

The Use of Positive Discipline Strategies and the Behavioral Outcomes of Intermediate Pupils in the Palanas North District

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Abstract

This study investigated the implementation of positive discipline strategies and their influence on behavioral outcomes of intermediate pupils at Jose A. Abenir Sr. Elementary School in Palanas North District. The research was anchored on the principles of behavior shaping, social learning, and ecological influences on student development. Using a descriptive-quantitative design, data were gathered through structured survey questionnaires from selected teachers and pupils during the 2024–2025 school year. Findings revealed that teachers consistently applied classroom rules, positive reinforcement, corrective strategies, supportive teacher–pupil relationships, and fairness, which significantly enhanced pupils' self-discipline, respect, classroom engagement, responsibility, and peer interaction. Positive discipline was positively correlated with improved behavioral outcomes, highlighting the importance of structured, consistent, and supportive classroom management. Challenges identified included resource limitations, class size, and parental involvement, which moderately affected implementation fidelity. Based on the results, a school-based intervention program was proposed to strengthen pupils' behavior through positive discipline. The study contributes to improving classroom management, learner engagement, and social-emotional development. It aligns with SDG 4 (Quality Education) by promoting effective, inclusive, and supportive learning environments and SDG 3 (Good Health and Well-Being) by fostering psychosocial well-being. The findings support educational and institutional sustainability by providing evidence-based strategies to enhance pupil behavior, engagement, and collaborative practices within schools and the community.

Keywords: Behavioral Outcomes, Classroom Engagement, Positive Discipline, Self-Discipline, Teacher–Pupil Relationship, Responsibility, Respect, Corrective Strategies, Positive Reinforcement

1. Introduction

In education, positive discipline was considered an important classroom management method because it helped teachers guide pupils toward proper behavior through encouragement, structure, and support. Instead of relying on punishment, teachers used classroom rules, positive reinforcement, and supportive teacher-student relationships to help learners understand expectations, become accountable, and develop socially and intellectually. Tshewang (2022) showed that positive discipline strategies improved student behavior and teamwork, while positive discipline has also been associated with enhanced academic performance and overall student well-being. Jayme et al. (2025) also linked positive teacher-student interactions and effective classroom management practices with improved student behavior. Positive discipline was further shown to support student motivation, self-worth, accountability, and cooperation. Muthmainnah (2021) explained that positive discipline created a classroom atmosphere where students felt appreciated and motivated to participate. Hasanov and Brandisauskiene (2025) added that encouragement, behavioral coaching, and reasonable consequences helped address the causes of disobedience and supported pupils in following rules and interacting appropriately with others. Despite these benefits, classroom behavior challenges continued to exist, making it necessary to examine how positive discipline strategies influenced pupils' behavioral outcomes in the local school setting.

The reviewed literature showed that positive discipline contributed to respectful behavior, emotional safety, learning motivation, and academic success. Imron et al. (2025) found that a positive discipline development model supported respectful and value-based behavior through teacher modeling and reinforcement. Hasanov and Brandisauskiene (2025) showed that positive discipline created emotionally safe and collaborative learning environments. Positive discipline has been associated with improvements in students' well-being and academic performance, while Hermahayu et al. (2025) linked positive discipline to increased academic motivation among learners. Dangor (2025) emphasized that positive discipline promoted mutual respect and behavioral development. Teacher perception, empathy, and consistency were also important in implementing positive discipline. Molekoa (2024) found that teachers used individualized and empathetic responses to behavioral challenges. Zondo et al. (2023) noted the use of relational and restorative strategies, while Zondo and Mncube (2024) identified challenges related to policy consistency and parental involvement. Siregar et al. (2024)

stressed the importance of establishing clear expectations and routines, while consistent discipline and guidance have been shown to support the development of positive study behaviors among intermediate pupils.

School-wide systems and structured behavioral interventions were also emphasized. Simonsen and Myers (2025) supported classwide Positive Behavioral Interventions and Supports, while Sears et al. (2025) found that PBIS reduced exclusionary discipline, especially among students with disabilities. Nitz et al. (2023) highlighted multi-tiered systems of support, and Davids (2024) emphasized shared responsibility among teachers, parents, and the school community. Bear et al. (2022) connected positive psychology with long-term improvements in student behavior and engagement. Several studies linked discipline with academic achievement, self-regulation, and classroom engagement. Fatima (2023) found that effective discipline management supported academic achievement. Research has highlighted the interconnected relationship between academic passion, learning attention, disciplinary behavior, and academic success. Hamidi et al. (2024) connected outcome-based education with student behavior, while Leidig et al. (2022) confirmed that behavioral interventions improved focus and reduced disruption among at-risk pupils. Systemic challenges affecting education include overcrowded classrooms, inadequate teacher training opportunities, and shortages of essential resources. Rodriguez and Welsh (2022) emphasized the need for fair and transparent discipline systems.

Self-discipline and teacher interpersonal behavior also emerged as important themes. Hamydy and Mehdi (2022) explained that self-discipline helped students regulate behavior internally. Derakhshan (2022) stated that positive teacher interpersonal behaviors empowered learners to manage their learning and behavior. Duble Moore et al. (2024) and Ndlovu et al. (2023) supported integrated academic and behavioral interventions, structured policy support, and professional development as means to promote positive learner discipline. In the Philippine context, de Borja (2022) found a significant positive relationship between teachers' implementation of positive discipline and students' academic performance. Valdez (2023) found that kindergarten teachers practiced non-punitive strategies but needed improvement in consistency and parent collaboration. Palomer (2024) showed that structured rules, fairness, and respectful communication were essential to classroom discipline. Fulgencio and Maguate (2023) found that teachers were aware of positive discipline principles but varied in implementation, while Fuertes et al. (2023) linked engagement and motivation with academic performance.

Policy, leadership, and school support also shaped discipline practices. The implementation of child protection policies has promoted the use of non-violent and rights-based approaches to discipline; however, challenges remain in ensuring their consistent application within classroom settings. Apan (2024) found that classroom management influenced learner discipline. Daligdig (2025) identified preventive strategies for disruptive behavior. Zamayla and Labitad (2025) found a significant relationship between teachers' classroom management practices and learner behavior. Ching and Asuncion (2025) reported that teachers preferred restorative and corrective approaches but faced large class sizes and limited administrative support. Rabago (2024) showed that school policies, administrative support, and instructional supervision influenced classroom management and learner behavior. Learners, parents, and teachers were also part of the discipline process. Alo and Tajo (2023) found that learners viewed discipline as helpful when it was fair, consistent, and guidance-focused. Abirin (2025) showed that parental involvement influenced students' learning behaviors. Lazo (2023) found that teacher efficacy was related to students' attitudes toward learning. These studies showed that positive discipline worked best when supported by teachers, administrators, parents, and school policies.

Related studies further showed that classroom management affected psychosocial well-being, motivation, participation, and academic success. Ijaz et al. (2024) found that punitive practices were associated with negative psychosocial outcomes, while supportive strategies improved well-being and relationships. Hardin and Hardin (2024) emphasized clear expectations, routines, and positive teacher-student relationships. Wilkins et al. (2023) connected inclusive discussion, respectful communication, and student voice with school connectedness. Alasmari and Althaqafi (2024) found that teacher self-efficacy supported proactive classroom management. Putra and Yanto (2025) found that classroom management was positively related to academic success, and Bonna (2023) described classroom management as behavioral, instructional, and relational. Equity and professional development were also important. Williams III et al. (2023) identified gaps in culturally responsive classroom management policies. Barclay, et al. (2022) found that PBIS required fidelity and equity-focused adjustments. Obee, et al. (2023), McGuire, et al. (2024), Petre (2022), Alkin-Sahin, et al. (2022), and Gecikli and Ak (2023) emphasized teacher training, professional development, preparedness, thinking-supportive behavior, and cognitive flexibility as important to classroom management.

Classroom management also supported academic and behavioral improvement across learning contexts. Abuhashish (2025) found that classroom management improved reading and literacy learning. Ostrowski (2023) connected behavioral standards with learning outcomes. Abidin and Muhammad (2024) found that classroom management improved participation and motivation. Albayrak and Ateskan (2022) showed that classroom management influenced engagement and instructional effectiveness. Adam Ismail (2023), Marina (2023), Yuhe and Bhaumik (2025), and Caldarella et al. (2023) highlighted the role of positive reinforcement, praise, and acknowledgment of desirable behavior in improving discipline and motivation. Hassan, et al. (2024), Muhia (2022), and Ngososei (2023) further showed that reinforcement, respect, clear

codes of conduct, and interactive teacher strategies supported discipline. Local related studies showed that classroom routines, peer influence, teacher competence, and motivational techniques affected discipline and learning. Nebrija (n.d.) found that structured classroom activities were related to teacher performance. Clear classroom rules, consistent monitoring, and positive reinforcement have been shown to contribute to improved student behavior. Obiso (2025) identified redirection, guidance referrals, and parent communication as common strategies for managing misbehavior. Positive peer study habits have been associated with improved academic performance in Science, while Balut et al. (2026) demonstrated that peer influence plays a significant role in shaping students' personal-social competencies. Valdez (2023) emphasized classroom management, structure, consistency, and rules. Nautiyal et al. (2025), Pasion (2023), Soner (2022), Mandanao and Baguio (2025), and De los Reyes and Galibo (2025) showed that discipline, teacher capability, organizational behavior, time management, motivational techniques, and positive classroom climate supported learning and behavior.

Globally, studies showed that positive discipline, PBIS, classroom management, teacher self-efficacy, and professional development improved student behavior, academic engagement, and psychosocial outcomes across different school settings. These findings appeared in studies from various international contexts, including work by Imron et al. (2025), Hasanov and Brandišauskienė (2025), Dangor (2025), Molekoa (2024), Zondo, et al. (2023), and Ngososei (2023). Nationally, Philippine-based studies showed that positive discipline, classroom management, DepEd policy, instructional supervision, teacher efficacy, parental involvement, and school support contributed to improved learner behavior and engagement. These were reflected in the studies of de Borja (2022), Valdez (2023), Palomer (2024), Fulgencio and Maguate (2023), Apan (2024), Zamayla and Labitad (2025), Rabago (2024), Abirin (2025), and Lazo (2023). Locally, the present study was situated in Palanas North District and focused on intermediate pupils and teachers. It examined the implementation of positive discipline strategies in terms of classroom rules, positive reinforcement, corrective strategies, teacher-pupil relationship, and consistency and fairness. It also assessed pupils' behavioral outcomes in terms of self-discipline, respect, classroom engagement, responsibility, and peer interaction. The results were intended to support a school-based intervention program that may enhance pupil behavior through positive discipline.

This study was anchored on Behaviorism (Skinner, 1953), Social Learning Theory (Bandura, 1977), and Ecological Systems Theory (Bronfenbrenner, 1979). Behaviorism (Skinner, 1953) explains that behavior is shaped and maintained through reinforcement and consequences. This supported the study because positive discipline emphasized praise, rewards, constructive feedback, and reinforcement of desirable behavior rather than punishment. Social Learning Theory (Bandura, 1977) explains that pupils learn through observation, imitation, and modeling. In positive discipline, pupils observe how teachers communicate, solve problems, and respond to behavior. Through respectful and constructive teacher behavior, pupils may learn self-regulation, social responsibility, and appropriate classroom conduct. Ecological Systems Theory (Bronfenbrenner, 1979) explains that a child's development and behavior are influenced by environmental systems such as school, family, and community. This supported the study because the school environment, teacher-pupil interaction, peer relationships, and classroom structure may influence pupils' behavior outcomes. Conceptually, the study followed an input-process-output approach. The inputs were positive discipline strategies and pupils' behavioral outcomes. The process involved the use of survey questionnaires, data gathering, presentation, analysis, and interpretation. The output was an empirical basis for understanding the relationship between positive discipline strategies and behavioral outcomes and for proposing a school-based intervention program.

Although many studies showed that positive discipline and classroom management improved behavior, engagement, motivation, and academic performance, limited empirical evidence existed on how positive discipline strategies specifically influenced the behavioral outcomes of intermediate pupils in localized elementary school settings. Existing studies often focused on broader classroom management practices, school-wide interventions, or different educational levels, but fewer studies examined the direct relationship between positive discipline strategies and pupils' behavior in a specific public elementary school context. This study addressed that gap by examining the use of positive discipline strategies and their influence on intermediate pupils' behavioral outcomes in Palanas North District, particularly in the context of Jose A. Abenir Sr. Elementary School. The study was needed to provide localized evidence that could inform classroom discipline practices, support school-based intervention planning, and guide teachers and school administrators in strengthening positive discipline implementation.

This study aligned most directly with SDG 4 – Quality Education because it focused on improving classroom management, learner behavior, student engagement, and the quality of the learning environment. Positive discipline supported inclusive, supportive, and developmentally appropriate classroom practices that may help pupils participate more actively and responsibly in school. The study also aligned with SDG 3 – Good Health and Well-Being because the literature connected positive discipline with student well-being, emotional safety, psychosocial outcomes, and healthier teacher-student relationships. By promoting non-punitive and supportive discipline, the study contributed to safer and more caring school environments. It also supported SDG 16 – Peace, Justice, and Strong Institutions because the study emphasized fairness,

consistency, respect, rights-based discipline, and school policies that guide proper behavior management. Positive discipline encouraged just and non-violent approaches to classroom discipline. The study further related to SDG 17 – Partnerships for the Goals because effective positive discipline required collaboration among teachers, school administrators, parents, the Department of Education, and the community. The proposed school-based intervention program depended on shared responsibility and coordinated support among stakeholders.

The study contributed to educational sustainability by helping schools strengthen classroom practices that promoted discipline, engagement, respect, and responsibility among learners. When teachers used consistent and constructive strategies, pupils were more likely to develop self-discipline and positive behavior that supported long-term learning. It also supported public health and psychosocial sustainability by promoting classroom environments that were emotionally safe, respectful, and non-punitive. Since the literature associated positive discipline with well-being, motivation, and healthier relationships, the study contributed to practices that may reduce stress, fear, and negative behavioral responses among pupils. The study contributed to policy and governance sustainability by providing localized evidence that may help school administrators and the Department of Education improve discipline-related policies, guidance programs, and teacher support systems. It emphasized fairness, consistency, and rights-based discipline, which are important for responsible institutional practice. Finally, the study supported community and institutional sustainability because disciplined, responsible, and engaged pupils may contribute to a more positive school climate and eventually to the wider community. By involving teachers, parents, administrators, and future researchers, the study encouraged shared responsibility in developing learners who practice respect, accountability, cooperation, and self-control.

2. Material and methods

2.1 Research Design

A descriptive-quantitative research design was utilized to systematically measure the use of positive discipline strategies and their influence on behavioral outcomes. Structured questionnaires were distributed to teachers and students to gather numerical data, which were then statistically analyzed to determine implementation levels, behavior outcomes, and the relationship between strategies and outcomes. This design allowed for objective measurement across a defined population and supported the identification of areas requiring intervention.

2.2 Locale of the Study

The study was conducted in Palanas, Masbate, a municipality established in 1951 and subdivided into 24 barangays. The research focused on the Palanas North Schools District, encompassing multiple elementary schools including Jose A. Abenir Sr. Elementary School. The municipality's population, governance, and educational infrastructure provided the context for examining classroom practices and student behavior outcomes.

2.3 Respondents of the Study

Participants included teachers responsible for implementing classroom discipline strategies and intermediate pupils whose behavior outcomes were assessed. The study considered variables such as classroom rules, positive reinforcement, corrective strategies, teacher-pupil relationships, consistency, self-discipline, respect, classroom engagement, responsibility, and peer interaction. All respondents were part of the school during the 2024–2025 school year.

2.4 Sample and Sampling Procedure

A purposive sampling method was applied to select teachers who actively practiced classroom discipline strategies and pupils whose behaviors could be observed. The sample represented the specific school context and allowed for in-depth assessment of localized positive discipline practices and behavioral outcomes.

2.5 Research Instrument

The primary instrument was a structured survey questionnaire, designed to quantify both the implementation of positive discipline strategies and the level of pupils' behavior outcomes. The questionnaire measured classroom rules, positive reinforcement, corrective strategies, teacher-pupil relationship, and consistency and fairness among teachers, while also evaluating self-discipline, respect, classroom engagement, responsibility, and peer interaction among pupils. Data collection instruments were validated and aligned with prior studies on positive discipline to ensure content and construct validity.

2.6 Data Gathering Procedure

Data were collected through survey administration, followed by systematic presentation, analysis, and interpretation. Teachers completed sections on strategy implementation, and pupils responded regarding behavior outcomes. The process ensured confidentiality, accuracy, and standardization across respondents. Feedback mechanisms were included to link data outcomes with potential school-based interventions.

2.7 Data Analysis Techniques

Collected data were processed using percentages and weighted means to determine levels of strategy implementation and behavior outcomes. Pearson correlation analysis was conducted to assess the significance of relationships between positive discipline strategies and pupil behavior outcomes. The results were then interpreted to inform the development of a school-based intervention program and to provide empirical evidence on the effectiveness of positive discipline strategies.

3. Results and Discussion

3.1 Implementation of Positive Discipline Strategies

3.1.1 Classroom Rules

The data indicated that teachers consistently established clear classroom rules, communicated expectations, and maintained structured routines. This approach created predictable environments where pupils could understand behavioral expectations. These results align with Imron et al. (2025) and Hasanov and Brandišauskienė (2025), who emphasized that structured rules and consistent reinforcement foster respectful and value-based behavior. Clear classroom guidelines support student self-regulation and accountability, promoting positive behavior and engagement (Hermahayu et al., 2025).

3.1.2 Positive Reinforcement

Teachers frequently used praise, recognition, and rewards to encourage desired behaviors. Pupils responded positively, exhibiting increased motivation and participation in classroom activities. This outcome supports findings by Adam Ismail (2023) and Marina (2023), indicating that acknowledgment of desirable behavior enhances engagement and reduces disruptive incidents. Yuhe and Bhaumik (2025) further affirmed that positive reinforcement strengthens students' intrinsic motivation, contributing to long-term behavioral improvement.

3.1.3 Corrective Strategies

Corrective interventions were applied constructively, focusing on guiding pupils toward proper behavior rather than punitive measures. Teachers used verbal redirection, guidance referrals, and parent communication when misbehavior occurred. Consistent with Zondo et al. (2023) and Obiso (2025), constructive correction effectively reduces behavioral issues while maintaining respectful teacher-student relationships. These methods empower pupils to learn from mistakes and develop self-discipline, as highlighted by Hamydy and Mehdi (2022).

3.1.4 Teacher-Pupil Relationship

Strong, supportive interactions between teachers and pupils were evident. Teachers fostered trust, respect, and mutual support, which encouraged positive behavior and collaboration. This corresponds with (Bandura, 1977) Social Learning Theory, showing that students model observed behavior. Positive teacher-pupil relationships facilitate self-regulation, social responsibility, and improved classroom conduct (Derakhshan, 2022; Duple Moore et al., 2024).

3.1.5 Consistency and Fairness

Teachers applied rules, reinforcement, and corrective strategies consistently across all students, ensuring equitable treatment. Pupils demonstrated higher compliance and trust in classroom management. Research by Siregar et al. (2024) and supports that consistency and fairness in discipline foster structured learning environments, reduce misconduct, and enhance student engagement.

3.2 Pupils' Behavioral Outcomes

3.2.1 Self-Discipline and Responsibility

Pupils exhibited internal regulation, followed classroom rules, completed tasks responsibly, and demonstrated accountability for actions. These outcomes reflect the influence of behaviorist principles (Skinner, 1953), indicating that reinforcement of positive behaviors strengthens self-control and promotes responsibility. Hamidi et al. (2024) also link structured discipline to increased academic and behavioral outcomes.

3.2.2 Respect and Peer Interaction

Students displayed courteous conduct toward teachers and peers, cooperated in group activities, and communicated effectively during lessons. The results align with Dangor (2025) and Imron et al. (2025), showing that positive discipline strategies foster mutual respect and collaborative behaviors. Supportive classroom environments reduce conflict and encourage pro-social interactions (Bear et al., 2022; Hasanov & Brandišauskienė, 2025).

3.2.3 Classroom Engagement

Students participated actively in lessons, listened attentively, and contributed to discussions and collaborative activities. Aligned with Hermahayu et al. (2025), constructive and supportive discipline enhances engagement by creating an emotionally safe environment that motivates students to learn.

3.3 Relationship Between Discipline Strategies and Behavioral Outcomes

Pearson correlation analysis showed significant positive relationships between positive discipline strategies and pupils' behavioral outcomes. Stronger implementation of classroom rules, reinforcement, corrective strategies, and teacher-pupil relationships correlated with higher self-discipline, respect, engagement, responsibility, and peer interaction. These findings are consistent with previous studies (de Borja, 2022; Valdez, 2023; Fulgencio & Maguate, 2023; Fuertes et al., 2023), indicating that structured, fair, and supportive disciplinary practices enhance student behavior. Ecological Systems Theory (Bronfenbrenner, 1979) underscores the role of the school environment, teacher interactions, and peer systems in shaping behavior outcomes.

3.4 Contextual and Systemic Insights

The study highlights that positive discipline effectiveness depends on teacher competence, professional development, administrative support, structured classroom systems, and stakeholder collaboration. Constraints such as class size, resource limitations, and parental involvement may moderate outcomes but do not diminish the overall positive influence of consistent and supportive discipline strategies. This aligns with Rodriguez and Welsh (2022), who emphasized systemic factors affecting implementation. Professional development, policy alignment, and proactive classroom management are critical for sustaining behavioral improvement (Wilkins et al., 2023; Alasmari & Althaqafi, 2024).

4. Conclusion & Recommendations

The study concluded that the implementation of positive discipline strategies significantly influenced the behavioral outcomes of intermediate pupils at Jose A. Abenir Sr. Elementary School. Teachers' use of classroom rules, positive reinforcement, corrective strategies, supportive teacher-pupil relationships, and consistency and fairness positively correlated with pupils' self-discipline, respect, classroom engagement, responsibility, and peer interaction. Findings affirmed that structured and constructive disciplinary practices create an environment conducive to improved pupil behavior, engagement, and social-emotional development (Tshewang, 2022; Jayme et al., 2025; Muthmainnah, 2021; Hasanov & Brandišauskienė, 2025). The study also demonstrated the relevance of these strategies in supporting academic motivation and fostering a respectful, responsible, and participatory classroom culture.

Based strictly on the study's findings, it is recommended that school administrators and teachers continue to implement and strengthen positive discipline strategies through consistent application of classroom rules, structured positive reinforcement, constructive corrective strategies, and supportive teacher-pupil relationships. Additionally, a school-based intervention program should be developed to enhance pupils' behavior outcomes, with emphasis on self-discipline, respect, engagement, responsibility, and peer interaction, while ensuring teacher training and stakeholder collaboration to maintain effective and equitable discipline practices (de Borja, 2022; Valdez, 2023; Palomer, 2024; Fulgencio & Maguate, 2023; Fuertes et al., 2023).

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the focus on psychological well-being, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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