

School Policies and Disciplinary Practices: Concurrences of Teachers

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Abstract. This study explored the influence of school policies on student behavior and academic performance. I get down the features and streaks of the existing issues in policies and disciplinary practices, their effectiveness, and the teacher's coping practices on the challenges that come along the way. To achieve the study's objectives, I used phenomenology, and 10 participants of this study were from Tacunan Elementary School, Tugbok District, Davao City Division. The study disclosed different themes for teachers' experiences, such as cultural relevance, parent involvement, and teacher buy-in, of which these factors in policies that were relevant to the cultural and social context of the school community were more likely to be effective. Schools that consider their students' unique needs and experiences are better equipped to develop policies that resonate with them. Another theme was Coping with the challenges of collecting results. Sub-themes were Lack of Clarity, Resistance from Teachers, and Unintended Consequences; these coping mechanisms were Policies that were not communicated or understood by students, teachers, and parents and may not be influential in shaping behavior and performance. Policies need to be communicated clearly and consistently. Building trust and acknowledging the possible effect of employee trust on organizational commitment was crucial. Moreover, The Insights were drawn from the study's findings on the challenges in their role in school policies and disciplinary practices and the emergence of the two themes: building relationships and communication and seeking support and collaboration.

KEY WORDS

1. Policies 2. Student Behavior 3. Academic Performance

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1. Introduction

Majority of teachers, administrators, students, parents, school board members, and residents concur that punishment interventions and classroom management strategies take up too much time and energy. The causes of student misbehavior that lead to office referrals, in-school suspensions, out-of-school suspensions, or expulsions remain largely unknown. The opinions of parents, teachers, and administrators regarding what constitutes an effective method of enforcing school rules may provide fresh insights into the age-old problem of why students misbehave in the classroom. Policies in schools are nothing new. Numerous studies have traced the use of inadequate policy measures to the early colonial years of American schooling. (Empey Stafford, 2021). Some American schoolchildren have a history

of being disruptive and disruptive in every century. Even though it is illegal in some states and that disciplinary measures have changed since the early 19th century, when school reformer Horace Mann saw 328 floggings in one school in the course of a week, according to Greenberg, the Supreme Court upheld corporal punishment of students in 2019. Discipline-related issues and procedures are not isolated phenomena; rather, they are a component of the evolving sociological environment. A significant global research gap in the context of school policies and disciplinary practices concerns the long-term effectiveness and impact of restorative justice practices compared to traditional punitive disciplinary methods. Restorative justice, which focuses on reconciliation and community building, has been increasingly adopted in schools worldwide. However, comprehensive, large-scale, and longitudinal studies examining its long-term efficacy across diverse cultural, socio-economic, and educational contexts are still lacking. Current research suggests that restorative practices can improve school climate, reduce suspensions and expulsions, and foster positive relationships between students and teachers. For example, a systematic review of studies on restorative justice in schools highlighted benefits such as improved conflict resolution, reduced bullying, and enhanced social and emotional skills among students. However, these studies often have methodological limitations, and there is insufficient evidence to conclusively determine the long-term academic and behavioral outcomes of RJ compared to traditional punitive methods. Moreover, qualitative studies indicate mixed results regarding academic improvement and note challenges such as the higher initial costs and time required for effective implementation of restorative justice practice. These factors underline the need for more rigorous scientific research to validate the observed benefits and address potential drawbacks, providing a clearer understanding of how

restorative justice can be effectively integrated into various school settings globally. Another significant global research gap in the context of school policies and disciplinary practices is the impact of restorative justice practices on reducing racial and socio-economic disparities in school discipline outcomes. Despite anecdotal evidence and some smaller studies suggesting that restorative justice can help mitigate the disproportionate disciplinary measures faced by minority and economically disadvantaged students, there is a lack of large-scale, empirical research that rigorously examines this issue. This gap is particularly important given the persistent disparities in suspension and expulsion rates, which contribute to broader societal inequalities, including the school-to-prison pipeline. Current research primarily focuses on the general effectiveness of restorative justice in improving school climate and reducing overall disciplinary incidents, but it often fails to disaggregate data by race and socio-economic status. For instance, while some studies indicate that restorative justice practices can foster a more inclusive and supportive school environment, they do not sufficiently address whether these practices effectively reduce the higher rates of punitive discipline experienced by students of color and those from low-income backgrounds (MDPI) (The 74 Million). Understanding how restorative justice can be tailored to address these disparities is crucial for developing equitable school policies that benefit all students. Comprehensive research in this area would involve longitudinal studies that track the long-term effects of restorative justice on different demographic groups, providing insights into best practices for achieving equity in school discipline. Morata (2019), In the Philippines Perception is a process of interpreting and understanding one's environment. It is the process through which people select, organize, and interpret what they see, hear, touch, and smell, and create meaning from such things and respond to the world around them. Further-

more, Reyes (2019) perception is also a process through which people receive, organize, and interpret information from their environment. The secondary school students' perception of school rules and regulations, therefore, has a great effect on the way they obey and adhere to such rules and regulations. Throughout the last decade of the 20th Century, increased attention was given to the lack of discipline and growing use of violence among young people, particularly in and around schools. Contrary to the thinking of some analysts, school-based violence is not reaching epidemic proportions, although it has certainly taken on some new forms that are frightening to most people and intriguing to those who seek to reduce adolescents' use of violence (Watkins Wagner, 1987). An escalation in the number of school-based shootings has forced many to take a new look at schools, violence, and discipline practices. Public reactions to these shootings have included calls for more school security and demands for accountability on the part of parents, students, teachers, and administrators. According to Harshman and Phillips (1994), there have been renewed pleas to address the issue of gun control and for more stringent policies that further restrict the choices of young people in school settings. Throughout the last decade of the 20th Century, increased attention was given to the lack of discipline and growing use of violence among young people, particularly in and around schools. Contrary to the thinking of some analysts, school-based violence is not reaching epidemic proportions, although it has certainly taken on some new forms that are frightening to most people and intriguing to those who seek to reduce adolescents' use of violence (Watkins Wagner, 1987). An escalation in the number of school-based shootings has forced many to take a new look at schools, violence, and discipline practices. Public reactions to these shootings have included calls for more school security and demands for accountability on the part of parents, students, teachers, and administrators. According to Harshman and Phillips (1994), there have been renewed pleas to address the issue of gun control and for more stringent policies that further restrict the choices of young people in school settings. 16 In recent years, numerous practices have emerged to deal with the problem of disorder in America's schools. Some of the implemented programs yielded positive results; even so, each school and community should develop an individual plan to address its own needs. In recent years, numerous practices have emerged to deal with the problem of disorder in Philippine schools. Some of the implemented programs yielded positive results; even so, each school and community should develop an individual plan to address its own needs. Perhaps the only topic of school discipline and policies that produced a consensus was the DepEd is that students were increasingly out of control (Alibyo 2019). Disruptions hamper lessons for all students, and disruptive students were even more handicapped by their behavior. A study

by Godo (2019) in Bulacan School concluded that students lost 7,932 instructional days—or 44 years—to in-school and out-of-school suspensions in a single academic year. School violence and ineffective disciplinary practices have become perennial problems in public schools (Devine, 2021). School violence, (inclusive of disrespect for authority and school procedures) fighting, gang-like behaviors, and bringing weapons or drugs to school, are catalysts to disciplinary actions. Studies indicate that nationwide, as many as 8Students have impeded the educational process through severe behavior infractions warranting disciplinary responses as administrators seek to eradicate school-wide issues of safety, teachers were challenged by attempting to solve the problems of students not learning. Time spent by teachers addressing discipline leads to a lack of learning and time off task. The National School Safety Center (2019) reported that disruptive behavior occurs about every six seconds that school is in session. According to Jones (2019), in his studies of time-off-task student behavior, found that inappropriate behaviors account for 45In the study administered by Urieh (2019), she cited that school authorities said that school discipline has a formidable impact on the students' academic performance. It guides the students to have their self-discipline thus resulting in a more responsible and equipped students. As to what Dobson (2020) shared, given the following roles of school discipline mentioned beforehand, it is very clear that there is a need to guide the students into the right paths as it is one of the main functions of the school. It

1.1. Purpose of the Study—The study focused on understanding the challenges faced by teachers within the region and their corresponding coping strategies. Instead of exploring the impact of school policies and disciplinary practices on racial and socio-economic disparities, the research delved into the experiences

of teachers. It sought to uncover the various obstacles teachers encountered in their professional roles and the strategies they employed to navigate these challenges. Through qualitative analysis, the study aimed to provide insights into the findings, shedding light on the complex landscape of teaching in the Davao region. serves as an agent of socialization, where people can be taught good morals, among other things, that will produce mentally and psychologically furnished students for a better society. In the context of the Davao region, there appears to be limited research specifically addressing the impact of school policies and disciplinary practices on reducing racial and socio-economic disparities in disciplinary outcomes. While some studies focus on general disciplinary policies and their implementation, comprehensive local studies that explore how these policies affect minority and economically disadvantaged students are sparse. For instance, research conducted in the Davao region has examined the relationship between organizational culture, policies, and teacher commitment, highlighting the influence of school policies on teacher behavior and the overall school environment (IDEAS/RePEc). Another study investigated the implementation of school rules and policies among senior high school students, emphasizing the need for consistent application and possible revisions to better address disciplinary issues. However, these studies do not specifically delve into the disparities faced by different demographic groups within the student population. This research gap underscores the need for targeted studies that explore how various school disciplinary practices impact different racial and socio-economic groups. Such research is crucial for developing equitable disciplinary policies that can address the unique challenges faced by minority and disadvantaged students, ensuring a fairer and more supportive educational environment in the Davao region.

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By understanding the perspectives of teachers, the research aimed to offer valuable insights for policymakers, educators, and administrators to improve support systems and professional development opportunities. Ultimately, the study aimed to contribute to a deeper understanding of the teaching profession and facilitate the creation of more supportive environments for educators in the region.

1.2. Research Questions—This phenomenological study aimed to describe the

- (1) What are the perceptions of the teachers regarding current policies and disciplinary practices?
- (2) How do the teachers cope with the challenges in their role in school policies and disciplinary practices?
- (3) What are the insights drawn from the study?

The highlights of this study were significant to the following: School discipline and classroom management problems continued to rank at the top of the teacher's headache list. Volumes of books and hundreds of journal articles had been written discussing components of discipline in the classroom. Even well-known authorities on student discipline such as William Glasser (2019) and Lee Canter (2024) had proposed plans that were successful in some schools, yet failed in others. As with any plan in education, the individual school's culture and climate had to be considered when implementing a discipline program. Teachers, given the important role that teachers played in the lives of children, young adults, and wider society, it was imperative that their working conditions were supported to prevent issues and help was provided when problems did arise. This was furthermore significant to the learners; teachers' working conditions adversely affected the students' levels of achievement. Additionally, this was significant to the school heads, for this could be a reference as to how to cope with the teacher's challenges in the workplace and how to go about addressing them as the school leader.

experiences of teachers in devolved working conditions regarding their good working environment with the policies for the success of a learner's education. It also attempted to determine if the views of the school and parents were consistent with the DepEd's policies. Furthermore, this study sought to answer the following questions: The study aimed to specifically answer the following questions:

Lastly, to fellow educational researchers, this study could be a reference to similar and comparative studies. **Definition of Terms**
School policy- A school policy is a set of guidelines, rules, regulations, and procedures established by a school or educational institution to govern various aspects of its operation. These policies typically cover a wide range of areas, including but not limited to academic standards, student conduct and discipline, safety and security measures, administrative procedures, curriculum development, staff employment and conduct, resource allocation, and community engagement.
Disciplinary practices- refer to the methods, procedures, and actions employed by educational institutions to address and manage student behavior that violates established rules, codes of conduct, or behavioral expectations. These practices encompass a range of interventions and consequences designed to maintain order, ensure a safe and respectful learning environment, and promote positive behavior among students.
Concurrences- refers to instances where multiple factors align or coincide. Specifically, it may refer to situations where various elements of school policies and disciplinary practices in-

intersect or coincide, such as the alignment of teachers' experiences with the intended goals of the policies.

1.3. Review of Significant Literature—The purpose of the current study is to expand research on school discipline by focusing on teacher perception of various school discipline practices. Teachers' perceptions influence their practices (Lumpe et al., 2022). It's important to distinguish between punishment, discipline, and classroom management, as these terms are often used interchangeably (Emmer, 2022). Discipline generally involves instruction and guidance, while punishment is intended to suppress undesirable responses (Holden, 2022). Classroom management includes both proactive and reactive strategies (Emmer Stough, 2021).

Numerous techniques can be used to regain classroom control, categorized by their goal (punitive/retributive or instructive/utilitarian) and the person in control (teacher or child) (Chemlynski, 2022; MacAllister, 2023). Studies show that effective classroom management, incorporating a range of proactive and reactive strategies, significantly impacts student behavior and academic performance (Marzano Marzano, 2019; Simonsen et al., 2022). Conversely, lack of effective management results in poor academic outcomes and increased disciplinary issues (Brouwers Tomic, 2022).

Parental involvement and social environment are crucial in shaping student discipline (Beyers et al., 2020; Epstein, 2021). Schools with effective discipline strategies foster better academic performance and positive student attitudes (Sonn, 2019). Additionally, effective teacher support systems and professional development programs improve teacher morale and student outcomes (Emmer Stough, 2021; Reyna Weiner, 2021).

The review highlights the importance of understanding teacher experiences in implementing discipline within devolved working conditions and the role of consistent educational poli-

cies (Adams, 2023). This study aims to provide insights into the challenges and strategies of teachers in the Davao region, contributing to the enhancement of educational practices and fostering a supportive learning environment.

1.4. Theoretical Lens—This study was anchored in the theory of Lawrence Kohlberg and his associates and by Jurgen Habermas. Moral domain theory has proposed that individuals acquire moral concepts about fairness, others' welfare, and rights (the "moral" domain) beginning in early childhood and that this knowledge develops during childhood and adolescence. In contrast to global stage theories outlined by Lawrence Kohlberg, in which morality was viewed as a series of hierarchical stages, moral domain theory proposes that moral reasoning is distinct from other forms of social knowledge, such as societal and psychological knowledge. In his book *The Development of Social Knowledge: Morality and Convention* (2019), Elliot Turiel outlined three domains of knowledge: the moral (principles of how individuals ought to treat one another), the societal (regulations designed to promote the smooth functioning of social groups and institutions), and the psychological (an understanding of self, others, and beliefs about autonomy and individuality). Beginning in early childhood, children construct moral, societal, and psychological concepts in parallel, rather than in succession, as was proposed by global stage theory (in which children were first selfish, then oriented to familial and societal regulation, and then formulating principled morality in adolescence). According to moral domain theory, morality includes concepts of physical harm, psychological harm, the distribution of resources, freedoms, and rights. Since the 1980s, extensive empirical research has demonstrated the multiple ways in which children, adolescents, and adults evaluate social events using these categories of knowledge. Researchers have identified social knowledge domains using a set of criteria that define each

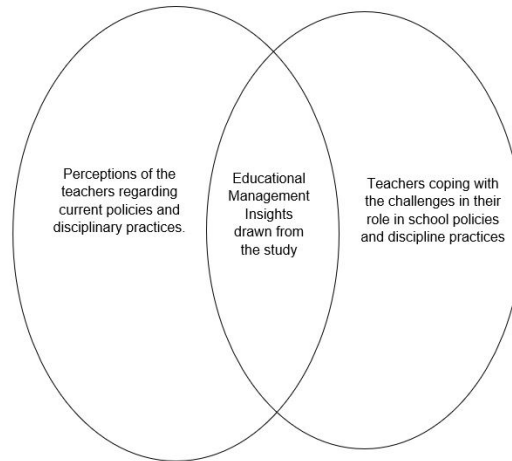


Fig. 1. The Conceptual Framework of the Study

domain and justifications that reveal the underlying reasoning about issues within the domain. For the moral domain, for example, for the issue of physical harm, an interviewer could ask a child whether it would be okay to hit if a teacher did not have a rule against hitting (authority jurisdiction), whether the rule could be changed (alter-ability), whether the rule applies in other settings (generalizability), whether it was wrong to hit someone if there was no punishment avoid-

ance and whether the act was wrong if there was no rule about it (rule contingency). Children as young as three and a half years old use these criteria to evaluate moral transgressions. Moral domain methodology also involves analyzing the reasons individuals give for their evaluations of acts and transgressions. Extensive empirical observations have been conducted to examine the types of responses children, peers, and adults use in response to transgressions.

2. Methodology

This chapter introduced the methods that were used in conducting the study and the gathering of data. This also included the research design, philosophical assumptions, research participants and sampling, data collection, research instrument, the trustworthiness of the study, and ethical considerations. The three most common qualitative methods were participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics were being explored. Focus groups were effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2019) defined phenomenology as inquiry that asked the question, "What is the structure and essence of the experience of this phenomenon for these people?" The goal of this research worked well with this definition in trying to understand the experiences of the school heads in the new normal as they tried to compare its implementation then and now. Giorgi (2019) cautioned researchers to be prepared for an investigation that was greater in both depth and breadth than the offered description implied. He suggested information be viewed as only the tip of the iceberg.

2.1. Philosophical Assumptions—The philosophical assumption was a framework used to collect, analyze, and interpret data in a specific field of study. It established the background used for drawing conclusions and making decisions. Typical philosophical assumptions had different types, which are elaborated below. Good research begins with the selection of the topic, problem, or area of interest, as well as the paradigm. A decent study task starts with the range of the topic, problem, or area of interest, as well as the paradigm. Stange (2019) traced the 'paradigm' back to its Greek (paradeigma) and Latin origins (paradigm), meaning pattern, model, or example. A paradigm was the patterning of the thinking of a person; it was a principal example among examples, an exemplar or model to follow according to which design actions were taken. Differently stated, a paradigm was an act of submitting to a view (Stange 2019). This view was supported by Denzin and Lincoln (2020), who defined a research paradigm as a "basic set of beliefs that guide action," dealing with first principles, 'ultimates,' or the researcher's worldview or philosophy. Ontology. This part of the research pertained to how the issue related to the nature of reality. According to Creswell (2022), reality was subjective and multiple as seen by participants in the study. The ontological issue addressed the nature of reality for the qualitative researcher. Reality was constructed by individuals involved in the research situation. Thus, multiple realities existed, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the realities of the implementation of the curriculum in the past and present were discussed by the participants, and their ways of coping with the implementation in the new normal were explored. In this study, I relied on the voices and interpretations of the participants through extensive quotes, themes that reflected their words, and evidence of different perspectives. The participants' answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I ensured that the responses of the participants were carefully coded to ensure the reliability of the results. I upheld the authenticity of the responses and refrained from introducing personal bias as the study progressed. Epistemology. This referred to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln (2019), as cited by Creswell (2022), stated that on the epistemological assumption, the researcher attempted to lessen the distance from the participants. They suggested that the researcher collaborated, spent time in the field with participants, and became an "insider." Based on Davidson (2020) and Jones (2019), I identified phenomenology with the use of thematic analysis as the best means for this type of study. In this regard, individual researchers "held explicit belief." I ensured close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry, particularly on the teachers' experiences and coping strategies in implementing the program in the new normal. Axiology refers to the role of values in research. Creswell (2022) stated that the role of values in a study was significant. Axiology suggested that the researcher openly discussed values that shaped the narrative and included their own interpretation in conjunction with the interpretation of participants. I upheld the dignity and value of every detail of information obtained from the participants. I understood the personal and value-laden nature of the information gathered from the study. Therefore, I preserved the merit of the participants' answers and carefully interpreted the answers in the light of the participants' personal interpretations. Rhetoric. This philosophical assumption stressed that the researcher might write in a literary, informal style

using the personal voice and qualitative terms with limited definitions. In the context of the study, I used the first person in the elucidation of the experiences of the teachers as they adapted to the new mode of learning implementation amidst the pandemic.

2.2. Qualitative Assumption of the Study—The methodology differed from the method. The methodology was a creative and responsive approach to understanding questions and subject matter, while the method referred to the exact knowledge and procedure (Gerodias, 2019). In this study, the experiences of the teachers from Rizal Elementary School, Cluster 5, Division of Panabo City, were gathered through an In-Depth Interview (IDI), and their coping strategies were extracted from the participants. The researcher’s inquisitiveness about the experiences of the School Heads became the basis for conducting qualitative research, a means which Kalof and Dietz (2020), as cited by Gerodias (2019), considered helpful in looking for “meanings and motivations that underline cultural symbols, personal experiences, and phenomena.” By using phenomenology, this need was hoped to be addressed by bringing the stories of the teachers in a manner that, as David (2020) wrote, the themes, symbols, and meanings of the experiences would be presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge. According to Becker (2019), as cited in Morrissey Higgs (2020), experience is a source of knowledge and shapes one’s behavior. From this definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research lay in the view that the everyday world was a valuable and productive source of knowledge and that we could learn much about ourselves and gain key insights into the nature of an event by analyzing how it occurred in our daily

lives (Morrissey Higgs, 2020). By doing phenomenology, which concerned the “what” and the “how” (Moustakas, 2019), the researcher hoped that the subjective experiences and perspectives of the participants would provide highlights on how the program was implemented before COVID-19 and the present execution of the program.

2.3. Research Design—This study utilized a qualitative phenomenological research design. The phenomenological design described the interpretations of the participants from their experiences. The participants were required to respond to the questions provided to them via Google Forms. Afterward, they were requested to participate in a Focus Group Discussion virtually and face-to-face, depending on the situation. At the end of this study, themes and common patterns were extracted from their responses (Jamon Cabanes, 2019). The researchers decided to use a qualitative phenomenological research design because they focused on the individual experiences of the teachers under the new normal in Philippine public education. There were 10 school heads as participants of the study who had firsthand experiences in the new normal in Philippine public education. The data gathered were recorded, transcribed, and validated to extract the firsthand experiences on the strengths, weaknesses, opportunities, and threats in the new normal in Philippine public education from the secondary teachers’ lived experiences. The Colaizzi method of data analysis in a phenomenological research design was used. This was purely academic. The participants signed the informed consent, and there was no risk in this study. They could withdraw as participants in the study at any time. Ethical considerations and safety health protocols were followed. Phenomenology was an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the

particular phenomenon (Creswell, 2019). Typically, interviews were conducted with a group of individuals who had firsthand knowledge of an event, situation, or experience. The interviews attempted to answer two broad questions (Moustakas, 1994): What had you experienced in terms of the phenomenon? What contexts or situations have typically influenced your experiences of the phenomenon (Creswell, 2019)? Other forms of data, such as documents, observations, and art, were also used. The data was then read reread and culled for similar phrases and themes, which were then grouped to form clusters of meaning (Creswell, 2019). Through this process, the researchers constructed the universal meaning of the event, situation, or experience and arrived at a more profound understanding of the phenomenon.

2.4. Ethical Considerations—Creswell (2019) emphasized that qualitative researchers faced many ethical issues that surfaced during data collection in the field and the analysis and dissemination of qualitative reports. In this study, the researcher dealt with former teachers in public schools. To ensure an authentic response from the participants, the researcher was responsible for exercising extra caution and maintaining the confidentiality of the study. The rights of the participants were extremely considered. Besides, they were not forced to be part of the study if they refused. In protecting the identity of the participants, Glesne and Peshkins (2020) suggested that providing and assigning numbers or aliases could protect the anonymity of the participants. In this study, I used codes to protect the identity of the participants. Added to this, as the researcher, I explained the purpose and significance of the study. The participants were given the chance to question the researcher about the nature of the study. This certified that the information was clear to the participants. Moreover, the data gathering and the participation of the participants were guided by the Informed Consent Form, which was signed

by the chosen participants. Lastly, the result and findings were presented back to the participants for verification. The transcriptions of the recorded interviews were kept private. Further, each of the participants was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could request and be allowed to verify their transcript after the interview was carried out. This provided the participants with the opportunity to amend or remove any information which they felt might identify them. The researcher reserved the right to employ the use of pseudonyms and change names and/or non-significant dates in the interest of protecting the identity of the participants in all subsequent data analysis and reporting.

Qualification of the Researcher. The researcher ensured that they possessed the necessary qualifications to conduct the study. The researcher had completed the academic requirements and passed the comprehensive examination before thesis writing, which was the last requirement to obtain the master's degree. The researcher was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study reached its completion.

Adequacy of Facilities. The researcher strived to ensure that the study could be completed successfully at the specified time and that they were equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that they had enough funds to continue and finish the research. Thus, this study was completed at the target time.

Community Involvement. The researcher showed respect for the local traditions, culture, and views of the respondents in this study. Moreover, this study did not involve the use of deceit at any stage of its implementation, specifically in the recruitment of the participants or methods

of data collection. Furthermore, the researcher expressed great pleasure for the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the Researcher. The researcher respected other works by properly citing the author and rewriting what someone else had said in their own way. The researcher also always used quotes

2.5. Research Participants—Purposive sampling was applied to select the research participants. Purposive sampling is a technique in which the researcher relies on their judgment when choosing members of the population to participate in the study. It was a non-probability sampling method, and it occurs when elements selected for the sample are chosen based on the researcher's judgment. Researchers often believed that they could obtain a representative sample by using sound judgment, which resulted in saving time and money (Black, 2020). In this study, suitable samples included public school teachers, either male or female, at Tacunan Elementary School, Tugbok District, Davao City Division. Ten informants participated in the in-depth interview. Moreover, to protect the participants' identities, coding was used. T1 to T10 were used for the informants of the in-depth interview. In this study, I played various roles to attain the success of the study. First, I asked for permission to conduct the study, starting with the Schools Division Superintendent and then proceeding to the participants of my study. As a researcher, once consent was obtained, I recorded the actual interview to meet the needs of this type of research. The interview's goal was to gain a deeper understanding of the experiences of the learners in the new normal way of teaching and learning. The interview also included how the Department of Education should improve its programs. After the needed data had been gathered, the researcher transcribed and analyzed everything. However,

to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present in working on the manuscript and that no intentional misrepresentation or fabrication of data or results was included, nor were conclusions purposefully put forward that were not accurate.

human instruments were important to study in case the quality of this research had to deal with biases and assumptions regarding the persons involved in the research (Greenbank, 2003).

2.6. Research Instrument—In this study, I used an Interview Guide Question Tool with sub-questions for the in-depth online interview. The tool was used as my guide while interviewing the selected teachers who were my participants in the recorded in-depth online interview. This aimed to answer the research questions and collect additional inputs that could be useful in my study. To address the validity issues of this design, specifically regarding the method, I sought help from experts. The experts checked and validated my interview guide question tool. The expert panels' suggestions influenced the sampling used for the selection of my participants. In the identification of these research informants, there were ten (10) public school heads aged forty-five (45) to sixty (60) years old, either male or female, from Tacunan Elementary School, Tugbok District, Davao City Division. Purposive sampling was used, especially exemplified through the key informant technique, wherein one or a few individuals were solicited to act as guides to a culture (Tongco, 2020). I used a referral system so that I could access teachers who would help qualify my criteria. This system is also called snowball sampling. Snowball sampling is a non-probability-based sampling technique that was used to gain access to such populations. The participants were purposely chosen so that the

information needed could expedite the study. However, the application of snowball sampling was later appropriated to gather the exact data needed to answer the research questions. More-

2.7. Data Collection—Data was collected to reproduce real-life communication scenarios in which the participants made oral or written contributions useful for research purposes and their learning process. Establishing rapport with the participants is an important step that allows them to provide good data. To collect information, I developed protocols or written forms for recording data, such as interviews or observation. Additionally, I anticipated issues that may hinder or contribute to lost information. In this study, I employed the following data-gathering steps. I asked the Schools Division Superintendent for permission to conduct the study in the Don Marcelino district. I secured the superintendent's permission. I sent the superintendent a letter explaining the study's objectives and the participants' identification, with an attached copy of Chapters 1 and 2 and the research instrument. I would only start after I received the Superintendent's approval. I asked for permission from the school heads. After securing approval from the SDS, I sent letters to the principals or school heads of the identified schools explaining the study to be conducted in their schools. I obtained consent from the participants and considered the participants' consent

2.8. Data Analysis—All data collected for this study were carefully examined and extensively analyzed. The researcher would begin by sharing personal experiences with the phenomenon under investigation. The researcher would start by detailing her own experience with the phenomenon. This was an attempt to separate the researcher's personal experiences and

over, the identity of my participants was strictly valued and respected under the "ethics of research." Hence, my interaction with them was collegial and morally upright.

as informants of the study a priority; thus, I ensured permission from them and their parents/guardians. The participants were adequately oriented about the whole study process and their part as participants. I conducted the interview. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. I was transcribing the interviewees' responses. The researcher would then precisely transcribe them by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and thematizing. Categorizing and coding the data would come after the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, in order to identify patterns and trends, data were contrasted and compared between the individuals.

focus on those of the participants' experiences. The researcher would then make a list of significant statements. Then, I sought statements indicating how the individual was experiencing the topic, categorized them as relevant, and worked to generate a list of no repetitive or overlapping statements. The significant statements gathered were grouped into themes. She would write a de-

scription of “what” the participants experienced with the phenomenon, followed by a description of “how” the experience happened. Lastly, the researcher would write a composite description of the phenomenon incorporating textural and structural descriptions. Thematic Content Analysis. The thematic analysis identifies the pattern of essential themes in the data and uses these themes to address the study. As thematic analysis does not require the detailed theoretical and technological knowledge of other qualitative approaches, it offers a more accessible form of analysis, particularly for those early in their research career (Braun Clarke, 2006). Whichever type of study is conducted and for what purpose, the most critical aspect of the analysis is that the researcher respects the data and tries to represent the interview results as truthfully as possible (Mortensen, 2020). Document analysis. Document analysis uses a systematic procedure to analyze documentary evidence and answer specific research questions. Qualitative data analysis entails analyzing material from written documents to draw deductions depending on the study parameters. The effort required to prepare the analysis was much less than that required for field observation, interviews, or the requirements workshop. The data analysis could be interrupted and continued at any time. Triangulation of data. Triangulation was using multiple methods or data sources in qualitative research to understand phenomena (Patton, 2019) comprehensively. Triangulation has also been viewed as a qualitative research approach for testing validity by combining data from various sources. Triangulation reduces research bias that comes from using a single method. It increases validity by exploring the same topic with various tools. Provides a clear understanding of the research problem to establish credibility. Environmental triangulation. This type of triangulation uses different locations, settings, and other critical environmental factors, like the time, day, or season in which

the study was conducted. The key was determining which environmental factors may impact the information provided. These factors are modified to determine if the results are consistent across settings. Validity is established when the findings remain consistent under various environmental conditions (Guion et al., 2021).

2.9. *Trustworthiness of the Study*—The concepts of validity and reliability were relatively foreign to the field of qualitative research. Instead of focusing on reliability and validity, I substituted data trustworthiness. Trustworthiness consists of the following components: credibility, transferability, dependability, and confirmability (Harts, 2019). Credibility contributed to a belief in the trustworthiness of data by observing the attributes of prolonged engagement. To address the issue of credibility, I interviewed as many research participants as possible, or up to the point of saturation. Transferability was concerned with the extent to which the findings of one study could be applied to other situations. In positivist work, the concern often lay in demonstrating that the results of the work at hand could be applied to a wider population. Since the findings of a qualitative project were specific to a small number of particular environments and individuals, it was impossible to demonstrate that the findings and conclusions applied to other situations and populations. Therefore, to ensure transferability, I acknowledged that it was my responsibility as a researcher to provide sufficient contextual information about the fieldwork sites to enable the reader to make such a transfer. Confirmability associated objectivity in science with the use of instruments that were not dependent on human skill and perception. It was, however, difficult to ensure real objectivity since, even though tests and questionnaires were designed by humans, the intrusion of my biases was inevitable. Here, I took steps to help ensure as far as possible that the work’s findings were the result of the experiences and ideas of the participants, rather

than my own characteristics and preferences.

2.10. Framework of Analysis—The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involved familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 2019). The first step involves thoroughly reading and re-reading all the transcribed interviews. This step was crucial as it allowed the researcher to immerse themselves in the data, ensuring they fully understood the content and context of the participants' responses. By repeatedly engaging with the transcriptions, the researcher began to identify recurring patterns, themes, and nuances that might not be immediately apparent. This process helps build a comprehensive foundation for further analysis. In the second step, I extracted significant statements from the transcribed interviews. These were specific phrases or sentences that directly pertain to the investigated phenomenon. The goal was to isolate the most relevant and impactful parts of the data that would contribute to a deeper understanding of the subject. By focusing on these key statements, I distilled the essence of the participants' experiences and insights. The third step involves giving meaning to the extracted significant statements. During this process, I categorized pertinent quotes into broader themes. This involves interpreting the statements to understand the underlying meanings and implications. By organizing the data into themes, I began to see how different aspects of the participants' experiences relate to each other and the overall phenomenon being studied.

In the fourth step, I repeated steps 1 to 3 for each interview. This iterative process ensures that all interviews are analyzed in the same thorough manner. By treating each interview individually and then comparing the themes across interviews, the researcher identified commonalities and differences in the participants' experiences. This step was essential for building a robust and comprehensive analysis. After completing the initial analysis of all interviews, I compiled an exhaustive description of everything generated in the previous steps. This comprehensive summary included all significant statements, their meanings, and the themes identified. This step aimed to create a detailed and holistic representation of the data, capturing the full complexity of the participants' experiences. In the sixth step, I summarized the exhaustive description to identify the fundamental structure of the phenomenon. This involves distilling the detailed descriptions into a more concise and coherent narrative that highlights the core elements of the participants' experiences. The goal was to clarify the essential features of the phenomenon and how they manifest in the participants' lives. The final step was to ensure the credibility of the data through discussions with experts and independent reviewers. By seeking external validation, the researcher confirmed the accuracy and reliability of their findings. These discussions helped identify any potential biases or gaps in the analysis, ensuring that the conclusions drawn were well-supported by the data. This step was crucial for enhancing the trustworthiness and validity of the research. By following these steps systematically, the researcher conducted a thorough and credible phenomenological analysis that provided deep insights into the phenomenon under study.

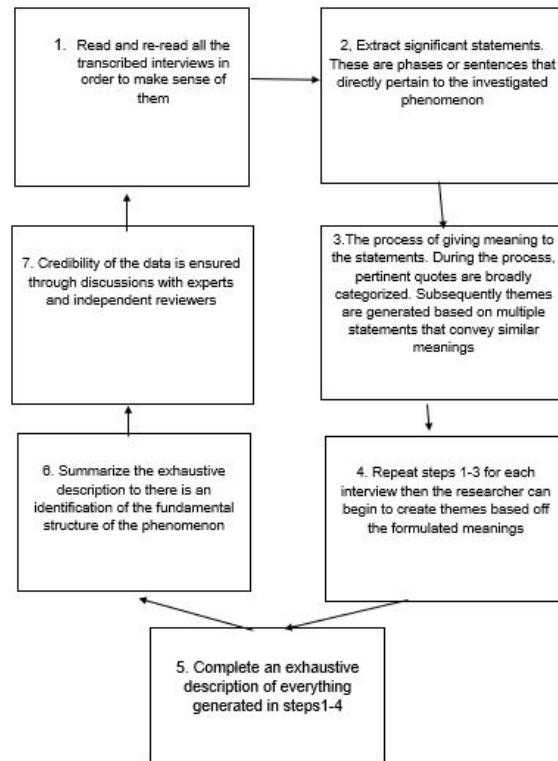


Fig. 2. Analytical Framework of the Study

3. Results and Discussion

This chapter presents the results generated from the analysis of the interview data. It presents themes that emerged from the analysis. Along with the themes, comprehensive discussions that answered the study’s objectives are presented.

Before I began my discussion, I established the symbols I used to present the quotations based on the study participants’ responses. Regarding the transcribed interviews, I used pseudonyms to refer to the research participants. The study’s first objective was to uncover the teachers’ perceptions regarding current policies and disciplinary practices. The questions gathered substantial actual experiences from teachers.

Participants said that in school, they prioritize aligning our policies with our pupils’ specific needs, interests, behaviors, and differences. While they adhere to national policies, we recognize the importance of contextualizing them to suit the individuality of each learner. This approach ensures that our policies are ef-

fective and sensitive to our students’ diverse backgrounds and requirements. By tailoring our policies this way, we create a more inclusive and supportive environment where every student feels valued and can thrive academically, socially, and emotionally. The earliest writings present evidence that scholars, philosophers, historians, sociologists, and educators have attempted to relate youth behavior to the characteristics of culture. Plato sought to correlate the behaviors of the youth of his day with the failings of government and society. Crediting his teacher, Socrates, Plato postulated that where there was too much societal freedom, the educational environment suffered. The teacher came A link between success in K-12 schooling and success in adulthood has long been ac-

knowledge. For example, although a cause-effect relationship has not been proven, a positive correlation exists between low educational levels and imprisonment (Moretti, 2019). The United States Department of Education (USDOE, 2020) estimated that 19 percent of all inmates in the country are entirely illiterate, and 60 percent read at or below the 5th-grade level.

The participant (T01) emphasized the importance of adapting national education policies to suit individual students' unique needs, interests, behaviors, and differences within their schools. By contextualizing these policies, the school addressed specific local challenges and opportunities that national guidelines might not have fully considered, ensuring relevance and effectiveness in their unique environment. This approach acknowledged the diversity among students and created a more inclusive and supportive learning atmosphere, fostering the holistic development of each learner. The teacher highlighted that such individualized policies had led to significant positive outcomes, with students able to develop their potential and grow into well-rounded individuals who contributed positively to society. This method respected each student's individuality and promoted comprehensive growth, benefiting both the students and the broader community. The next respondents (T2T3), the teachers, highlighted the inclusive nature of school policies, emphasizing that they were designed to promote non-discrimination and effective communication among students, teachers, and all school staff. These policies aimed to create an environment where everyone could interact respectfully and productively, which was crucial for fostering a positive and cohesive school community. The adherence to these inclusive policies ensured a smooth flow of learning and development within the school, providing a structured framework that supported educational processes and interpersonal relationships. Furthermore, while the school aligned its policies with those established by the Depart-

ment of Education (DepEd), it also adapted and indigenized these policies to better fit the local context and needs. This adaptation process allowed the school to comply with national standards while addressing specific cultural, social, and educational requirements unique to their community. The teacher indicated that this practice of indigenizing policies had been beneficial, as it allowed for a more relevant and practical implementation that resonated with both staff and students, enhancing the overall educational experience.

3.1. Experiences of Teachers on School Policies and Disciplinary Practices—From these statements, the first theme that emerged from the series of interviews is cultural relevance.

3.1.1. Culture Relevance—In considering the cultural relevance of school policies and disciplinary practices, it is essential to acknowledge the perspectives and experiences of teachers. Their concurrences on this matter provide valuable insights into the effectiveness of such policies in addressing students' diverse cultural backgrounds. By incorporating teachers' perspectives, schools can ensure that their policies resonate with their student population's cultural nuances and values, fostering a more inclusive and supportive learning environment. Additionally, teachers' concurrences can help identify areas where policies may need adjustment or enhancement to better align with cultural sensitivities and promote equitable disciplinary practices. This collaborative approach between teachers and school administrators is crucial for developing policies that maintain order and respect and celebrate the cultural diversity within the school community. Policies that are overly rigid or punitive may not be effective in promoting positive behavior and academic success. Schools that are willing to adapt policies based on feedback and changing circumstances are more likely to see positive outcomes. Another and more recent example of human be-

ings committing suicide under the influence of a prevailing culture can be seen in the al Qaeda bombers of September 11. The stated motivation of the 9-11 killers was Islamic martyrdom. Whereas rational Muslims might be quick to point out that the Quran forbids the taking of lives in most circumstances, certain subcultures of the religion, al Qaeda for instance, espouse a mission statement that includes a directive for every Muslim to kill Americans anywhere they are found. The killing of American infidels is, according to al Qaeda, a divine mission (Atran, 2020). Max Weber (2019) commented on society's influence on the individual in his treatise on society and economy, *The Protestant Ethic and the Spirit of Capitalism*. According to Weber, "The most pervasive feature that distinguishes contemporary life is that it is dominated by large, complex, and formal organizations" (as quoted in Fernandez, 2022). To illustrate the impact of society on human beings, Weber (Shils Rheinstein, 2022) pointed to the example of the Calvinists of the American Colonial period. Those early Americans conducted their lives based on the generally accepted religious concept that one was called by God to work hard to demonstrate that one was not to be among the damned in the next life. Although it was true that, according to Calvinist doctrine, one had no way of knowing whether one was among those whom God would choose to dwell in heaven after death, not working hard as God demanded was a sure way to demonstrate that one was not among them. So strong was the influence of Puritan society on its members that they adapted their entire lifestyle to this cultural philosophy. Sanctions were severe for those who did not conform to society's dictates. Yet, Weber attributed the political and economic success of the United States in part to the work ethic of those early Protestants whose individual behaviors were shaped substantially by their culture (Shils Rheinstein, 2022). Idealists, beginning with the ancient Greeks, have long believed that

reality exists inside the mind. In this existence of scientific fact apart from social life or apart from the socially influenced thought process of human beings. He argued that even scientific research became accepted as fact only through social negotiation (Hechter Horne, 2020). History is replete with examples of facts that were not accepted as facts, even in the face of evidence, until the prevailing social structure permitted their acceptance. Galileo's work is an example. Fleck described this phenomenon: "This negotiation leads to a thought style that is a social product formed within a collective as the result of social forces" (as cited in Hechter 2019).

Firstly, the participants' statement underscores the importance of a collaborative approach between educators and parents. Schools invest considerable effort into developing and implementing disciplinary policies promoting responsible behavior and student social development. However, these efforts can be significantly undermined when parents do not actively participate in reinforcing these measures at home. The disconnect between school and home environments creates inconsistencies that confuse students, making it difficult for them to understand and adhere to expected behaviors. Secondly, participants highlighted the broader implications of parental involvement on student outcomes. When parents are disengaged, it affects discipline, overall student well-being, and academic performance. Research consistently shows that students perform better academically and socially when their parents are actively involved in their education. Therefore, the lack of parental involvement in discipline reflects a deeper issue that can negatively impact a student's holistic development. One of the prominent emerging themes in the realm of education is the critical role of parental involvement, particularly in student discipline. The statement highlights a significant challenge: the lack of engagement from some parents in supporting and reinforcing the disciplinary measures set

by the school. This issue is a recurring and impactful theme because effective discipline is fundamental to creating a conducive learning environment. Moreover, this highlights the need for effective communication strategies between schools and parents. The statement suggests that the engagement level remains insufficient despite efforts to communicate and collaborate. This indicates a potential area for schools to innovate and improve their outreach and support systems for parents. Enhancing communication channels and providing parents with the tools and knowledge to support disciplinary measures can foster a more integrated approach to student development.

These statements highlight the critical importance of access to resources and teachers' challenges in implementing school policies and disciplinary measures. Providing teachers with behavior management strategies, intervention programs, and counseling services is essential for addressing the diverse needs of students and creating a safe, inclusive classroom environment. When teachers have the necessary tools and support systems, they are better equipped to manage disciplinary issues effectively and support the social-emotional development of their students. However, despite the availability of resources, teachers often encounter challenges in implementing complex school policies and maintaining consistent disciplinary actions. These difficulties arise from the need to interpret intricate policies accurately and balance disciplinary measures with fostering a positive classroom atmosphere. Effective implementation of these policies also requires strong communication and collaboration among teachers, students, parents, and administrators. Overall, these statements present the theme: support and resources. It has become evident that support and resources represent an emerging theme of significant importance. Several theories support the idea that access to support and resources is essential for effectively implementing school

policies and disciplinary measures. Maslow's Hierarchy of Needs (2020) highlights that for teachers to perform effectively, their basic professional needs must be met, including having access to necessary resources and support systems. This ensures a safe and structured environment, enhancing teachers' confidence and competence in handling disciplinary measures. Albert Bandura's Social Cognitive Theory (1986) emphasizes the importance of environmental influences on behavior. Supportive resources and a conducive environment help teachers model positive behaviors and effective disciplinary practices, boosting their self-efficacy and ability to manage classrooms effectively. The Job Demands-Resources (JD-R) Model (2021), developed by Demerouti and Bakker, focuses on balancing job demands and available resources. It suggests that while teachers face high demands, such as managing student behavior and adhering to school policies, access to resources like behavior management tools, intervention programs, and counseling services can buffer the effects of these demands, reducing stress and enhancing job performance. These theories collectively support the critical role of support and resources in effectively implementing school policies and disciplinary measures. Maslow's Hierarchy of Needs highlights the necessity of meeting teachers' basic and professional needs. Social Cognitive Theory emphasizes the influence of a supportive environment and the importance of self-efficacy. The JD-R Model underscores the balance between job demands and resources, illustrating how adequate support can mitigate stress and enhance performance. Together, these theories provide a robust framework for understanding why support and resources are essential for teachers in educational settings. The theme that was revealed based on the discussion above was parent involvement.

3.1.2. Lack of Parent Involvement—Parents are essential partners in promoting positive behavior and academic success. Schools that

involve parents in policy development and communicate policies clearly are more likely to see positive outcomes. Many schools involve parents in school-based or school-related activities. This constitutes parental involvement rather than parental engagement. According to Harris and Goodall (2021), parental involvement can encompass a range of activities within or within the school. Parents view parental engagement as offering support to students, while teachers tend to view it as a means to improve behavior. Peters (2019) notes that “when schools have reputations for being successful, they generally have lots of engagement from parents. Mwai Kimu (2019) concludes in his qualitative study on Parent Involvement in Public Primary Schools in Kenya that a society needs to increase its level of educational involvement and that starts with the support by the parents. He claims that parent-school linkages can be enhanced through the teacher/parent relationship because teachers are the main linkage of parents to the school, the teacher/parent relationship is critical to pupils’ success and parent involvement. Parents must be considered a constant and principal component of the curriculum. (Nihat Şad Gürbüzürk, 2019). They add that success at school is guaranteed if parents’ involvement at home supports school-based instruction. Involving parents in education has been reported to yield positive outcomes, including increased student attendance to and satisfaction with school, better academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation, and fewer discipline problems. The responses of the participants supported the next theme;

The participants discussed that the synergy between professional development opportunities and administrative support creates a robust framework for teachers to navigate the intricate landscape of school policies and disciplinary practices. Professional development equips teachers with the necessary knowledge,

skills, and strategies to effectively understand and implement policies, fostering confidence and competence in addressing disciplinary issues. Workshops, training sessions, and mentorship programs offer valuable insights into best practices, enabling teachers to navigate diverse student populations and complex scenarios easily. On the other hand, administrative support plays a pivotal role in providing guidance, feedback, and mentorship to teachers, ensuring they feel supported and empowered to address disciplinary challenges. When teachers have access to professional development opportunities and administrative support, they can navigate policy implementation with greater clarity and efficacy, creating a positive learning environment conducive to student success. Moreover, the collaborative partnership between teachers and administrators in leveraging support resources fosters a culture of openness, communication, and shared responsibility in addressing disciplinary practices. By working together, teachers and administrators can identify areas for improvement, develop tailored interventions, and implement proactive measures to promote positive behavior and maintain a safe and inclusive learning environment. Administrators who prioritize teacher support and provide ample resources demonstrate a commitment to fostering a collaborative and supportive school culture, which in turn enhances teacher morale and job satisfaction. Ultimately, the combination of professional development opportunities and administrative support enhances teachers’ ability to navigate school policies and disciplinary practices effectively and cultivates a collaborative and empowering school community that prioritizes the holistic development and well-being of all students. The harmonious integration of professional development opportunities and administrative support has been pivotal in my journey to effectively navigate the multifaceted terrain of school policies and disciplinary practices. As Desimone (2019) states, ongoing pro-

professional development provides educators with the necessary tools and knowledge to implement policies effectively, enhancing their confidence and competence in managing disciplinary issues. Through workshops, training sessions, and mentorship programs, I have gained valuable insights into best practices, allowing me to address diverse student needs and complex situations with greater efficacy. Furthermore, administrative support has played a crucial role in bolstering my ability to address disciplinary challenges. According to Darling-Hammond (2019), effective administrative leadership involves providing guidance, feedback, and mentorship to teachers, fostering a supportive environment conducive to professional growth. By receiving guidance and mentorship from school leaders, I have felt empowered to navigate policy implementation with clarity and confidence, ultimately contributing to a positive learning environment for all students. More response from the participants;

According to the participants, Having the opportunity to contribute to the creation of school policies through open communication channels significantly enhances teachers' morale and confidence. When teachers are actively involved in policy development, they feel that their insights and professional experiences are valued, leading to a greater sense of ownership and commitment to the policies implemented. This inclusive approach fosters a collaborative environment where teachers are more likely to support and uphold policies because they have had a hand in shaping them. Additionally, open communication channels ensure that teachers can voice concerns and provide feedback, creating a responsive and dynamic policy-making process. Feeling supported and empowered, teachers are better equipped to address challenges, innovate in their teaching practices, and contribute to a positive and effective. This participatory approach to policy creation boosts teacher morale and leads to more effective

and relevant policies. When teachers contribute their firsthand experiences and insights, policies are more likely to address the real challenges and needs of the classroom. Teachers bring a practical perspective that can highlight potential issues and propose viable solutions that administrators might overlook. As a result, policies developed with teacher input tend to be more pragmatic, ensuring smoother implementation and better compliance. This collaborative process also helps to align school policies with the educational goals and values of the teaching staff, fostering a more cohesive and supportive school environment. Moreover, involving teachers in policy development cultivates a culture of trust and mutual respect between teachers and administration. Open communication channels demonstrate that the administration values teachers' expertise and will listen and act on their suggestions. This trust-building dynamic can increase job satisfaction and retention as teachers feel recognized and appreciated for their contributions. Additionally, when teachers feel empowered and supported, they are more likely to take initiative and engage in continuous professional development, further enhancing their skills and effectiveness. Ultimately, this empowerment translates into a more motivated and committed teaching staff, positively impacting student outcomes and school climate. The theme revealed based on the discussion above was resource support.

3.1.3. Support and resources—These are integral to addressing teachers' experiences concerning school policies and disciplinary practices. Teachers often navigate complex scenarios where they must apply policies in real-world situations, requiring adequate support and resources to do so effectively. One aspect of support involves ongoing professional development opportunities that equip teachers with the knowledge and skills to understand and implement policies appropriately. Workshops, training sessions, and mentorship programs can pro-

vide teachers with insights into best practices, strategies for managing disciplinary issues, and guidance on navigating diverse cultural contexts within the school community. Additionally, access to comprehensive resources such as policy handbooks, procedural guidelines, and online databases can empower teachers to make informed decisions and effectively enforce school policies while maintaining fairness and consistency. Furthermore, administrative support plays a crucial role in ensuring that teachers have the necessary backing to address school policies and disciplinary practices effectively. School leaders need to establish a supportive and collaborative environment where teachers feel comfortable seeking guidance and assistance when faced with challenging situations. Administrators can offer mentorship, coaching, and regular feedback to help teachers navigate complex disciplinary issues while upholding the principles of fairness and equity. Moreover, fostering open communication channels and creating opportunities for teachers to voice their concerns or provide input on policy development can enhance teacher morale and confidence in implementing school policies. Ultimately, by providing adequate support and resources, schools can empower teachers to navigate the complexities of school policies and disciplinary practices more effectively, contributing to a positive and conducive learning environ-

3.2. Teachers Coping with Challenges in Their Role in School Policies and Disciplinary Practices—Teachers often face significant challenges in navigating school policies and disciplinary practices, particularly when these policies may not always align with the diverse needs of their student populations. Balancing the enforcement of school rules with the necessity of being culturally sensitive and responsive can be difficult. Teachers must often act as intermediaries, advocating for their students while adher-

ing to institutional guidelines. The study revealed three emerging themes critical to understanding the effectiveness of school policies and disciplinary measures: cultural relevance, lack of parental involvement, and support and resources. Cultural relevance emphasizes the importance of aligning school policies with students' diverse cultural backgrounds to ensure inclusivity and respect for different traditions and values, thereby enhancing student engagement and compliance. Lack of parental involvement was identified as a significant barrier, with teachers noting that without active participation from parents in their children's education and disciplinary processes, efforts to maintain consistent and effective discipline were often undermined. Finally, the theme of support and resources underscored the necessity of providing teachers with adequate tools, professional development, and institutional support to implement policies successfully. Without these resources, teachers faced increased challenges in managing classrooms and addressing the diverse needs of their students. These themes highlighted the multifaceted nature of educational challenges and the need for a holistic approach to policy implementation and disciplinary measures. Figure 3 shows teachers' experiences with school policies and disciplinary practices and the emergence of the two themes: cultural relevance, lack of parental involvement, and support and resources.

ing to institutional guidelines. This dual responsibility can create tension, mainly when standard disciplinary measures disproportionately affect students from marginalized backgrounds. The participants' responses would reveal the theme of coping with the challenges. The participants' statements highlight a structured approach to involving various stakeholders in the school's governance. The presence of a faculty group with a president who represents teachers during general meetings with parents demon-

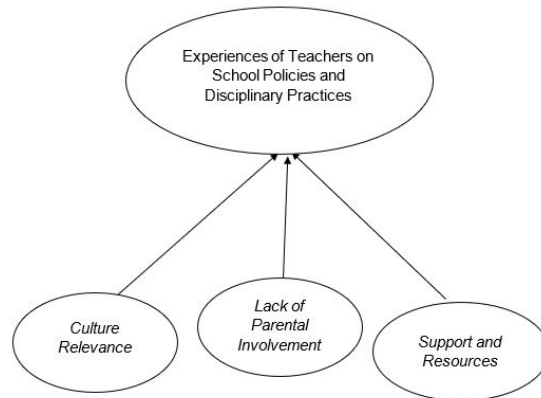


Fig. 3. The Experiences of Teachers Regarding Current Policies and Disciplinary Practices

strates a formal mechanism for teacher representation and participation in school decision-making. This collaborative governance ensures that teachers' voices are heard, and their perspectives are considered in discussions with parents and school administrators. The regular general meetings with parents serve as a vital platform for open communication between the school and parents. This collaborative approach is instrumental in addressing issues related to student behavior and academic achievement. By actively involving parents in these discussions, the school fosters a partnership that significantly contributes to students' holistic development. The dialogue between parents and teachers during these meetings not only helps to align expectations but also facilitates the sharing of insights and the collaborative resolution of any concerns, thereby creating a more supportive and nurturing learning environment. Their statements emphasize the importance of developing and implementing policies designed to enhance the learning environment for all students. Discussing and deciding on policies during these meetings ensures they are relevant and effectively address the school community's needs. Furthermore, the involvement of all teachers in crafting localized school policies contributes to their effectiveness and ensures that the policies are tailored to the specific context of the school.

Teachers have adequate resources to implement the policies effectively, and this is made possible through the support of parents and school heads. Adequate resources are essential for the successful execution of educational policies and programs. The statement indicates that the necessary tools and support systems enable teachers to carry out their responsibilities effectively. The statements also underscore the importance of consistent and unbiased policy enforcement. The involvement of all teachers in developing these policies ensures a collective understanding and commitment to their implementation. This collective approach helps to eliminate bias and ensures that all students are treated fairly and equitably. Regular meetings and assessments allow for continuous improvement and timely decision-making. By discussing various concerns and making relevant decisions during these meetings, the school ensures that policies and practices are continuously evaluated and improved for the betterment of all students and staff. The theme of collaborative governance emerges strongly from these teacher statements. It highlights the importance of stakeholder involvement, open communication, resource adequacy, and consistent enforcement in creating a supportive and effective educational environment. This collaborative approach not only enhances the learning experi-

ence for students but also fosters a positive and inclusive school culture.

3.2.1. Collaborative Governance—Collaborative governance in schools finds theoretical support in several key theories. Systems Theory, originating in the mid-20th century, views schools as complex systems where different stakeholders interact to achieve common goals. This theory underscores the interconnectedness of teachers, parents, students, and administrators, emphasizing the need for collaboration to ensure the smooth functioning of the educational system. In the context of education, Systems Theory views schools as dynamic systems comprising various interrelated components, including teachers, students, administrators, parents, and the broader community. The theory emphasizes the interconnectedness of these components, highlighting how changes in one area can affect the entire system. For example, school policy changes may impact teacher morale, student behavior, and parental involvement. Systems Theory also recognizes the importance of feedback loops within the system, where information flows back and forth among stakeholders. This feedback informs decision-making processes and helps the system adapt to changing circumstances. Moreover, Systems Theory advocates for a holistic approach to problem-solving, encouraging educators to consider the broader context and interconnected nature of issues within the school environment. By adopting a Systems Theory perspective, educators can better understand the complexities of their educational systems and develop more effective strategies for improvement and innovation. Transformational Leadership Theory, developed in the late 20th century, highlights the role of inspirational leaders who motivate stakeholders to work together towards shared visions of school improvement. These leaders encourage open communication and innovation, fostering a collaborative culture within the school community. Transforma-

tional Leadership Theory, developed in the late 20th century by James MacGregor Burns and expanded upon by Bernard M. Bass, focuses on leaders who inspire and motivate their followers to achieve higher levels of performance and engage in the transformation of their organization. This theory posits that effective leaders can articulate a compelling vision for the future and inspire others to rally behind that vision. Transformational leaders exhibit four key characteristics: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence involves acting as a role model and earning the trust and admiration of followers. Inspirational motivation entails communicating a shared vision and inspiring others to work towards common goals. Intellectual stimulation involves challenging assumptions, encouraging innovation, and promoting creative problem-solving. Lastly, individualized consideration involves recognizing the needs and aspirations of each follower and providing personalized support and encouragement. Transformational leaders in education play a crucial role in shaping school culture, fostering collaboration, and driving positive change. By inspiring teachers, students, parents, and other stakeholders to embrace a shared vision of academic excellence and continuous improvement, transformational leaders can create vibrant and high-performing learning communities. These relationships contribute to the creation of a supportive and collaborative learning environment. Social capital encompasses various forms of social networks, norms, and trust that facilitate cooperation and collective action. For instance, when parents actively engage with schools, participate in parent-teacher associations, and build relationships with teachers and other parents, they contribute to the social capital of the school community. These theories collectively support the notion of collaborative governance in schools by emphasizing interconnectedness, inspirational leadership, and the value of strong

relationships and shared goals. Systems Theory underscores the importance of considering the school as an interconnected system where collaboration is vital to harmony and effectiveness. The second theme was discussed through the responses of the participants.

The participants said that integrating culturally relevant content, examples, and perspectives into the curriculum has cultivated an inclusive learning environment where students feel valued and respected for their cultural identities. This approach acknowledges the diverse backgrounds of teachers' students and validates their experiences, fostering a sense of belonging and pride within the classroom. By incorporating elements of students' cultures into teachers' teaching, Teachers have been able to make learning more meaningful and relatable, engaging students in a way that resonates with their lived experiences and cultural heritage. Cultural competence and sensitivity are foundational principles in shaping effective disciplinary strategies that prioritize understanding and respecting students' cultural norms and values. Recognizing the influence of culture on behavior and perceptions, Teachers tailor disciplinary interventions to align with students' lived experiences, promoting reconciliation and relationship-building over punitive measures. By embracing restorative justice practices, Teachers emphasize the importance of dialogue, empathy, and community involvement in addressing disciplinary issues. This approach creates opportunities for students to learn from their mistakes and grow as responsible classroom community members. This approach reinforces positive behavior and fosters a supportive and equitable learning environment where students feel understood and supported. More of the answers would reveal the theme;

The participants discussed that Professional development training has played a pivotal role in equipping teachers with the knowledge and skills necessary to navigate cultural diversity

within the classroom effectively. Participating in workshops and seminars has provided teachers with practical strategies for addressing cultural differences and promoting inclusivity. Through these training opportunities, they have gained a deeper understanding of the various cultural backgrounds represented in their classroom and learned how to facilitate open and respectful dialogue that honors students' identities and perspectives. Moreover, these experiences have helped me cultivate a culturally responsive classroom culture where students feel valued, respected, and understood. The insights gained from professional development training have enabled teachers to adapt their disciplinary strategies sensitively to the diverse needs of their student population. Incorporating culturally relevant approaches into their disciplinary practices has created a more supportive learning environment where all students can thrive. The training has empowered teachers to implement restorative justice practices that prioritize relationship-building and reconciliation rather than punitive measures that may inadvertently perpetuate cultural biases. Professional development has been instrumental in enhancing teachers' ability to create an inclusive classroom environment that celebrates diversity and promotes equity.

3.2.2. Culturally Responsive Practices— With all the discussion above, the revealed was; Culturally Responsive Practices. To address the challenge of cultural relevance, teachers may adopt culturally responsive teaching practices that acknowledge and honor their students' cultural backgrounds. Teachers create a more inclusive and equitable learning environment by integrating culturally relevant content, examples, and perspectives into their curriculum and disciplinary approaches. Additionally, teachers may undergo professional development training focused on cultural competence and sensitivity, enabling them to navigate cultural differences and adapt their disciplinary strategies to

meet the needs of diverse student populations better. Through these efforts, teachers ensure that school policies and disciplinary practices are aligned with the cultural contexts of their students, fostering a more supportive and conducive learning environment for all. Culturally responsive teaching practices are essential in creating an inclusive and equitable learning environment that respects and honors students' diverse cultural backgrounds. By integrating culturally relevant content, examples, and perspectives into their curriculum, teachers can make learning more relatable and engaging for students from different cultural contexts. This approach validates all students' experiences and identities and helps bridge the gap between home and school cultures, making the learning experience more meaningful. Culturally responsive teaching also involves using disciplinary strategies that are informed by understanding students' cultural norms and values, ensuring that disciplinary actions are fair and respectful of cultural differences. Teachers must engage in continuous professional development focused on cultural competence and sensitivity to implement culturally responsive practices effectively. This training equips teachers with the skills to recognize and address their biases, understand their students' cultural backgrounds, and adapt their teaching and disciplinary methods accordingly. By doing so, teachers can better navigate cultural differences and create a supportive and inclusive classroom environment for all students. These efforts help align school policies and disciplinary practices with the cultural contexts of the student body, promoting a more equitable educational experience

and fostering a positive and respectful school climate. Through culturally responsive practices, teachers play a crucial role in supporting their students' academic and social-emotional well-being, ultimately contributing to their success both inside and outside the classroom. The emerging themes of collaborative governance and culturally responsive practices are crucial in understanding the coping strategies of teachers in their role concerning school policies and disciplinary practices. Collaborative governance involves the inclusion and active participation of various stakeholders—teachers, administrators, parents, and sometimes students—in the decision-making processes related to school policies and discipline. This approach helps distribute the responsibility and ensures that policies are implemented more effectively and consistently. In the context of coping strategies, culturally responsive practices are educational approaches that recognize and honor students' diverse cultural backgrounds, incorporating their unique perspectives and experiences into the learning environment. These practices aim to create an inclusive atmosphere fostering mutual respect and understanding, enhancing students' engagement and academic success. By integrating culturally relevant content and teaching methods, educators can bridge cultural gaps, promote equity, and empower students to connect their learning to their lives and communities. Figure 4 shows How teachers cope with the challenges in their role in school policies and disciplinary practices and the emergence of the two themes: collaborative governance and culturally responsive practices.

3.3. *Insights Drawn from The Findings The challenges in their role in school Policies And Disciplinary Practices*—Teachers recognize that for effective disciplinary measures and school policies, they must resonate with stu-

dents' diverse cultural backgrounds. Policies that respect and incorporate cultural differences are more likely to be embraced by students, leading to better compliance and a more inclusive school environment. When policies respect and



Fig. 4. How Teachers Cope with the Challenges in their Role in School Policies and Disciplinary Practices

incorporate cultural differences, they are more likely to be embraced by students, leading to better compliance and a more inclusive school environment. The first theme that was revealed based on participants’ responses;

Based on participants, consistent enforcement of school policies is vital for fostering a positive and effective school climate. When policies are applied uniformly, it creates a sense of fairness and predictability, which is essential for maintaining order and discipline. Students are more likely to adhere to rules when they understand that these rules are enforced consistently and fairly across the board. This understanding reduces confusion and eliminates perceptions of favoritism or bias, which can otherwise undermine the school’s authority. If students perceive that some peers are treated differently or given preferential treatment, it can lead to resentment and misbehavior. Consistent enforcement reassures students that the school values equity and justice, thus promoting respect for the rules and the authority of the school. An illustrative example of the impact of consistent enforcement comes from an experience a few years ago involving dress code violations at a high school. Initially, the inconsistent responses from teachers and administrators led to confusion and frequent arguments among students. This lack of uniformity in enforcement created a chaotic environment and undermined respect

for the dress code. In response, the school decided to standardize its approach, ensuring every staff member was aligned and committed to applying the dress code rules uniformly. With consistent enforcement, there was a significant drop in dress code violations. Students became more focused and respectful, knowing what to expect and understanding that the rules were applied equally to everyone. This shift not only improved compliance but also enhanced the overall atmosphere in the school, making it a more orderly and conducive environment for learning.

Participants said that when students and parents see that rules are enforced consistently, it builds trust because they recognize the system as fair and impartial. This perception of fairness is essential as it assures them that the school’s disciplinary measures are not arbitrary but grounded in a commitment to equity. Knowing that everyone is held to the same standards reinforces the idea that the school values justice and equality, which is critical in cultivating a respectful and inclusive school environment. This trust in the fairness of the school’s policies encourages students to abide by the rules and motivates parents to support the school’s disciplinary actions, knowing they are applied evenly and justly. This trust is crucial for effective communication and cooperation between the school and families. When parents and students feel se-

cure in the knowledge that the school's policies are fair, they are more likely to engage positively with teachers and administrators. This sense of security fosters open dialogue, where concerns and issues can be addressed constructively. Moreover, a trusting relationship between the school and families enhances cooperation in reinforcing behavioral expectations both at school and at home. This collaborative effort strengthens the overall school community, leading to a more harmonious and supportive environment conducive to student success and well-being. The discussion on participants' responses revealed the first theme which was the Impact of Consistent Enforcement on School Climate

3.3.1. Impact of Consistent Enforcement on School Climate—This highlights that consistent enforcement of school policies and disciplinary practices is crucial for fostering a positive school climate. Teachers concurred that when rules are applied uniformly, it reduces confusion and perceptions of unfairness among students, leading to a more orderly and respectful learning environment. This consistency helps build trust in the school system, as students and parents can see that all individuals are held to the same standards, thereby enhancing overall school morale and student behavior. Consistent enforcement of school policies significantly impacts school climate by fostering a sense of order, fairness, and respect among students and staff. According to organizational justice theory, the perception of fairness in processes and policies is essential for maintaining morale and cooperation within an organization. In the context of a school, when disciplinary rules are applied uniformly, students and staff perceive the system as fair, leading to a more harmonious and disciplined environment. This perception reduces instances of conflict and confusion, as everyone understands and abides by the same rules. The predictability that comes with consistent enforcement helps create a stable learning environment where students can focus on their

education without concerns about arbitrary or biased disciplinary actions. The Social Learning Theory, proposed by Albert Bandura, also supports the notion that consistent enforcement positively affects school climate. This theory suggests that individuals learn behaviors through observation, imitation, and modeling. When students consistently observe fair and uniform application of rules, they are more likely to internalize these behaviors and understand the importance of following established guidelines. This modeling of appropriate behavior by the school administration and teachers reinforces positive conduct among students. Moreover, consistent enforcement deters misbehavior by establishing clear and predictable consequences, thereby promoting a culture of accountability and respect. This culture not only improves individual behavior but also enhances the overall social environment of the school. Empirical studies further validate the impact of consistent enforcement on school climate. For instance, research by Skiba et al. (2024) indicates that schools with clear, consistently enforced policies experience fewer behavioral problems and higher levels of student engagement. These studies highlight that consistency in disciplinary practices reduces perceptions of bias and favoritism, leading to greater student trust in school authorities. Moreover, consistent enforcement helps in addressing and mitigating the effects of systemic inequities. According to research by Gregory, Skiba, and Noguera (2020), equitable and consistent disciplinary practices are essential in reducing racial and socio-economic disparities in school discipline. By applying rules uniformly, schools can ensure that all students are treated fairly, thereby fostering an inclusive and positive school climate that supports the academic and social-emotional development of every student. The next theme that was revealed was the Importance of clear communication and expectations:

3.3.2. Importance of clear communication and expectations—Another insight from the study is the importance of clear communication regarding school policies and disciplinary practices. Teachers concurred that when students and parents are well-informed about the rules, expectations, and consequences, it leads to better adherence and fewer disciplinary issues. Transparent communication helps set a clear framework within which students can operate, understand the implications of their actions, and take responsibility for their behavior, thereby fostering a more disciplined and harmonious school environment. According to respondents, Clear communication is essential for maintaining discipline and harmony within a school environment. When students and parents are thoroughly informed about the rules, expectations, and consequences, there is a notable improvement in adherence to these guidelines. This understanding creates a foundation of accountability where individuals recognize the boundaries and responsibilities associated with their actions. Moreover, when everyone is aware of what is expected of them, it fosters a sense of mutual respect and cooperation, as individuals can navigate interactions within a clearly defined framework. By establishing a transparent communication system, schools create a cohesive and orderly atmosphere where misunderstandings are minimized. When rules and expectations are clearly communicated, they reduce ambiguity and ensure that everyone is on the same page. This transparency promotes adherence to rules and fosters a sense of trust and fairness within the school community. When students and parents perceive the system is transparent and equitable, they are more likely to respect and comply with the established guidelines, leading to a disciplined and harmonious school environment conducive to learning and personal development. Clear communication regarding school policies and disciplinary practices aligns with several theoretical frameworks in educational psychology. Bandura's Social Learning Theory posits that individuals learn behavior through observation, imitation, and modeling. When students and parents are well-informed about school rules and expectations, they observe and internalize these norms, leading to increased adherence. Moreover, Vygotsky's Sociocultural Theory emphasizes the role of social interactions and communication in cognitive development. Clear communication fosters shared understanding within the school community, creating a supportive sociocultural environment where students learn to regulate their behavior based on socially accepted norms and expectations. Furthermore, Consistency Theory suggests that individuals seek consistency between their beliefs, attitudes, and behaviors. Clear and consistent communication of school policies and disciplinary practices ensures alignment between stated expectations and actual enforcement. When there is congruence between what is communicated and how rules are applied, students and parents perceive the system as fair and reliable, leading to greater compliance and adherence. This consistency also helps establish trust and credibility within the school community, enhancing the overall effectiveness of disciplinary practices and contributing to a positive school climate characterized by discipline, order, and mutual respect. Figure 5 shows Insights drawn from the study's findings on the challenges in their role in school policies and disciplinary practices and the emergence of the two themes: building relationships and communication and seeking support and collaboration.

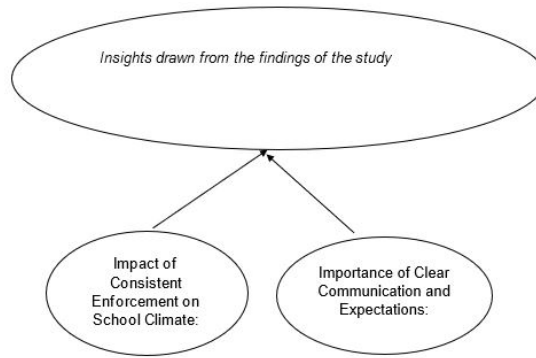


Fig. 5. Insights Drawn from the Findings of the Study

4. Implications and Future Directions

In this chapter, a brief overview of the study was presented, followed by implications based on the findings. The study aimed to explore the influence of school policies on student behavior and academic performance. Specifically, it sought to identify the challenges encountered by schools and their coping practices to overcome these challenges. The study highlighted the importance of effective leadership and management in fostering school-community collaborations, with the school principal playing a crucial role as the instructional leader. The principal’s responsibilities were acknowledged as diverse and demanding, requiring a delicate balance in their professional and personal lives. Furthermore, the study underscored the pivotal role of school leadership during crises, emphasizing the need for resilience and perseverance. Despite the challenges posed by the epidemic, school leaders were encouraged not to give up but to continue positively impacting future generations. Educators viewed their role as a privilege, recognizing the significance of their contributions in shaping students’ lives, even in remote learning settings. The study concluded by highlighting the enduring legacy of educators and the joy derived from the opportunity to continue molding students’ lives, regardless of the circumstances.

4.1. Findings of the Study—Teachers’ experiences with school policies and disciplinary practices delve into three themes: cultural relevance, lack of parental involvement, and support and resources. School policies play a significant role in shaping student behavior and academic performance. The factors within school policies had various implications, and there were some key considerations based on the first theme: Cultural relevance. Educators had standards for student behavior that were by their culture. Clear guidelines on expectations, consequences, and disciplinary measures promoted a positive and safe learning environment. Consistent enforcement of these policies about cultural relativity helped deter disruptive behavior and maintain order, ultimately enhancing student performance. Another consideration was Parental Involvement. Regular communication with parents improved student engagement, participation, and learning opportunities. Conversely, lax policies could lead to increased absenteeism, which negatively impacted academic performance. The third subtheme was Teacher Support. School support methods influenced student performance by defining evaluation criteria, grading scales, and the frequency of assessments. Well-designed policies ensured fairness, consistency, and clarity in grading practices, enabling students to understand their progress and areas for improvement. For the Second Theme on Coping with the challenges,

the Subthemes were Lack of Clarity, Resistance from Teachers, and Unintended Consequences. Lack of Clarity, like special education programs, counseling, and academic support, greatly impacted student performance. With clear policies, it provided resources and interventions for students with specific needs, fostering an inclusive learning environment and helping students overcome academic challenges. Another consideration was Resistance from Teachers. Teachers' presence could contribute to student behavior and performance. Participation in sports, clubs, or other activities could promote social skills, teamwork, leadership, and personal development. Schools with supportive teachers that encouraged diverse extracurricular involvement often saw positive effects on student behavior and motivation. Lastly, Unintended Consequences. One of the frequently observed was on digital resources. Guidelines on responsible and safe use of technology could help students utilize digital resources effectively for learning purposes. Clear policies on online conduct, cyberbullying prevention, and data privacy could contribute to a positive and secure digital learning environment. Therefore, it was important for school policies to be well-designed, consistently enforced, and regularly evaluated to ensure their

4.1.1. Implications—The results of my analysis revealed the following significant findings. Teachers' experiences with school policies and disciplinary practices delve into three themes: cultural relevance, lack of parental involvement, and support and resources. Educators set standards for student behavior based on their culture. Clear guidelines on expectations, consequences, and disciplinary measures promoted a positive and safe learning environment. Regular communication with parents improved student engagement, participation, and learning opportunities. While, Teacher Support. School support methods influenced student per-

effectiveness in positively influencing student behavior and academic performance. Additionally, schools should consider their student population's unique needs and characteristics when formulating and implementing policies. The Insights were drawn from the study's findings on the challenges in their role in school policies and disciplinary practices and the emergence of the two themes: building relationships and communication and seeking support and collaboration. Investing time in building relationships and friendships can bring about better collaborations and a deeper understanding of the work we do. In other words: mutual and genuine respect. Building clear communication can improve company culture and prevent misunderstandings school heads and teachers. This includes honing and refining communication styles that focus on listening to others, having empathy, and considering individual differences. while Collaboration can improve your relationships in many ways, such as enhancing your understanding of yourself and others by sharing perspectives, feelings, and needs. It can also strengthen your bond and trust, as well as increase satisfaction and happiness by achieving goals together.

formance by defining evaluation criteria, grading scales, and the frequency of assessments. Well-designed policies ensured fairness, consistency, and clarity in grading practices, enabling students to understand their progress and areas for improvement. For the Second Theme on Coping with the challenges, the Subthemes were Lack of Clarity, Resistance from Teachers, and Unintended Consequences. With clear policies, it provided resources and interventions for students with specific needs, fostering an inclusive learning environment and helping students overcome academic challenges. And Teachers' presence could contribute to student behavior

and performance. Participation in sports, clubs, or other activities could promote social skills, teamwork, leadership, and personal development. Schools with supportive teachers that encouraged diverse extracurricular involvement often saw positive effects on student behavior and motivation. The Insights were drawn from the study's findings on the challenges in their role in school policies and disciplinary practices and the emergence of the two themes: building relationships and communication and seeking support and collaboration. Investing time in building relationships and friendships can bring about better collaborations and a deeper understanding of the work we do. In other words: mutual and genuine respect. Building clear communication can improve company culture and prevent misunderstandings between school heads and teachers. while Collaboration can improve your relationships in many ways, such as enhancing your understanding of yourself and others by sharing perspectives, feelings, and needs.

4.2. Future Directions—Gathered from the findings of this study led the school to the teachers' perceptions regarding current policies and disciplinary practices. When considering future directions for factors of school policies on student behavior and performance, several areas warranted attention: Individualized Approaches: Future school policies may emphasize individualized approaches, acknowledging that each student has unique strengths, weaknesses, and learning styles. This might involve personalized learning plans, differentiated instruction, and tailored support services to meet students' diverse needs. Social and Emotional Learning (SEL): Integrating social and emotional learning into school policies could positively impact student behavior and academic performance. Future policies may prioritize the development of skills like self-awareness, self-management, social awareness, relationship building, and responsible decision-making,

fostering well-rounded students. Mental Health Support: Given the increasing prevalence of mental health issues among students, future school policies should address mental health support. Implementing policies that prioritized mental health awareness, provided access to counseling services, and promoted a supportive and inclusive environment could positively influence student behavior and academic performance. Equity and Inclusion: Future policies may be aimed to promote equity and inclusion in education. This involved addressing disparities in resources, opportunities, and outcomes for marginalized students. School policies could emphasize culturally responsive teaching, inclusive curriculum, and strategies to reduce achievement gaps, ensuring all students have an equal chance of success. Technology Integration: As technology evolves, future school policies should adapt to incorporate effective and responsible technology integration. Policies could focus on digital literacy, online safety, and equitable access to technology resources, enabling students to leverage digital tools for enhanced learning and performance. Collaboration and Community Engagement: Encouraging collaboration among teachers, administrators, parents, and the broader community could be a valuable aspect of future school policies. Collaborative policies might involve regular communication channels, joint decision-making opportunities, and community organization partnerships, enhancing student support networks and promoting academic success. Continuous Policy Evaluation: To ensure the effectiveness of school policies, it was crucial to establish mechanisms for ongoing evaluation and feedback. Regular assessments and data collection could help identify improvement areas, determine policies' impact on student behavior and performance, and inform future policy adjustments. Future school policies should prioritize holistic approaches, student well-being, inclusivity, and continuous improvement to influence

student behavior and enhance academic performance effectively. These considerations could help shape a positive and supportive educational environment that nurtures every student's potential.

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