

**PERCEPTIONS ON CLASSROOM DISCIPLINE MANAGEMENT OF
INTERMEDIATE LEARNERS AND TEACHERS: BASES FOR AN ENHANCED
CLASSROOM DISCIPLINE PROGRAM**

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ABSTRACT

This study determined the perceptions of classroom discipline management among 116 intermediate learners and 116 teachers in the Cabangan District, Schools Division of Zambales during the School Year 2023-2024. A quantitative-descriptive method was employed, utilizing a validated questionnaire for data collection. The study examined the perceived classroom discipline management of intermediate learners and teachers, as well as the implementation of discipline across various dimensions. The research revealed that intermediate learners were perceived to have disciplined classroom management, with consistent observations across dimensions such as fairness, communication, learning environment, and involvement. Intermediate learners also perceived the implementation of discipline in areas such as clarity of rules, consistency in discipline measures, effective communication, and support mechanisms. Similarly, teachers implemented classroom discipline across multiple dimensions. No significant difference was found in the perceived implementation of classroom discipline between intermediate learners and teachers across all dimensions. The computed asymptotic significance values supported the acceptance of the null hypothesis. Although a very low positive and significant correlation was identified between perceived classroom discipline management among intermediate learners and the implementation of discipline, particularly regarding clarity of rules, consistency in discipline measures, effective communication, and support systems, the null hypothesis was rejected. This suggests that although a correlation exists, it is minimal. Consequently, an enhanced program for classroom discipline management for intermediate learners has been developed to address these findings and improve the overall disciplinary environment.

Keywords: Perceptions, Classroom Discipline Management, Intermediate Learners, Teachers, Enhanced Program.

1. INTRODUCTION

The perceptions and management of classroom discipline among intermediate learners and teachers are pivotal for fostering effective teaching and learning environments. Carnevale (2021) underscores the multifaceted nature of discipline, highlighting its role in maintaining routine, enforcing rules, and creating a safe learning space. Stock (2022) identifies key components of classroom management and emphasizes the need for proactive strategies to effectively manage classrooms. Terada (2021) accentuates the importance of subtle techniques employed by experienced teachers in fostering a positive classroom culture.

Bouchrika (2023) stresses the necessity of developing classroom behavior plans to navigate learner behavior effectively, addressing the challenges faced by teachers. Buck's (2023) personal

narrative underscores the emotional toll experienced by teachers due to learner behavior, emphasizing its impact on teacher well-being and retention.

These studies collectively advocate for a holistic and adaptable approach to classroom discipline management, emphasizing the centrality of teachers in shaping the learning environment. The synthesis of literature highlights the importance of considering diverse factors such as policy changes, technology integration, and learner-centered approaches in developing effective disciplinary strategies tailored to the needs of intermediate learners. These insights provide a solid foundation for the development of an enhanced classroom discipline program aimed at optimizing the learning experience for intermediate learners.

2. STATEMENT OF THE PROBLEM

This study determined the perceptions on classroom discipline management of intermediate learners and teachers at Cabangan District, Schools Division of Zambales during the School Year 2023-2024.

Specifically, it aimed to answer these questions:

1. How may the perceptions on classroom discipline management of intermediate learners be described in terms of:

- 1.1. fairness;
- 1.2. communication;
- 1.3. learning environment; and
- 1.4. involvement?

2. How may the perceptions on the implementation of classroom discipline of intermediate learners be described in terms of:

- 2.1. clarity of rules and expectations;
- 2.2. consistency in applying discipline measures;
- 2.3. effectiveness in conveying information; and
- 2.4. support mechanisms?

3. How may the perceptions on the implementation of classroom discipline by teachers be described in terms of:

- 3.1. clarity of rules and expectations;
- 3.2. consistency in applying discipline measures;
- 3.3. effectiveness in conveying information; and
- 3.4. support mechanisms?

4. Is there a significant difference between the perceptions on the implementation of classroom discipline of intermediate learners and teachers?

5. Is there a significant correlation between the perceptions on classroom discipline management and the implementation of classroom discipline of intermediate learners?

6. What enhancement program can be proposed for classroom discipline management of intermediate learners?

3. METHODS AND MATERIALS

This study aimed to assess the perceptions on classroom discipline management of intermediate learners at Cabangan District, Schools Division of Zambales during the School Year 2023-2024. Utilizing a quantitative-descriptive method, data were collected, classified, summarized, and presented using percentages and means. The respondents comprised 116

intermediate learners and 116 elementary teachers, selected via simple random sampling to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, consisting of two sets targeting learners' and teachers' perceptions on classroom discipline management. Internal consistency was confirmed through Cronbach's Alpha scores, indicating excellent reliability across dimensions. Non-parametric testing, specifically Mann-Whitney U Test and Spearman's Rho Correlation Coefficient, were employed due to non-normal distribution of data, revealing significant findings across various dimensions.

4. RESULTS AND DISCUSSIONS

4.1. Perceived Classroom Discipline Management of Intermediate Learners

Table 1 presents the mean ratings and interpretations regarding intermediate learners' perceptions of classroom discipline management in terms of fairness. According to the table, intermediate learners perceived their classroom management as disciplined when their teachers ensured that everyone adhered to the rules, thus maintaining fairness for all ($\mu = 3.07$). Additionally, they believed that fair consequences were administered to rectify wrong actions ($\mu = 2.93$) and appreciated problem-solving in a fair manner that contributed to a sense of safety ($\mu = 2.94$). Furthermore, intermediate learners felt that being treated equally in rule enforcement ($\mu = 2.89$) and receiving clear explanations of rules ($\mu = 3.02$) contributed to a fair classroom environment. They also valued teachers who listened to their concerns and addressed them fairly ($\mu = 2.91$), made impartial decisions ($\mu = 2.87$), and provided clear consequences for rule-breaking ($\mu = 2.89$). Overall, the general mean rating for fairness was 2.92, indicating a perception of disciplined classroom management.

Table 1. Mean Rating and Interpretations of the Perceived Classroom Discipline Management of Intermediate Learners in terms of Fairness

Item	Indicators	Mean Rating	Interpretation
1	My teacher makes sure everyone follows the rules, so the class is fair for everyone.	3.07	Disciplined
2	My teacher gives fair consequences to make things right when someone does something wrong.	2.93	Disciplined
3	My teacher is good at solving problems in a fair way, and makes me feel safe.	2.94	Disciplined
4	My teacher treats every learner the same when it comes to following the rules in the class.	2.89	Disciplined
5	My teacher explains the rules, so I know what to expect and things are fair.	3.02	Disciplined
6	My teacher listens to me when there is a problem, and that is fair for everyone.	2.91	Disciplined
7	My teacher treats everyone the same when it comes to making decisions.	2.87	Disciplined
8	My teacher tells me what will happen if I break a rule, so it is clear and fair.	2.89	Disciplined
9	I like how my teacher makes sure everything is fair when it comes to rules.	2.88	Disciplined
10	My teacher does things in a fair way, and it makes my class a happy place.	2.84	Disciplined
General Mean Rating		2.92	Disciplined

The present study was related to the previous studies in terms of perceived classroom discipline management of intermediate learners concerning fairness, as evidenced by the findings indicating significant differences in perceptions of equality and fairness among college students in a sport management discipline (Ross et al., 2024). This underscores the relevance of fairness considerations not only in disciplinary actions within schools but also in educational settings more broadly, aligning with the ongoing efforts to reform school discipline practices (Curran & Finch, 2020; Griffin et al., 2024).

Table 2 outlines the mean ratings and interpretations regarding intermediate learners' perceptions of classroom discipline management in terms of communication. The table indicates disciplined classroom management when teachers effectively communicated the rules, ensuring clear understanding among intermediate learners ($\mu = 2.97$). Additionally, intermediate learners

felt supported when they could ask questions and receive assistance from teachers ($\mu = 2.97$), and when teachers engaged them in discussions about the importance of classroom rules ($\mu = 2.83$). However, there were areas for improvement noted, such as opportunities for intermediate learners to express their thoughts and feelings about rules ($\mu = 2.64$) and classroom dynamics. Intermediate learners also valued teachers who listened to their feedback and encouraged open communication about problems ($\mu = 2.91$). Furthermore, using words to address issues instead of resorting to punitive measures was seen as a positive aspect of communication ($\mu = 2.78$). Encouraging expression and idea-sharing ($\mu = 2.76$) and implementing structured communication systems, like raising hands or using signals to speak ($\mu = 2.69$), were also perceived favorably. Additionally, involving parents in classroom communication received acknowledgment ($\mu = 2.68$), as did receiving constructive feedback from teachers on behavior and improvement areas ($\mu = 2.66$). Overall, the general mean rating for communication was 2.79, interpreted as disciplined.

Table 2. Mean Rating and Interpretations of the Perceived Classroom Discipline Management of Intermediate Learners in terms of Communication

Item	Indicators	Mean Rating	Interpretation
1	My teacher explains the rules clearly so that I can understand.	2.97	Disciplined
2	I can ask questions if I do not understand, and my teacher helps me.	2.97	Disciplined
3	My teacher talks to me about why rules are important in the classroom.	2.83	Disciplined
4	I have a chance to share my thoughts and feelings about classroom rules.	2.64	Disciplined
5	My teacher listens when I have something to say about how things are going in the classroom.	2.91	Disciplined
6	I use words to talk about problems instead of getting into trouble.	2.78	Disciplined
7	My teacher encourages me to express myself and share ideas.	2.76	Disciplined
8	I have a system for raising my hand or using a signal to speak, and everyone follows it.	2.69	Disciplined
9	My teacher talks to my parents about how I am doing in class.	2.68	Disciplined
10	I receive feedback from my teacher on my behavior and how I can improve.	2.66	Disciplined
General Mean Rating		2.79	Disciplined

The present study was related to the previous studies in terms of perceived classroom discipline management of intermediate learners concerning communication, as illustrated by findings indicating the positive impact of feedback on willingness to communicate (WTC) and communication competence among learners of English as a foreign language (Zarrinabadi & Dehkordi, 2021). This underscores the importance of effective communication strategies in educational settings, emphasizing the need for teachers to prioritize feedback that enhances learners' self-confidence, reduces anxiety, and fosters motivation (Miller et al., 2023). Additionally, the study highlights the feasibility and acceptability of interventions aimed at improving social-communication competencies, further emphasizing the significance of effective communication in supporting the development of children with social-communication challenges (Siller et al., 2023).

Table 3 presents the mean ratings and interpretations regarding intermediate learners' perceptions of classroom discipline management in terms of the learning environment. The data indicate disciplined classroom management when the classroom provided a safe and comfortable atmosphere for learning ($\mu = 3.13$). Intermediate learners also appreciated teachers who maintained organization and cleanliness within the classroom ($\mu = 3.09$) and ensured easy access to necessary materials and books ($\mu = 2.89$). Furthermore, creating a positive atmosphere that fostered excitement for learning ($\mu = 2.85$) and encouraging questions and idea-sharing ($\mu = 2.91$) were seen as conducive to a disciplined learning environment. Structured learning spaces that facilitated focus and engagement ($\mu = 2.93$), optimal seating arrangements for effective participation ($\mu = 3.03$), and classroom rules that reflected a culture of joy in learning ($\mu = 2.97$) were also valued. Teachers employing diverse teaching methods to promote understanding ($\mu = 3.07$) and establishing routines that provided clear expectations and enhanced enjoyment of learning ($\mu = 2.97$) were seen positively as well. Overall, the general mean rating for the learning environment was 2.98, interpreted as disciplined.

Table 3. Mean Rating and Interpretations of the Perceived Classroom Discipline Management of Intermediate Learners in terms of Learning Environment

Item	Indicators	Mean Rating	Interpretation
1	The classroom is a safe and comfortable place for me to learn.	3.13	Disciplined
2	My teacher makes sure the classroom is organized and clean.	3.09	Disciplined
3	I have materials and books I need to learn, and they are easy to find.	2.89	Disciplined
4	My teacher creates a positive atmosphere where I feel excited to learn.	2.85	Disciplined
5	The classroom is a place where I am encouraged to ask questions and share ideas.	2.91	Disciplined

6	I have a designated space for learning activities, and it helps me focus on my work.	2.93	Disciplined
7	My teacher arranges the seating so that I can see and hear well during lessons.	3.03	Disciplined
8	There are rules in the classroom that express unique interests and joy in learning.	2.97	Disciplined
9	My teacher uses different ways to teach, so I can understand.	3.07	Disciplined
10	I have a routine that helps me know what to expect each day, and it makes my learning time enjoyable.	2.97	Disciplined
General Mean Rating		2.98	Disciplined

The present study was parallel to the previous studies in terms of perceived classroom discipline management of intermediate learners concerning learning environment, as illustrated by findings emphasizing the importance of school discipline policies in promoting child-friendly and conducive learning spaces (Kihara et al., 2024). This underscores the essential role of maintaining order and implementing disciplinary procedures to foster a positive school climate, which aligns with the findings indicating a direct relation between school climate and academic outcomes among racially and ethnically minoritized learners (La Salle-Finley et al., 2024). Additionally, the study highlights the complexities of power dynamics within innovative learning environments and the pedagogical practices deployed by preservice teachers to navigate these dynamics, suggesting implications for creating inclusive and supportive learning environments (Nelson & Charteris, 2024).

Table 4 presents the mean ratings and interpretations regarding intermediate learners' perceptions of classroom discipline management in terms of involvement. The data suggest disciplined classroom management when intermediate learners felt included in decision-making processes regarding rules and activities ($\mu = 2.91$). Additionally, they valued opportunities to contribute ideas and suggestions to improve the classroom environment ($\mu = 2.62$) and assumed responsibilities that made them feel important and engaged ($\mu = 2.82$). Furthermore, intermediate learners appreciated being given opportunities to lead or assist with classroom tasks ($\mu = 2.91$) and felt that their opinions were considered in classroom planning ($\mu = 2.76$). Collaborative problem-solving with classmates to foster a positive atmosphere ($\mu = 2.73$) and encouragement to share talents and skills ($\mu = 2.85$) were also seen as indicative of disciplined classroom management. Moreover, intermediate learners perceived their contributions, regardless of size, as valued within the classroom ($\mu = 2.91$) and appreciated being involved in discussions about improving the classroom environment ($\mu = 2.72$). Finally, participation in activities that promote positivity and respect was noted as contributing to disciplined classroom management ($\mu = 2.83$). Overall, the general mean rating for involvement was 2.81, interpreted as disciplined.

Table 4. Mean Rating and Interpretations of the Perceived Classroom Discipline Management of Intermediate Learners in terms of Involvement

Item	Indicators	Mean Rating	Interpretation
1	I feel like I am part of decisions about rules and activities in the classroom.	2.91	Disciplined
2	My teacher asks for my ideas and suggestions on how to make the classroom better.	2.62	Disciplined
3	I have responsibilities in the classroom that make me feel important and involved.	2.82	Disciplined
4	My teacher gives me opportunities to lead or help with classroom tasks.	2.91	Disciplined
5	My teacher considers my opinions when he/she plans.	2.76	Disciplined
6	I work together with my classmates to solve problems and create a positive atmosphere.	2.73	Disciplined
7	My teacher encourages me to share my talents and skills with the class.	2.85	Disciplined
8	I feel that my contributions, big or small, are valued in the classroom.	2.91	Disciplined
9	My teacher involves me in discussions about how to make the classroom a better place.	2.72	Disciplined
10	I am encouraged to take part in activities that promote a positive and respectful environment.	2.83	Disciplined
General Mean Rating		2.81	Disciplined

The present study was parallel to the previous studies in terms of perceived classroom discipline management of intermediate learners concerning involvement, as evidenced by findings indicating the influence of teacher attributions, self-efficacy, and professional learning programs on teachers' likelihood to employ proactive classroom behavior management strategies (Paramita et al., 2021). This underscores the importance of teacher involvement and empowerment in shaping effective classroom management practices, aligning with the findings suggesting that participation in decision-making at the school level can enhance learners' overall learning experiences (Torsdottir et al., 2023; Gumus et al., 2021).

The summary of the perceived classroom discipline management of intermediate learners is presented in Table 5. It is evident that intermediate learners perceived classroom discipline management as disciplined across various dimensions, including fairness, communication,

learning environment, and involvement ($\mu = 2.92, 2.79, 2.98, 2.81$, respectively). The overall mean rating was 2.88, interpreted as disciplined.

Table 5. Summary on the Perceived Classroom Discipline Management of Intermediate Learners

Item	Dimensions	Mean Rating	Interpretation
1	Fairness	2.92	Disciplined
2	Communication	2.79	Disciplined
3	Learning Environment	2.98	Disciplined
4	Involvement	2.81	Disciplined
Overall Mean Rating		2.88	Disciplined

The present study was parallel to the previous studies in terms of perceived classroom discipline management of intermediate learners, as it delved into various strategies employed by teachers to manage classroom activities and factors influencing classroom management practices (Chotimah, 2023). Additionally, it aligns with broader discussions on learner discipline management, highlighting cultural influences and indigenous approaches to addressing disciplinary issues in educational settings (Onaolapo & Makhasane, 2024). Furthermore, it resonates with the multifaceted impact of digital education, emphasizing technology's role in enhancing inclusivity and transforming teaching methodologies (Lasaiba, 2024).

4.2. Perceived Implementation of Classroom Discipline of Intermediate Learners

Table 6 presents the mean ratings and interpretations concerning intermediate learners' perceptions of the implementation of classroom discipline in terms of the clarity of rules and expectations. The table indicates that classroom discipline was perceived as implemented when the rules in the classroom were easily understandable ($\mu = 3.03$). Intermediate learners also appreciated clear explanations of the rules, ensuring they knew what was expected ($\mu = 2.90$), and having a list of rules prominently displayed for everyone's awareness ($\mu = 2.66$). Moreover, regular reminders of the rules to prevent forgetfulness ($\mu = 2.87$) and class discussions to ensure comprehension ($\mu = 2.70$) were noted as aspects of implemented discipline. Clear explanations of the consequences for rule-breaking ($\mu = 2.72$) and teachers' readiness to address questions about the rules ($\mu = 2.87$) were also valued. Furthermore, using examples to aid understanding of rule-following ($\mu = 2.89$), ensuring that rules had comprehensible reasons behind them ($\mu = 2.79$), and checking for understanding through questioning ($\mu = 2.86$) were seen as contributing to the implementation of discipline. Overall, the general mean rating for clarity of rules and expectations was 2.83, interpreted as implemented.

Table 6. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline of Intermediate Learners in terms of Clarity of Rules and Expectations

Item	Indicators	Mean Rating	Interpretation
1	The rules in the classroom are easy to understand.	3.03	Implemented
2	My teacher explains the rules clearly so I know what is expected.	2.90	Implemented
3	I have a list of rules displayed in the classroom, and everyone knows them.	2.66	Implemented
4	My teacher reminds me of the rules regularly, so I do not forget.	2.87	Implemented
5	I discuss the rules as a class to make sure everyone understands them.	2.70	Implemented
6	The consequences for breaking the rules are explained clearly.	2.72	Implemented
7	If I have questions about the rules, my teacher is always willing to answer.	2.87	Implemented
8	My teacher uses examples to help me understand how to follow the rules.	2.89	Implemented
9	I know the reasons behind the rules, and it makes sense to me.	2.79	Implemented
10	My teacher checks if I understand the rules by asking me questions.	2.86	Implemented
General Mean Rating		2.83	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline of intermediate learners in terms of clarity of rules and expectations, as it examined the quality of relationships between teachers and learners and their impact on school belonging and behavior management (Booker, 2023). Furthermore, it aligned with discussions on improving pedagogical practices and reducing oppressive behaviors in the classroom to create a more equitable learning environment, reflecting the ongoing efforts to enhance school culture and promote positive learner outcomes (Cahoon, 2024; Dobbins, 2024).

Table 7 presents the mean ratings and interpretations regarding intermediate learners' perceptions of the implementation of classroom discipline, with a focus on consistency in applying discipline measures. The table indicates that classroom discipline was perceived as implemented when teachers treated everyone equally in rule enforcement ($\mu = 2.92$) and maintained consistent consequences for rule infractions ($\mu = 2.72$). Intermediate learners also valued teachers who followed through with consequences each time a rule was broken ($\mu = 2.68$) and ensured that consequences were fair and uniform for all intermediate learners ($\mu = 2.80$). Furthermore, the

predictability of consequences for rule violations ($\mu = 2.70$) and the consistent application of rewards and recognition for good behavior ($\mu = 2.73$) were seen as important aspects of implemented discipline. Teachers who adhered to the same rules for everyone ($\mu = 3.00$) and did not alter consequences based on situational factors ($\mu = 2.59$) were also appreciated. Consistency in treating classmates and regular reminders of rules to maintain behavioral expectations ($\mu = 2.82$, $\mu = 2.86$, respectively) were noted as contributing to an environment of implemented discipline. Overall, the general mean rating for consistency in applying discipline measures was 2.78, interpreted as implemented.

Table 7. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline of Intermediate Learners in terms of Consistency in Applying Discipline Measures

Item	Indicators	Mean Rating	Interpretation
1	My teacher treats everyone the same way when applying rules.	2.92	Implemented
2	I know what to expect in terms of consequences because my teacher is always consistent.	2.72	Implemented
3	My teacher follows through with consequences every time a rule is broken.	2.68	Implemented
4	Consequences are fair and the same for everyone who breaks it.	2.80	Implemented
5	I can predict what will happen if I break a rule because it is always the same.	2.70	Implemented
6	My teacher is consistent in applying rewards and recognition for good behavior.	2.73	Implemented
7	I feel that my teacher is fair and follows the same rules for everyone.	3.00	Implemented
8	My teacher does not change the consequences depending on the situation; it is always the same.	2.59	Implemented
9	My classmates are treated consistently, and it helps create a fair environment.	2.82	Implemented
10	My teacher reminds me of the rules regularly to ensure consistency in behavior expectations.	2.86	Implemented
General Mean Rating		2.78	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline of intermediate learners in terms of consistency in applying discipline measures, as it explored the challenges faced by school principals in implementing positive discipline approaches and highlighted the importance of comprehensive stakeholder sensitization and adopting a whole-school approach (Tshabalala et al., 2024). Additionally, it resonated with discussions on the effectiveness of social and emotional learning programs in reducing learner disciplinary referrals, emphasizing the need for continuous support and training to facilitate successful implementation (Underwood, 2021). Moreover, it aligned with the examination of school discipline patterns, emphasizing disparities in exclusionary discipline and advocating for a nuanced understanding of disciplinary processes (Rodriguez & Welsh, 2022).

Table 8 presents the mean ratings and interpretations concerning intermediate learners' perceptions of the implementation of classroom discipline in terms of effectiveness in conveying information. The table indicates that classroom discipline was implemented when teachers effectively conveyed information about rules and expectations to intermediate learners. This included explaining rules in a manner that was easy to understand ($\mu = 3.09$) and offering assistance when intermediate learners had questions ($\mu = 3.05$). Using examples to illustrate how to follow rules ($\mu = 2.93$) and sharing important information about rules and consequences clearly ($\mu = 2.85$) were also noted as effective communication strategies. Additionally, intermediate learners appreciated teachers who discussed the importance of rules ($\mu = 2.84$) and provided clear instructions regarding expected behavior ($\mu = 2.84$). Making learning about discipline interesting through communication ($\mu = 3.01$) and ensuring that consequences were explained in a comprehensible manner ($\mu = 2.87$) were seen as important aspects of effective communication. Using visuals or displays to convey information about rules and behavior ($\mu = 2.90$) and discussing the reasons behind rules to enhance understanding ($\mu = 2.90$) were also valued by intermediate learners. Overall, the general mean rating for effectiveness in conveying information was 2.93, interpreted as implemented.

Table 8. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline of Intermediate Learners in terms of Effectiveness in Conveying Information

Item	Indicators	Mean Rating	Interpretation
1	My teacher explains the rules in a way that is easy for me to understand.	3.09	Implemented
2	I can ask questions if I do not understand, and my teacher helps me.	3.05	Implemented
3	My teacher uses examples to help me understand how to follow the rules.	2.93	Implemented
4	Important information about rules and consequences is shared with me clearly.	2.85	Implemented

5	My teacher talks to me about why rules are important in the classroom.	2.84	Implemented
6	I receive clear instructions on what is expected in terms of behavior.	2.84	Implemented
7	My teacher communicates with me in a way that makes learning about discipline interesting.	3.01	Implemented
8	I am given information about the consequences of my actions in a way I can understand.	2.87	Implemented
9	My teacher uses visuals or displays to help convey information about rules and behavior.	2.90	Implemented
10	I have discussions about the reasons behind the rules, and it helps me understand better.	2.90	Implemented
General Mean Rating		2.93	Implemented

98

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline of intermediate learners in terms of effectiveness in conveying information, as it investigated the role of the SISPEL application in shaping character development among learners in vocational high schools (Munawar et al., 2024). Through meticulous examination, it aimed to elucidate the application's influence on ethical values, moral principles, and character-building skills, thus contributing to the broader discourse on character education and innovative approaches in molding learners' ethical and moral foundation. Additionally, it resonated with discussions on the effectiveness of different instructional mediums in learner performance and comprehension, highlighting the significance of face-to-face instruction in certain academic contexts (Paravastu & Ramanujan, 2024). Furthermore, it aligned with investigations into lecturers' communication strategies in English-medium instruction settings, emphasizing the importance of explicitness strategies to enhance clarity of instruction and facilitate learner comprehension in complex disciplinary content (Yu & Kaur, 2024).

Table 9 summarizes the mean ratings and interpretations regarding intermediate learners' perceptions of the implementation of classroom discipline in terms of support mechanisms. It illustrates that classroom discipline was implemented when teachers provided various forms of support to intermediate learners. This included helping intermediate learners when they had difficulties following the rules ($\mu = 3.05$) and being available to talk to them when needed ($\mu = 2.90$). Having classmates or buddies who assisted in understanding and following the rules ($\mu = 2.86$) and teachers who listened to concerns and provided guidance on improvement ($\mu = 2.91$) were also seen as supportive mechanisms. Additionally, having systems in place for seeking help from classmates or teachers when needed ($\mu = 2.88$) and encouraging peer support and collaboration in behavior improvement efforts ($\mu = 2.86$) were valued by intermediate learners. Access to materials or resources that aided in understanding and remembering rules ($\mu = 2.98$) and receiving recognition and praise for displaying good behavior ($\mu = 2.82$) were also noted as supportive measures. Furthermore, having a reward system that motivated intermediate learners to follow rules and behave well ($\mu = 2.80$) and receiving support and positive feedback for

improvement efforts ($\mu = 3.08$) contributed to the perceived implementation of support mechanisms. Overall, the general mean rating for support mechanisms was 2.91, interpreted as implemented.

Table 9. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline of Intermediate Learners in terms of Support Mechanisms

Item	Indicators	Mean Rating	Interpretation
1	My teacher helps me when I have difficulties following the rules.	3.05	Implemented
2	I can talk to my teacher when I need support or have questions about behavior.	2.90	Implemented
3	I have buddies or classmates who can assist me in understanding and following the rules.	2.86	Implemented
4	My teacher listens to my concerns and provides guidance on how to improve.	2.91	Implemented
5	I have a system where I can seek help from my classmates or my teacher when needed.	2.88	Implemented
6	My teacher encourages me to support each other and work together on behavior improvement.	2.86	Implemented
7	There are materials or resources that help me understand and remember the rules.	2.98	Implemented
8	My teacher recognizes and praises me when I show good behavior.	2.82	Implemented
9	My teacher has a reward system that motivates me to follow the rules and behave well.	2.80	Implemented
10	My teacher supports my efforts to improve and provides positive feedback.	3.08	Implemented
General Mean Rating		2.91	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline of intermediate learners in terms of support mechanisms, as it explored the relationship between teaching quality and translanguaging implementation in multilingual elementary school classes, offering empirical evidence to alleviate concerns and enhance understanding (Decristan et al., 2024). Similarly, it resonated with investigations into the

implementation mechanisms aimed at enhancing intermediate learners' self-regulated learning skills in home-based learning environments, showcasing the feasibility and effectiveness of such frameworks in improving intermediate learner performance and skill mastery (Zuo et al., 2024). Additionally, it aligned with research on the long-term mechanisms of educational platforms, emphasizing the importance of addressing key issues to ensure the quality and effectiveness of smart education initiatives (Liu et al., 2024).

Table 10 provides a detailed summary of the perceived implementation of classroom discipline of intermediate learners across various dimensions, including clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support mechanisms ($\mu = 2.83, 2.78, 2.93, 2.91$, respectively). It indicates that intermediate learners perceived classroom discipline as implemented in these key areas. The overall mean rating for the perceived implementation of classroom discipline of intermediate learners was 2.86, interpreted as implemented.

Table 10. Summary on the Perceived Implementation of Classroom Discipline of Intermediate Learners

Item	Dimensions	Mean Rating	Interpretation
1	Clarity of Rules and Expectations	2.83	Implemented
2	Consistency in Applying Discipline Measures	2.78	Implemented
3	Effectiveness in Conveying Information	2.93	Implemented
4	Support Mechanisms	2.91	Implemented
Overall Mean Rating		2.86	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline of intermediate learners, highlighting the importance of tailored support programs for first-year teachers struggling with culturally responsive classroom management (Kwok & Svajda-Hardy, 2021). Similarly, it resonated with research on the limited training received by both preservice and in-service teachers in overall classroom and behavior management, emphasizing the need for enhanced training programs to address behavioral support needs effectively (McGuire et al., 2023). Additionally, it aligned with investigations into systemic solutions for racial disproportionality in school discipline, underscoring the importance of collaborative, participatory processes in fostering transformative agency among school stakeholders (Ko et al., 2022).

4.3. Perceived Implementation of Classroom Discipline by Teachers

Table 11 presents the mean ratings and interpretations concerning teachers' perceptions of the implementation of classroom discipline in terms of the clarity of rules and expectations. The table illustrates that classroom discipline was perceived as implemented by teachers when they ensured that rules in their classrooms were easy to understand ($\mu = 3.02$). They began by explaining the rules clearly so that intermediate learners knew what was expected ($\mu = 2.94$) and ensured that a list of rules was displayed and understood by all intermediate learners ($\mu = 2.78$). Moreover, teachers reminded intermediate learners of the rules to prevent forgetfulness ($\mu = 2.91$) and

facilitated class discussions to ensure comprehension ($\mu = 2.91$). They also provided clear explanations of the consequences for rule-breaking ($\mu = 2.84$) and were willing to answer questions about the rules ($\mu = 2.96$). Furthermore, using examples to aid intermediate learners in understanding how to follow the rules ($\mu = 2.90$), ensuring that intermediate learners understood the reasons behind the rules ($\mu = 2.89$), and checking for understanding through questioning ($\mu = 2.94$) were seen as important aspects of implementing clarity in rules and expectations. Overall, the general mean rating for the clarity of rules and expectations was 2.91, interpreted as implemented.

Table 11. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline by Teachers in terms of Clarity of Rules and Expectations

Item	Indicators	Mean Rating	Interpretation
1	I make sure that the rules in my classroom are easy to understand.	3.02	Implemented
2	I start by explaining the rules clearly so my learners know what is expected.	2.94	Implemented
3	I have a list of rules displayed in my classroom, and I ensure that my learners know them.	2.78	Implemented
4	I remind my learners of the rules so that they do not forget.	2.91	Implemented
5	I facilitate class discussions to ensure that everyone understands the rules.	2.91	Implemented
6	I explain the consequences for breaking the rules.	2.84	Implemented
7	I am always willing to answer if my learners have questions about the rules.	2.96	Implemented
8	I use examples to help my learners understand how to follow the rules.	2.90	Implemented
9	I ensure that my learners know the reasons behind the rules, and it makes sense to them.	2.89	Implemented
10	I check if my learners understand the rules by asking them questions.	2.94	Implemented
General Mean Rating		2.91	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline by teachers, particularly regarding the clarity of rules and expectations set for intermediate learners (Kurth et al., 2023). Similarly, it resonated with research on the interplay between consequences in restorative practices (RP) and the alignment with responsive classroom

approaches, emphasizing the importance of accountability and logical consequences in maintaining discipline (Goold, 2024). Additionally, it aligned with investigations into the role of classroom structure in guiding learners' behavior and increasing academic success, highlighting the significance of anticipatory strategies and minimizing controlling aspects to foster engagement and achievement (Patall et al., 2023).

Table 12 outlines the mean ratings and interpretations regarding teachers' perceptions of the implementation of classroom discipline in terms of consistency in applying discipline measures. It suggests that classroom discipline was perceived as implemented by teachers when they ensured consistency in several key aspects. Firstly, teachers treated everyone the same way when applying rules ($\mu = 2.91$), which contributed to a sense of fairness in the classroom. They also maintained consistency in consequences, ensuring that intermediate learners knew what to expect ($\mu = 2.84$) and followed through with consequences for rule-breaking consistently ($\mu = 2.90$). Additionally, teachers ensured that consequences were fair and consistent for all intermediate learners ($\mu = 2.87$) and helped intermediate learners predict the outcome of rule infractions ($\mu = 2.83$). Furthermore, teachers were consistent in applying rewards and recognition for good behavior ($\mu = 2.90$) and followed the same rules for everyone to promote fairness ($\mu = 2.91$). They avoided changing consequences based on situational factors ($\mu = 2.84$) and treated intermediate learners consistently to contribute to a fair environment ($\mu = 2.92$). Regular reminders of rules were also provided to ensure consistency in behavior expectations ($\mu = 2.90$). Overall, the general mean rating for consistency in applying discipline measures was 2.88, interpreted as implemented.

Table 12. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline by Teachers in terms of Consistency in Applying Discipline Measures

Item	Indicators	Mean Rating	Interpretation
1	I ensure that I treat everyone the same way when applying rules.	2.91	Implemented
2	I make sure my learners know what to expect in terms of consequences because I am always consistent.	2.84	Implemented
3	I follow through with consequences every time a rule is broken.	2.90	Implemented
4	I ensure that consequences are fair and the same for everyone who breaks them.	2.87	Implemented
5	I help my learners predict what will happen if they break a rule because it is always the same.	2.83	Implemented
6	I am consistent in applying rewards and recognition for good behavior.	2.90	Implemented

7	I strive to create a sense of fairness by following the same rules for everyone.	2.91	Implemented
8	I avoid changing consequences depending on the situation; they are always the same.	2.84	Implemented
9	I treat my learners consistently, contributing to a fair environment.	2.92	Implemented
10	I remind my learners of the rules regularly to ensure consistency in behavior expectations.	2.90	Implemented
General Mean Rating		2.88	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline by teachers in terms of consistency in applying discipline measures, as evidenced by the reduction in teachers' use of violence against children (VAC) following participation in a violence-prevention program (Bowers et al., 2022). Similarly, challenges in measuring racial disparities in school discipline underscored the need for consistent and effective discipline policies, aligning with the aim of School-Based Policy Management (MKBS) to improve school effectiveness through autonomous policy implementation (Bottiani et al., 2022; Anisa, 2024).

Table 13 provides a summary of the mean ratings and interpretations regarding teachers' perceptions of the implementation of classroom discipline in terms of effectiveness in conveying information. It indicates that classroom discipline was perceived as implemented by teachers when they employed various strategies to effectively communicate information about rules and expectations to their intermediate learners. Teachers ensured that rules were explained in a manner that was easy for intermediate learners to understand ($\mu = 2.93$) and encouraged questions to clarify understanding ($\mu = 2.91$). They used examples to assist intermediate learners in comprehending how to follow the rules ($\mu = 2.92$) and shared important information about rules and consequences with clarity ($\mu = 2.89$). Furthermore, teachers engaged in conversations with intermediate learners about the importance of rules in the classroom ($\mu = 2.92$) and provided clear instructions regarding expected behavior ($\mu = 2.85$). They made efforts to communicate in a way that made learning about discipline interesting ($\mu = 2.88$) and presented information about consequences in a manner that intermediate learners comprehended ($\mu = 2.91$). Additionally, teachers utilized visuals or displays to aid in conveying information about rules and behavior ($\mu = 2.84$) and facilitated discussions with intermediate learners about the reasons behind the rules to enhance their understanding ($\mu = 2.88$). Overall, the general mean rating for effectiveness in conveying information was 2.89, interpreted as implemented.

Table 13. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline by Teachers in terms of Effectiveness in Conveying Information

Item	Indicators	Mean Rating	Interpretation
1	I ensure that I explain the rules in a way that is easy for my learners to understand.	2.93	Implemented
2	I encourage my learners to ask questions if they do not understand, and I am here to help them.	2.91	Implemented
3	I use examples to assist my learners in understanding how to follow the rules.	2.92	Implemented
4	I make sure to share important information about rules and consequences with clarity.	2.89	Implemented
5	I engage in conversation with learners about why rules are important in the classroom.	2.92	Implemented
6	I provide clear instructions on what is expected in terms of behavior.	2.85	Implemented
7	I strive to communicate with learners in a way that makes learning about discipline interesting.	2.88	Implemented
8	I present information about the consequences of actions in a way that learners can comprehend.	2.91	Implemented
9	I utilize visuals or displays to aid in conveying information about rules and behavior.	2.84	Implemented
10	I facilitate discussions with my learners about the reasons behind the rules, enhancing their understanding.	2.88	Implemented
General Mean Rating		2.89	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline by teachers in terms of effectiveness in conveying information, as evidenced by the positive impact of argumentation-supported educational comics on intermediate learners' environmental interest, motivation, and academic achievement (Senturk & Selvi, 2023). Similarly, the integration of kinesics in the classroom by teaching interns was found to enhance learners' engagement, academic performance, and overall classroom behavior, highlighting the importance of non-verbal communication in instructional settings (Caybot et al., 2024).

Additionally, the roleplaying method in Islamic Religious Education was identified as a valuable tool for facilitating learner engagement, motivation, and understanding, emphasizing the need for detailed explanations and effective communication strategies by teachers (Rofiq et al., 2024).

Table 14 outlines the mean ratings and interpretations regarding teachers' perceptions of the implementation of classroom discipline, with a focus on support mechanisms. It indicates that classroom discipline was perceived as implemented by teachers when they provided various forms of support to their intermediate learners. Teachers actively assisted intermediate learners when they faced difficulties in following rules ($\mu = 2.93$) and served as reliable sources for intermediate learners to discuss their needs for support or questions about behavior ($\mu = 2.87$). They ensured that buddies or classmates were available to assist intermediate learners in understanding and following the rules ($\mu = 2.91$) and listened to intermediate learners' concerns, providing guidance on how to improve their behavior ($\mu = 2.91$). Moreover, teachers established systems where intermediate learners sought help from classmates or themselves when needed ($\mu = 2.89$) and encouraged a collaborative environment, motivating intermediate learners to support each other in behavior improvement ($\mu = 2.89$). They ensured that there were accessible materials and resources to help intermediate learners understand and remember the rules ($\mu = 2.89$) and recognized and praised intermediate learners when they exhibited good behavior ($\mu = 2.87$). Furthermore, teachers implemented reward systems to motivate intermediate learners to follow the rules and behave well ($\mu = 2.88$) and supported intermediate learners' efforts to improve, providing positive feedback along the way ($\mu = 2.87$). Overall, the general mean rating for support mechanisms was 2.89, interpreted as implemented.

Table 14. Mean Rating and Interpretations of the Perceived Implementation of Classroom Discipline by Teachers in terms of Support Mechanisms

Item	Indicators	Mean Rating	Interpretation
1	I actively assist learners when they face difficulties in following rules.	2.93	Implemented
2	I am a reliable source for learners to discuss their need for support or questions about behavior.	2.87	Implemented
3	I ensure that buddies or classmates are available to assist learners in understanding and following the rules.	2.91	Implemented
4	I listen to learners' concerns and provide guidance on how they can improve their behavior.	2.91	Implemented
5	I established a system where learners can seek help from classmates or to me when needed.	2.89	Implemented
6	I encourage a collaborative environment, motivating learners to	2.89	Implemented

	support each other in behavior improvement.		
7	I ensure that there are accessible materials and resources to help learners understand and remember the rules.	2.89	Implemented
8	I recognize and praise learners when they exhibit good behavior.	2.87	Implemented
9	I implement a reward system to motivate learners to follow the rules and behave well.	2.88	Implemented
10	I support learners' efforts to improve, providing positive feedback along the way.	2.87	Implemented
General Mean Rating		2.89	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline by teachers in terms of support mechanisms, as evidenced by the pragmatic pre-implementation strategy Beliefs and Attitudes for Successful Implementation in Schools for Teachers (BASIS-T), targeting volitional and motivational mechanisms to enhance the implementation of evidence-based prevention practices (EBPPs) and improve intermediate learner social, emotional, and behavioral outcomes (Lyon et al., 2024). Similarly, principal instructional leadership was found to mediate the rural-urban instructional quality gap, particularly through mechanisms such as teacher professional learning, highlighting the significance of leadership support in addressing disparities in instructional quality (Huang et al., 2024). Additionally, addressing teacher burnout and its implications on classroom behavior management was emphasized, with the Behavioral, Academic, and Social Engagement (BASE) Model proposed as a potential solution to support teachers' capacity for managing challenging classroom behaviors and reducing burnout (Dawes et al., 2024).

Table 15 provides a detailed summary of the perceived implementation of classroom discipline by teachers across various dimensions, including clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support mechanisms ($\mu = 2.91, 2.88, 2.89, 2.89$, respectively). It indicates that teachers perceived classroom discipline as implemented in these key areas. The overall mean rating for the perceived implementation of classroom discipline by teachers was 2.89, interpreted as implemented.

Table 15. Summary on the Perceived Implementation of Classroom Discipline by Teachers

Item	Dimensions	Mean Rating	Interpretation
1	Clarity of Rules and Expectations	2.91	Implemented
2	Consistency in Applying Discipline Measures	2.88	Implemented
3	Effectiveness in Conveying Information	2.89	Implemented
4	Support Mechanisms	2.89	Implemented
Overall Mean Rating		2.89	Implemented

The present study was parallel to the previous studies in terms of perceived implementation of classroom discipline by teachers as evidenced by, firstly, the successful implementation of the Good Behavior Game (GBG) in online general education classrooms during the COVID-19 pandemic, which was associated with improvements in intermediate learners' academic engagement, indicating the effectiveness of teacher-led behavior management strategies (Hier et al., 2023). Secondly, the meta-analysis of teacher training interventions revealed significant improvements in various domains of teacher behavior and intermediate learner outcomes, underscoring the importance of training and support mechanisms in enhancing teachers' effectiveness in managing intermediate learner behavior (Samudre et al., 2023). Lastly, the examination of organizational commitment's impact on teachers' work discipline highlights the role of organizational support in maintaining discipline and excellence in schools, emphasizing the need for teachers to receive adequate support from their institutions (Ramli et al., 2024).

4.4. Difference between the Perceived Implementation of Classroom Discipline of Intermediate Learners and Teachers

Table 16 displays the results of the Mann-Whitney U Test examining the variance in perceived implementation of classroom discipline between intermediate learners and teachers. The computed asymptotic significance values for clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support mechanisms (ASig. = 0.192, 0.223, 1.000, 0.637, respectively) were found to be above the 0.05 significance level. Consequently, the null hypothesis was accepted, indicating no significant difference in the perceived implementation of classroom discipline between intermediate learners and teachers.

Table 16. Difference between the Perceived Implementation of Classroom Discipline of Intermediate Learners and Teachers

Perceived Implementation of Classroom Discipline	U-value	df	Asymp. Sig.	Decision
Clarity of Rules and Expectations	-1.306	115	.192	Accept H ₀₁ Not Significant
Consistency in Applying Discipline Measures	-1.218	115	.223	Accept H ₀₁ Not Significant
Effectiveness in Conveying Information	.000	115	1.000	Accept H ₀₁ Not Significant
Support Mechanisms	-.472	115	.637	Accept H ₀₁ Not Significant
Overall	-.642	115	.326	Accept H₀₁ Not Significant

The present study was parallel to the previous studies conducted by researchers in terms of the perceived implementation of classroom discipline of intermediate learners and teachers. The studies by Himmatu 'Adila & Susanto (2024), Firdausiyah & Aisyah (2024), and Huang & Wible (2024) collectively demonstrate the significance of discipline and character education in improving intermediate learner outcomes. They underscore the correlation between learning discipline, intermediate learner interest, and academic performance, highlighting the need for continuous efforts in fostering responsibility and enhancing learning environments. These findings collectively emphasize the importance of discipline and character education in fostering conducive learning environments and improving intermediate learner outcomes across different educational settings.

4.5. Correlation between the Perceived Classroom Discipline Management and the Implementation of Classroom Discipline of Intermediate Learners

Table 17 presents the correlation between the perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of clarity of rules and expectations, using Spearman's Rho Correlation Coefficient. The perceived classroom discipline management of intermediate learners in terms of fairness, communication, learning environment, and involvement ($r_s = 0.192, 0.227, 0.218, 0.241$, respectively) exhibits a positively very low correlation with their perceived implementation of classroom discipline. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very low significant correlation ($r_s = 0.211, \alpha = 0.000$) between perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of clarity of rules and expectations.

Table 17. Correlation between the Perceived Classroom Discipline Management and the Implementation of Classroom Discipline of Intermediate Learners in terms of Clarity of Rules and Expectations

Perceived Classroom Discipline Management	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Fairness	.192	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Communication	.227	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Learning Environment	.218	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Involvement	.241	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Overall	.211	Positive Very Low Correlation	.000	Reject Ho₂ Significant

The present study was similar to the previous studies conducted by researchers concerning the perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of clarity of rules and expectations. The studies by Wiraseno et al. (2024), Bullough (2024), and Da Fonseca et al. (2023) shed light on classroom discipline management and its impact on intermediate learners' responses. They delve into various discipline models, intermediate learners' engagement levels, and the role of parenting practices, suggesting a nuanced understanding of classroom discipline's perceived management and its implementation among intermediate learners.

Table 18 presents the correlation between the perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of consistency in applying discipline measures using Spearman's Rho Correlation Coefficient. The perceived classroom discipline management of intermediate learners in terms of fairness, communication, learning environment, and involvement ($r_s = 0.231, 0.242, 0.117, 0.196$, respectively) exhibits a positively very low correlation with their perceived implementation of classroom discipline. The corresponding significant values ($\alpha = 0.001, 0.000, 0.014, 0.006$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very low significant correlation ($r_s = 0.234, \alpha = 0.001$) between perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of consistency in applying discipline measures.

Table 18. Correlation between the Perceived Classroom Discipline Management and the Implementation of Classroom Discipline of Intermediate Learners in terms of Consistency in Applying Discipline Measures

Perceived Classroom Discipline Management	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Fairness	.231	Positive Very Low Correlation	.001	Reject Ho ₂ Significant
Communication	.242	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Learning Environment	.117	Positive Very Low Correlation	.014	Reject Ho ₂ Significant
Involvement	.196	Positive Very Low Correlation	.006	Reject Ho ₂ Significant
Overall	.234	Positive Very Low Correlation	.001	Reject Ho₂ Significant

The present study was related to the previous studies in terms of perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of consistency in applying discipline measures. The studies by Tran et al. (2024), Tay & Zamore (2024), and Kabelege et al. (2024) explore the interplay between classroom discipline management and intermediate learners' experiences and behaviors. They emphasize the importance of fostering positive learning environments, integrating social-emotional learning strategies, and addressing factors such as bullying and violent discipline to promote conducive learning atmospheres.

In Table 19, the correlation between the perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of the effectiveness in conveying information is outlined using Spearman's Rho Correlation Coefficient. The perceived classroom discipline management of intermediate learners in terms of fairness, communication, learning environment, and involvement ($r_s = 0.231, 0.236, 0.155, 0.180$, respectively) exhibits a positively very low correlation with their perceived implementation of classroom discipline. The corresponding significant values ($\alpha = 0.001, 0.001, 0.029, 0.006$, respectively) are all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively very low significant correlation ($r_s = 0.216, \alpha = 0.002$) between perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of effectiveness in conveying information.

Table 19. Correlation between the Perceived Classroom Discipline Management and the Implementation of Classroom Discipline of Intermediate Learners in terms of Effectiveness in Conveying Information

Perceived Classroom Discipline Management	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Fairness	.231	Positive Very Low Correlation	.001	Reject Ho ₂ Significant
Communication	.236	Positive Very Low Correlation	.001	Reject Ho ₂ Significant
Learning Environment	.155	Positive Very Low Correlation	.029	Reject Ho ₂ Significant
Involvement	.180	Positive Very Low Correlation	.006	Reject Ho ₂ Significant
Overall	.216	Positive Very Low Correlation	.002	Reject Ho₂ Significant

The present study was aligned with the previous studies in terms of perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of effectiveness in conveying information. The studies by Sidekerskiene & Damasevicius (2024), Goetz et al. (2024), and Harush (2024) examine the influence of various factors, such as educational tools like memes, leadership styles, and external crises, on classroom discipline management and intermediate learners' experiences. They underscore the importance of understanding the role of technology, leadership, and external factors in shaping classroom dynamics and discipline, offering insights for teachers to enhance discipline management strategies.

Table 20 illustrates the correlation between perceived classroom discipline management and the implementation of classroom discipline of intermediate learners, focusing on support mechanisms, utilizing Spearman's Rho Correlation Coefficient. The perceived classroom discipline management among intermediate learners, concerning fairness, communication, learning environment, and involvement ($r_s = 0.209, 0.214, 0.141, 0.169$, respectively), demonstrates a very low positive correlation with their perceived implementation of classroom discipline. The corresponding significant values ($\alpha = 0.004, 0.003, 0.049, 0.018$, respectively) are all statistically significant at the 5% level, resulting in the rejection of the null hypothesis. In summary, there is a statistically significant very low positive correlation ($r_s = 0.198, \alpha = 0.005$) between perceived classroom discipline management and the implementation of classroom discipline of intermediate learners concerning support mechanisms.

Table 20. Correlation between the Perceived Classroom Discipline Management and the Implementation of Classroom Discipline of Intermediate Learners in terms of Support Mechanisms

Perceived Classroom Discipline Management	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Fairness	.209	Positive Very Low Correlation	.004	Reject Ho ₂ Significant
Communication	.214	Positive Very Low Correlation	.003	Reject Ho ₂ Significant
Learning Environment	.141	Positive Very Low Correlation	.049	Reject Ho ₂ Significant
Involvement	.169	Positive Very Low Correlation	.018	Reject Ho ₂ Significant
Overall	.198	Positive Very Low Correlation	.005	Reject Ho₂ Significant

The present study was in-lined with the previous studies in terms of perceived classroom discipline management and the implementation of classroom discipline of intermediate learners in terms of support mechanisms. The studies by Cruz & Firestone (2023), Austin et al. (2024), and Williams et al. (2022) investigate the complex factors influencing classroom discipline management, including teachers' perceptions and implicit biases, the effectiveness of interventions, and the incorporation of culturally responsive approaches. They highlight the need for theoretical frameworks and interventions that address root causes of discipline disparities and promote equitable and culturally responsive classroom environments.

Table 21 presents a summary of the correlation between perceived classroom discipline management and the implementation of classroom discipline by intermediate learners, utilizing Spearman's Rho Correlation Coefficient. The perceived classroom discipline management among intermediate learners, concerning fairness, communication, learning environment, and involvement ($r_s = 0.151, 0.209, 0.196, 0.210$, respectively), demonstrates a very low positive correlation with their perceived implementation of classroom discipline. The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) are all statistically significant at the 5% level, resulting in the rejection of the null hypothesis. In summary, there is a statistically significant very low positive correlation ($r_s = 0.185, \alpha = 0.000$) between perceived classroom discipline management and the implementation of classroom discipline of intermediate learners.

Table 21. Summary of the Correlation between the Perceived Classroom Discipline Management and the Implementation of Classroom Discipline of Intermediate Learners

Perceived Classroom Discipline Management	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Fairness	.151	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Communication	.209	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Learning Environment	.196	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Involvement	.210	Positive Very Low Correlation	.000	Reject Ho ₂ Significant
Overall	.185	Positive Very Low Correlation	.000	Reject Ho₂ Significant

The present study was aligned with the previous studies in terms of perceived classroom discipline management and the implementation of classroom discipline of intermediate learners. The studies by Vega et al. (2024), Cho et al. (2024), and Ahmed (2024) delve into the intricate dynamics of classroom discipline management and its impact on intermediate learners' experiences. They highlight the importance of understanding and addressing various factors, including pre-service teachers' training, the use of behavior management apps, and the social environment of the classroom, in fostering effective discipline management strategies.

4.6. An Enhanced Program on Classroom Discipline Management for Intermediate Learners

The enhanced program on classroom discipline management for intermediate learners aims to address the challenges faced by teachers and students in maintaining an effective learning environment. By prioritizing fairness, communication, and collaboration among stakeholders, the program seeks to move away from punitive measures towards proactive strategies emphasizing prevention and positive reinforcement. Through continuous training and support for teachers, the program aims to equip them with essential skills to manage discipline effectively. Key objectives include implementing proactive strategies, ensuring fairness in disciplinary actions, improving communication channels, and involving learners in rule-setting and conflict resolution. Success metrics include reductions in disciplinary incidents, increased learner engagement, improved teacher confidence, and enhanced academic outcomes, fostering a culture of respect and collaboration within intermediate learning environments.

5. CONCLUSIONS

1. The perceived classroom discipline management among intermediate learners was disciplined across dimensions such as fairness, communication, learning environment, and involvement.

2. The perceived implementation of classroom discipline by intermediate learners was evident in key areas: clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support mechanisms.

3. Classroom discipline by teachers was implemented across various dimensions, including clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support mechanisms.

4. No significant difference was noted in the perceived implementation of classroom discipline between intermediate learners and teachers across all dimensions—clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support mechanisms. The computed asymptotic significance values were found to be above the 0.05 significance level. Thus, the null hypothesis was accepted.

5. A very low positive and significant correlation was found between the perceived classroom discipline management among intermediate learners across various dimensions—fairness, communication, learning environment, and involvement—and the implementation of classroom discipline concerning the clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and support system. The computed significance value reached significance at a 5% level, leading to the rejection of the null hypothesis. Thus, there was a very low positive significant correlation between the perceived classroom discipline management and the implementation of classroom discipline by intermediate learners.

6. An enhanced program for classroom discipline management of intermediate learners has been developed.

6. RECOMMENDATIONS

1. The intermediate learners must continue to uphold and reinforce the disciplined approach to classroom discipline management across dimensions such as fairness, communication, learning environment, and involvement.

2. The intermediate learners must further enhance their implementation of classroom discipline, focusing on areas such as clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and strengthening support mechanisms.

3. Teachers must consistently maintain and refine their classroom discipline practices, emphasizing clarity of rules and expectations, consistency in applying discipline measures, effectiveness in conveying information, and bolstering support mechanisms.

4. Given the absence of significant differences between intermediate learners and teachers in implementing classroom discipline, both parties should collaborate and exchange best practices to reinforce effective discipline strategies.

5. Recognizing the very low positive correlation between perceived classroom discipline management and its implementation by intermediate learners, teachers must invest efforts in fostering a supportive and conducive learning environment to enhance discipline practices among intermediate learners.

6. The intermediate learners must actively engage with the newly developed enhanced program for classroom discipline management to cultivate a culture of responsibility, respect, and effective discipline within the learning environment.

7. Further studies on the long-term effects of various discipline management approaches must be implemented by educational researchers to improve the sustainability and efficacy of classroom discipline strategies.

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