



The Effects of Positive Discipline on the Students' Academic Performance and Disruptive Behavior: Basis for Remedial Program

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ABSTRACT :

The study aimed to assess the positive discipline practices of teachers in the classroom and its effects on academic performance and students' disruptive behaviors. Specifically, the study described the positive discipline practices of classroom teachers, as well as the academic performance and students' behaviors in the public schools. The respondents were 49 teachers and 211 students selected through random sampling from the total population of 49 teachers and 1055 students. The study utilized the descriptive-correlational research method to determine the effects of positive discipline on academic performance and students' behaviors. The descriptive statistics like frequency counts, percentages, mean, and standard deviation were also used to describe the positive discipline practices of teachers in the classroom, academic performance, and students' disruptive behaviors. Findings showed that the positive discipline used by teachers in the classroom was recorded to have high level in terms of reward and punishment (3.97), effective classroom management (4.05), and extrinsic and intrinsic motivation (4.32). The students' performance was recorded satisfactory for 2nd grading period with average value of 83.92 and standard deviation of 4.996 and for the 3rd grading period with average mean value of 84.52 and a standard deviation of 5.331. Also, the students' disruptive behaviors were reported with an average mean value of "low", in terms of aggressive school behavior (1.59), classroom defiant behavior (2.30), the unimportance of school (2.13), and defiance to school authority (1.70). Results of regression analysis showed computed F-value of 1.184 and .505 associated with computed p-value =.327 ($p > 0.05$) and p-value of .681 ($p > 0.05$) higher than the alpha set at 0.05 level of significance indicates that positive discipline in terms of reward and punishment, effective classroom management, extrinsic and intrinsic motivation yielded little to limited effects on students' performance and behaviors. A remedial program was drawn from the findings served as outputs of the study.

Keywords: Effective Classroom Management, Extrinsic , Intrinsic Motivation, Aggressive School Behavior, Classroom Defiant Behavior

INTRODUCTION :

Classroom discipline is one of the most effective factors in the learning process. The primary purpose of discipline is to develop an educational environment and to create more opportunities for active and meaningful learning to happen. According to Golkar et al., (2008), discipline is an instrument to realize the high education goals, which would lead to the holistic development of the students using their newly mastered self-discipline and self-control.

In modern education, the term "positive discipline" incorporated in almost all aspects of the learning development of the students. Positive discipline defined as a plan that organized for educating the younger individual, so they developed well-mannered behavior and acquired responsible and mature social behaviors (Azizollah, 2013). In support, Mcvitte (2007) posited that the use of encouraging words and gestures as well as respect among students and adults, including parents and coaches are the essential social skills that learned using this approach.

Some of the well-noted benefits of the use of positive discipline include skill and perceptual watchfulness, reinforcing the communicational skills, solving the problems outside of the classroom, concentrating on the solution rather than punishment, helping teachers by other teachers, problem-solution steps and encouragement sessions. More so, through providing the positive discipline style in the classroom, it will surely promote students' increase of positive behavior, such as a feeling of belonging sense and self-acceptance through reinforcing their self-confidence (Azizollah, 2013).

Khodabakhshi and Abedi (2005) advocated that education of commitment through positive discipline methods by parents and teachers is adequate. In the same vein, McCarry et al. (2012) indicated that positive discipline is effective in increasing discipline references and failure rates. Also, a positive behavior encouragement system can lead to reduce negative results of the students' experiences and enhance their educational entertainment and success. Peerz and Roux (2012) reported that positive discipline promotes the positive disciplines in the schools by creating the central values, liberator values, human rights values, and cultural values.

In one study conducted by Azizollah (2013), he looked into the effect of positive discipline on the learning process and achieving strategies from teachers and principals' point of view in the city of Ahwaz in 2011-2012 academic years. The respondents were the 105 principals and 321 teachers selected through stratified random sampling. Descriptive statistics frequency, percentage, and mean used and in inferential statistics, one-sample t-test, Friedman test, and structural equation modeling in Amos were utilized. The results of this study indicated that the relationship between positive discipline and each of the three presented strategies was significant. Teachers' learning motivation with 71% and students' self-control with 58% had, respectively, a high correlation coefficient with positive discipline from teachers' and principals' views.

Hence, in this study, the main goal was to determine the effects of positive discipline on the academic performance and behaviors of the students from the Schools of Masantol North District. Specifically, the study would describe the common positive discipline practices of public-school teachers and the students' level of academic performance and types of problematic behaviors displayed inside the classroom.

Theoretical/Conceptual Framework

The study was anchored on the overarching theory of Social Cognitive Theory by Bandura, cited in Erlich (2011). In this theory, Bandura stresses the relevance of observational learning, imitation, and modeling. This theory continuously advocated the importance of interaction between behaviors, personal factors, including cognition, and the environment, which showed the so-called reciprocal causation model. This triadic reciprocal model produced equal contributions to behavior. This includes the influence of the behavior, situation, person, which would depend on the factor which provides the most substantial effect.

In general, this theory based on the assumption that people are purposeful, goal-directed, and whose outcome expectations stem from actions within specific social contexts. The social cognitive theory further explains the human agency through the interdependence of determinants using a three-point model called "triadic reciprocal causation" (Bandura, 1986). This model visually resembles a triangle that produces the interactive reciprocal views which are mutually influencing each other such as the personal factors (P), which include cognitive, affective, and biological events; environment (E); and behavior (B).

Concerning the study, this theory depicts how a particular student influenced strongly by their teachers in the classroom using positive discipline. This discipline helps them to become sufficiently motivated and guided with their tasks and to become involved in their tasks since they found their environment very supportive.

While the proposed interactive effects between the positive discipline - (IV) and the academic performance and behaviors of students described in the conceptual framework of the study.

The effects of the independent variable to the dependent variable will be described using figure 1 below:

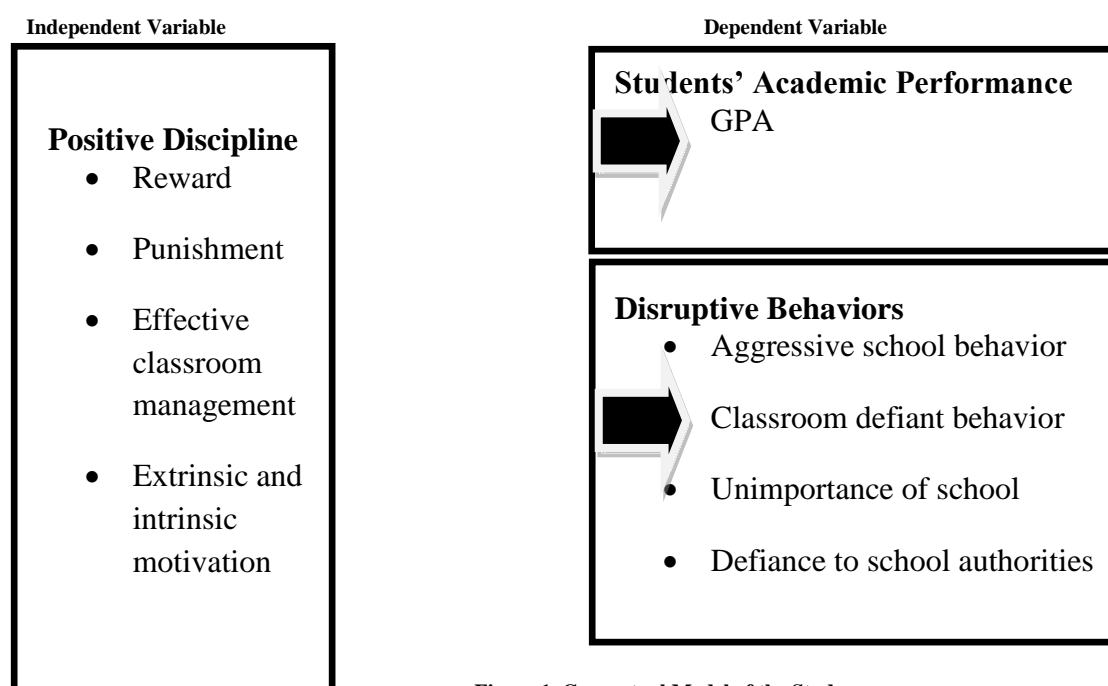


Figure 1. Conceptual Model of the Study

Statement of the Problem

The primary concern of the study was to determine the effect of positive discipline on the students' academic performance and disruptive behavior. Specifically, the study sought to answer the following questions:

- How may the positive discipline practices used by teachers in the classroom be described in terms of:
 - reward and punishment;
 - effective classroom management; and
 - extrinsic and intrinsic motivation?
- What is the grade performance of the students per subject in terms of their GPA for a two-rating period?
- What the disruptive behaviors displayed by the students as observed by their subject teachers in terms of:
 - aggressive school behavior;
 - classroom defiant behavior;
 - unimportance of school; and
 - defiance to school authorities?

4. Does positive discipline significantly affect the academic performance and behaviors of the students?
5. What remedial program can be developed based on the findings of the study?
6. Hypothesis of the Study

The following hypotheses were tested at 0.05 level of significance:

“The positive discipline does significantly affect the academic performance and behaviors of the students.”

“The positive discipline does not significantly affect the academic performance and behaviors of the students.”

METHODOLOGY OF THE STUDY

The study made use of the descriptive-correlation research method to determine the effects of positive discipline on academic performance and students' behaviors.

Specifically, in the study, the descriptive method was used to describe the type of positive discipline used by teachers in the classroom as well as the academic performance of the students and their behaviors while inside the classroom. According to Creswell (2016), this research method is the best fit for this type of study wherein the intention is to determine the effects of one variable to the other variable under a non-experimental condition. Also, the survey method was used as the primary source for the data gathering in this study.

Respondents of the Study

The respondents of this study were the Grade four to Grade six teachers and their selected students from the public elementary schools in the Masantol North District. Table 1 shows the distribution of the respondents of the study.

Table 1

Respondents of the Study

Schools	Teachers' Population Sampling 100%	Students' Population	Students' Population Sampling 20%
A	3	65	13
B	15	334	67
C	6	105	21
D	7	170	34
E	3	60	12
F	3	85	17
G	3	56	11
H	6	109	22
I	3	71	14
TOTAL	49	1055	211

Random sampling was used in the study. For the inclusion criteria, to wit:

- These are the bonafide students of the target public elementary school, whose age bracket is acceptable to his/her current age level.
- And the teachers-respondents included the subject teachers and advisers of the students identified with anecdotal disruptive behaviors while inside the classroom.

Instrument of the Study

This study utilized a standardized instrument adopted from the study conducted by Somayeh et al. (2013). Investigating the Effect of Positive Discipline on the Learning Process and its Achieving Strategies by Focusing on the Students' Abilities. Content validation of the questionnaire examined and confirmed by five experts.

The reliability of the questionnaire examined and confirmed through Cronbach's Alpha that its value was 0.85. The instrument is composed of 10-item answered by a five-point Likert scale where "5" as the highest and "1" as the lowest to determine the frequency of use of the teachers of the positive discipline in the classroom.

The students' disruptive behavior was assessed using a standardized questionnaire adopted from the study conducted by Karimy et al. (2018). The Students Disruptive behavior scale for adolescents (DISBA).

The reliability of the scale assessed in terms of internal consistency and temporal stability. The Cronbach's alpha coefficient ranged from 0.77 to 0.91; ICC's ranged from 0.71 to 0.88, indicating satisfactory balance. The Goodness-of-Fit Index was 0.91, the adjusted goodness-of-fit index was 0.90, the

Normed Fit Index was 0.92, and the Comparative Fit Index was 0.96, and the root means a square error of approximation as 0.05. These figures indicate that the four-factor model of disruptive behavior has satisfactory goodness-of-fit. The four subscales obtained Cronbach's alpha coefficient: Aggressive school behavior (0.82), Classroom defiant behavior (0.91), Unimportance of school (0.77), and Defiance to school authorities (0.86) respectively. While the students' academic performance was evaluated using their grade performance or general point average (GPA) in their academic subjects.

Data Gathering Procedure

A formal letter was sent to the Schools Division Superintendent of the Schools of Masantol North District for the approval of the conduct of the study. The researcher's adviser signed the letter.

Upon approval of the request letter, the researcher personally notified the respective school principals of the target schools. The distribution of the survey questionnaire was done personally by the researcher with the support and assistance of the teachers-advisers. Furthermore, the researcher collected and tabulated the survey questionnaires and checked whether all are answered.

While the data gathered were tabulated, using Microsoft excel. The researcher also asked the assistance of LCUP Statistician for the appropriate treatment of the data using the SPSS.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents analyses and interprets the data collected in the study. For clarity of presentation and consistency in the discussion, the data are presented following the order and sequence of the questions raised in Chapter 1, to wit: (1) positive discipline practices, (2) academic performance, (3) students' behaviors, (4) effects of positive discipline on academic performance and students' behaviors, and (5) remedial program drawn from the findings of the study.

Positive Discipline

The Department of Education issued Department Order no. 40 series of 2012 prohibits the use of corporal punishment and promotes the use of positive discipline in the classroom. Providing positive discipline in the classroom would surely promote student's increase of positive behavior, such as a feeling of belonging sense and self-acceptance through reinforcing their self-confidence (Azizollah, 2013). Positive discipline is a plan designed for educating younger individuals so that they became responsible. The encouragement and mutual respect among students and adults are the essential social skills that are learned using this approach (Mcvitte, 2007). Further, positive disciplining is based on the work of Alfred Adler and Rudolf Dreikurs, which emphasized on treating children with respect (Nelsen & Lott, 2000).

In this study, the positive discipline was recorded to have a high level in terms of reward and punishment (3.97), effective classroom management (4.05), and extrinsic and intrinsic motivation (4.32). These were presented in Tables 2-4.

Table 2
Positive Discipline in terms of Reward and Punishment

Indicators	Mean	Interpretation
Use of token and praises for good deeds done by students.	4.20	High
Use praises and token to encourage more positive behaviors while the class is on-going.	4.29	High
Utilize the token economy system every time there is classroom recitation.	3.29	Moderately High
Make use of rewards and punishment to motivate students to learn.	4.10	High
Average	3.97	High

- **Positive Discipline in terms of Reward and Punishment.** The data in Table 2 show a high level of positive discipline in terms of reward and punishment, which generated a mean value of 3.97. Positive discipline in terms of reward and punishment was observed high level when praises and token are used to encourage more positive behaviors during classes (4.29). Followed by uses of token to reward good deeds done by students (4.20), and the use of the token economy system during classroom recitation (3.29) to a moderate level as the least recorded means to discipline students positively.
- **Positive Discipline in terms of effective classroom management.** The data in Table 3 show a high level of positive discipline in terms of effective classroom management, demonstrated by the computed average mean value of 4.05. The high level of positive discipline in terms of effective classroom management was dominantly observed when the classroom set-up and chairs were arranged on the bases of students' learning preferences (4.47) with the highest computed mean value. Next was the time students were allowed to the interactive classroom, activities using reward-based mechanisms (4.08), and produce bank space as suggested and commented posted on the board to give freedom of expressions (3.59) with the least computed mean value.

Table 3
Positive Discipline in terms of Effective classroom management

Indicators	Mean	Interpretation
Re-arrange classroom set-up and chairs on the bases of students' preferences for learning.	4.47	High

Allow students to interactive classroom activities using reward-based mechanisms.	4.08	High
Produce blank space for suggestions and comments posted on the board to give freedom of expression.	3.59	High
Average	4.05	High

Table 4
Positive Discipline in terms of Extrinsic and Intrinsic Motivation

Indicators	Mean	Interpretation
Make use of rewards and punishment to motivate students to learn.	3.86	High
Use of praises and words of encouragement to motivate students to participate in classroom discussions.	4.67	Very High
Encourage students to improve performance by using goal-oriented activities and games.	4.43	High
Average	4.32	High

Positive Discipline in terms of Extrinsic and Intrinsic Motivation. The data in Table 4 present the high level of positive discipline in terms of extrinsic and intrinsic motivation with the overall computed average value (4.32). Likewise, high level of positive discipline in terms of extrinsic and intrinsic motivation was observed every time teachers use praises and words of encouragement to motivate students to participate to classroom discussion with highest computed mean value (4.67), followed by teachers used of encouragement to improve performance of student using goal-oriented activities and games (4.43) while the teachers used of reward and punishment to motivate students (3.86) accounted for the least computed mean value.

Further analysis of the results would suggest that positive behaviors have been associated with an increased ability and willingness to complete classroom projects through motivation from both students and teachers. It indicated that these positive behaviors contribute to positive academic outcomes because they promote academically-oriented behaviors, such as intellectual curiosity, active listening, and interest in schoolwork.

Also, a study by Habibollah et al. (2014) has suggested that learners' computer attitudes related to their success in learning computer technology and investigated how positive attitudes might transfer to increased achievement. These views support the notion that students' positive attitudes, thoughts, and perceptions translated into academic success in the classroom were found helpful to predict success and achievement in students.

Student Academic Performance (GPA)

Academic achievement serves as a critical criterion in order to judge students' true potentials and capabilities (Daulta, 2008; Nuthanap, 2007). In describing the potentials and capabilities to improve their potentials and capabilities. Academic achievement has been one of the most important goals of the educational process (Nuthanap, 2007).

Further, the students' performance is the total of the students' academic performance in various academic subjects refers to as the ability of the learners' acquired by calculating the average of the raw scores of the end of term examination. The average of these scores determines a participant's academic performance per academic subject.

In the study, the students' performance is described based on their obtained general point- average (GPA). The students' performance was recorded satisfactory for 2nd and 3rd grading period. Also, the students' performance for 2nd grading was satisfactory with an average value of 83.92 and a standard deviation of 4.996 and for the 3rd grading period with an average mean value of 84.52 and standard deviation of 5.331. These were presented in Tables 5 and 6.

Table 5
Student Performance (GPA 2nd grading)

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	38	18.0
85 – 89 (Very Satisfactory)	61	28.9
80 – 84 (Satisfactory)	74	35.2
75 – 79 (Unsatisfactory)	29	13.6
74 and below (Poor)	9	4.3
Average	211	100.0
Mean = 83.92 (Satisfactory)		
Std. Deviation = 4.996		

Students' performance (GPA) for 2nd grading. As shown in Table 5, the overall students' performance in the 2nd grading period was satisfactory with the obtained percentage rating of 83.92, and Standard Deviation of 4.996 denotes that students' performance was acceptable. This implies that the students were learning with teachers who were using positive discipline in the classroom.

Taken individually, it was worthy to note that majority of the students or 74 (35.2%) out of the 211 students obtained satisfactory performance (80-84), Followed by 61 (28.9%) students with very satisfactory performance (85-89), and 38 (18%) students gained 85-89, and outstanding performance (90-100).

However, it was also reported that 29 (13.6%) students obtained the passing rate of 75-79 percentage rating. And no student was reported to get a poor rating. The results imply that the students were able to meet the acceptable performance rating when they were placed in classrooms based on their learning preferences, where most of their teachers are using positive discipline.

Table 6
Student Performance (GPA 3rd grading)

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	48	22.8
85 – 89 (Very Satisfactory)	60	28.3
80 – 84 (Satisfactory)	70	33.2
75 – 79 (Unsatisfactory)	33	15.7
74 and below (Poor)	0	0.0
Average	211	100.0
Mean = 84.52 (Satisfactory)		
Std. Deviation = 5.331		

Students' performance (GPA) for 3rd grading. As shown in Table 6, the students' performance was satisfactory with computed with the overall average value of 84.52 and Standard Deviation of 5.331. The satisfactory performance was evident among the 70 (33.2%) out of 211 students with an obtained percentage rating of 80-84, followed by 60 (28.3%) students with very satisfactory performance (85-89) and 48 (22.8%) of students with the outstanding performance. while 33 (15.7%) with passing rate (75-79) unsatisfactory. No student was reported to get the poor grade performance (74 and below). The results showed that the students passed their 3rd grading period placed in an interactive classroom with teachers who used positive disciplines such as reward and punishment, effective classroom, and extrinsic and intrinsic motivation.

The findings of this study are corresponding to the studies of Corpus and Wormington (2014) as well as Lemos and Verissimo (2014). They found that the more intrinsic motivation has been used by teachers in the classroom, the more academic success produced. And Stanley's (2014) study on the discipline and academic performance of selected secondary schools in Lagos, Nigeria. The study utilized the cross-sectional research survey design, and the questionnaire was the main instrument of data collection. Simple percentage and Chi-square statistical method used to analyze the data. The findings revealed that effective school discipline was useful to control students' behavior to produce significant effects on general academic performance.

Students' Disruptive Behaviors

Classroom management has two purposes, to establish a quiet and calm environment to promote meaningful learning and to help support children's social, moral, and academic development (Doyle cited in Stevens, 2018). Because teachers have a large impact on student learning, researchers Stronge, Ward, and Grant (2011) examined what makes up a "good" teacher. They found that how the teacher manages the classroom, their personal qualities, and their relationship with their students have the most significant impact on the success of the student. This would mean that teachers' management plays a critical role in a student's success.

On the other hand, increasing numbers of student behavior incidents in schools interrupt learning (National Center for Educational Statistics, 2011). Classroom disruptions, playgrounds, and lunchroom altercations can require outside intervention such as student assistance teams, counselor support, office referrals, removal from the classroom, and even suspension. The lack of discipline identified as the most severe problem facing the education system (Elam, Rose, & Gallup, 2007).

The students' behaviors in this study referred to the students' displayed classroom disruptive behaviors when positive classroom discipline has been useful to assist students to minimize it and focus instead on their studies. Classroom disruptive behaviors are one of the main challenges for teachers (Demir, 2009; Pane, 2010). Research consistently shows that students' misbehavior disrupts classroom order and learning, negatively affecting academic achievement (Sun & Shek, 2012). The typical classroom misbehaviors of students equivalent to disrespecting rules and procedures, wandering around the room, talking out of turn, passive engagement in the classroom, disruption of classmates' work and moving the furniture in the school, are just some of a wide range of behaviors referred by teachers as classroom misbehavior (Briesch et al., 2015; Postholm, 2013; Sun & Shek, 2012).

In the study, the classroom behaviors of the students were described in terms of aggressive actions, classroom defiant behavior, unimportance of the school, and defiance to the school authority. As reported by the students computed with average mean value interpreted as "low," in terms of aggressive school behavior (1.59), classroom defiant behavior (2.30), unimportance of school (2.13), and defiance to school authority (1.70). These were shown in Tables 7-10, respectively.

Table 7
Classroom Behavior in terms of Aggressive School Behavior

Indicators	Mean	Interpretation
I stick gum on the seats	1.51	Low
I deliberately break or damage school equipment	1.84	Low
I like to drag my feet when I walk	1.78	Low
I text messages in class while the teacher is teaching	1.49	Very Low
I kick the classroom door open	1.35	Very Low

Average	1.59	Low
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Classroom Behavior in Terms of Aggressive School Behavior. Data in Table 7 show the classroom behavior in terms of aggressive school behavior with an overall average value of 1.59 interpreted as low. The reported low level of aggressive school behaviors of the students was in terms of deliberately break or damage equipment (1.84), dragged feet when walking (1.78), and stick gum on the seats (1.51). Also, a low level was reported of aggressive school behaviors, such as texting while the teachers were teaching and kicking the classroom door open to get attention if ever (1.35) with the least computed mean value.

Table 8
Classroom Behavior in terms of Classroom Defiant Behavior

Indicators	Mean	Interpretation
I clash with teachers	1.43	Very Low
make noise and disrupt the class	2.57	Moderately High
I eat refreshments in class without permission	2.37	Low
I like to disrupt the class and the school	2.08	Low
I speak without permission and disrupt the class	2.39	Low
I argue with my classmates	2.96	Moderately High
Average	2.30	Low

Classroom Behaviors in terms of Classroom Defiant Behavior. Data in Table 8 presents that classroom behavior in terms of classroom defiant behavior was computed with the overall average value of 2.30 interpreted as low. The most observed classroom defiant behaviors were making noise and disrupt classes (2.57) and argued with classmates (2.96) reported moderately high. And classroom defiant behaviors least observed were for students who speak in class without permission and disrupt classes (2.39), eat inside the classroom without permission (2.37), and disrupt the class and the school (2.08). These results imply that students were making use of defiant behaviors inside the classroom, just to get the attention of the whole class or due to their behavior preferences while inside the school.

Classroom Behavior in terms of Unimportance of School. As shown in Table 9, the majority of the students observed to have classroom behavior in terms of the unimportance of school ranged from very low to moderately high level. The most top found behavior was when the students forget to bring the things they need in school (2.59) interpreted moderately high. And the least observed behavior was when they skipped classes (1.49) interpreted as very low. While the low level of classroom behavior in terms of unimportance of school when students sing out loud at school (2.22), did not turn up on time for school (2.04), and students who did not relate well with friends (2.02). The results imply that some students were not fully motivated to study due to other personal factors.

Table 9
Classroom Behavior in terms of Unimportance of School

Indicators	Mean	Interpretation
I sing out loud at school	2.22	Low
don't turn up on time for school	2.04	Low
I forget to bring the things I need to school	2.59	Moderately High
I don't pay attention to the lessons in the classroom	2.39	Low
I skipping classes	1.49	Very Low
I can't relate well with my friends	2.02	Low
Average	2.13	Low

Table 10
Classroom Behavior in terms of Defiance to School Authorities

Indicators	Mean	Interpretation
I don't care about the school's teachers and authorities	1.71	Low
I argue with teachers	1.27	Very Low
I leave my seat without the teacher's permission	2.63	Moderately High
I argue with the school's authorities	1.18	Very Low
I don't stand up when the teacher enters the class	2.16	Low
I stick gum on the seats	1.33	Very Low
I deliberately break or damage school equipment	1.57	Low
I like to drag my feet when I walk	1.75	Low
Average	1.70	Low

Classroom Behavior in terms of Defiance of School Authorities. As shown in Table 10, the classroom behavior in terms of defiance of school authorities as low, with an overall computed average value of 1.70. The defiance of school authorities was mostly observed among students who were

leaving their seats without the teachers' permission (2.63) interpreted as moderately high. In contrast, very low defiance of school authorities was observed among students who were sticking gums on the seats (1.33).

The results imply that the students were observed to have a very low to a moderately high level of defiance of school authorities. Although placed in the conducive classroom with teachers who were using positive discipline, the students showed defiance of school authorities. This would mean that students were having problems with authorities at home as bases. The study served to support and contribute to the high validity values of the following studies:

Mkumbo and Amani (2012) found that among low performing students, academic failure attributed to factors that are external and uncontrollable; these would include the types of students' behaviors. Also, with regard to the controllability of attributions, Banks & Woolfson (2008) explained that students who believed that they are high achievers had more control over their failure, unlike those students who felt they were low achievers and most likely to behave in a manner most favored to them.

Furthermore, in the meta-analytic study by Trapmann, Hell, Hirn, and Schuler (as cited in Allen, Robbins & Sawyer, 2010) regarding the relationship of the Big Five personality factors with college success, they learned that conscientiousness consistently predicted higher grades. This implies that students' behaviors are what defined mostly the students' unique preferences as manifested from what they perceived as right from wrong behaviors.

Regression Analysis of Positive Discipline on Student Performance (GPA)

In conducting the study, it was hypothesized that the positive discipline does not exert a significant effect on academic performance. In order to determine the extent of the impact of positive discipline on academic performance, the data were subjected to regression analysis.

Results of the regression in Table 11 revealed that of the three dimensions of positive discipline, namely: reward and punishment, effective classroom management, and extrinsic and intrinsic motivation yielded B coefficients of 1.644, 1.516, and 1.277 respectively with computed p-value greater than the alpha set at 0.05 level of significance. The findings showed that for every unit increase in the use of positive discipline, it could generate a 0.236, 0.236, and a 0.2 percent increase in the students' performance.

The obtained F-value of 1.184 associated with computed p-value = .327 ($p > 0.05$) which was found higher than the alpha set at 0.05 level of significance indicates that positive discipline in terms of reward and punishment, effective classroom management, extrinsic and intrinsic motivation yielded insufficient value to produce significant effects on the students' performance. This implies that the use of positive discipline in the classroom would contribute a little to the limited effect of students' performance. Hence, the null hypothesis was confirmed.

Table 11
Regression analysis of Positive Discipline on Student Performance (GPA)

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	89.281	5.151		17.334	0
Reward and punishment	1.644	1.18	0.236	1.394	0.17
Extrinsic and Intrinsic Motivation	1.516	1.163	0.236	1.303	0.199
Classroom management	1.277	0.998	0.2	1.279	0.207
R-squared = .073					
F-value = 1.184					
p-value = .327					
alpha = 0.05					

Regression Analysis of Positive Discipline on Students' Behavior

The null hypothesis of no significant effect of positive discipline on students' behaviors. The regression analysis was conducted to determine the effect of positive discipline on students' behaviors. Data in Table 12 present Beta coefficients of 0.215, 0.08, and 0.006 with computed p-values of greater than the alpha set at 0.05 (95%) level of confidence. The findings showed that for every unit increase in the use of positive discipline, it could generate a 0.21, 0.084, and 0.007 increased in the classroom behaviors.

Further, the obtained F-value of .505 with an associated p-value of .681 ($p > 0.05$) greater than 0.05 level of significance indicates that positive discipline in terms of reward and punishment, effective classroom management, extrinsic and intrinsic motivation yielded insufficient value to produce a significant effect in the classroom. This implies that the use of positive discipline in the classroom would contribute little to the limited effects of students' classroom behaviors.

The statistically not significant result would also suggest that the positive discipline used by teachers have little effect on the students' classroom behaviors in terms of aggressive classroom behaviors, classroom defiant behavior, unimportance of school, and defiant of school authorities. However, there were instances that the defiant behaviors of the students were triggered by the positive discipline used by the teachers. Also, other extraneous factors are possible causes of students' disruptive behaviors, which were rooted in house rules and related-issues.

Table 12
Regression analysis of Positive Discipline on Classroom Behavior

Variables	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.459	0.775		3.174	0.003
Reward and punishment	0.215	0.177	0.21	1.213	0.231
Extrinsic and Intrinsic Motivation	0.08	0.175	0.084	0.456	0.651
Classroom management	0.006	0.15	0.007	0.041	0.968
R-squared = .033					
F-value = .505					
p-value = .681					
alpha = 0.05					

Analysis of the results would suggest that positive discipline is somewhat influential to academic performance and students' behaviors. However, it is worthy of considering that the teachers' mastery of the use of positive discipline in the classroom is not sufficient enough to produce positive change in the academic performance and behaviors of the students.

This view is in agreement with the findings obtained in the study conducted by Stanley (2014) that effective school discipline should be used in controlling students' behavior to produce significant effects on students' general academic performance.

Also, in Samayeh et al. (2017) study entitled, "Investigating the Effect of Positive Discipline on the Learning Process and its Achieving Strategies by Focusing on the Students' Abilities." Findings showed that positive discipline used by teachers, such as through learning motivation and students' self-control, would produce an increase in students' learning motivation and commitment to learning.

On the other hand, the use of positive classroom management can be an option to improve students' behaviors toward learning. Wubbels (2011) investigated research on classroom management and found that successful classroom managers focused their attention more on the students' knowledge and a little on creating a quiet atmosphere. Teachers with excellent classroom management skills introduce their procedures at the beginning of the school year while ensuring not to overload the students. Throughout the year, they continuously model appropriate behaviors while lessening and stopping the unwanted behavior before it even escalated. This would imply that teachers who are good at using positive discipline are those who can plan ahead of time in order to ensure that the positive discipline used would be appropriate to their type of students.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations with regards to the assessment of the positive discipline practices and its effects on academic performance and students' behaviors.

This study made use of a descriptive correlational method of research that utilized standard questionnaire as a primary data-gathering tool, substantiated by extensive documentary analysis. The respondents of the study were 46 teachers and 211 students, with an overall 260 total numbers of respondents.

The following null hypothesis was subjected to testing at 0.05 level of significance.

"The positive discipline does not exert a significant effect on academic performance."

"The positive discipline does not exert a significant effect on students' behaviors."

The results were processed using the Statistical Packages for Social Sciences (SPSS), and the data were presented using appropriate tables and texts. The results were analyzed and interpreted using statistical tests such as regression analysis in determining the positive discipline and its effect on academic performance and students' behaviors. Using the aforementioned procedures, the findings of the study may be summarized as follows:

Summary of Findings

Problem 1: Positive Discipline in the classroom

The positive discipline was recorded to have a high level in terms of reward and punishment (3.97), effective classroom management (4.05), and extrinsic and intrinsic motivation (4.32).

Problem 2: Students' Academic Performance

The students' academic performance was recorded satisfactory for 2nd and 3rd grading period. Also, the students' performance for 2nd grading was satisfactory with an average value of 83.92 and a standard deviation of 4.996 and for the 3rd grading period with an average mean value of 84.52 and standard deviation of 5.331. It was also reported that 29 (13.6%) students obtained the passing rate of 75-79 percentage rating. And no student was reported to get a poor rating (74 and below) for the 2nd and 3rd grading period.

Problem 3: Students' Behaviors

The classroom behaviors of the students were described in terms of aggressive behaviors, classroom defiant behavior, unimportance of the school, and defiance to the school authority. As reported by the students computed with average mean value interpreted as "low," in terms of aggressive school behavior (1.59), classroom defiant behavior (2.30), unimportance of school (2.13), and defiance to school authority (1.70) respectively. The results imply that the students were observed to have a very low to a moderately high level of disruptive behaviors.

Problem 4: Effects of positive discipline on academic performance and students' behaviors.

Results of the regression analyses in Table 11 revealed that of the three dimensions of positive discipline namely: reward and punishment, effective classroom management, and extrinsic and intrinsic motivation yielded B coefficients of 1.644, 1.516, and 1.277 respectively with computed p-value greater than the alpha set at 0.05 level of significance. The findings showed that for every unit increase in the use of positive discipline, it could generate a 0.236, 0.236, and a 0.2 percent increase in the students' performance.

The obtained F-value of 1.184 associated with computed p-value =.327 ($p > 0.05$) which was found higher than the alpha set at 0.05 level of significance indicates that positive discipline in terms of reward and punishment, effective classroom management, extrinsic and intrinsic motivation yielded insufficient value to produce significant effects on the students' performance. This implies that the use of positive discipline in the classroom would provide little to the limited effect of students' performance. Hence, the null hypothesis was confirmed.

Further, the results of regression analysis in Table 12 showed that Beta coefficients of 0.215, 0.08, and 0.006 with computed p-values of greater than the alpha set at 0.05 (95%) level of confidence. The findings showed that for every unit increase in the use of positive discipline, it could generate a 0.21, 0.084, and 0.007 increase in the students' behaviors. And the obtained F-value of .505 with an associated p-value of .681 ($p > 0.05$) greater than 0.05 level of significance indicates that positive discipline in terms of reward and punishment, effective classroom management, extrinsic and intrinsic motivation yielded insufficient value to produce a significant effect in the classroom. This implies that the use of positive discipline in the classroom would provide little to limited effects of students' classroom behaviors.

Problem 5: A remedial program drawn from the findings of the study

A remedial program was proposed to minimize further and lessen the appearance of students' disruptive behaviors in the classroom using the most appropriate positive discipline, such as through positive reinforcement, intrinsic and extrinsic motivation, and effective classroom management, this was drawn from the findings of the study.

Conclusions

In light of the findings of the study, the following conclusions were drawn:

1. The public schools are ready to find solutions to the challenges of the new generation manifested through the students' behaviors that hamper their ability to enhance learning.
2. The academic performance profile of the students exemplifies satisfactory learning performance because of their best efforts to perform well in their academic subjects.
3. The students' behaviors are characterized by their efforts to survive and cope up with the changing demands and needs of their present generation. Wherein most of the students' classroom behaviors predicted their values and understanding of their roles in society.
4. The combined null hypotheses, which state that positive discipline does not exert a significant effect on academic performance and students' behaviors were confirmed.
5. The remedial program proposed from the findings of the study is helpful to lessen students' disruptive behaviors in the classroom that hamper their ability to learn better can be considered to increase students' academic performance.

Recommendations

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

1. The public-school administration may continue to strive harder to innovate and change the traditional classroom set-up, particularly in using effective classroom discipline and management in order to understand the varying developmental need of the current generation of students.
2. The students' satisfactory performance in their academic subjects can be further elevated to very satisfactory to an outstanding performance by providing them assistance to discipline their disruptive behaviors that hinder their motivation and ability to learn better.
3. The public-school guidance offices, students' clubs, classroom teachers, and other organizations are encouraged to develop and create more recreation activities contributory to minimize and lessen the disruptive behaviors of students.
4. The Department of Education (DepEd) may develop or organize a capability training program to further capacitate the public-school teachers on handling disruptive classroom behaviors of their students.
5. That the remedial program is drawn from this study be considered to enhance further the use of positive discipline in the public schools and to promote positive students' behaviors.

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