

EXTENT OF IMPLEMENTATION OF POSITIVE DISCIPLINE PROGRAM IN SELECTED SCHOOLS IN DISTRICT II-B DIVISION OF QUEZON CITY

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ABSTRACT

This study aimed to assess the extent of implementation of positive discipline program in selected schools in district 2B division of Quezon City. The respondents of the study were composed of fifty teachers and fifty students in Grade 7. The selection of respondents was done through random sampling and the researcher-made-survey questionnaire was used. The reliability and accuracy of the survey questionnaire was certified by the teachers who served as validators. Afterwards, questionnaires were administered to both groups of respondents. The study generated the following findings. Both groups of respondents perceived that the Positive Discipline Program was highly implemented in their schools in terms of limit setting and only moderately implemented in terms of responsibility training, omission training, and back-up system. There was no significant difference in the perceptions of the two groups of respondents on the extent of implementation of the Positive Discipline Program in their schools. The two groups of respondents “agree” that there were challenges encountered in the implementation of the Positive Discipline Program in their respective schools most particularly, “lack of support system program from school intervention on positive discipline program and “lack of emphasis on implementation guidelines for the program”. Based on the findings of the study, the following conclusions were drawn: The Positive Discipline Program was well – implemented in the schools used as subjects of the study in terms of limit setting but not so well – implemented in terms of responsibility training, omission training and back-up system. The two groups of respondents has similar perceptions on the extent of implementation of the Positive Discipline Program. There were problems encountered in the implementation of the Positive Discipline Program. Based on the findings and conclusions drawn, the following recommendations were hereby proposed: The students should always listen to parents and teachers about their discipline and values management that will improve their attitudes and behaviors as they grow to become responsible, respectful and resourceful member of the communities. The parents should effectively communicate well with their children and teach them the proper attitudes and behaviors that they should act upon on during their early formative years as the main component of child’s development and as an old adage “Good Manners Always Begins at Home” and that as parents they have bigger responsibilities for their child/ children on how they will become good members of the communities and the society at large. The teachers should impose and implement classroom management programs on positive discipline anchored on the different aspects of Limit Setting, Responsibility Training, Omission Training and Back-up System that will encourage students’ compliance and adherence creating long term positive effects. The schools should implement and carry out the policies and programs for positive discipline in their school in general through the initiatives of school leaders and its management that would largely facilitate a positive learning environment for all. The future researchers should conduct studies on Positive Discipline Program of Teachers in Relation to Academic Performance of Students that will bridge the gaps and loopholes of stating problems of the study.

KEYWORDS: *Quezon City, Grade 7, Positive Discipline Program.*

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1. INTRODUCTION

In a diverse world of humanity, it is imperative to learn the multitudes of life commitments and accountability at an early age so as to grow responsible and sensible to the environment. As people interact in daily life in this world highly governed by authority and control they are restricted to execute an untoward behavior. Hence, positive discipline should be adhered to in order have a great control of possible imminence of a negative attitude which can lead to a disruptive society. The importance of a good family and school culture and settings to the upbringing of a child contributes greatly to the development of a child which starts from home. Positive discipline should be taught in school to create a better relationship and communication with the community and the society at large. Certain patterns of behavioral approach through a standardized positive discipline programs should be known to the parents, educators and institutions to properly handle and shape student's behavior and to better apply such approach in a specific situation in managing students in the classroom. Learning should be considered significant not only academically but also morally and ethically. Thus, this study aimed to reinforce a constructive and effective parental and school guidance among students through the utilization of the positive discipline (PDP) programs.

Applied in the family setting, positive discipline teaches important social and life skills, in a manner that is respectful to both the adults and children - raising young people to be responsible, respectful and resourceful members of their community. Children who grow up in positive discipline homes have a sense of connection to their community (home, school), thus, their inputs are regarded as meaningful, and they are less likely to engage in misbehavior. To be successful members of the community children need to be taught the necessary social skills. Positive Discipline is based on the understanding that discipline must be taught, and that discipline teaches. Family meetings are a key component of the Positive Discipline home.

Likewise, applied in the school setting, Positive Discipline educates teachers about the importance of belonging and significance, respect for all people, encouragement, strategies for reducing misbehavior, and the development of problem solving and communication skills for students and staff. One key component is the regularly scheduled class meetings which provide a problem-solving forum and reduce the number of interruptions to teaching time. Positive Discipline materials provide teachers with specific lessons to use with children from preschool to high school age to teach healthy self-discipline.

Teachers report that they enjoy teaching more because Positive Discipline promotes better discipline in their classrooms and more cooperation among students, thereby providing more teaching time (Positive Discipline Association, 2019). Similarly, the DepEd Order No. 40, S. 2012, section 2, provides that the state shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]).

Also, the Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment.

Furthermore, President Rodrigo Duterte vetoed an "Anti-Palo" bill that prohibits beating children and other physical forms of punishment to discipline them. He believed that corporal punishment eroded parent – child relationship because youngsters viewed their parents as giver of pain.

Recently, the house committee on welfare of children chaired by Rep. Divina Grace Yu

approved the substitute House Bills 516 and 6955 promoting positive discipline rather than establishing punishment for violence against children as the latter is being fulfilled by Republic Act 7610 or the Anti-Child Abuse Law. The program will provide the following: (1) seminars on positive discipline, anger management, and children's rights; (2) counseling or therapy; and/or (3) a ailment of other rehabilitative services as may be applicable.

In line with the bill, the Department of Social Welfare and Development (DSWD), in coordination with the Department of Education (DepEd) and other relevant agencies, shall put together a comprehensive program to promote the positive and non-violent discipline of children and the prevention of the use of physical, humiliating or degrading acts as a form of punishment on children.

Rep. Bernadette Herrera-Dy (Party-list, BH), author of HB 516, cited that using violence, including physical and non-physical punishments that belittle, threaten, scare, or ridicule children, produces negative effects instead of actually disciplining them. "Corporal punishment is ineffective in disciplining children of all ages. Most often, it produces anger, resentment, and low self-esteem among children. It also teaches the child that violence is an acceptable behavior and is a solution to problems; thus, corporal punishment perpetuates itself as children imitate the actions of adults," Herrera-Dy said.

2. Review of Related Literature

Based from the report of UNTV News (2016), every classroom has its fair share of unruly and obnoxious students who oftentimes push teachers to teach them a hard lesson on discipline. In addition to that, the Department of Education (DepEd) provide data of cases with the use of violence to discipline a student like bullying, maltreatment, verbal and physical abuse and the like. To avoid increasing numbers of reported cases the DepEd issued an order to prohibit maltreatment, abuse, bullying and any form of violent discipline of teachers to their students which constitutes the CHILD PROTECTION POLICY. The child protection will help students and guide the teachers to acquire positive methods in disciplining students.

Positive discipline provides many alternative tools that teach student skills for self-discipline, responsibility, resiliency, and problem-solving, (inner locus of control) in a climate of caring based on connection before correction, kindness and firmness, dignity and respect. A prominent feature is the use of class meetings where teachers and students learn to see every problem as an opportunity to find non-punitive solutions to problems. When students are involved in problem solving, they feel a sense of belonging and significance that motivates them to follow guidelines they help create. Positive Discipline in the classroom can significantly reduce discipline problems and bullying. The primary benefit of positive discipline is that it can help students learn "social interest" (sincere concern for others, their community, and their environment) and provide experiences that can enhance academic learning and the development of life skills that will help become successful throughout their lives.

Kyle Aken (2016), mentioned that positive discipline is a more effective way to manage misbehaving students in the classroom, rather than using punishment or rewards. It allows students to learn and adapt their behaviors to meet expectations in the classroom, while simultaneously teaching them how to make better choices in their path to adulthood. If a student misbehaves in the classroom, a teacher must have few techniques that they can use to reduce or eliminate the unwanted behavior. From misbehaving in the classroom to not doing the assigned work, there are many ways to deal with unwanted behavior including punishment, discipline, or

even using rewards. However, the most effective method for dealing with students that are misbehaving in the classroom is using positive discipline. Using positive discipline techniques can help teachers overcome the many challenges in the classroom and help students learn and make better choices in the future.

In fact, using positive discipline in the classroom not only increases academic success in the classroom but provides many other benefits, including students showing respect for their teachers. If students are on task and engaged, less disciplinary measures. Fewer suspension and expulsions are needed. Further, students see rules as fair, and attendance improves. These are just a few of the benefits that can be seen from using positive discipline techniques in the classroom. On top of this, the benefits also extend beyond the classroom, into the home life, sports and social environment of the student, from being more respectful to everyone to understanding the social norms in different situations.

Moreover, an article by UNESCO (2006) elucidated that children come into this world helpless and unable to fully develop without assistance. The teacher's job is to nurture them and to teach them how to live. This is no easy task. There are days, wherein classes are exciting, fun, and joyful places for the students to learn. However, there are days wherein teachers feel tense and uncertain about their ability to do their job. Teaching is an important task to perform. It is crucial, critical, delicate and challenging task. Teachers are expected to be caring, understanding and patient to their students. Unlike parenting, teacher are responsible for many children at once, not just a few, and each one is unique in many ways. They also do not always behave in the way they are expected to behave. What works in one class, may not work in another class, replaced by a new set of faces with a whole new set of joys and challenges.

All teachers should want the best for their students and should be concerned with fostering confidence in their abilities and raising their self-esteem. But when students do not listen, refuse to do what they are asked to do, defy or ignore what the teachers instruct them to do, it is easy to become annoyed and frustrated. When this happens, or better yet before, teachers should use positive approach to deal with challenges in teaching positively and pro-actively by preventing misbehavior before it starts, by dealing effectively with unexpected challenges, and by encouraging students to listen and cooperate within an inclusive, learning friendly classroom. The positive discipline tools are concrete alternatives to such punishment practices as caning, spanking, pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labor, and even more humiliating actions. An inclusive, learning-friendly classroom (ILFC) welcomes, nurtures, and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics. They may be gifted children or children with physical or learning disabilities. They may be street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS, or children from other disadvantaged or marginalized areas or groups.¹ An ILFC is thus one in which the teacher understands the value of this diversity in the classroom and takes steps to ensure that all girls and boys come to school.

Janelle Cox (2019), opined that positive discipline is an effective way for teachers to use classroom management to deal with misbehaving students. Many teachers choose this classroom management approach because they feel that it allows students to learn and adapt to the behaviors and expectations that they have set. It essentially allows teachers to focus on the students' good behaviors. However, whenever there is a "New" approach to classroom discipline, there will be few naysayers. These are the parents and teachers from the previous

generation that were brought up thinking that the positive approach to discipline meant being “Too soft” on the children. They were brought up thinking that children need to be scared in order to behave appropriately. Therefore, parents and teachers can be used to gain control over student behavior.

Meanwhile, according to the article of PennState, entitled Teaching and Parenting the Positive Discipline Way (Positive Discipline), a community-based program, is needed to provide parents with resources and tools they can use to help their children create meaningful connections, develop a sense of belonging, and learn the necessary social and life skills to become contributing members of their community. Positive Discipline guides parents in developing a discipline style that is kind and firm. This program offers the following concepts and tools to parents to help them learn how to effectively discipline children such as: 1) allow children to feel a sense of connection, belonging, and significance; 2) develop mutual respect in which adults are firm and kind; 3) give encouragement instead of praise by noticing efforts and improvements, not just successes; 4) consider the child's thoughts and feelings, what he or she is learning, and considering decisions he or she is making about his or her future; 5) impart fundamental social and life skills, such as displaying respect and concern for others; solving problems; being cooperative; and contributing to their home, school, or community; 6) encourage the discovery and use of personal power and autonomy; 7) identify beliefs that contribute to children's challenging behaviors and work to change those beliefs; 8) communicate and solve problems suitably; 9) focus on solutions to situations rather than punishment; and 10) teach and instruct children rather than be overly permissive or corrective.

3. Statement of the Problem

The study aimed to determine the extent of implementation of the positive discipline in selected schools in District 2B, Division of Quezon City. Specifically, it sought to answer the following sub-problems:

1. What is the extent of implementation of the Positive Discipline Program (PDP) as perceived by the teachers and the student respondents in terms of the following aspects:
 - 1.1. Limit Setting;
 - 1.2. Responsibility Training;
 - 1.3. Omission Training; and
 - 1.4. Back-up System?
2. Is there a significant difference in the perceptions of the two groups of respondents on the extent of implementation of the Positive Discipline Program in their respective Schools?
3. What are the challenges encountered by the respondents in the implementation of Positive Discipline Program?
4. What advocacy inspired classroom management may be proposed based on the findings of the study?

4. Scope and Delimitation

The study mainly determined the extent of implementation of the Positive Discipline Program in the schools used as subjects of the study. The subject participants include fifty teachers in Grade 7 and fifty students in Grade 7 of District 2B Quezon City for S.Y. 2017-2018. The total sample

size for the study constituted 50 selected teachers. The researcher assumed that the total sample size was sufficient in generalizing results of the study as a representation of the entire population. The research locale specifically conducts in a selected school in Quezon City.

A descriptive quantitative research design was used by the researcher because it was most appropriate. The researcher considered certain limitations in carrying out the study due to some constraints like time consideration, limited population covered and other factors. The entire thesis investigation supervised and guided and regularly checked by the thesis adviser for application of systematic approach, cohesiveness, relevance and valid reasoning.

5. Research Methodology

Research Design

This specific research study utilized a descriptive research design. According to the article of Explorable.com (2019), descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. It is a valid method for researching specific subjects and as a precursor to more quantitative studies. Whilst there are some valid concerns about the statistical validity, as long as the limitations are understood by the researcher, this type of study is an invaluable scientific tool.

Simultaneously, a quantitative research method was applied. Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Leedy 1993). An entire quantitative study usually ends with confirmation or disconfirmation of the hypothesis tested. Researchers using the quantitative method identify one or a few variables that they intend to use in their research work and proceed with data collection related to those variables.

Research Locale

This **study** was conducted in District II-B, Division of Quezon City, National Capital Region (NCR) Philippines

Respondents of the Study

The study was composed of selected teachers and students in District 2B Quezon City. A total sample size of 50 teachers and 50 students in Grade 7 in different schools like HSNHS, CHS, BSHS, JFBSHS, BHNHS served as the respondents of the study.

The selection of respondents was done through a random sampling approach. According to Kenton (2018), a simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen.

Research Instruments

In the course of collecting and gathering data for the study, the researcher made survey questionnaire was used. Hence, descriptive survey method was employed as it is described as a powerful and effective way of gathering sufficient data and evidences on the basis of the variations between variables.

This descriptive survey was used in a form of survey questionnaire detailing all the general and specific problems of the study.

Part I - The questionnaire consisted of two parts as follows: Constitutes the demographic profile in terms of age, gender, civil status, teaching experience and subject taught.

Part II- Includes the assessment of the respondents on the Positive Discipline (PDP) Programs being implemented by the teachers in terms of Limit Setting; Responsibility Training; Omission Training; and Back-up System.

Part III - Tests the significant difference between the assessment of the two groups of respondents on the extent of implementation of Positive Discipline Program by the two (2) groups of respondents.

Part IV - Consists of the respondents' assessment on the challenges encountered during the implementation of Positive Discipline Program.

Validation of the Research Instrument

To test the reliability and accuracy of the survey questionnaire in deriving the desired results and applicability of the study, a pilot testing was administered on a small-scale before the actual research activity or performance to ensure the usability and validity of the research instrument. Focused group discussion was also employed to support the data of the students and the teacher respondents in the survey questionnaire.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

6. Summary of Findings

This chapter consists of the presentation, analysis and interpretation of data in accordance with the sequence of the specific problems posed in Chapter I.

Table 1 Extent of Implementation of Positive Discipline Program in terms of Limit Setting

The table show that the student and the teacher respondents perceived that the positive discipline program in terms of limit setting was highly implemented in five schools of District 2B, Quezon City as shown by the average weighted mean of 3.31 and 3.36, respectively. The finding indicates that the two groups of respondents highly observe the limits set in the implementation of the positive discipline among their students. The finding implies that both groups of respondents are aware of the importance of using positive discipline, hence, they employ it to a great extent in their school.

Table 2 Extent of Implementation of Positive Discipline Program in terms of Responsibility Training

The data show that the two groups of respondents perceived that the positive discipline program was moderately implemented in terms of responsibility training as shown by the average weighted mean of 3.14 from the students and 3.12 from the teachers. The finding shows that both groups of respondent observed that the training of students for responsibility was not highly implemented. Thus, it can be inferred that the students still need to internalize in themselves a sense of responsibility, hence, need to be well – trained towards becoming a responsible person.

Table 3 Extent of Implementation of Positive Discipline Program in terms of Omission Training

Table 3 shows the extent of implementation of positive discipline program as assessed by the student and the teachers in terms of Omission training. It was revealed that the item “Exert more effort in administering students with bad behavior from different classroom management

techniques that will cause him or her to comply” got an average weighted mean of 3.16 with verbal interpretation of Moderately Implemented. On the other hand, the item “Remove from the class to avoid disruption of student learning” got the lowest average weighted mean of 1.23 with verbal interpretation of Not Implemented. As an overall assessment, the extent of implementation of positive discipline program assessed by the student and the teacher in terms of Omission Training got a grand mean of 2.57 with verbal interpretation of Moderately Implemented. The finding implies that the positive discipline program is not well – implemented in terms of omission training. Hence, the finding suggests that the school principal and the teachers must exert more effort in providing training on proper management of students’ behavior.

Table 4 Extent of Implementation of Positive Discipline Program in terms of Back – Up System

Table 4 shows the extent of implementation of the positive discipline program as assessed by the students and the teacher respondents in terms of Back – Up System. Among the items cited, it was revealed that the item “Utilize traditional sanction procedure for effective reprimanding actions (I.e. warning, sending to guidance office, parents call for visit in the office etc.)” got a grand mean of 3.39 with verbal interpretation of Moderately Implemented. On the other hand, the item “Apply punishments and threatening practices and responses for misbehaving students if they continually do some unacceptable manners” got the grand mean of 1.64 with verbal interpretation of Less Implemented. As an overall assessment, the level of extent of implementation of positive discipline program as assessed by the students and the teacher respondents in terms of Back-Up System got a grand mean of 2.83 with verbal interpretation of Moderately Implemented. The finding indicate that the Positive Discipline Program is not well – implemented in the respondents’ schools in terms of Back-Up System. Thus, the findings imply that the schools of the respondents are wanting of improvement in their back – up system to address students’ misbehavior.

Table 5 Significant Difference in the Perceptions on the Extent of Implementation of Positive Discipline Program

Table 5 shows the significant difference between the perception on the extent of implementation of positive discipline program by the two groups of respondents, given that the computed t-value of 0.049 is lower than the critical f-value of 0.82 at a degree of freedom of 19 and level of significance of 5%, there is no significant difference in the perceptions on the level of implementation of positive discipline program by the two groups of respondents. Thus, the null hypothesis that was presumed was accepted.

Table 6 Challenges Encountered in the Implementation of Positive Discipline Program

Table 6 shows the challenges encountered in the implementation of positive discipline program (PDP) as assessed by the students and the teacher respondents. Based on the results of the study, it was revealed that the items “Lack of support system programs from school intervention on positive discipline program” and “Lack of emphasis and implementation guidelines for positive discipline program” got the highest composite mean of 3.00 with verbal interpretation of Agree. However, the items “Lack of communication and interaction between students, parents and teachers that will address the issues.”, got the lowest composite mean of 1.50 with verbal interpretation of Disagree. As totally assessed, the challenges encountered in the implementation of positive discipline program (PDP) as assessed by students - teachers got a grand mean of 2.35

with verbal interpretation of Moderately Agree. The findings show that the two groups of respondents perceived that there were challenges encountered in the implementation of the Positive Discipline Program in their respective schools since they moderately agreed with the list of challenges presented in Table 6. Thus, it can be inferred from the findings that there are problems in the implementation of the Positive Discipline Program that are not yet addressed.

CONCLUSIONS

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

1. The Positive Discipline Program was well – implemented in the schools used as subjects of the study in terms of limit setting but not so well – implemented in terms of responsibility training, omission training and back-up system.
2. The two groups of respondents has similar perceptions on the extent of implementation of the Positive Discipline Program.
3. There were problems encountered in the implementation of the Positive Discipline Program.

Recommendations

Based on the findings and conclusions drawn,

the following recommendations were hereby proposed:

1. The students should always listen to parents and teachers about their discipline and values management that will improve their attitudes and behaviors as they grow to become responsible, respectful and resourceful member of the communities.
2. The parents should effectively communicate well with their children and teach them the proper attitudes and behaviors that they should act upon on during their early formative years as the main component of child's development and as an old adage "Good Manners Always Begins at Home" and that as parents they have bigger responsibilities for their child/ children on how they will become good members of the communities and the society at large.
3. The teachers should impose and implement classroom management program on positive discipline anchored on the different aspects of Limit Setting, Responsibility Training, Omission Training and Back-up System that will encourage students' compliance and adherence creating long term positive effects.
4. The schools should implement and carry out the policies and programs for positive discipline in their school in general through the initiatives of school leaders and its management that would largely facilitate a positive learning environment for all.
5. The future researchers should conduct studies on Positive Discipline Program of Teachers in Relation to Academic Performance of Students that will bridge the gaps and loopholes of stating problems of the study.