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Abstract—This study which aimed to determine the status on the implementation of student manual through the perceptions of students, teachers and administrators is highly imperative. It allowed the researchers to identify some areas of the student manual that are perceived to have been implemented to a certain extent so that areas that needs improvement would be recognized. This led the researchers conceptualize on some important key points regarding school policy implementation factors and the important role played by stakeholders on the implementation process as highlighted in the review of related literature of this study. The student welfare section of the student manual as one of the student affairs and services of the school stresses essential services for students' well-being like orientation and awareness, guidance and counseling, as well as career and placement, among others. The goal of this review is to identify the status of the implementation of the student manual, how implementation of school policies as well as the student services offered by the school influences the behavior of students. The administrators, teachers, students, and all other stakeholders benefit from the findings of this study's literature review, which allow them to view the learning environment in a systemic and collective manner while also raising awareness of the factors affecting the implementation of school policies.

Keywords: social cognitive development, implementation, student manual, higher education institution

I. INTRODUCTION

Social Cognitive Development Theory served as a guide on the study of the implementation of the student manual in a Higher Educational Institution. Studies back up the idea that cognition has an unintended influence on behavior. People learn, remember and conduct better when they create cognitive aids rather than through reinforcement of recurrent activity. Because social learning is based on casual or direct observations, vicarious experiences impact and change the behavior of adolescents. People's behavior was influenced by what they saw on other people's experiences, and as vicarious reinforcing encourage aggressive behavior and vicarious punishments limit it, this theory is used to justify imposing disciplinary sanctions on students who misbehave.

The importance of the school environment as a model of correct behavior cannot be overstated. Frequently, schools establish rules and regulations for pupils to obey, as well as repercussions for wrongdoing. Although actions are governed by their consequences, in the case of behavior rand/or environmental influences, the controlling environment is frequently altered by the behavior, as psychological functioning is a continuous reciprocal interaction between controlling conditions and behavior[33]. Both reinforcements and punishments have potential in the environment, but they are only fulfilled by certain patterns of behavior that we have hierarchically constructed within it [33]. According to the social cognitive theory, both environmental and personal factors influenced behavior. Environmental factors are those observed by pupils in their environment, such as whether regulations are implemented and misbehaviors are adequately regulated or tolerated and abused.
II. LITERATURE REVIEW

This review of literature emphasizes important aspects of the student manual in a higher education institution (HEI). It centers on a discussion of how school policies are implemented and the factors affecting its process of application to have a better understanding of school policy implementation, student indiscipline and strategies used by school authorities to manage student indiscipline. Social cognitive development theory defines how school policies aid in improving school climate, student influences on behavior and discipline.

A. The Student Manual of HEI and Its Important Aspects

The Enhanced Policies and Guidelines on Student Affairs and Services as mandated in Section 17 of CHED Memorandum Order No. 9 s. of 2013 provide provisions for student handbook development which states that mechanisms shall be provided to develop and update the student handbook into accessible forms to inform and guide students and other stakeholders [34]. Stated in the student handbook or also referred to as student manual include several aspects of student affairs and services aimed in providing guidelines of ensuring proper balance of the rights between the educational institution and the students; improving quality Student Affairs and Services of HEIs; promoting access to Student Affairs and Services that are of quality, relevance, efficiency and effectiveness; supporting the development and welfare of students, and; ensuring that all HEIs have holistic Student Affairs and Services in compliance with the minimum CHED requirements [34].

A section of Student Affairs and Services which can be found on the student manual include student welfare that emphasizes basic services for student well-being such as orientation and awareness, guidance and counselling as well as Career and Placement among others. Article 8 of CMO No. 9 s. of 2013 highlight important aspects for students for student development was also given emphasis for enhancing and deepening skills involving leadership and social responsibility such as student organizations, student discipline and other relevant activities [34]. Institutional Student Programs and Services, which include Admission, Scholarships, and other associated services and programs, are another key element of the student manual. Article 9 of CMO No. 9 s. of 2013 stated the Institutional Student Programs and Services which included financial aid, basic assistance such as food, health, security, safety, housing and residential, multi-faith, and services for international students and students with special needs [34]. The HEIs have been encouraged to continually improve its Student Affairs and Services through the conduct of research on the services and programs of the said office as stated in section 37, article 10 of CMO No. 9 s. of 2013. However, based on anecdotal reports, there exists no records on researches involving matters of Student Affairs and Services at the HEI of this study, making this particular investigation on the implementation of the student manual highly relevant. Aside from those relevant aspects of the student manual, important features such as general school policies and academic policies that have overall significant impact on student discipline should also be given attention. Proper implementation of all aspects of the student manual promotes order and harmony among stakeholders of an HEI.

B. School Policies and Factors that Affects Implementation Process

According to the opinions of education stakeholders, there is a difference in stakeholder attitudes regarding education policy implementation challenges [14]. Education providers such as directors, administrators and teachers have positive attitude towards education policies while users such students and parents have agreed that there exists a problem in learning process and learning environment in schools. These issues were identified by students such as authoritarian learning environment, less support to students with learning difficulties, low education quality and low teacher competence [14]. The difference of Education providers’ and Education users’ attitude towards education policy implementation issues was assumed to be caused by an inadequate supply of information to the users or consumers and very few consultations on problem issues regarding education policy implementation [14].

There is no generally accepted definitions that describe the concepts of policies and policy implementation thus, they can be viewed from different perspectives. School policy can be viewed as consisting of action plans having the intent to influence and determine decisions, actions and other matters [6]. It consists of rules and regulations that work as guidelines or plans used to attain certain objections. A policy provides the
School policies and rules for discipline are basically used to control all aspects of behavior. They are intended not only to prohibit behavior but also to prevent specific occurrence that are negative. These policies do not merely promote order but also to facilitate learners to become followers and to develop positive behavior among students. When viewed in this perspective, policies for discipline become essential in developing and maintaining a conductive learning environment as well as creating order, safety and non-violence in schools [32].

Such policies like discipline should be put into place and schools should have the affiliate rules, expectations and procedures continuously and consistently articulated. Thus, school rules and policies must be specified and communicated clearly to students and parents through newsletter, information brochures and parent meetings. It is the responsibility of each school to develop their own Code of Conduct. There should be a consensus among educators, learners, parents as well as non-educators through consultations before a Code of Conduct may be drafted and developed. All stakeholders must be furnished a copy of the Code of Conduct. This consensus document of rules and policies provide in detail student discipline and the prescribed disciplinary measures in the case of student misbehavior. Drafted and adopted in a correct manner, the Code of Conduct must set out the rules for discipline applicable to learners along with the formulated measures for punishment in case of misconduct [19].

Another important factor of school policy implementation process are the roles played by several stakeholders in implementing discipline policies in schools. Stakeholders must all take active roles to ensure that rules and policies are carried out effectively in schools. The different roles that stakeholders must engage to ensure proper implementation will be stated in the succeeding discussions as presented under the heading: School Leadership, Parents and Community, Learners and Teachers [19].

1) School Leadership: Leadership plays a vital role in keeping the organization in proper shape. This particular role lies on the part of the administration. To assist the school in developing and reviewing the school discipline policy, the administration advice on, plan and review discipline measures. Researchers in recent years focused attention on roles of leaders that brought about improvement of school over time [16], [17].

Schools leaders such as department heads, principals, deputy principals and other individuals occupying official positions who have leadership roles within and outside the school should work collaboratively as a team. Successful implementations of school policies usually involve parents and even other members of the community with no direct interest to the school. It is important for school leaders to consider other stakeholders to participate in the full implementation and that they should understood the origin and content of school policies as prerequisite for taking part in the process. The alignment of school policies with provincial and national levels that should not only prevent misbehavior but also prohibits negative occurrences in the future is also deemed necessary. Committed leaders in school should come to realize that if school policies are not properly and effectively implemented, it could result to serious implications for the school and its whole community. Therefore, the role of school leaders to initiate school policy implementation is highly essential and that consultation and communication with other members of the school committee and the school community is indeed important [32].

Several research studies conducted resulted in the development of theoretical frameworks to explain the role of leadership on behavior and change in behavior as well as systems thinking [10]. Reference [27] showed the way structure affects behavior. Senge emphasized that people within a structure yield the same qualitative results. If certain conflicts arise or performance is different from what has been expected, looking for somebody to blame is not hard. Nonetheless, it is not the outside entities that cause problems, it is the system itself. In accepting this concept, school leadership seeks to find what lies within that causes problems so that behavioral patterns would change, such as practices inconsistent with discipline policies and lack of enforcement of policy implementation.
The reason of these misconduct and repeated patterns are examined by leadership. This means that leadership tried to change their attitude that had an undesirable effect to behavior. Reference [27] described this manner as personal mastery. It is the idea that explains and nurtures one’s personal vision, as well as how to focus one’s energies, develop patience, and accept reality. This is a continual process and an essential part of the learning organization, its divine foundation. Personal mastery in a school setting is very important by creating a perspective where people are allowed to mirror on their vision and constructing an organization’s commitment to reality if deemed possible. Further, to show personal mastery it is essential for school leadership to rearrange their structures of communication and innovating patterns of behavior is systems thinking. Evolving through quality effort and reengineering is a form of systems thinking that perceives an organization as an established information-flow guideline. Through the realigning of structures of communication, the organization’s behavioral patterns will change[27].

2) Parents and the Community: Parents are considered indispensable partners of the school in the educative process in aiding students to learn and acquire acceptable values and behavior. Teachers at the school level should ask the support of parents through consultation and communication regarding school discipline policy. Effective enforcement of school rules such as dress code can be carried out through consultation and briefing of parents at the start of the school year done during student orientation or parent’s day. Through these mentioned occasions the school should promote to the parents its discipline policy and any misconception regarding school rules should be clarified.

The community should also be made aware that the school operates as an institution that functions in a community and the school reflects the values as well as the aims of that particular community. Members of the community, such as health workers and local governments, should be involved by the school in policy issues, as they can help look at critical aspects of disciplinary policy, such as care and safety, in addition to taking into account the aspirations of parents in fulfilling their functions [32].

3) Learners: Learner’s contribution in the school policy matters would allow them involvement in policymaking thus, providing them suitable environment for them to feel safe in school. Policy developments should be disseminated to learners so that they will not be kept in the dark regarding policy matters. Learners could identify practical ways to apply school rules that directly touch them in this way [32].

4) Teachers: The role of teachers in the implementation of school policies should never be undermined or negated. Teachers can improve the school’s sense of fairness and trust because they are known to have the best interest at heart for their learners. Moreover, they are linked to have better first-hand experiences regarding issues related to discipline compared to the administrators. Teachers held the best position to evaluate the fairness of policies that will also lead to the improvement of learning outcomes. Further, they should be considered as the main implementers of policies in discipline, hence, teachers have more say on making decisions regarding discipline policies. Since discipline is interrelated with learning and instruction in which teachers as professionals are expected to have expert knowledge, thus, teaching and learning responsibilities of teachers complement with their discipline duties in school. To enhance the implementation process, teachers should keep records and should document incidents such as incident book and portfolios to better track progress of disciplined learners [34]. A positive school atmosphere with a culture of trust and mutual respect is facilitated by a positive teacher-student interaction. When students develop supportive and trusting connections with instructors, they feel more safe and secure, and they respect their peers more [18].

C. Understanding School Policy Implementation

Research highlights the relevance of school rules and the fairness perceived in addressing students’ misbehavior. Reference [11] showed that student delinquency and student victimization rates were lower in schools where rules are enforced effectively. Enforcement of rules and the extent to which rules are enforced fairly and consistently determines how people feel safety in schools. Reference [12] describes structure and support as consistent enforcement of school rules. Research showed that structure and support are associated to lower rates of school suspension and more instances of student willingness to ask help in bullying problems [12].
Structure and support in schools depend on the effectiveness of school administrators, teachers and staff in implementing rules and regulations. It is important therefore to improve worker effectiveness in discharging their functions through trainings and seminars. Reference [26] implied that principals and teachers should be provided regularly with trainings in managing school discipline based on a policy established through parent and student consultation. Fair and consistent implementation of discipline policy should be employed. Failure to implement school policy with fairness and consistency may result in indiscipline in the classroom [26].

D. Student Indiscipline and Strategies Used by School Authorities to Manage Student Indiscipline

School indiscipline in any act or mode behavior or conduct of individuals or group of people that does not conform with the rules and regulations approved and established by the school and the code of behavior, actions and ethics accepted by the society at large [37]. Misconduct by students can be categorized as those inhibiting own learning of students; those destructing the learning of other students; and those having offensive nature to teachers [21]. The misconduct can be deliberate or unintended.

These exists a range of discipline problems in an educational system that usually involves bullying, defiance and fighting. School staff according to research often underestimated the occurrence of some indiscipline such as bullying [4], [5]. Failure of schools to resolve issues on discipline result in an increased poor outcomes of students and of the school in general [23].

A number of challenges are faced by schools in relation to disruptive behavior of students. This behavior of students often affects learning, distracts administrative time, and adds to teachers’ stress [15]. External discipline such as sanctions and punishments which consists of referrals, suspensions and expulsions are the typical response of schools to disruptive behaviors. Reference [7] said that substantial disciplinary procedures were taken against pupils in at least 48 percent of public schools during the 2005-2006 school year. It consists of 74% suspensions lasting for five or more days, 5% expulsions and 25% include transfers to a specialized school. However, punitive approaches to discipline can increase antisocial acts of students and have been associated with vandalism [9], [11]. Reference [3] emphasized that discipline in schools is complex and requires more than just punishment that entails developing self-discipline of students. Discipline and indiscipline becomes a transactional phenomenon of ecology nested in the classroom, school and the community. The interactions that yield indiscipline are intervened through student’s development needs, school culture, teachers and student’s socioeconomic status, composition of school and classroom and structure, role expectations of students and teachers, pedagogical demands and school climate [25].

Educators agreed that the aim of school discipline is to create and maintain an environment conductive to learning. It should be able to develop among student’s self-discipline while still in school and also after school. Therefore, schools should emphasize on strategies and disciplinary actions targeting misbehavior and leading to compliance of school rules and regulations. Once achieved, it will aid the students on the development of self-discipline [24].

To inculcate self-discipline among students and maintain school discipline, disciplinary measures are instituted by schools. Disciplinary measures can be categorized as punitive, preventive or those that could modify behavior. Disciplinary practices that inflict pain are punitive measures also known as punishments that intends to deter students to commit similar offense. Effective administrators have recognized the limitations of punishments which often has short-term effects, teaches violence, causes side effects and can negatively reinforce students such as suspensions to stop schooling. Further, punishment does not provide alternatives and most of the factors behind the cause of misbehavior of students are not addressed and most often than not, disrupts learning in the classroom and in school [24].

Maintaining safety and correcting behavior as school functions play critical factor in developing self-discipline among students. Being able to control one’s behavior without anticipating external rewards is defined as self-discipline. Character formation as well as social and emotional learning are well-reinforced by using strategies for developing self-discipline. Research suggests these strategies as follows: implementing curriculum activities that involve teaching moral, emotional as well as behavioral skills that target the use of lessons and student
activities inculcating self-discipline on students; encouraging responsible behavior through problem-solving activities and opportunities that are social and behavioral in nature for students to use the skills and competencies they have learned [24].

A study conducted concludes that teachers and students both agree that student council involvements in making decisions improved communication, student learning, discipline levels, create effective administration in schools as well as enriched team work, self-esteem, and relations with peers[13]. The role played by student council in today’s school administration is deemed important. School governance is more enhanced by representing students within and outside the school, resolving conflicts between classes, monitoring as well as supervising programs and activities in schools. Involved also on reporting teacher and student’s lesson attendance, handling indiscipline and other minor discipline issues, the student council have shared responsibility with school administration in managing the school. It is important to note that student councils can provide a number of opportunities for students to apply social and ethical skills in problem solving thus acceptable behavior will be developed. These opportunities may include class meetings to discuss school matters and general issues; programs and activities spearheaded by the school council, resolving and managing conflicts, reconciling and mediating issues, sharing of experiences and extra-curricular activities including sports. However, in most cases, school administration does not involve student councils on important matters involving key decision areas such as the implementation of curriculum, school budget, formulation of the rules of the school and student discipline especially on the decision of the nature of punishments and disciplinary actions citing on the lack of experience and expertise of student councils in dealing with critical matters [24].

E. Improving School Climate and Discipline

Creating a positive school climate is essential in maintaining disciplines in schools. The need to develop positive school climate to improve school discipline policies and practices has been identified to be critical in alleviating academic achievement and fostering academic success to students. Three guiding principles were developed for policymakers, officials of districts, school leaders, and stakeholders to reflect on as they consider in improving school climate and discipline [31].

The first tenet is climate and prevention which explains that positive school climate should be fostered by schools to help students engage in learning by behavioral problem prevention and effective intervention to help students who are in struggle and at risk. The initial step in creating a positive school climate is identifying climate goals that would counterpart the academic goals of the school. In making these goals, input may be solicited by schools from staff, families, students and other stakeholders and to better understand the school climate, a needs assessment should be conducted. Approaches should then be developed by schools so that the identified needs would be addressed and progress would be achieved towards its goals [31].

The second tenet involved expectations and consequences which indicates that discipline policies of the school or its code of conduct should be clear and appropriate with expectations and consequences applied consistently to improve students’ behavior, enhance engagement and increase achievement of students. A school-wide discipline policy is a critical component of a positive school climate that possess high expectation set for students’ behavior; gives clear and developmentally appropriate consequences for misbehavior proportional to its nature; provides disciplinary incidents for the students to help them in learning from their mistakes, improving their behavior and meeting high expectations. Families should be involved by schools to the highest extent possible so that policies would be developed and implemented effectively. For instance, families as well as students and staff should be actively involved in the school’s policy review and development, regular communication with families should be done by schools specifically on disciplinary incidents and transparency of the expectations for school behavior, and discipline policy and procedures should be employed [31].

The third tenet is equity and continuous improvement which emphasized that school staff capacity building and evaluating the school’s discipline policy and practices regularly tend to guarantee fairness and equity and increase achievement level for all students. On-going training of school staff would allow schools to equip the work force with the skills and appropriate strategies to reinforce expected behaviors and fairly and
equitably respond to misconduct of students. It is necessary to embrace a commitment to routinely examine school policy and practices, as well as to track the school’s progress toward its climate and discipline goals [31]. Consequently, the school must ensure that proper measures are taken to maintain peace and order on campus and to prevent it from breaking down [35].

F. Social Cognitive Theory and Student Influences on Behavior

Individuals do not simply respond but rather actively find and interpret information from environmental influences as proposed by social cognitive theory[22]. Social Cognitive Theory adopts an agent-like view to changes and development as well as adaptations [2]. An agent is described by Bandura as someone who influences intentionally one’s own functioning and circumstances in life. In this regard, people are considered proactive and possesses one’s self organization, regulation, and reflection. They are not just products of their own circumstances but a contributor of the [2]. The Social Cognitive Theory of Albert Bandura explains how cognition as well as behavioral, personal, and environmental factors act together to determine motivation and behavior [36]. Human functioning according to Bandura is the product of the interaction of all three factors [36].

Albert Bandura proposes that human behavior is necessary through observation and modeling in his Social Cognitive theory. One forms a conception and codes behaviors and actions of others through observation which serves later as basis for actions. Models such as parents, teachers, characters o televisions, members of peer group serve as influence for children. Various types of behavior are exhibited by these models which when observed might be imitated by children with less regard as to the propriety of such behavior to gender. Bandura posits that a child tends to be kind and caring when they see their parents doing the same. On the contrary, a child is likely to become violent in solving problems when they observe aggressive behavior of parents [24].

Vicarious reinforcement or known as reward is one of the factors that stimulate imitation. If somebody is observed to have been rewarded for a certain behavior, a child may be inclined to take up that same behavior being rewarded. People surrounding the child therefore determines the way a child responds to the actions and behaviors that he or she duplicates. The child would likely repeat or carry on with that behavior if he or she got rewarded by imitating the model’s behavior. Thus, behaviors demonstrated by adults are more likely to be imitated by students. The expected behavior of students therefore can be defined by the behavior of parents and siblings, friends and teachers as well. Students may be stimulated or discouraged from the same behavior through observing the way teachers act or behave. If students see their teachers go on strike to claim their rights or watch programs showing violence on television or authority being disrespected by society, then nothing can stop them to express their anger or go on strike and become deviant [24]. Poor performance is less likely to happen again when it is discouraged or even penalized [38].

Rapid changes in the economy, society, politics, and technology are affecting education. Schools must therefore be adaptable in order to cope with the shifting circumstances and contexts. To compete in the global human resources market, schools and other educational institutions require an atmosphere that keeps getting more favorable and supportive. Schools must therefore create a synergy between teachers and the workplace if they want to continuously improve on innovation and performance [39].

III. CONCLUSION

In conclusion, there is wide consensus that students who misbehave in schools should be held accountable for their actions through the provision of consequences, proportional and appropriate for them while also helping students acquire behavioral change to prevent themselves from committing misbehavior in the future. Successful implementation of the three guiding principles of improving school climate and discipline is highly ideal yet requires complex work in practice – that needs competent and appropriately trained school leaders as well as teachers and staff and a thorough balancing of multiple goals. While striving to support all students, schools should only make the removal of students from the learning environment a last report, yet, protecting the integrity of the school and safety of students and teachers must also remain a top priority. Support
and safety may appear to be competing priorities but they are indeed complementary. Creating a safe and positive environment in schools where effective teaching occurs and students are inspired to explore a rigorous curriculum is impossible without also providing discipline policies and practices proportional, fair and effectively preventing and changing student’s inappropriate behavior, ensuring that those policies are applied equitably Student support, in the form of positive climates, prevention, and focused intervention, will assist schools in creating not just a secure and productive learning environment, but also in encouraging kids to stay in school and become more engaged in their studies [31].

IV. IMPLICATIONS

The way students behave are therefore influenced in one way or another by their surroundings. If students perceived the school environment to have positive climate having teachers showing model behavior and consistently enforcing rules and regulations appropriate and fair to them then student’s behavior could improve. The rule of school leaders as models can create a difference in schools in improving productivity and revitalizing schools that are in struggle. Effective implementation of school policies involves active participation of different stakeholders such as school leaders, parents, community members, students and teachers. Leaders should learn to reflect on past mistakes and must adopt a holistic approach in dealing with policy issues. Reference [1] emphasized that environments in school that encourage systematic learning and improved results should be advocated by leadership. The role of leadership has a direct as well as indirect effect on teaching and learning and consequently, teacher leadership also play essential role as well. A good teacher-student relationship coupled with healthy leadership create an effective learning environment. Research has demonstrated the significance of the interpersonal student-teacher interaction [20]. A positive attitude that teachers project can influence and encourage students to learn and display expected behavior. Moreover, parents, students and other members of the school community must also be actively involved in school discipline policy development to ensure that such rules and regulations are co-owned by them and its proper implementation also rest on their hands, thus, building trust and collaboration. Parents’ support for the discipline policy in school should be solicited by the teacher through communication and consultation process.

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