

**Behavioral responses of the students on the rules and regulations:
Basis for proposed guidance program**

Rev. Marites W. Laurejas, LPT, RGC

Taganito National High School
Claver District, Surigao del Norte, Philippines

ABSTRACT

The study aspired to know the students in Taganito National High School about their behavioral responses of the rules and regulations of the school. The Participants were selected through snowball sampling. Data collection done through individual interview. In describing the phenomenon of the behavioral responses and realizations of the students, the researchers utilized Giorgi's (2003) Descriptive Phenomenological Approach. The research explored the behavioral responses of the students because of increasing issues of nonconformity to the rules and regulations of the school who do not understand very well its importance in conforming. The study revealed 5 themes from the respondents, these themes are: (a) Knowledge and understanding; (b) Cognizant; (c) Yearning; (d) Fairness and justice; and (e) Negativism. From the findings and conclusions of the study, it provided new materials about the experiences of the students on the behavioral responses to the rules and regulations of the school. These are as follows- this research helped the students to know the experiences and reasons of the students' behavioral responses to the rules and regulations of the school. This study can help the students know the importance of the rules and regulations of the school, and that would instil self-discipline for preparations to the college education. Teachers will know the reason and experiences of the students' non-conformity to the rules and regulation of the school and they would be encouraged to plan ways on imposing proper discipline among students; and School Administrators in formulating new ways that will encourage, or make students to conform to the rules and regulations of the school.

Keywords: Behavioral responses, school rules and regulations, student nonconformity, descriptive phenomenology, secondary students, discipline, Taganito National High School

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INTRODUCTION

Organizational commitment plays an important role in any organization, as satisfied and committed employees naturally perform better and contribute to improved productivity. It is a significant aspect of an employee's psychological state because those who experience high organizational commitment are more likely to engage in behaviors such as organizational citizenship and high job performance, which benefit the organization (Steers, 2016). Organizational commitment is a psychological state that binds individuals to the organization

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in which they work (Meyer & Allen, 1991). As such, continuous review of employees' organizational commitment and job satisfaction is essential.

The concept of workplace commitment was introduced more than four decades ago and has since remained a topic of sustained interest among researchers (Stevens et al., 1978). Studies in the educational field began in the 1980s, focusing on the role of teacher commitment in education (McPherson et al., 1986).

Over time, numerous studies have examined the organizational commitment of teachers across public and private institutions, identifying several contributing factors. One major factor is the high turnover rate, as individuals no longer tend to remain in a single organization throughout their careers (Alsiewi, 2016). Researchers have also explored the relationship between organizational commitment and job satisfaction in the education sector (Pool & Pool, 2007). Building on previous literature, this study analyzes factors affecting the organizational commitment of school heads and teachers in public elementary schools in the Schools Division of Isabela.

Organizational commitment has been identified as a crucial factor in understanding work-related behavior (Steers, 2016). It is a construct through which employees identify with and become involved in their organization (Porter et al., 2016). It includes a strong belief in organizational goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership (Porter et al., 2016).

Organizational commitment reflects employees' sense of attachment to organizational goals and their level of loyalty and involvement. It develops as an emotional response arising from the relationship between employees and their organization and is reflected in behaviors, beliefs, attitudes, and loyalty (Bakhshi et al., 2014). However, the psychological conditions driving commitment are not mutually exclusive, and different components contribute to it (Meyer & Allen, 1991).

Meyer and Allen identified three types of organizational commitment: affective, continuance, and normative (Meyer & Allen, 1997). Affective commitment refers to employees' emotional attachment to their organization and their desire to remain because they value their membership (Malik et al., 2014). Continuance commitment relates to employees staying because of perceived costs associated with leaving, such as loss of benefits or lack of alternatives (Imran et al., 2014). Normative commitment is based on a sense of obligation to remain with the organization due to moral or ethical considerations (Meyer & Parfyonova, 2010).

Early perspectives on commitment emphasized the exchange relationship, suggesting that employees weigh the costs and benefits of staying in an organization (Becker, 2015). Employees may remain because leaving could result in financial loss, reduced opportunities, or diminished professional reputation (Farrell & Rusbult, 2016). Skills acquired during employment may also strengthen commitment if employees believe these skills are not easily transferable elsewhere (Scholl, 2017). Frequent job changes may negatively affect professional reputation and perceived loyalty (Staw, 2015).

In this context, the present study aims to explore the organizational commitment of school heads and teachers in the Schools Division of Isabela to better understand factors that contribute to commitment and enhance performance.

This study draws on several motivation theories relevant to employee commitment in educational institutions, including Maslow's Hierarchy of Needs, ERG Theory, Herzberg's Two-Factor Theory, and McClelland's Acquired-Needs Theory.

Maslow's Hierarchy of Needs proposes that human needs are arranged in a hierarchy, beginning with physiological needs, followed by safety, social, esteem, and self-actualization needs (Maslow, 1943, 1954). Once lower-level needs are satisfied, higher-level needs become

motivating factors. In the workplace, unmet needs can negatively affect performance, while fulfilling these needs through adequate compensation, job security, supportive environments, recognition, and growth opportunities can enhance motivation and commitment. Empirical studies indicate that compensation, promotion, and job security significantly influence employee commitment (Zameer et al., 2014), while work environment, training, and performance management systems also play important roles (Ahmad et al., 2017).

ERG Theory, developed by Alderfer, categorizes needs into existence, relatedness, and growth and suggests that multiple needs may operate simultaneously (Alderfer, 1969). Employees may pursue different needs at the same time, highlighting the importance of addressing various motivational factors concurrently.

Herzberg's Two-Factor Theory distinguishes between hygiene factors and motivators (Herzberg et al., 1959). Hygiene factors, such as salary, working conditions, policies, and job security, prevent dissatisfaction, while motivators, including achievement, recognition, and responsibility, promote satisfaction and improved performance (Cummings & Elsalmi, 1968). McClelland's Acquired-Needs Theory identifies three dominant needs: achievement, affiliation, and power, which influence behavior and motivation (Spangler, 1992). Understanding these needs enables organizations to design strategies that effectively motivate employees and strengthen commitment (Spreier, 2006).

The study is anchored on the Input-Process-Output (IPO) model of goal accomplishment. The input includes respondents' demographic and professional characteristics, such as age, gender, civil status, educational attainment, position, performance rating, years of service, and training, as well as factors affecting affective, continuance, and normative commitment. The process involves assessing the levels of these three forms of commitment among school heads and teachers. The expected output is improved understanding and potential enhancement of organizational commitment in public elementary schools.

Statement of the problem

This study aimed to determine the students' behavioral responses toward the rules and regulations in Taganito National High School. Specifically, it sought to answer the following questions.

1. What are the behavioral responses of the students in following the rules and regulations in terms of knowledge and understanding, cognizant behavior, yearning, fairness and justice, and negativism?
2. Based on the results of the study, what guidance program may be proposed?

METHODOLOGY

This research utilized a qualitative descriptive phenomenological method, specifically employing Giorgi's (2003) descriptive phenomenological approach to describe the lived experiences of students. The method was selected because Giorgi identified several core characteristics that remain consistent across variations of phenomenological research. The approach is descriptive in nature, explores the intentional relationship between persons and situations, utilizes phenomenological reductions, and provides knowledge of psychological essences or structures of meanings inherent in human experience through imaginative variation (Wertz, 2018). Through this framework, the study sought to understand and describe the experiences of students in relation to their behavioral responses to school rules and regulations.

Amedeo Giorgi's work operates at the intersection of phenomenological philosophy, science, and psychology. This multidisciplinary orientation allowed him to challenge long standing assumptions regarding the practice of psychology. Giorgi argued that empiricism is

not the most appropriate philosophical foundation for the science of psychology and suggested that a broader phenomenological theory of science permits a more adequate development of psychological inquiry. Drawing from Husserl's philosophical principles, Giorgi explained the reasons for conducting research in psychology and presented practical procedures for applying a phenomenological method supported by real examples. His explanation of the steps of the scientific phenomenological method is detailed, as is his clarification of Husserl's principles for rigorous science. He discussed the philosophical foundations of the phenomenological approach and demonstrated how these principles can be applied within a psychological framework. Guided by these principles, the present study explored both the psychological and phenomenological descriptions of students' experiences in relation to their behavioral responses to school rules and regulations and sought to discover the meanings of these experiences from the perspective of the students themselves.

The study was conducted at Taganito National High School, a public secondary school located in Taganito, Claver, Surigao del Norte, Philippines. The school provides junior and senior high school education under the Department of Education and serves students from diverse socio-economic backgrounds. The institution implements established rules and regulations designed to maintain discipline, promote positive behavior, and ensure a conducive learning environment. Despite these policies, the school has experienced increasing concerns regarding students' nonconformity to rules and regulations. These circumstances made the school an appropriate setting for exploring the behavioral responses and lived experiences of students with regard to school policies. The locale was selected because it allowed direct access to students who have firsthand experiences with the enforcement of school rules and regulations. The researchers' familiarity with the school context also facilitated the conduct of individual interviews and contributed to a deeper understanding of students' perspectives. Conducting the research within Taganito National High School enabled the study to capture authentic behavioral responses in a real educational environment, making the findings relevant for teachers, school administrators, and policy formulation in similar secondary school settings.

The respondents of the study were students of Taganito National High School who had experienced situations involving the implementation of school rules and regulations. Snowball sampling was used to identify fifteen participants coming from two units of the school. Potential participants were given letters requesting permission to participate and were informed about the purpose of the study, which was to solicit their behavioral responses toward the rules and regulations of the school. If they agreed to participate, a time and place for the interview were arranged. Snowball sampling, a non-probability sampling technique, allowed initial participants to identify other students who met the criteria and were willing to take part in the research. The inclusion criteria required that respondents be currently enrolled at Taganito National High School, have direct experiences related to complying or not complying with school rules and regulations, and be willing to share their experiences during individual interviews. This approach was considered appropriate because the study aimed to explore in depth behavioral responses and lived experiences rather than to generalize findings to a larger population. The number of respondents was determined through data saturation, which occurred when no new themes or significant information emerged from the interviews. Participants represented different year levels and varied backgrounds, enabling the researchers to gather diverse perspectives regarding students' behavioral responses to school rules and regulations. The selected respondents provided rich and meaningful data necessary for understanding the phenomenon being studied and for generating themes relevant to students, teachers, and school administrators.

Data were gathered through the use of an interview guide designed to elicit participants' experiences in following school rules and regulations. The researchers asked an open-ended

grand tour question that invited participants to describe their experiences. The grand tour question asked was, "Describe to me your experience in conforming to school's rules and regulations?" Additional follow up questions were asked when necessary to obtain deeper insights into the participants' behavioral responses. These follow up questions included, "What do you think following the school rules and regulations develop TNHSians into competent and responsible citizens?" and "What do you think should the school administration address students' non conformity, to school rules and regulations?" These questions encouraged participants to elaborate on their perceptions and experiences related to the implementation of school rules and regulations.

The data gathering process began with the researcher sending a formal letter of request to the Schools Division Superintendent, Dr. Teresa Real, and the school principal, Mrs. Marites Q. Rule. After obtaining permission, the researcher identified respondents, including both conforming and nonconforming students, using snowball sampling. The researcher and each participant arranged a schedule and location for the one-on-one interview. Informed consent was secured prior to the conduct of the discussion. During the interview, the researcher used an audio recorder to capture the responses of the participants. For the researcher made questionnaire, letters were also sent to the SSG Adviser and the School Disciplinarian of Taganito National High School for validation of the questionnaire. After the interviews were completed, the responses were transcribed and prepared for analysis using Giorgi's method (2003).

The analysis of the data followed Giorgi's descriptive phenomenological procedure. The researcher aimed to understand the experiences of students in conforming to school rules and regulations. After the data were gathered through individual interviews, the four phases of Giorgi's methodology were applied. In the first phase, the researcher read the entire protocol to gain a sense of the whole (Giorgi 2003). An important aspect of this stage involved phenomenological reduction or bracketing. According to Husserl (1960) and Giorgi (2003), this step is essential because specific investigation can only begin after it is achieved. Husserl (1960) used the term *epoche* to describe phenomenological reduction, which involves the suspension of belief in the outer world so that the researcher does not make judgments or hold preconceived ideas. The reality of the world is neither confirmed nor denied but is bracketed (Koch 1995). Paley (1997) described this suggestion as radical because it requires the suspension of all judgments about the external world rather than only the phenomena under investigation.

In the second phase, the researcher attempted to determine the natural meaning units expressed by the participants (Giorgi 2003). This stage involved reading and rereading the transcripts and identifying sections of the interviews that highlighted the respondents' experiences related to the phenomenon being studied. These meaning units were considered separate entities that collectively form the whole meaning of the experience. Giorgi (2003) emphasized that during this stage the investigator must maintain maximum openness and must not consider the specific aim of the research at that point. Once the units were identified, the researcher indicated in a clear and simple manner the theme that dominated each unit. Each transcript was carefully read several times while highlighting the individual natural units as they appeared. Wertz (1983) suggested that through this process the researcher can attend both to what is being said and to the manner in which it is expressed while empathetically dwelling on the respondents' experiences. Each unit was then separated from the transcript and placed on a separate sheet of paper. This process allowed the researcher to reread the data with openness and identify a central theme for each unit. The theme highlighted the key issue of each unit as it appeared without attempting to relate it to the study or interpret its meaning, a principle that is central to Giorgi's method.

The third phase involved examining the meaning units in relation to the specific purpose of the study (Giorgi 2003). Ashworth and Hagan (1993) emphasized that at this stage the researcher must acknowledge any presuppositions to avoid misinterpretation of respondents' views. Giorgi (2003) reiterated that it is not possible to eliminate presuppositions completely, but the researcher must recognize them as part of the process of phenomenological reduction. For this reason, the researcher formally stated personal experiences related to the topic in order to remain aware of possible presuppositions while interpreting the data.

The fourth phase involved integrating the themes into a descriptive statement that represented the essential and nonredundant themes of the experience (Giorgi 2003). This stage was carried out by formulating descriptions of each revelatory theme in relation to the specific research situation. Giorgi (2003) explained that these descriptions are not universal but may be applicable to other contexts. He further emphasized that this phase is important because it allows feasible communication of findings to other audiences. However, these descriptions are not considered final conclusions on the subject and remain open to further consideration and interpretation. Through this systematic process, the study was able to generate a comprehensive understanding of the lived experiences and behavioral responses of students in relation to the rules and regulations of the school.

RESULTS AND DISCUSSION

The findings presented in this section are grounded in the narratives of fifteen participants from Taganito National High School who were selected through snowball sampling. The study employed a qualitative descriptive phenomenological design guided by Giorgi's (2003) four step phenomenological method. Data were collected through one-on-one interviews using an interview guide consisting of a grand tour question and follow up questions intended to capture the lived experiences of students in conforming to the rules and regulations of the school. The interview transcripts were analyzed through phenomenological reduction, identification of natural meaning units, transformation into psychological meaning units, clustering of concepts, and synthesis into thematic descriptions. The results discussed in this section are therefore directly grounded in the data gathered from the participants and interpreted in relation to the objective of the study, which was to determine the behavioral responses of students toward the rules and regulations of the school.

The analysis of the interview transcripts generated substantial meaning units which were transformed into psychological meaning units and organized into five themes. These themes were knowledge and understanding, cognizant awareness, yearning, fairness and justice, and negativism. Together, these themes represent the range of students' experiences in responding to institutional rules and regulations within the school context. Each theme reflects how students interpret authority, evaluate fairness, and negotiate compliance within the educational environment.

The theme knowledge and understanding reflects how students recognize the purpose and authority behind school rules. Concepts associated with this theme included authority of the school to impose its policies (A9, A10, A11), school authorities (A12 A16), just and fair handling of violators (A17), classification of offenses according to level of severity (B6), counsel with fair and just disciplinary sanctions (B7), counseling (B8), students as needing guidance and supervision (C5), obligation (C11), right to be informed (C12), understanding the importance of the rules and regulations (C13), showing love for the school (A1), Taganito NHS brand of education and training (B5), positive effect of school education (D4), positive effect of TNHS education (D6), discerning mind (C8), TNHSians discipline and etiquette (E3), acceptance to school's inherent authority (A6), developing better individuals (A8), guiding

principle and understanding benefits of behavioral responses (B3), proud TNHSian identity (B4), discipline and becoming society's contributors (C7), rules as protection (C9), purpose of rules (C10), discipline (E2), frustrations over repetitive actions (A18), family rules and regulations (C6), and pressures of being educated in a TNHS (D5). Participants described schools as institutions where individuals learn to accept and internalize rules that regulate behavior. Students recognized that rules help maintain discipline, prevent confusion, and support a conducive learning environment. Participant A explained that "Student activities and welfare are under the school's rules and regulations but the security guards helped in the strict implementation of the rules and regulations" (A9 to A10), while A11 added that the guards check compliance with policies such as hair color, nails, and the wearing of P.E. uniforms. These statements reveal that enforcement of rules was commonly associated with security personnel. Participants also emphasized fairness in disciplinary practices. Participant A17 stated that the process applied by a school authority was fair and just, while B7 explained that counseling combined with just sanctions was an appropriate way to address violations. B8 further emphasized the importance of dialogue and follow up with erring students. Students therefore interpreted rules not only as restrictions but also as guidance mechanisms that contribute to discipline and character development. Participant E2 stated that following the rules "helps in developing discipline which we eventually practice outside the school," and participant C11 emphasized that rules exist for students' future benefit. These accounts suggest that when students understand the rationale behind rules, they are more likely to perceive them as supportive rather than punitive.

The theme cognizant describes students' awareness of rules and the ways in which they consciously evaluate compliance or noncompliance. Concepts associated with this theme included easy and practical rules (A3), feeling restrained (C2), peaceful existence (E1), childhood upbringing (E7), recalling difficulty obeying rules (B1), initial difficulty of behavioral responses and understanding the benefits of behavioral responses (B2), and difficulty conforming especially to unfamiliar rules (C1). Students acknowledged that rules are designed to create a conducive environment for teaching and learning, and they recognized their responsibility to contribute to that environment. Participant A3 described the rules as manageable, explaining that following them "is not a hassle." Similarly, participant E1 stated that compliance leads to a peaceful existence in school. Participant E7 attributed adherence to parental upbringing and early socialization. However, not all students experienced immediate acceptance of the rules. One participant described initially feeling restrained and compared the experience to being confined. Over time, however, the same participant realized that compliance contributed to personal development. Participant B1 recalled difficulty during junior high school because rules had not been taken seriously during earlier schooling. Later the same participant acknowledged the stricter implementation of rules in senior high school and recognized their importance, explaining that although compliance was difficult at first, understanding eventually followed (B2). These findings suggest that awareness of rules evolves through experience and adjustment within the school environment.

The theme yearning reflects students' desire for rules that are meaningful, fairly implemented, and supportive of personal growth. Associated concepts included knowing self and establishing own identity (A4), self-discipline and congruency between rules and own culture practices (A5), realization on the impact of rules and regulations (C3), positive experience (C4), changing for the good (E5), and lead by example (E6). Students expressed that rules contribute to self-discipline and identity formation. Participant C3 explained that becoming a student leader led to the realization that rules define students. Participant A4 emphasized that following rules encourages self-discipline rather than conformity to peer trends. Participant A5 explained that the rules did not interfere with cultural identity because

requirements such as wearing uniforms and identification cards were reasonable limitations. However, participants also expressed expectations toward school authorities. Participant E5 hoped that administrators would improve their implementation of rules, while E6 observed that students become confused when some officials do not follow the same regulations they enforce. These perspectives indicate that students desire consistency and authenticity from those in authority and that role modeling influences student behavior.

The theme fairness and justice highlights students' concerns about equal treatment in the enforcement of rules. Concepts associated with this theme included lead by example (D7, D8, D9), need for sanctions (E4), having options (A2), and persecution for not following rules and regulations (D1). Students emphasized that fairness requires consistent implementation of rules across all members of the school community. Participant D7 questioned how students could be expected to follow rules when individuals in higher positions fail to comply. Participant D8 cited staff hair color as an example of perceived inconsistency, and D9 emphasized that equality should exist among students, teachers, and staff. Participants suggested that administrators should also discipline members of their ranks when necessary. At the same time, students recognized the consequences of noncompliance. Participant D1 stated that failure to follow rules could result in persecution by guards over small matters, while D2 acknowledged that compliance prevents problems. These responses demonstrate that perceptions of fairness strongly influence students' attitudes toward rules and authority.

The theme negativism reflects emotional and behavioral reactions that arise when students perceive rules as restrictive or inconsistently enforced. Concepts associated with this theme included gratification (F1, H1, H3, H6, J1, J6, J7, K2, O7, O14), confidence (H4), contentment (I1), motivated (J8), opportunism (O1), boredom (F2, G2, N4, O13), frustration (G3, G4, H5, H7, H8, I3, I4, I5, J2, J3, J9, J16, J17, J18, K3, K5, L2, L3, O4, O5, O6, O9), no liability (F3, I2, J1, J4, M1, N3, N7), mitigating liability (H2, K1, O2, O10, O18), dissatisfaction (F5, G1, J19, K7, O11), fatigue (I5), antipathy (J1, K3, O8), awareness (J15, K11, M2, M4, N1, N6, N8, O3, O12, O15, O16, O17, O19, O20), disappointed (J12, J17, J18), disillusioned (J13, J16, L2, L3), anger (F7), doubt (K4, K6), recalling difficulty in following the rules (L1), and apathetic (N2). Students' perceptions shaped emotional reactions which in turn influenced behavior. Participant H3 stated that not conforming to rules regarding hair color did not hinder academic performance and served as a form of self-expression, while H6 emphasized that personal appearance does not determine professional competence. Participant G6 acknowledged that rules aim to develop responsible citizens but argued that violators are not less human. Participant F4 distinguished between rules that are useful and those that are not. Feelings of resentment emerged when participants believed that sanctions were not consistently applied. Participant F7 suggested that punishments should be implemented fairly. Other students questioned rules that affected comfort or personal preference. Participant G1 explained discomfort in wearing shoes on higher floors and preferred sandals. Boredom with activities was also cited as a reason for noncompliance. Participant G2 admitted skipping activities perceived as uninteresting. Participant J1 described selective adherence to rules because enforcement was perceived as weak, while J17 and J18 recalled situations where violations were ignored. These experiences illustrate how perceptions of inconsistency and irrelevance can generate frustration, doubt, and resistance toward authority.

In summary, the findings reveal that students' behavioral responses to school rules and regulations are shaped by understanding, awareness, aspirations for self-development, perceptions of fairness, and emotional reactions toward authority. The five themes that emerged from the phenomenological analysis provide a comprehensive understanding of how students interpret institutional policies and how these interpretations influence their behavior. Students who understand the purpose of rules tend to accept them as guidance for discipline

and character formation, while perceptions of unfairness or inconsistency generate resistance and negative emotions. These insights directly address the objective of the study by explaining the behavioral responses of students toward school rules and regulations and by identifying underlying factors that influence compliance or noncompliance. The findings contribute to the broader field of educational research by highlighting the importance of transparent communication, consistent enforcement, and positive role modeling within school systems. These results provide a strong empirical basis for the development of an effective guidance program, which will be presented in the succeeding section of the study.

CONCLUSION

The findings of this study provided a deeper understanding of the lived experiences of students in responding to the rules and regulations implemented in Taganito National High School. Through the qualitative descriptive phenomenological approach guided by Giorgi's methodology, the narratives of the fifteen participants revealed how students perceive, interpret, and react to institutional policies within the school environment. The analysis of interview transcripts generated significant meaning units which were developed into psychological meanings and eventually synthesized into five major themes. These themes were knowledge and understanding, cognizant awareness, yearning, fairness and justice, and negativism. Together, these themes illustrate the complexity of students' behavioral responses toward school rules and highlight the various factors that influence both compliance and resistance.

The results indicate that students who possess knowledge and understanding of the rules tend to recognize their purpose and value in shaping discipline, responsibility, and personal development. Participants expressed that rules function as guiding principles that help them distinguish right from wrong and encourage behaviors that are beneficial both inside and outside the school environment. Students acknowledged that the school has the authority to implement policies intended to protect their welfare and maintain order within the institution. Many participants emphasized that counseling, fair disciplinary sanctions, and communication between teachers and students contribute to a more constructive approach to discipline. These insights suggest that when students understand the rationale behind regulations, they are more likely to accept them as necessary components of a structured educational environment.

The findings also revealed that students are generally cognizant of the existence and purpose of school rules, although their reactions vary depending on their personal experiences and social backgrounds. Some students reported that the rules are practical and manageable, allowing them to maintain a peaceful and organized school life. Others initially perceived the rules as restrictive or difficult to follow, particularly when they were not accustomed to strict implementation in their previous educational experiences. Over time, however, many participants came to appreciate the benefits of conformity, recognizing that discipline and responsibility are essential for their personal and academic growth. This awareness reflects the process by which students gradually internalize institutional expectations and adjust their behavior accordingly.

Another important insight that emerged from the study was the students' yearning for rules that are meaningful, consistently implemented, and supportive of their identity and development. Participants recognized that following rules can promote self-discipline and help shape their character as members of the school community. At the same time, they expressed the expectation that school authorities should also demonstrate adherence to the same regulations they impose on students. Students emphasized that role modeling by teachers and administrators strengthens the legitimacy of rules and encourages voluntary compliance. When

authority figures consistently practice what they enforce, students perceive the rules as more credible and reasonable.

Issues related to fairness and justice were also prominent in the participants' experiences. Students expressed concerns about inconsistent enforcement of rules and perceived inequalities between students and school personnel. The findings suggest that fairness in disciplinary practices plays a significant role in shaping students' attitudes toward authority. When students believe that rules are applied equally and justly, they are more inclined to respect and follow them. Conversely, perceived double standards may lead to frustration and reduce students' motivation to comply. This highlights the importance of transparent and consistent implementation of policies within educational institutions.

The theme of negativism revealed the emotional and behavioral responses that arise when students perceive rules as unnecessary, restrictive, or inconsistently enforced. Some participants justified non conformity by emphasizing personal expression, comfort, or differing perspectives on the relevance of certain regulations. Others described feelings of frustration, boredom, or dissatisfaction when rules or school activities were perceived as unreasonable or poorly implemented. These reactions demonstrate that students' perceptions of authority strongly influence their behavior and attitudes toward institutional policies. The findings support theoretical perspectives suggesting that individuals respond to authority based on their interpretations of fairness, legitimacy, and personal relevance.

Overall, the study demonstrates that students' behavioral responses to school rules and regulations are shaped by a combination of understanding, personal awareness, expectations of fairness, and emotional reactions toward authority. The experiences shared by the participants highlight the importance of communication, consistency, and supportive guidance in promoting positive student behavior. These insights contribute to a clearer understanding of how institutional rules influence student development and how schools can create environments that encourage both discipline and mutual respect.

The findings of the study also provide important implications for various members of the school community. For students, the research offers insights into the experiences and reasons behind behavioral responses to school rules and emphasizes the importance of self-discipline as preparation for responsibilities beyond the school setting. For teachers, the results provide a better understanding of the factors that contribute to students' non conformity and encourage the development of more effective strategies for guiding student behavior and promoting discipline. For school administrators, the study offers valuable information that can assist in designing policies and programs that encourage students to follow school regulations while ensuring fairness and clarity in their implementation. Furthermore, the research contributes to the work of the school research team by serving as a foundation for future studies related to school improvement and the holistic development of learners.

In conclusion, the study highlights that effective implementation of school rules requires not only clear policies but also meaningful engagement between students and school authorities. Understanding students' perspectives allows educators to address the challenges associated with discipline while fostering a supportive educational environment. By considering the insights generated from this research, schools can strengthen their guidance programs and disciplinary approaches in ways that promote responsibility, fairness, and positive behavioral development among students.

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