

## Positive Discipline: A Classroom Management Approach in Face-To-Face Learning Modality

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**ABSTRACT:** Based on the findings, most of the challenges and concerns encountered by the teachers on classroom management centered on the misbehavior of the learners. The formulation of an action plan to enhance classroom management approach of teachers imposing positive discipline was proposed to maximize teachers' techniques and strategies in managing various classroom situations. With these premises, this study recommended that the Department of Education should conduct trainings or seminar-workshop along classroom management to enhance the expertise or capabilities of the teachers in utilizing the various strategies that will suit the nature of the learners. Teachers should innovate ideas and processes on classroom management to better address the needs of the pupils. Teachers must utilize appropriate strategies and design activities that will engage pupils in a task so that disruptive behavior will be minimized. The proposed action plan on classroom management of teachers imposing positive discipline hopes to be translated to trainings and workshops to make solutions to the teachers' classroom management challenges and concerns.

**KEYWORDS:** Classroom Management , Positive Discipline (POSDI)

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### I. CONTEXT AND RATIONALE

Effective classroom management is a requirement to attain effective education. It sets the stage of learning. Without it, classrooms are disorganized and chaotic and very little academic learning can happen. This goal can be achieved through the help of the teachers who are the key persons in shaping quality education. Many teachers find it difficult to maintain discipline in classroom. It is moderately difficult for them to use effective techniques to prevent the development of classroom discipline problems (Oswald, Johnson, & Whittington, 1997) Researchers believe that teachers must develop clear expectations and apply a range of rewards and recognitions for good behavior as well as punishments for misbehavior. Others argue that discipline can only be attained by student self-regulation which is facilitated by using techniques such as negotiating, discussing, and contracting. The third orientation favors teamwork, whereby the team takes responsibility for ensuring the appropriateness of the behavior of all its members. Recent researches suggest a number of strategies to maintain discipline. Some of these strategies include the application of punishment, humiliations, teachers' aggression, which is believed to increase hostility. In contrast, there are few strategies that may be more productive such as positive reinforcement, recognition of responsible behavior and giving attention to misbehaving students. (Lewis, 2001).

In the Philippines, the issue of discipline in the classroom continues to surface as one of the most challenging problems in education today. Schools are not typically equipped to deal with moderate to severe behavioral problems, and many teachers feel unprepared to address the myriad challenges learners bring to class. Today's classrooms are much more complicated than in years past because some learners do not respect teachers, more learners come to school with behavioral problems than ever before and teachers are not sufficiently trained to deal with today's behavioral problems. Teachers, neither experienced nor inexperienced, have problems in handling classroom behavior. Researches confirmed that teachers fail to deal with classroom management or strategies that would help them deal with behavioral problems. (Miksza, et.al 2010)The UN Convention on the Rights of the Child requires that States Parties "shall take all appropriate measures to protect the child from all forms of violence (Article 19)." States Parties are also required to "take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with The present Convention. (Article 28(2))." In the Philippines, the Department of Education (DepEd) supports the practice of positive discipline in public and private schools. Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's rights to healthy development, protection from violence, and active participation in their learning. It provides guidance on how to respond to common classroom situations using Positive Discipline. For this to be possible, the educational community will need to support their teachers, as children may be receiving contradictory messages in the home. Practicing Positive Discipline involves a thoughtful and holistic approach to your relationships with young people. It is a continuous learning process for both teachers and students. It can

improve the classroom management of teachers in a more positive and right way. The challenges at present is to determine the classroom management practices of teachers along rules and procedures, disciplinary interventions, teacher-student relationship and mental set. The output of this study is an action plan to enhance teachers' classroom management skills in hand ling various classroom situations.

#### **IV. INNOVATION, INTERVENTION AND STRATEGY**

The study utilized the descriptive method of research. This method identifies the present condition and needs, what exists and what is about a certain phenomenon. Descriptive study does not necessarily explain relationship, test hypotheses, make predictions, or get the meaning and implications. Survey questionnaire checklist utilized as the main research instrument in gathering the needed data. Unstructured interview also to validate responses in the questionnaire checklist. The collected data were analyzed and interpreted with the use of frequency count, weighted mean and ranking. The researcher proposed an action plan based on the findings of the study to enhance classroom management practices of teachers. The findings' value depends on the respondents' sincerity, truthfulness, and objectivity. The subject respondents were assured of the confidentiality of their responses to the survey questionnaire.

#### **V. ACTION RESEARCH QUESTIONS**

This study aimed to determine the teacher's classroom management approach through positive discipline in face-to-face learning modality. The researcher sought answers to the following questions:

1. What is the level of classroom management approach that promotes positive discipline in terms of learners' behavior?
2. What are the challenges and concerns encountered by the teachers in classroom management using positive discipline? and
3. What action plan can be proposed based on the findings of the study?

#### **VI. ACTION RESEARCH METHOD**

##### **A. Participants and / other sources of data and Information**

**Table 1. The Respondents of the Study**

| Grade Level  | Population | Sample size | Percentage |
|--------------|------------|-------------|------------|
| Kindergarten | 4          | 1           | 7.69       |
| Grade One    | 6          | 2           | 15.38      |
| Grade Two    | 7          | 2           | 15.38      |
| Grade Three  | 5          | 2           | 15.38      |
| Grade Four   | 6          | 2           | 15.38      |
| Grade Five   | 6          | 2           | 15.38      |
| Grade Six    | 7          | 2           | 15.38      |
| Total        | 41         | 13          | 100%       |

Table 1 shows the teacher-respondents of the study. There is 1 Kindergarten teacher or an equivalent to 7.69% while 2 or an equivalent to 15.38% from Grade One teacher-respondents. However, 2 out of 7 teacher-respondents or an equivalent to 15.38% are from Grade 2 level. On the other hand, 2 or an equivalent to 15.38% teacher-respondents are from Grade 3 level. There are 2 teacher-respondents in Grade 5 level while another 2 teacher-respondents from Grade 6 level.

**A. Data Gathering Methods :** Prior to the data gathering process, permission to the Schools Division Superintendent, and Public Schools District Supervisor initiated by the researcher to conduct the study. The master teachers and school head conducted classroom observations to further observe the classroom management of the teachers imposing positive discipline. The researcher conducted an interview with the teacher-respondents to determine the issues and concerns of the teachers in imposing the classroom management approach using positive discipline.

The researcher also administered questionnaire among the respondents. The questionnaire was constructed specifically to gather necessary information and data that answered the research questions. The researcher consulted a statistician for statistical treatment however, he himself tabulated the data, followed by the consolidation of the result after which discussion, analysis, and the interpretation of results were done by the researcher.

## VII. DISCUSSION OF RESULTS AND REFLECTION

The data were presented as follows to facilitate data analysis and interpretation: (1) level of classroom management approach imposing positive discipline in terms of learners' behavior; (2) challenges and concerns encountered by the teachers along classroom management using positive discipline; and (3) proposed action plan based on the findings of the study.

**Table 2**  
**Level of Classroom Management Approach in terms of Learners' Behaviour**

| <b>Teachers' Classroom Management Practices in ODL modality:</b>                                      | <b>WM</b> | <b>VI</b> |
|---|-----------|-----------|
| 1. Provide set of rules at the beginning of classes.  | 4.56      | HS        |
| 2. Post systematic class rules, routines and procedures in a manner easy to see, read and understand. | 3.45      | MS        |
| 3. Apply consequences for lack of adherence to rules and procedures.                                  | 3.27      | MS        |
| 4. Use clear classroom discipline.  | 4.44      | S         |
| 5. Praise and reward pupils for desirable behavior and things accomplished                            | 4.56      | HS        |
| 6. Assign special and/or additional task for pupils who misbehave during class discussions.           | 2.29      | LS        |
| 7. Pause lecture until disruption ceases  | 3.00      | MS        |
| 8. Call parent's attention for the pupils' misbehavior.   | 2.57      | MS        |
| 9. Portray a friendly and positive attitude in classes.   | 4.67      | HS        |
| 10. Plan lessons that allow pupils to work in preferred learning styles and intelligences.            | 4.44      | S         |
| 11. Establish clear learning goals-use rubrics frequently.  | 4.44      | S         |
| 12. Share negative experiences to colleagues to lessen burden.  | 3.00      | MS        |
| 13. Keep notes or logbook of all classroom management related problems encountered.                   | 2.43      | LS        |
| 14. React immediately to learner's misbehavior during classes.  | 4.22      | S         |
| 15. Write reflections at the end of the day.  | 2.43      | LS        |

**Legend:**

|          |             |                             |          |             |                       |
|----------|-------------|-----------------------------|----------|-------------|-----------------------|
| <b>5</b> | 4.50 – 5.00 | Highly Significant (HS)     | <b>4</b> | 3.50 – 4.49 | Significant (S)       |
| <b>3</b> | 2.50 – 3.49 | Moderately Significant (MS) | <b>2</b> | 1.50 – 2.49 | Less Significant (LS) |
| <b>1</b> | 1.00 – 1.49 | Not Significant (NS)        |          |             |                       |

Table 2 unfolds the assessment of teacher-respondents to the level of classroom management approach imposing positive discipline in in terms of learner's behavior.

According to the teacher-respondents the foregoing indicators are the top 3 highest weighted means such as "Provide set of rules at the beginning of classes" (4.56), "Praise and reward pupils for desirable behavior and things accomplished" (4.56), and "Portray a friendly and positive attitude in classes" (4.67) are all highly significant as evident in the indicated individual weighted mean. Teachers provided set of rules at the beginning of classes. This practice is common to all teachers because through this, learners are guided on what they are supposed to do inside the classroom.

It helps the learners achieve the learning goals set by the teacher for the day. With these, teachers and learners are well guided of rules that will be a great help in achieving classroom goals. California Teachers Association (1999) cites that teaching of rules and routines is the first activity to accomplish at the beginning of classes. Introduce each rule and discuss the variety of behaviors that the rule might include. Reinforce students who are following the rules. In addition, Drang (2011), states that establishing structure and routines is part of teacher's role in classroom management.

The teachers praised students for desirable behavior and things accomplished. This was done to motivate learners to continue doing positive actions. It increased positive behavior that would result in improving learner's conduct. The result implied that teachers let the learners felt that they belong to the class and they were appreciated of who they are. Learners who receive constructive guidance and praise rather than just criticism from teacher, is likely to show more engagement in learning behave better in class and achieve at higher levels academically (Perumal 2015). Kern and Clemens (2007), suggested frequent use of praise, whether verbal or non-verbal, because this leads to better classroom experiences. Similarly, Lukman and Hamadi (2014) cited that moral punishment, rewards, praise and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.

However, indicator numbers 6,13, and 15 "Assign special and/or additional task for pupils who misbehave during class discussions" (2.29), "Keep notes or logbook of all classroom management related problems encountered" (2.43), and "Write reflections at the end of the day" (2.43) are both less significant which was supported by their individual weighted mean. Not all teachers assigned special and/or additional tasks for learners who misbehave during class discussions. This means that not all teachers were giving special assignments or extra activities to the learners such as writing on back-to-back sheets of paper, research paper and the like. On the other hand, doing this leads them to behave in a manner the teachers expect them to be. It also helps the learners develop their skills and hone them to be always responsible. It is important to remember that punishment, too much confrontation or nagging, can cause student to stop listening or to become more defensive and resentful. (Berstein, 2006)

Keeping notes or logbook of all classroom management related problems encountered obtained 2.43. This means that not all teachers kept records of the critical incidence during Online class because it was a great help for them if there are complaints. They had proofs to be presented to the complainants. They provided substantial information concerning students' behavior. Teachers did not keep notes due to lack of time. They would rather make lesson plan and instructional materials than to have the list of the problems. The Department of Education encourages teachers to keep anecdotal records of the learners. Not all teachers write reflections at the end of the day maybe because it takes time. Instead of writing reflections, teachers do other paper works or else they would rather share it to their peers and colleagues and listen to professional advice. Teachers should practice this because it helped them grow professionally. They were able to reread and reflect several times on what they have written and thought of other solutions to the problems they encountered at the end of the day. According to Pennebaker (1997) when individual writes or talks about personally upsetting experiences in the laboratory, consistent and significant health improvements are found.

**Table 3**  
**Challenges and Concerns Encountered by the Teachers along Classroom Management using Positive Discipline**

| <b>Problems Encountered</b>   | <b>Sum of Ranks</b> | <b>Final Rank</b> |
|---|---------------------|-------------------|
| 1. Pupils ignore teachers' instructions, orders and/ or suggestions.                            | 63                  | 7                 |
| 2. Pupils are restless due to some distractions.  | 9                   | 1                 |
| 3. Pupils can't control themselves to answer in chorus.   | 18                  | 2                 |
| 4. Pupils are inattentive.  | 45                  | 5                 |
| 5. Pupils disobey classroom rules and procedures.   | 72                  | 8                 |
| 6. Pupils' behaviors remain uncontrollable despite of the clear consequences.                   | 36                  | 4                 |
| 7. The set of class officers are not doing their respective jobs to assist the teacher.         | 54                  | 6                 |
| 8. Teacher and pupils have insufficient time of communication and interaction during the class. | 27                  | 3                 |
| 9. Teacher is impulsive in giving decisions related to classroom management.                    | 90                  | 10                |
| 10. Teacher fails to provide measures for some expected behavior of the pupils.                 | 81                  | 9                 |

Table 3 reflects the various classroom management challenges and concerns encountered by the teachers imposing positive discipline.

As reflected in the table, the topmost challenge and concern encountered by the teachers was “Pupils are restless due to some distractions. The occurrence of this behavior may be attributed to the disruptions in the classroom, misbehavior of other students and/or teacher’s strategy in teaching. They are being easily distracted by extraneous stimuli such as noise from the inside and outside of their house. Ranked second in the challenges and issues encountered by teachers was that “Pupils can’t control themselves to answer in chorus”. They tend to forget the House rules given by the teacher before the start of classes. The third pressing problem identified was that teacher and pupils have insufficient time of communication and interaction during the class. One to Two-hour per session would not be enough to talk and discuss the lessons students’ problems and other related issues.

Ozgan (2015) showed that the main reasons for the conflict between teachers and their students were the existence of poor and insufficient communication between the parties involved and teacher dominance in such interactions. It is absolutely necessary to manage the teacher student conflict correctly in order to create a positive school climate and to conduct the education process effectively. The various classroom management challenges and concerns encountered by the teachers imposing positive discipline motivated the researcher to make an action plan on classroom management. The result of the survey indicated that teachers had practices on classroom management but they encountered challenges and concerns which needed solutions.

**Reflection :** Most of the challenges and concerns encountered by the teachers on classroom management centered on the misbehavior of the learners. The formulation of an action plan to enhance classroom management approach in imposing positive discipline of teachers was proposed to maximize teachers’ techniques and strategies in managing various classroom situations.

### **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

1. The teachers imposed clear classroom discipline for the learners. Teachers provided set of rules at the beginning of classes. This practice is common to all teachers because learners are guided on what they are supposed to do before, during, and after the classes.
2. The result of the survey implicated that teachers had practices on classroom Management, but they encountered challenges and concerns which needed solutions.
3. Teachers also present the lesson’s objectives before starting the discussions and rubrics if there are activities or presentation to be done.
4. Teachers and pupils have insufficient time of communication and interaction during the classes. It would not be enough to talk and discuss other related behavioral problems and issues of the learners.

### **Recommendations**

Based on the findings and conclusions of the study, the following are the recommendations of the researcher:

1. Teachers should innovate ideas and processes on classroom management to better address the needs of the learners.
2. Teachers must utilize appropriate strategies and design activities that will engage learners in a task so that disruptive behavior will be minimized.
3. The Department of Education should conduct trainings or seminar-workshop along classroom management to enhance the expertise or capabilities of the teachers in utilizing the various strategies and approaches that will suit the nature of the learners.
4. The proposed action plan on classroom management of teachers hopes to be translated to trainings and workshops to make solutions to teachers’ classroom management challenges and concerns.

## **IX. ACTION PLAN**

Based on the findings, the result of the survey indicated that teachers had practices on classroom management, but they encountered challenges and concerns which needed solutions. This is the proposed action plan of the researcher.

### **Action Plan to Enhance the Classroom Management Practices of Teachers and to Improve Learners’ Behavior Using a Positive Discipline**

| OBJECTIVES  | ACTIVITIES/<br>STRATEGIES   | PERSONS<br>INVOLVED                              | TIME FRAME     | BUDGET<br>&<br>BUDGET<br>SOURCE                             | EXPECTED<br>OUTCOME  |
|---|---|--|----------------|---|--|
| Set a unified school-wide classroom rules and procedures.   | Faculty meetings and planning   | School head, Master Teachers, Classroom Teachers | November, 2023 | 1 ream of bondpaper (200), ink, Php300.00<br><br>-MOOE fund | Unified rules and procedures in Classroom Management Imposing Positive Discipline                        |
| Develop pupil's handbook on rules and procedures.   | Seminar-workshop on classroom management imposing positive discipline | School head, Master Teachers, Classroom Teachers | December, 2023 | 1 ream of bondpaper (200), ink, Php300.00<br><br>-MOOE fund | Pupils are provided with individual copy of student's handbook.  |
| Develop and promote appropriate disciplinary Intervention to ensure positive behavior of the pupils.                      | Focus Group Discussion (FGD) and faculty meetings                     | School head, Master Teachers, Classroom Teachers | January, 2024  |   | Positive discipline is imposed   |
| Improve one's strategies to gain desirable behavioral results of the pupils.  | Seminar-Workshop on Classroom Management strategies                   | School head, Master Teachers, Classroom Teachers | February, 2024 | Php1,000.00<br><br>-MOOE fund                               | Appropriate classroom management strategies are used to solve specific problems in classroom management. |
| Provide opportunities for teachers to build harmonious relationship and solidarity for the betterment of the institution. | Team building activity, if possible                                   | School head, teachers, students                  | November, 2023 | Php30,000.00<br><br>-MOOE/GAD fund                          | Sense of collaboration in reaching the schools' goals is enhanced.                                       |
| Support pupils' engagement in school activities.  | Training and/or coaching of pupils                                    | Teachers and pupils                              | Year-round     | P5,000.00<br>-MOOE fund                                     | Participation of pupils in different related school activities   |
| Set clear and purposive goals and direction for self and others.  | Designing a personnel development plan                                | School head, Master Teachers, Classroom Teachers | January, 2024  |   | Sense of self-management is developed.   |
| Innovate new ideas and processes to manage the classroom well   | Training -workshop on classroom management                            | School head, Master Teachers, Classroom Teachers | April, 2024    | Php1,000.00<br><br>-MOOE fund                               | Teachers used innovative classroom management strategies/approaches                                      |

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## XI. FINANCIAL REPORT

| Activity                              | Eligible Expenditures  | Quantity        | Cost                         |
|---------------------------------------|--|-----------------|------------------------------|
| Accomplishing Terminal Report         | Supplies   | 1 ream of paper | PhP 200.00                   |
| Teachers Webinar (Google Meet/Actual) | Food   | snacks          | PhP 1,000.00                 |
| Research Conference                   | Communication Expenses<br>Expenses related research<br>dissemination | load            | PhP 1,000.00<br>PhP 5,000.00 |
| Publication                           | Expenses related research<br>dissemination                           |                 | PhP 5,000.00                 |
| TOTAL                                 |  |                 | PhP 12,200.00                |