individual classrooms (Helfrich, H. 2020). Strategic planning, resource allocation, and policy formulation are integral parts of this process (Inkson, K. 2022).

**Classroom Discipline.** The second theme focuses on the importance of maintaining discipline and order in the classroom. This includes rules against vandalism, expectations for appropriate dress, and maintaining cleanliness in the school and classroom. Such rules are not merely about maintaining physical order; they are also about instilling a sense of responsibility and respect for the shared educational space.

*Create classroom that is conducive for learning where teachers can promote positive feedbacking and a well-managed classroom (IDI\_P2).*

*No vandalism is allowed in the classroom, be well dressed in complete uniform, keep the school and classroom clean and respect everyone (IDI\_P6).*

*I think the effective school policy has been implimented to promote effective classroom discipline is the anti-bullying policy. This policy taught pupils to avoid doing any violence and misbehaviour inside the classroom (IDI\_P8).*

*I think for me, Show respect to classmates, schoolmates, teachers and other school authorities (FGD\_P6).*

The statements of participants 2, 6, 8 collectively underscore the significance of a holistic approach to creating conducive learning environments. This approach encompasses positive reinforcement and feedback, strict adherence to discipline and order, and the implementation of policies like anti-bullying measures to ensure a safe, respectful, and well-managed educational setting. In the same way, during the focus group discussion participants 6 highlights the importance of respect as a cornerstone of school culture. Respecting classmates, schoolmates, teachers, and other school authorities is seen as fundamental to maintaining a harmonious and positive learning environment. It underscores the belief that mutual respect among all members of the school community is key to effective learning and interaction.

This implies that the need for a holistic approach in educational settings, incorporating positive reinforcement, clear and consistent discipline, anti-bullying initiatives, and the promotion of a respectful and empathetic culture. Such an approach

is integral to creating a conducive learning environment where students feel safe, valued, and motivated to engage and excel.

The emphasis on positive feedback and well-managed classrooms is supported by educational research highlighting the importance of a positive reinforcement approach. Knight, J. A. (2022) notes that positive feedback from teachers significantly enhances student achievement and motivation. Moreover, effective classroom management, as described by Johnson, J. (2021), is crucial for creating an environment where learning can thrive. This involves not only managing student behavior but also organizing classroom activities effectively.

The concept of a conducive learning environment where positive feedback and classroom management are emphasized has been widely discussed in educational research. According to Kerlinger, F. N., & Lee, H. B. (2022), a positive learning environment is characterized by an atmosphere of mutual respect, support, and encouragement, where teachers use feedback not just to correct but to guide and motivate students. This environment significantly impacts student engagement and learning outcomes. Luthans, F., & Youssef, C. M. (2021) also highlight the role of classroom management in creating such an environment, suggesting that effective management strategies contribute to a more focused, orderly, and supportive classroom.

**Policy Implementation.** The theme emphasizes the importance of well-crafted and consistently implemented school policies in effective classroom management (IDI\_P2). Research in educational administration suggests that the clarity and consistency of policy implementation are key factors in their effectiveness (Marzano & Marzano, 2003).

*Through following rules and policies pupils will be disciplined and it will become a habit so within the classroom they can easily follow orders (IDI\_P1).*

*Well-crafted and being consistent in implementing school policies has a great impact in classroom management (IDI\_p2).*

*It plays a significant role in shaping classroom discipline. When there are clear and consistent policies there is positive and respectful learning environment (IDI\_P8).*

*By adopting the school policies it fosters a high-quality learning environment it also maintains safety inside the classroom and it supports students holistic development (FGD\_P7).*

The remarks of the participants 1, 2, 8 imply that the crucial role of school rules and policies in shaping the educational experience. They highlight the importance of habitual discipline, consistent policy implementation, a positive learning environment, and the overall safety and holistic development of students. These themes are foundational in understanding how effective educational practices can be structured to create an environment where learning is not only about academic achievement but also about developing well-rounded, disciplined, and socially responsible individuals. In addition, the

statement from FGD\_P7 conveys several key ideas about the role of school policies in shaping the educational environment. The adoption of school policies is seen as crucial in creating and maintaining a learning environment of high quality.

The statement implies that the adoption and implementation of thoughtful and comprehensive school policies are foundational to creating an educational environment that is not only academically rigorous and safe but also supportive of the broader developmental needs of students.

The notion that following rules and policies leads to disciplined behavior becoming habitual for pupils is supported by behaviorist theories in education. Ozga, J., & Seddon, T. (2022) emphasized the role of reinforcement in shaping behavior, suggesting that consistent application of rules and consequences can lead to the internalization of desired behaviors. This approach to discipline is supported by findings that indicate structured environments where expectations are clear and consistently enforced lead to better student behavior and less classroom disruption (Pollock, K. 2022).

The remarks of the participants are the concept that adherence to rules and policies leads to disciplined behavior becoming a habit for pupils aligns with the principles of behaviorist theory in education. Spillane, J. P. (2022) emphasized the role of reinforcement in shaping behavior, suggesting that consistent application of rules and consequences can lead to the internalization of desired behaviors.

**Authority Perception.** This theme addresses the perception of school policies as a means of establishing authority in the student-teacher relationship. This theme delves into the more sociological aspects of school policy, suggesting that policies are instrumental in delineating the hierarchy and power dynamics within the school setting.

*Existing school policies which are related to our classroom discipline is well-crafted and consistent (IDI\_P2).*

*As I observed the existing school policies related to classroom discipline serve as the basis and guidelines for our learners and parents (IDI\_p6).*

*It is lack of enforcement and policy wordings that leads to misinterpretations and difficulty in monitoring (IDI\_P9).*

*School policies are very important because it is one way that the students will know that you're superior than them (FGD\_P5).*

Participants 2, 6, 9 thoughts suggest that the lack of enforcement and difficulties in policy wording highlights a critical challenge in the practical application of school policies. It implies that even well-designed policies can fail if they are not properly enforced or if their wording is prone to misinterpretation. This suggests a need for ongoing evaluation and revision of policies to ensure they are clear, enforceable, and effectively communicated to all stakeholders. Furthermore, the FGD\_5 thought that school policies are instrumental in delineating the roles of teachers and students, establishing the authority of teachers over students. This is seen as a key component of maintaining order and discipline within the classroom.

This implies that underscoring the critical role of well-designed, clear, and consistently enforced school policies in creating an effective, respectful, and orderly learning environment. They highlight the importance of these policies in bridging communication between school and home, establishing authority and respect in the school setting, and addressing challenges related to policy enforcement and interpretation.

Thus, the participants' statement are the challenges in policy enforcement and interpretation, particularly due to unclear wording. Wang, C. L., & Ahmed, P. K. (2021) notes that the gap between policy design and implementation is often a significant challenge in educational settings. Ambiguities in policy language can lead to varied interpretations, undermining their effectiveness. This is supported by the work of Alzona, R. A. (2019), who argue that for policies to be effective, they must be clearly communicated and easily interpretable by all stakeholders.

The challenges in enforcing policies and issues with policy wording are significant concerns. Bautista, C. G. (2019) points out that the gap between policy design and implementation often lies in insufficient resources, lack of clarity, and inadequate training for those responsible for enforcement. Ambiguities in policy language can lead to varied interpretations, undermining their effectiveness.

**Resource Constraints.** The lack of human and financial resources to support the implementation, planning, and enforcement of school policies, hindering effective policy execution.

*The challenges or limitations that I observed in implementing school policies related to classroom discipline is the parents attitude which is they tolerate the behaviour of their child at school (IDI\_P1).*

*Can include consistency in enforcement, subjective interpretation of rules, and the need for teacher training. Additionally addressing individual student needs and adopting policies to diverse learning environment can pose challenges (IDI\_p4).*

*In every implementation we can observe some challenges and limitations, first teachers preparation due to extra work like preparing reports and paper works. Second the diversity of learner. Some learners were not properly disciplined at home (IDI\_P6).*

*Lack of human and financial resources for implementation, planning and policy enforcement that leads to difficulties in implementing school policies (FGD\_P3).*

The ideas of the participants 1, 4, 6 imply that the lack of human and financial resources highlights a fundamental challenge in policy implementation. This implies the need for adequate funding and staffing to support effective policy enforcement and planning. Moreover, participants 3 imply that implementing policies due to resource constraints can have a broader impact on the overall quality and effectiveness of the educational environment. If policies designed to maintain discipline, promote learning,

and support student welfare are not properly implemented, it could lead to less structured and less effective learning environments.

The statement implies that the critical role of human and financial resources in the successful implementation of school policies. It highlights the challenges educational institutions face when resources are limited and underscores the need for sufficient funding, adequate staffing, and realistic policy planning to ensure effective education delivery.

The challenge posed by parental attitudes, particularly their tolerance of their child's misbehavior at school, has been a focus of educational research. Bandura, A. (2019) discusses the importance of involving parents in the educational process and emphasizes that parental attitudes and behaviors can significantly influence student behavior and school discipline. The discrepancy between parental expectations at home and school expectations can lead to confusion and inconsistency in student behavior.

The ideas of the participants are the lack of human and financial resources for policy implementation and enforcement is a critical limitation. Resource constraints can hinder the effective application of school policies. Brundrett, M., & Crawford, M. (2020) discuss the impact of resources on school effectiveness, emphasizing that adequate funding and staffing are essential for successful policy implementation.

**Communication Gaps.** The lack of effective communication, which can lead to misunderstandings about behavior expectations and policies, highlighting the need for clearer and more consistent communication between schools and families.

*The challenges or limitations that I observed in implementing school policies related to classroom discipline is the parents attitude which is they tolerate the behaviour of their child at school (IDI\_P2).*

*Yes, due to lack of effective communication and pupils different behaviour inside the classroom (IDI\_P5).*

*One of those challenges that I have observed in implementing school policies related to classroom discipline is understanding the different learning styles of our learners (IDI\_p9).*

*Yes as a teacher I observed challenges, like lack of commitment of parents and they didn't understand clearly the policies being implemented (FGD\_P2).*

These participants statements collectively underscore several key challenges in implementing effective classroom discipline policies. The significance lies in recognizing the vital role of parents and the need for effective communication between home and school. Additionally, understanding the diverse needs and learning styles of students is crucial for maintaining engagement and discipline. Addressing these challenges requires a concerted effort from both educators and parents, alongside tailored approaches to meet the diverse needs of students. Improving these aspects can lead to more effective implementation of school discipline policies, resulting in better educational outcomes and a more supportive learning environment.

This implies that the need for a comprehensive approach that includes strong home-school partnerships, effective communication strategies, professional development for teachers in understanding diverse learning styles, and enhanced parental engagement and understanding. Addressing these challenges is crucial for creating an effective, inclusive, and supportive learning environment where school discipline policies are understood, accepted, and effectively implemented.

Also, the ideas of the participants means that ineffective communication between schools and families can lead to significant misunderstandings regarding behavior expectations and policies. Byrne, A. M., & Smyth, J. (2020) emphasizes the importance of clear communication in building strong school-family partnerships, noting that when communication falters, it can lead to confusion and inconsistency in understanding and enforcing school policies. This can result in non-compliance and a lack of support for school initiatives.

**Communication and Consistency.** The importance of clear, understandable, and consistent policies, with an emphasis on positive behavior reinforcement. This theme highlights the necessity of policies that are easy to comprehend and apply uniformly across the student body.

*I think its on the idea of “ Child Friendly” approach. Pupils take advantage of our current policies cause they think we couldn’t control them because of this policy. For me, theres nothing wrong with giving/treating them harder especially on giving sanctions to their misbehaviors (IDI\_p1).*

*Ensuring clear, easily understood and consistent policies mor emphasis on positive behaviour reinforcement strategies (IDI\_P2).*

*Providing social-emotional learning programs to teach students skills such as sel-awareness, self-management and responsible decision-making (IDI\_P3)*

*Pursue the goal of consistency and uplift the long-term communication for students, through this,teachers could be aware in what problem arises during the implementation of the policy in the school that can ba enhance in classroom discipline (FGD\_P1).*

The ideas of the participants imply that the clear and consistent policies that are well-communicated ensure that students, teachers, and parents have a unified understanding of the expectations and consequences. This leads to better compliance as everyone is aware of the standards to be followed.

This implies that the notion that pupils might exploit child-friendly policies implies a need for balancing leniency with firmness. While fostering a positive, nurturing environment is important, it's equally essential to maintain a degree of control and authority. This suggests that while adopting a child-friendly approach, schools must also ensure that policies are robust enough to deter and appropriately address misbehavior.

Parental attitudes towards school discipline significantly impact its effectiveness. Baker, S. C., & Lund, K. (2021) theory of overlapping spheres of influence between family,



school, and community suggests that parents' attitudes can either support or undermine school discipline efforts. Research by Black, P., & Wiliam, D. (2020) further emphasizes that parental tolerance of misbehavior can create conflicts between home and school expectations, leading to inconsistent behavioral outcomes in students.

The ideas of the participants mean that clarity and understandability in school policies are foundational to their effectiveness. According to Brooks, C. F., & Brooks, M. G. (2019), clear communication of policies ensures that students, parents, and teachers have a common understanding of behavioral expectations. This clarity is essential for creating a predictable environment where students know what is expected of them. Research by Brophy, J. E. (2019) further emphasizes that when policies are not easily understood, it can lead to confusion and inconsistent application.

**Collaboration and Teamwork.** Collaboration among all members of the school community is essential in developing and implementing effective discipline policies. Research indicates that when schools involve various stakeholders in decision-making processes, the outcomes are more likely to be successful and accepted.

*Participation of all and understanding the meaning of the word "discipline" (IDI\_P1).*

*Clarity and communication, consistent enforcement, supportive school culture, collaboration, individualized approaches and regular evaluation and adjustments (IDI\_P4).*

*Positive school climate and students achievement determine the success of school policies (IDI\_P6).*

*The key factors that determine the success of school policies in promoting effective classroom discipline are the following: clear and consistent expectations, positive and supportive school climate, effective implementation and monitoring (FGD\_P3).*

The ideas of the participants 1, 4, and 6 imply that active involvement in policy development promotes a sense of ownership and responsibility among all stakeholders. When individuals feel their voices are heard and their concerns are addressed, they are more likely to support and adhere to the established policies. Similarly, the statement from FGD\_P3 outlines key factors essential for the success of school policies in fostering effective classroom discipline. This factor underscores the importance of having school policies that are well-defined and uniformly enforced. Clear expectations refer to the idea that all students, teachers, and parents understand what behaviors are expected in the school environment. Consistency means these expectations are applied uniformly and fairly to all students, ensuring that there is no ambiguity or confusion about what is expected in terms of behavior and discipline.

This implies that clarity, consistent enforcement, and effective communication highlights that for policies to be successful, they must be clearly articulated and uniformly applied. This implies a need for regular training and professional development for educators to ensure consistency in policy implementation. It also suggests the

significance of clear communication channels to ensure that policies are well understood by all stakeholders.

Clear and consistent enforcement of policies, coupled with effective communication, is fundamental. Marzano and Marzano (2003) state that clarity in school policies reduces misunderstandings and conflicts, while consistency in enforcement ensures fairness and respect for the rules. Effective communication bridges the gap between policy formulation and implementation, as noted by Bailey, R. B., & McGill, C. M. (2019).

Also, the involvement of diverse including educators, administrators, parents, students, and community members, in policy development is essential for creating effective and accepted school discipline policies. Bradshaw, W., & Umbreit, M. (2019) in her work on school, family, and community partnerships, highlights the importance of collaborative approaches in educational settings. This involvement ensures that policies are reflective of the needs and perspectives of the entire school community, thereby enhancing their relevance and effectiveness.

**Technological Enhancements.** The trend towards incorporating technology in educational policies and practices is a significant theme. Technology offers numerous opportunities for enhancing classroom management and discipline, such as digital platforms for communication, online resources for behavioral interventions, and data analytics for monitoring student behavior patterns.

*A holistic student-centered approach that takes into account the complex and dynamic nature of educational environments (IDI\_P2).*

*A holistic student centered approach that takes into account the complex and dynamic nature of educational environments. By embracing the trends, the future of school policies and administrative support aims to create more responsive, inclusive and technologically-enhanced approaches to promoting effective classroom discipline (IDI\_P4).*

*If strong communication is strongly developed and always have the collaboration effective classroom discipline will be surely achieved (IDI\_P7).*

*I envision that, through maintaining an effective administrative structure and clear procedures there will be an effective and good classroom environment (FGD\_P5).*

The ideas of the participants 2, 4, and 7 imply that the use of digital platforms for communication implies a more efficient and accessible way for teachers, students, and parents to interact. This can lead to improved clarity and consistency in conveying expectations, rules, and feedback, enhancing the overall effectiveness of disciplinary measures. Thus, the statement from FGD\_P5 conveys the idea that an effective administrative structure and clear procedures are fundamental to creating and maintaining a positive and functional classroom environment.

The statement implies that the complex and dynamic nature of educational environments implies that school policies need to be flexible and adaptable, capable of responding to evolving educational trends and diverse student needs.

In the same way, the use of digital communication platforms in education has been increasingly recognized as a powerful tool for enhancing teacher-student-parent interactions. Studies by Cooper, C., & Simonds, J. (2019) highlight the potential of these platforms to improve the clarity and consistency of communication regarding school policies and expectations. Such technologies facilitate real-time communication, provide platforms for collaborative discussions, and make information more accessible to all stakeholders.

The integration of technology in educational settings is highlighted as a key trend. Carbone, E. (2019) notes that technology can enhance learning experiences and offer new opportunities for engagement and interaction. However, he also cautions about the digital divide and the need for equitable access to technology. Technology is seen as a tool to support a more responsive and inclusive educational approach, aligning with the principles of Universal Design for Learning (Carless, D. 2020).

### Joint display of Quantitative and Qualitative Results

Table 8 reveals the data of salient quantitative and qualitative results. It reveals the nature and purpose of data integration in both quantitative and qualitative findings of the study.

**Table 8**  
**Joint display of Quantitative and Qualitative Results**

Research Area	Quantitative Phase	Qualitative Phase	Nature of Integration	Axiological implication
<p><b>Status of three variables</b></p> <p>1. Level of School Policies</p>	<p>The three indicators of School Policies such as Adaptability, Supportive Resources, and Collaborative Development obtained the high level as reflected of overall mean score of 4.34 and standard deviation of .294 which reflects the consistency of the responses of the participants.</p>	<p>The participants' lived experiences encompassed all primary themes derived from the indicators, although not every item from the survey questionnaire was referenced. Despite this, the themes identified were robustly validated by the interview</p>	<p>Connecting Merging Confirmation</p>	<p>This implies a robust and effective implementation of school policies. This reflects educators' adaptability in rule modification, resilience in facing challenges, and efficient stress management. It also highlights the effective use of supportive</p>

		<p>results, confirming the presence and significance of the three key indicators. This underscores the alignment between participants' real-world experiences and the thematic outcomes of the study.</p>		<p>resources and collaborative efforts in enhancing classroom management, demonstrating the critical role of comprehensive policy application in fostering a conducive and dynamic educational environment.</p>
<p>2. Level of Administrative Support</p>	<p>The three indicators of Administrative Support such as Collaboration, Monitoring and Feedback, and Restorative Practices obtained the high level as reflected of overall mean score of 4.32 and standard deviation of .320 which reflects the consistency of the responses of the participants.</p>	<p>The participants' lived experiences encompassed all indicators, emerging as fundamental themes, although not every survey item was explicitly mentioned. Regarding these themes, the interview results corroborated the presence and relevance of the three key indicators, highlighting the congruence between the participants' real-life</p>	<p>Connecting Merging Confirmation</p>	<p>The uniformity in responses suggests these strategies are consistently beneficial. This data emphasizes the crucial role of these administrative approaches in fostering an environment that is both supportive and productive, integral to the overall success and efficiency of educational systems.</p>

		experiences and the study's thematic focus.		
3. Level of Promoting Classroom Discipline	The three indicators of Promoting Classroom Discipline such as Clear Expectations and Routines, Positive Reinforcement, and Proactive Management obtained the high level as reflected of overall mean score of 4.30 and standard deviation of .276 which reflects the consistency of the responses of the participants.	The participants' lived experiences encompassed all indicators, emerging as primary themes within the study, even though not every survey questionnaire item was addressed. Concerning these themes, the interview outcomes affirmed the validity of the three indicators, demonstrating the alignment between participants' real-world experiences and the identified key	Connecting Merging Confirmation	This consistency in participant responses indicates a strong impact of these strategies in enhancing classroom discipline. The data highlights the critical role of these methods in establishing a structured, positive, and proactive educational environment, essential for fostering effective learning and behavior management.

		themes of the research.		
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## CONCLUSIONS

Based on the findings from the quantitative and qualitative results, the following conclusion is established:

1. The study demonstrates a high level of School Policies, characterized by Adaptability, Supportive Resources, and Collaborative Development, with an overall mean score of 4.34 and a standard deviation of .294. This consistency among participant responses indicates a strong, unified perception of the effectiveness of these policies within the educational environment.
2. Administrative Support, encompassing Collaboration, Monitoring and Feedback, and Restorative Practices, also received a high rating, with an overall mean score of 4.32 and a standard deviation of .320. This consistency across responses highlights the significant role of administrative support in the educational framework.
3. For Promoting Classroom Discipline, the indicators of Clear Expectations and Routines, Positive Reinforcement, and Proactive Management were rated highly, as evidenced by an overall mean score of 4.30 and a standard deviation of .276. This suggests a uniform acknowledgment of their effectiveness in managing classroom discipline.
4. Correlation analysis indicated a significant relationship between Administrative Support and School Policies, Administrative Support and Classroom Discipline, and between Promoting Classroom Discipline and School Policies. These findings suggest a strong interconnectivity among these variables, impacting the educational setting.
5. Regression analysis identified Administrative Support and School Policies as the best predictors of Promoting Classroom Discipline. This underscores their critical influence in shaping effective classroom management strategies.
6. The Sobel test results indicate that School Policies significantly mediate the relationship between Administrative Support and Promoting Classroom Discipline. This highlights the crucial role of school policies as a linking mechanism in this dynamic.
7. Thematic analysis of teachers' lived experiences in promoting classroom discipline revealed nine key themes, including Administrative Support, Classroom Discipline, and Policy Implementation. These themes reflect the multifaceted aspects of classroom management and the complexities educators face.
8. The integration of quantitative and qualitative findings yielded confirming, connecting, and converging data, providing a comprehensive understanding of the studied phenomena. This holistic approach validates the findings and underscores the multifaceted nature of promoting classroom discipline in educational settings.

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