

Implementation of Student Government Policies and Student Discipline in Baluan National High School: A Quantitative Study

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Article Details:

Received: 23 March 2026

Revised: 27 March 2026

Accepted: 27 March 2026

Published: 30 March 2026

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Recommended Citation:

Verallo, E. R., Jr., Mababayag, E. C., Ora E.R., Pardillo, P.J. A., Magura, C.G. O., Salubod, K. D., Granada, R.K. S., Espanola, J.G. A., Masa, J.A. V. (2026).

Implementation of Student Government Policies and Student Discipline in Baluan National High School: A Quantitative Study. *The International Review of Multidisciplinary Research*. 1 (3), 541-550. <https://doi.org/10.5281/zenodo.19328067>

Index Terms:

student governance, behavioral compliance, school climate factors, policy enforcement consistency, learner conduct, correlational analysis, institutional regulation, secondary education Philippines

Abstract. School policy implementation plays a critical role in shaping student behavior and maintaining discipline; however, limited quantitative evidence exists on how student government initiatives influence discipline at the school level. This study examined the level of implementation of student government policies and its relationship with student discipline in Baluan National High School. A quantitative descriptive-correlational design was employed, involving 193 students and 11 teachers in total of 204 randomly selected respondents. Data were collected using a validated survey questionnaire and analyzed using mean, standard deviation, and Pearson correlation to determine levels of implementation and discipline, and to test the relationship between variables. Findings revealed that the implementation of student government policies was generally evident ($M = 3.56$), while students demonstrated a high level of discipline ($M = 3.48$). Students showed strong awareness of policies ($M = 3.77$) but only moderate consistency in implementation ($M = 3.25$). Correlation analysis indicated a very weak and non-significant relationship between policy implementation and student discipline ($r = 0.054$, $p = 0.85$). The results suggest that student discipline is not significantly influenced by student government policy implementation alone but is likely shaped by broader factors such as school environment, teacher supervision, and student self-regulation. While policy implementation is present, strengthening consistency, monitoring, and enforcement mechanisms may enhance its effectiveness in promoting discipline.

Introduction

School policies are fundamental in shaping student behavior and maintaining order in educational institutions, as they provide structured guidelines that promote discipline and a positive learning environment. In secondary schools, effective implementation of these policies is closely associated with improved student conduct, engagement, and academic outcomes. Previous studies have consistently shown that clearly implemented school policies and student participation in governance contribute to better discipline and accountability among learners (Mawhinney, 2006; Pont, 2020). Student government organizations, as recognized in the Department of Education framework, serve as platforms for developing leadership, civic responsibility, and active participation in school decision-making. This aligns with behaviorist principles, which emphasize that student behavior can be shaped through reinforcement mechanisms such as rewards and sanctions (B. F. Skinner, 1953).

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Existing literature generally agrees that student involvement in policy implementation promotes compliance with school rules and enhances discipline. However, some studies report inconsistencies in outcomes due to weak enforcement, limited student awareness, and low participation levels (Alviento, 2018). These limitations suggest that while policies exist, their implementation may not always translate into improved student behavior. Moreover, many prior studies rely on descriptive approaches, leaving a lack of quantitative evidence on the relationship between policy implementation and student discipline at the school level.

This gap is evident in Baluan National High School, where policies implemented through the Supreme Secondary Learners Government (SSLG) aim to promote discipline, yet issues such as inconsistent rule compliance, low participation, and varying levels of respect for authority persist. These concerns highlight the need to systematically examine how policy implementation relates to student discipline using measurable indicators.

Addressing this gap has important practical and policy implications, as it can guide school leaders and student organizations in strengthening governance strategies and improving discipline programs. This study is timely given the increasing emphasis on student leadership and participatory governance in Philippine schools.

Specifically, this study seeks to answer the following questions:

1. What is the level of implementation of SSLG policies in Baluan National High School?
2. What is the level of student discipline among students?
3. Is there a significant relationship between SSLG policy implementation and student discipline?

The primary goal of this study is to examine the implementation of SSLG policies and determine their relationship with student discipline. Specifically, it aims to measure, analyze, and identify key factors influencing student behavior.

Conceptual Framework

This study is anchored on Behaviorist Theory proposed by B. F. Skinner (1953), which posits that behavior is shaped and maintained through reinforcement. In the school context, discipline is developed through structured policies that include rewards for compliance and sanctions for violations. This theoretical perspective supports the idea that effective implementation of SSLG policies can influence and improve student behavior (Mawhinney, 2006).

In addition, the study recognizes the role of student leadership and governance, where student participation in decision-making contributes to stronger adherence to school rules (Pont, 2020). However, inconsistencies in leadership practices and policy implementation may arise due to variations in participation, awareness, and enforcement mechanisms.

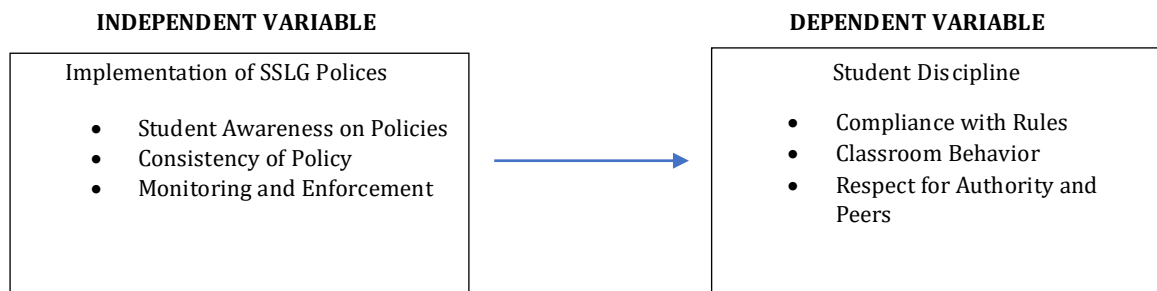


Figure 1. Research Framework of the Study

Methodology

Respondents of the Study

The respondents of this study were teachers and students officially enrolled at Baluan National High School during the 2025–2026 academic year. The selection criteria included: (a) being officially enrolled, (b) aged 12 years or older, (c) literate, and (d) competent in both English and Filipino. There were 11 teachers from Baluan National High School and 193 students; a total of 204 respondents participated in the survey, drawn from multiple sections across the school. Most students reside in barangays such as Buklod, Baluan, Tacupis, Basag, and Sitio Pusot, Matugsay, Lihik, Mandod, and Kudal.

Sampling Technique

This study used simple random sampling to select student respondents, ensuring that each individual had an equal chance of inclusion. This method was chosen to minimize selection bias and produce a representative sample of the student population. Names were compiled, and participants were drawn randomly, avoiding researcher influence. While this approach requires careful population enumeration and can be time-consuming, it ensures impartiality and enhances the reliability and generalizability of the study's findings.

Data Gathering Instrument and Procedure

Data were collected using a survey questionnaire administered to 204 respondents of Baluan National High School. Prior to distribution, the instrument underwent validation by five experts in educational research, student governance, and statistics to ensure content accuracy, clarity, and relevance. The Content Validity Index (CVI) was computed for each item, with values ranging from 0.70 to 0.90, and an overall CVI of 0.82, indicating acceptable validity for the study.

The questionnaire focused on the implementation of SSLG policies and student discipline, with sections addressing awareness, consistency, participation, monitoring and enforcement of policies, and the corresponding effects on student behavior. Participants were oriented on the study's objectives, confidentiality, and voluntary participation. Responses were collected, checked for completeness, and analyzed using mean and standard deviation for levels of implementation and discipline, and Pearson correlation to assess the relationship between SSLG policy implementation and student discipline.

Research Design

This study employed a quantitative descriptive correlational design to examine the relationship between the implementation of SSLG policies and student discipline at Baluan National High School. This design is appropriate for measuring the degree of policy implementation and predicting its effects on student behavior without manipulating variables (Devi et al., 2022).

A total of 204 respondents were selected through simple random sampling. Data were analyzed using SPSS version 27, with mean and standard deviation to assess levels of policy implementation and discipline, and Pearson correlation to determine the relationship between variables, at a significance level of $p < 0.05$.

Statistical Treatment

The data collected from 204 respondents were processed, tabulated, analyzed, and interpreted to address the study's research questions. The level of implementation of SSLG policies and the level of student discipline were assessed using mean and standard deviation to determine central tendency and variability. The relationship between SSLG policy implementation and student discipline was examined using Pearson correlation analysis, which measures the strength and direction of the linear relationship between the two variables. All analyses were performed using SPSS version 27, with statistical significance set at $p < 0.05$.

Results and Discussion

Parameters	n	SD	Mean	Interpretation
I am aware of the rules and policies implemented in our school.	204	0.94	4.25	Highly Aware
I understand my rights and responsibilities as a student in relation to these policies.	204	1.21	3.85	Aware
I am aware of how school policies are implemented and enforced.	204	1.23	3.63	Aware
I understand the consequences of violating school policies.	204	1.23	3.68	Aware
I am aware of how school policies are communicated and explained to students.	204	1.27	3.43	Aware
Grand Mean/Sd		1.18	3.77	Aware

Table 1. Respondents' Awareness of the Implementation of School Policies.

As shown in the table, respondents generally reported a high level of awareness regarding the implementation of school policies. The overall mean score was 3.77 (SD = 1.18), indicating that students are aware of how school rules and procedures operate in their learning environment.

The item “I am aware of the rules and policies implemented in our school” received the highest mean (M = 4.25, SD = 0.94), suggesting that respondents are well-informed about the foundational framework of school regulations. This likely reflects consistent exposure to policies through orientations and student handbooks.

Respondents also showed solid understanding of their rights and responsibilities (M = 3.85, SD = 1.21) and aware of policy implementation and enforcement (M = 3.63, SD = 1.23). Awareness of consequences for policy violations (M = 3.68, SD = 1.23) followed a similar trend, revealing that most students comprehend both expectations and repercussions within the school system.

The lowest mean was observed for “I am aware of how school policies are communicated and explained to students” (M = 3.43, SD = 1.27), though it remains in the aware category. This finding indicates opportunities for improving communication strategies, such as interactive orientations or periodic reminders.

These results are consistent with recent studies emphasizing that structured communication and engagement enhance students’ policy awareness and compliance (Casas et al., 2024). Overall, students demonstrate strong awareness of rules and responsibilities, but clarity in communication remains an area for improvement.

Parameters	n	SD	Mean	Interpretation
The SSLG consistently communicates school policies and procedures to the student body.	204	1.26	3.72	Highly Consistency
The SSLG regularly informs students of any updates or changes in school policies.	204	1.15	3.01	Moderate Consistency
The SSLG enforces policies and procedures fairly, without favoritism or bias.	204	1.17	3.26	Moderate Consistency
The SSLG provides clear and understandable guidelines for students to follow.	204	1.18	3.15	Moderate Consistency
The SSLG applies policies consistently to all students, ensuring uniform compliance.	204	1.22	3.11	Moderate Consistency
Grand Mean/SD		1.20	3.25	Moderate Consistency

Table 2. Respondents’ Perceptions of the Consistency of the implementation of the School Policies

As shown in the table, respondents perceive the consistency of SSLG in implementing school policies as generally moderate, with a grand mean of 3.25 (SD = 1.20). This indicates that while there is some level of uniformity in policy enforcement, inconsistencies are still present in certain areas.

The highest-rated item, “The SSLG consistently communicates school policies and procedures to the student body” (M = 3.72, SD = 1.26), falls under the Highly Consistent category. This suggests that respondents generally recognize the efforts of SSLG in making policy information accessible and regularly communicated.

However, the remaining four items, including updates about policy changes (M = 3.01, SD = 1.15), fair enforcement (M = 3.26, SD = 1.17), clarity of guidelines (M = 3.15, SD = 1.18), and uniform application of policies (M = 3.11, SD = 1.22), all fall within the Moderate Consistency range. These results suggest that while SSLG demonstrates a reasonable level of fairness and clarity in policy implementation, there may be occasional lapses in communication, enforcement, or uniformity, which affect respondents’ perception of consistency.

Overall, the data indicate a need to strengthen mechanisms for consistent policy application and communication. Emphasizing regular updates, clear guidelines, and monitoring uniform application can help elevate the perceived consistency of SSLG actions. These findings align with recent research that highlights the importance of transparent communication and equitable enforcement in student leadership governance to enhance compliance and awareness (Casas et al., 2024).

Parameters	n	SD	Mean	Interpretation
SSLG officers regularly monitor student compliance with school rules and policies.	204	1.02	3.72	Agree
SSLG officers enforce policies consistently whenever violations occur.	204	1.11	3.01	Neutral
SSLG officers apply policies fairly, without favoritism or bias.	204	1.12	3.74	Agree
SSLG officers provide clear instructions and guidance on how students should follow policies.	204	1.19	4.23	Strongly Agree
SSLG officers document and follow up on policy violations to ensure proper implementation.	204	1.13	3.11	Neutral
Grand Mean/SD		1.11	3.56	Agree

Table 3. Respondents' Perception of SSLG Officers' Monitoring and Enforcement of School Policies

As shown in the table, respondents generally agree that SSLG officers carry out monitoring and enforcement of school policies, with an overall mean score of 3.56 (SD = 1.11), indicating a positive perception of SSLG implementation efforts. Specifically, respondents agree that SSLG officers regularly monitor student compliance (M = 3.72) and apply policies fairly (M = 3.74), suggesting that these officers are visible and consistent in their oversight roles. Moreover, students strongly agree that SSLG officers provide clear guidance on how policies should be followed (M = 4.23), reflecting effective communication practices.

However, perceptions are more neutral regarding whether SSLG officers enforce policies consistently whenever violations occur (M = 3.01) and whether they document and follow up on violations to ensure proper implementation (M = 3.11). These neutral responses suggest areas where implementation may not be fully operationalized or where students may observe inconsistencies in enforcement and follow-up actions.

Overall, while respondents acknowledge that the SSLG plays an important role in monitoring and guiding policy compliance, the mixed responses on consistent enforcement and follow-up indicate that some aspects of implementation need strengthening. This pattern aligns with educational research that highlights the importance of consistent and fair enforcement of school rules as a key factor shaping students' perceptions of discipline and school climate (Magana & Abad, 2025). Regular and transparent enforcement can help students internalize behavioral expectations and foster a structured learning environment that supports both order and engagement.

Parameter	n	SD	Mean	Interpretation
Overall Implementation	204	1.16	3.56	Implemented

Table 4. Overall Perception of the Implementation of School Policies

As shown in the table, the overall implementation of school policies was rated as Implemented, with a mean score of 3.56 (SD = 1.20). This indicates that school policies are generally carried out and enforced within the school, although minor inconsistencies may still be observed in some areas.

This result suggests that respondents perceive the efforts of the school and SSLG officers as evident in maintaining and applying policies. It also aligns with the earlier findings on students' awareness (M = 3.77) and perceived consistency (M = 3.25), indicating that implementation is present but not fully consistent across all aspects.

However, the mean score implies that certain areas, such as consistent enforcement, monitoring, and follow-up of policy violations, may still require improvement. These gaps may affect how students experience the effectiveness of policy implementation.

Overall, while school policies are functioning and generally enforced, there is a need to strengthen consistency and monitoring mechanisms. Enhancing these aspects can further improve implementation and help achieve a higher level of effectiveness in maintaining school rules and procedures.

Parameters	n	SD	Mean	Interpretation
I regularly attend my classes and come to school on time as required by school attendance policies.	204	1.01	4.30	Very High Compliance
I wear the complete and proper school uniform in accordance with school guidelines.	204	1.01	3.12	Moderate Compliance
I strictly follow school rules and regulations during school hours and school-related activities.	204	1.16	3.02	Moderate Compliance
I avoid engaging in prohibited activities such as gambling, truancy, or other behaviors against school policies.	204	1.26	3.58	High Compliance
I take responsibility for my actions and report or acknowledge violations of school rules when necessary.	204	1.11	3.91	High Compliance
Grand Mean/SD		1.11	3.59	High Compliance

Table 5. Students' Compliance with School Rules and Regulations

As shown in the table, students of Baluan National High School generally demonstrate a high level of compliance with school rules and regulations, reflecting a generally positive level of student discipline in relation to the implementation of student government policies. The overall grand mean of 3.59 (SD = 1.11) indicates high compliance, suggesting that students generally observe school rules, although variations in specific areas of discipline are evident.

The item "I regularly attend my classes and come to school on time as required by school attendance policies" obtained the highest mean (M = 4.30, SD = 1.01), interpreted as very high compliance, indicating strong adherence to attendance and punctuality policies. Similarly, "I take responsibility for my actions and report or acknowledge violations of school rules when necessary" (M = 3.91, SD = 1.11) and "I avoid engaging in prohibited activities such as gambling, truancy, or other behaviors against school policies" (M = 3.58, SD = 1.26) were interpreted as high compliance, showing that students generally demonstrate responsibility and awareness of disciplinary expectations.

On the other hand, "I wear the complete and proper school uniform in accordance with school guidelines" (M = 3.12, SD = 1.01) and "I strictly follow school rules and regulations during school hours and school-related activities" (M = 3.02, SD = 1.16) were interpreted as moderate compliance, indicating inconsistencies in uniform adherence and day-to-day rule observance. These findings suggest that while student discipline is generally positive, further strengthening is needed in reinforcing consistent compliance with school policies, particularly in uniform implementation and strict observance of rules, which are essential components of effective student government policy enforcement.

Parameters	n	SD	Mean	Interpretation
I avoid any behavior that may damage or destroy classroom property, such as vandalism or misuse of school materials.	204	0.72	3.82	High Discipline
I show respect to my teachers and classmates through proper behavior, language, and attitude during class discussions.	204	1.3	3.45	High Discipline
I stay focused on classroom activities and complete assigned tasks without unnecessary distractions.	204	0.72	3.13	Moderate Discipline
I consistently follow classroom rules, routines, and instructions set by my teacher.	204	0.72	4.18	High Discipline
I practice proper classroom cleanliness by disposing of trash in designated waste bins and maintaining order in the classroom.	204	0.95	3	Moderate Discipline
Grand Mean/SD		0.88	3.52	High Discipline

Table 6. Students' Classroom Discipline

As shown in the table, students of Baluan National High School demonstrate a high level of classroom discipline, as reflected in the overall grand mean of 3.52 (SD = 0.88), interpreted as High Discipline. This indicates that students generally exhibit appropriate classroom behavior such as following rules, showing respect, and maintaining order, although some inconsistencies are still observed in specific behavioral aspects.

Among the indicators, the statement "I consistently follow classroom rules, routines, and instructions set by my teacher" obtained the highest mean (M = 4.18, SD = 0.72), interpreted as High Discipline, indicating strong compliance with

classroom expectations and teacher instructions. This is followed by “I avoid any behavior that may damage or destroy classroom property” ($M = 3.82$, $SD = 0.72$), also interpreted as High Discipline, suggesting that students generally respect classroom property and maintain order. However, “I stay focused on classroom activities and complete assigned tasks without unnecessary distractions” ($M = 3.13$, $SD = 0.72$) and “I practice proper classroom cleanliness by disposing of trash in designated waste bins and maintaining order in the classroom” ($M = 3.00$, $SD = 0.95$) were both interpreted as Moderate Discipline, indicating that attentiveness and cleanliness are areas that still require improvement.

Overall, the findings suggest that while students demonstrate generally positive classroom discipline, particularly in following rules and respecting classroom property, there are still challenges in sustaining focus and maintaining cleanliness. This implies that strengthening classroom management strategies and reinforcing consistent behavioral expectations may further enhance student discipline. This result is supported by Sari and Oktaviani (2022), who emphasized that clear classroom rules, consistent teacher supervision, and structured management practices significantly improve student discipline and behavioral compliance in learning environments.

Parameters	n	SD	Mean	Interpretation
I follow instructions from teachers and school staff promptly and respectfully.	204	1.05	3.73	High Level of Respect
I show respect for school property and facilities by using them properly and responsibly.	204	0.83	3.82	High Level of Respect
I consider the feelings, opinions, and perspectives of my classmates during interactions and group activities.	204	0.5	3.02	Moderate Level of Respect
I use polite and respectful language when communicating with peers, teachers, and other school personnel.	204	0.75	3	Moderate Level of Respect
I report incidents of bullying, harassment, or unfair treatment to the proper school authorities.	204	0.67	3.01	Moderate Level of Respect
Grand Mean/SD		0.76	3.32	Moderate Level of Respect

Table 7. Level of Students' Respect for School Authority and Peers

As shown in the table, students of Baluan National High School demonstrate a moderate level of respect toward school authority and peers, as reflected in the overall grand mean of 3.32 ($SD = 0.76$). This indicates that while students exhibit respectful behavior in certain situations, consistency in showing respect across interpersonal interactions and school-related responsibilities is still limited. Among the indicators, the highest mean was obtained by “I show respect for school property and facilities by using them properly and responsibly” ($M = 3.82$, $SD = 0.83$), followed by “I follow instructions from teachers and school staff promptly and respectfully” ($M = 3.73$, $SD = 1.05$), both interpreted as High Level of Respect. These results suggest that students generally demonstrate compliance with authority figures and proper care for school resources, reflecting positive discipline in structured school settings.

However, the remaining indicators—considering others' feelings ($M = 3.02$), using polite and respectful language ($M = 3.00$), and reporting bullying incidents ($M = 3.01$)—were all interpreted as Moderate Level of Respect, indicating inconsistencies in interpersonal respect, communication behavior, and proactive response to negative peer interactions. This implies the need for strengthened values formation and social-emotional development programs to enhance respectful interactions within the school environment.

These findings are supported by recent research emphasizing that positive peer relationships and respectful school climates significantly influence student behavior and school engagement. For instance, studies show that students who experience supportive peer and teacher relationships demonstrate better social behavior and stronger engagement in school activities (Wang et al., 2024; Pérez-Salas et al., 2021). Additionally, structured classroom environments that promote clear rules, fairness, and positive social interaction contribute to reduced misconduct and improved respect among students (Ivaniushina & Alexandrov, 2022)

Parameter	n	SD	Mean	Interpretation
Overall Students' Discipline	204	0.92	3.48	High Level of Discipline

Table 8. Students' Overall Discipline

As shown in the table, the overall students' discipline of Baluan National High School is reflected by a grand mean of 3.48 (SD = 0.92), interpreted as a High Level of Discipline. This indicates that, in general, students demonstrate positive disciplinary behavior in terms of compliance with school rules, classroom conduct, and respect for school authority. The result suggests that student discipline is generally observed and practiced, although some areas still show variability in consistency.

This overall finding is consistent with the results of the specific indicators presented in the study. Students showed very high to high compliance in attendance and punctuality (M = 4.30), and high discipline in taking responsibility (M = 3.91) and avoiding prohibited behaviors such as gambling and truancy (M = 3.58). Similarly, classroom discipline indicators also reflected a generally positive outcome with a grand mean of 3.52, particularly in following classroom rules and respecting teachers. These results collectively contributed to the overall high level of student discipline.

However, the findings also reveal areas that require improvement, particularly in uniform compliance (M = 3.12), strict observance of school rules (M = 3.02), and aspects of respect for peers and communication behavior (M = 3.32 in respect indicators), which were interpreted as moderate. This suggests that while institutional discipline such as attendance and rule-following under supervision is strong, interpersonal discipline and consistent day-to-day behavioral compliance still need strengthening. Overall, the results imply that student discipline at Baluan National High School is generally positive but would benefit from continued reinforcement of consistent behavioral standards across all school contexts.

Sources of Correlation	mean	SD	R	P - Value	Interpretation
Implementation of SSLG Policies	3.56	1.16	0.054	0.85	Not Significant*
Students' Discipline	3.48	0.92			

Not Significant at 0.05 Level of Significance

Table 9. Relationship Between Implementation of SSLG Policies and Students Discipline

Table shows the relationship between respondents' perception of the implementation of SSLG policies and their level of students' discipline in Baluan National High School. The results revealed a very low positive correlation between the two variables, with a computed Pearson r value of $r = 0.054$. However, the relationship is not statistically significant, since the p-value of $p = 0.85$ is greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted, indicating that SSLG policy implementation does not significantly influence students' discipline.

This finding suggests that even if SSLG implementation is perceived as moderate and students' discipline is generally high, changes in SSLG practices do not necessarily lead to improvements in student discipline. The negligible correlation implies that students' disciplinary behavior may not be directly dependent on SSLG actions. Instead, discipline may already be influenced by other internal and external factors within the school environment.

Additionally, this result can be explained by existing literature emphasizing that student behavior is more strongly shaped by school climate, teacher supervision, and peer relationships rather than isolated governance structures. Thapa et al. (2022) highlighted that school climate is a stronger predictor of student behavior than specific school programs. Similarly, Gregory et al. (2021) noted that governance systems only become effective when supported by consistent implementation and positive adult-student interactions. Moreover, Ajzen and Kruglanski (2021) explained that awareness and perception do not always translate into actual behavioral change, which helps explain the weak relationship found in this study.

In conclusion, the study found no significant relationship between SSLG policy implementation and students' discipline. This means that student discipline is not solely dependent on SSLG implementation but is more strongly influenced by broader school factors such as classroom management, peer interaction, and institutional school culture. However, literature suggests that when supported by consistent enforcement and a positive school climate, student governance may still contribute indirectly to improving student behavior (Koth et al., 2022; Wang et al., 2023).

The study's focus on a single school provides a rich case study. Future research could build on this foundation by conducting comparative studies across multiple schools with varying characteristics—urban versus rural, public versus private, large versus small—to explore how contextual factors shape the relationship between student governance and discipline. Additionally, the non-significant finding raises important questions about what factors truly influence student discipline. Future research could explore potential mediating or moderating variables such as teacher-student relationships, school climate, parental involvement, or peer culture to better understand the pathways through which discipline is shaped.

Conclusion and Recommendations

This study examined the implementation of student government policies and its relationship with student discipline in Baluan National High School. The findings revealed that student government policy implementation is generally evident, while students demonstrate a high level of discipline. However, despite these positive outcomes, the relationship between policy implementation and student discipline was found to be very weak and not statistically significant, indicating that improvements in student government implementation do not necessarily translate into measurable changes in student behavior.

The results contribute to behavioral and educational governance theory by reinforcing the idea that student discipline is not solely shaped by formal policy structures but is more strongly influenced by broader contextual factors such as school climate, teacher leadership, and peer interactions. This supports and extends behaviorist principles by suggesting that reinforcement systems alone, when implemented through student-led governance, may have limited impact unless supported by consistent adult supervision and institutional reinforcement mechanisms.

In practice, the findings highlight the need for school administrators and student leaders to strengthen the consistency, fairness, and monitoring of policy implementation. While student government units play an important role in communication and awareness, their effectiveness in shaping discipline may be enhanced through closer coordination with teachers, clearer enforcement systems, and structured follow-up mechanisms. Schools may also consider strengthening values formation programs and classroom-based discipline strategies to complement student-led initiatives.

However, the study is limited by its focus on a single school setting and reliance on self-reported student perceptions, which may introduce response bias and limit generalizability. Future research may expand the scope to multiple schools or divisions and incorporate mixed-method designs to capture deeper insights into behavioral dynamics. It is also recommended that future studies test specific hypotheses such as the moderating effect of school climate or teacher supervision on the relationship between student governance implementation and student discipline, to further clarify the underlying mechanisms influencing student behavior.

Acknowledgement

The authors would like to thank the colleagues and Baluan National High School who provided guidance, feedback, and support throughout the conduct of this research and the preparation of this manuscript. Any remaining errors or omissions are the sole responsibility of the authors.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.