

Positive Discipline and Work Performance of Public Elementary School Teachers

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Abstract

This study determined the extent of effects of positive discipline on the work performance of public elementary school teachers in Baras District, Division of Rizal, during School Year 2025–2026. Specifically, it examined the perceived effects of positive discipline in terms of classroom environment, instructional delivery, teacher-pupil relationship, collaboration and communication, and conflict resolution, and determined whether significant differences existed when perceptions were grouped according to selected demographic and professional characteristics. It also assessed teachers' level of work performance based on their Individual Performance Commitment and Review (IPCR) ratings and examined the relationship between positive discipline and work performance. The study employed a descriptive survey research design and documentary analysis. The respondents consisted of the total population of 325 public elementary school teachers from eleven elementary schools in Baras District. Data were gathered using a researcher-made questionnaire-checklist, while teachers' latest IPCR ratings served as the basis for determining their work performance. Findings revealed that most respondents were 31–40 years old, female, single, Teacher I, holders of a bachelor's degree or with master's units, had 11–20 years of teaching experience, and had attended school-level in-service training. Teachers perceived positive discipline as having a very high effect on classroom environment, instructional delivery, teacher-pupil relationship, and collaboration and communication. Significant differences in perceived effects were found according to age, civil status, educational attainment, and in-service training attendance, but not according to sex, position title, and length of service. Teachers demonstrated very satisfactory work performance based on their IPCR ratings. However, no significant relationship was found between the perceived effects of positive discipline and teachers' level of work performance. The study recommends sustained professional development, Learning Action Cell sessions, and strengthened school-based initiatives on positive discipline. The proposed action plan may also be implemented to support its continuous and effective application.

Keywords: Positive Discipline, Work Performance, Public Elementary School Teachers, Classroom Environment, Instructional Delivery, Teacher-Pupil Relationship, Conflict Resolution

1. Introduction

Discipline is an essential component of an effective learning environment because it provides structure, establishes behavioral expectations, and supports learners in developing responsible and respectful conduct. In contemporary education, however, discipline is increasingly viewed not simply as a means of controlling student behavior but as an approach that promotes responsibility, self-regulation, respect, and constructive relationships. Positive discipline emphasizes guidance rather than punishment and seeks to address inappropriate behavior while preserving learners' dignity and strengthening their capacity to make appropriate decisions. This approach is particularly relevant in elementary education, where teachers play a central role in shaping learners' social, emotional, and academic development.

In the Philippine public school context, positive and non-violent discipline is consistent with the Department of Education's Child Protection Policy. DepEd recognizes the need to maintain school authority while protecting children from physical and psychological harm and promoting safe and supportive learning environments. The policy emphasizes that discipline should be administered in ways that uphold children's dignity and rights. Thus, positive discipline may be viewed not only as a classroom management strategy but also as part of teachers' professional responsibility to create an environment conducive to learning and development.

The application of positive discipline can influence several aspects of teachers' classroom practice. Effective discipline helps teachers establish predictable routines, manage learner behavior, maximize instructional time, and maintain an environment where learners can participate meaningfully. Korpershoek et al. (2016), through a meta-analysis of classroom management interventions in primary education, found that classroom management strategies were associated with positive academic, behavioral, and social-emotional outcomes among learners. Similarly, Kucukakin and Demir (2021) emphasized that teachers' classroom management abilities are important in creating productive learning environments and supporting students' learning. These findings suggest that discipline and classroom management are closely connected to the conditions under which teachers deliver instruction.

Positive discipline is also closely associated with teacher-pupil relationships. Rather than relying primarily on punishment, positive discipline encourages teachers to understand learner behavior, communicate expectations clearly, provide appropriate consequences, and develop respectful relationships. A recent systematic second-order meta-analysis by Roorda et al. (2025) synthesized evidence from 26 meta-analyses involving approximately 2.64 million prekindergarten and K–12 students and found significant relationships between teacher-student relationships and several student outcomes, including academic achievement, appropriate behavior, motivation, engagement, school belonging, and well-being. Likewise, research by Krammer et al. (2023) highlighted the importance of trust, respect, clear expectations, and safe classroom environments in effective teacher-student relationships and classroom management.

Communication and conflict resolution are likewise important dimensions of positive discipline. Student-centered responses to behavioral concerns encourage teachers to communicate with learners, understand the circumstances surrounding inappropriate behavior, and use constructive approaches to resolve conflicts. Karasova and Nehyba (2023), in their systematic review of student-centered teacher responses to classroom behavior, emphasized the importance of communication skills and responsive approaches in managing student behavior. Such practices can contribute to a classroom atmosphere where behavioral concerns are addressed without unnecessarily damaging teacher-pupil relationships.

Philippine studies provide further support for the relevance of positive discipline in public schools. Escobal et al. (2023), in their phenomenological inquiry involving Philippine public school Values Education teachers, identified the significance, advantages, and difficulties associated with implementing positive discipline in classrooms. Their findings demonstrate that although teachers recognize the value of positive discipline, its implementation may involve challenges that require appropriate knowledge, skills, and institutional support. Similarly, Eliseo (2024) reported that elementary teachers associated positive discipline with improved classroom management, reduced disruptive behaviors, increased learner engagement, and a more conducive learning environment. Dilabayan and Sambo (2024) also found that teachers' disciplinary practices were closely connected to classroom management and their concern for learners' learning experiences.

The importance of classroom management and learner behavior may extend beyond classroom conditions and influence teachers' ability to perform their professional responsibilities. Teachers are expected to plan and deliver instruction, assess learning, manage classrooms, communicate with stakeholders, collaborate with colleagues, and address learner needs. In the Philippine setting, Langaman (2023) found that work-related stressors among public secondary teachers included workload, student behavior, and stakeholder responsiveness, while teacher performance involved classroom management, lesson planning, lesson delivery, and assessment of learning. Celis et al. (2023) likewise examined classroom management, job satisfaction, and stress-coping mechanisms as factors associated with the performance of public senior high school teachers. These studies indicate that classroom conditions and behavioral concerns are relevant to teachers' professional experiences and performance.

Despite the growing body of literature on positive discipline, classroom management, teacher-pupil relationships, and teacher performance, several gaps remain. First, much of the existing research focuses on the effects of discipline on learners, particularly their behavior, engagement, academic achievement, and social-emotional development. Comparatively less attention has been given to the perceived effects of positive discipline on teachers' own work performance. Second, existing studies commonly examine positive discipline as a classroom management practice or explore teachers' experiences qualitatively, while fewer studies quantitatively examine its effects across multiple professional dimensions such as classroom environment, instructional delivery, teacher-pupil relationship, collaboration and communication, and conflict resolution. Third, studies that directly connect positive discipline with an objective or documented measure of teacher performance, rather than relying solely on self-reported performance, remain limited.

A further gap concerns the local context. Although Philippine studies have examined positive discipline and classroom management, there is limited empirical evidence specifically involving public elementary school teachers in Baras District, Division of Rizal. The conditions, learner characteristics, school contexts, and professional demands experienced by teachers in one district may differ from those in other settings. Moreover, the relationship between teachers' perceptions of positive discipline and their actual documented work performance remains unclear. This is particularly important because teachers may perceive positive discipline as highly beneficial to their classroom practices without this necessarily translating into measurable differences in their formal performance ratings.

Therefore, this study was conducted to determine the extent of the effects of positive discipline on the work performance of public elementary school teachers in Baras District, Division of Rizal, during School Year 2025–2026. Specifically, it examined the perceived effects of positive discipline in terms of classroom environment, instructional delivery, teacher-pupil relationship, collaboration and communication, and conflict resolution. It also determined teachers' level of work performance based on their Individual Performance Commitment and Review ratings and examined whether significant

differences existed in perceptions when grouped according to selected demographic and professional characteristics. Most importantly, the study investigated whether a significant relationship exists between the perceived effects of positive discipline and teachers' level of work performance. By addressing these gaps, the study provides localized evidence that may assist school administrators and teachers in strengthening positive discipline practices, professional development, and school-based interventions while ensuring that disciplinary approaches remain consistent with child protection, respectful relationships, and effective teaching practice.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey research design and documentary analysis to determine the perceived effects of positive discipline on the work performance of public elementary school teachers and to examine their actual work performance based on their Individual Performance Commitment and Review ratings.

2.2 Locale of the Study

The study was conducted in the public elementary schools of Baras District, Division of Rizal, namely Baras Elementary School, Baras Heroesville 2 Elementary School, Baras Pinugay Elementary School, Baras Pinugay Phase 2 Elementary School, Evangelista Elementary School, Malalim Elementary School, Painaan Elementary School, Pinugay Elementary School, Paopawan Elementary School, San Roque Elementary School, and Santiago Elementary School.

2.3 Respondents of the Study

The respondents consisted of the total population of 325 public elementary school teachers from the eleven identified schools in Baras District, Division of Rizal, during School Year 2025–2026.

2.4 Sample and Sampling Procedure

Since the study involved the total population of teachers in the identified schools, total enumeration sampling was employed, wherein all 325 public elementary school teachers were included as respondents.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist designed to determine the perceived effects of positive discipline in terms of classroom environment, instructional delivery, teacher-pupil relationship, collaboration and communication, and conflict resolution, while documentary analysis of the teachers' latest IPCR ratings was used to determine their level of work performance.

2.6 Data Gathering Procedure

After securing the necessary permissions from the appropriate authorities, the researcher administered the validated questionnaire to the respondents, retrieved the accomplished instruments, and obtained the latest IPCR ratings through proper coordination with school authorities while observing confidentiality and ethical considerations.

2.7 Data Analysis Techniques

The data were analyzed using appropriate descriptive and inferential statistical techniques, including frequency and percentage, weighted mean, appropriate tests of significant differences, and correlation analysis to determine the relationship between the perceived effects of positive discipline and teachers' level of work performance.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the concerned authorities. All respondents were informed of the purpose, procedures, and voluntary nature of the study, and their informed consent was secured before participation. Confidentiality and anonymity of the respondents were strictly maintained by ensuring that no personal or company-identifiable information was disclosed in the presentation of the results. Participants were assured that they could withdraw from the study at any time without any consequences. The data gathered were used solely for academic and research purposes, stored securely, and handled in accordance with the agreed confidentiality and non-disclosure provisions to protect the privacy and integrity of both the respondents and the participating organizations.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As reflected in Table 2, out of 325 teacher-respondents, the largest age group is 31–40 years old, comprising 111 or 34.2% of the participants, followed closely by those aged 21–30 years old at 28.6% and 41–50 years old at 27.7%. In terms of sex, the respondents are overwhelmingly female, with 85.8%, while males account for just 14.2%. Regarding civil status, the majority are single at 49.2% closely followed by married respondents at 44.9%. As to position title, most respondents

are Teacher I, making up 62.2%, followed by Teacher III at 29.8%, and Teacher II at 8.0%. In terms of educational attainment, the highest percentage have with MA units at 38.2%, followed by those with a Bachelor's degree at 27.7%, those with a Master's degree at 23.7%, and the smallest group have units in Ed.D./Ph.D. at 10.5%. With regard to length of service, the majority have been in service for 11–20 years, representing 66.8%, followed by below 10 years at 18.8% (61), 21–30 years at 8.3%, and 30 years and above at only 6.2%. Finally, as to in-service trainings attended, the highest proportion attended school-level trainings at 42.2%, followed by division level at 22.5%, national level at 13.8%, district level at 12.3%, and regional level at 9.2%.

Table 1
Profile of the Respondents in Terms of the Selected Variables

Age	F	%	R
21 – 30 years old	93	28.6	2
31– 40 years old	111	34.2	1
41 – 50 years old	90	27.7	3
51 – 60 years old	31	9.5	4
Total	325	100.0	
Sex	F	%	R
Male	46	14.2	2
Female	279	85.8	1
Total	325	100..0	
Civil Status	F	%	R
Single	160	49.2	1
Married	146	44.9	2
Widow/ Widower	19	5.8	3
Total	325	100.0	
Position Title	F	%	R
Teacher III	97	29.8	2
Teacher II	26	8.0	3
Teacher I	202	62.2	1
Total	325	100.0	
Educational Attainment	F	%	R
With Units (Ed. D. / Ph. D.)	34	10.5	4
Master's Degree	77	23.7	3
With MA Units	124	38.2	1
Bachelor's Degree	90	27.7	2
Total	325	100.0	
Length of Service	F	%	R
Below 10 yrs	61	18.8	2
11-20 years	217	66.8	1
21-30 years	27	8.3	3
30 years abaove	20	6.2	4
Total	325	100.0	
In-Service Trainings Attended	F	%	R
National Level	45	13.8	3
Regional Level	30	9.2	5
Division Level	73	22.5	2
District Level	40	12.3	4
School Level	137	42.2	1
Total	325	100.0	

3.2 Extent of Effects of Positive Discipline on the Performance of Public Elementary School Teachers as Perceived by Themselves with Respect to the Different Aspects

Table 8 presents the summary of the extent of effects of positive discipline on the performance of public elementary school teachers across the five identified aspects. The results show a composite weighted mean of 4.55, interpreted as Very High Effect, indicating that positive discipline is perceived by teachers to have a consistently strong influence on their performance. Classroom Environment ranked first with a weighted mean of 4.61, followed by Conflict Resolution with 4.59, Collaboration and Communication with 4.54, Teacher-Pupil Relationship with 4.51, and Instructional Delivery with 4.50, with all aspects receiving a Very High Effect interpretation. The findings indicate that positive discipline contributes

substantially to maintaining an orderly, respectful, and supportive classroom environment, managing behavioral concerns constructively, strengthening communication and relationships, and facilitating effective instructional practices. The highest rating for classroom environment suggests that teachers particularly recognize positive discipline as an effective approach to establishing structure, fairness, respect, and a conducive learning atmosphere. These findings support Everston (2022), who emphasized that positive discipline provides teachers with practical approaches for supporting learners' development, achieving teaching goals, handling challenging situations calmly and respectfully, and effectively managing the classroom.

Table 2

Extent of Effects of Positive Discipline on the Performance of Public Elementary School Teachers as Perceived by Themselves with Respect to the Different Aspects

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
Classroom Environment	4.61	Very High Effect	1
Instructional Delivery	4.50	Very High Effect	5
Teacher-Pupil Relationship	4.51	Very High Effect	4
Collaboration and Communication	4.54	Very High Effect	3
Conflict Resolution	4.59	Very High Effect	2
Composite W$\bar{X}$	4.55	Very High Effect	

3.3 Significant Difference on the Extent of Effects of Positive Discipline on the Performance of Public Elementary School Teachers as Perceived by Themselves With Respect to the Different Aspects in Terms of their Profile

Table 3 presents the results of the F-test on the significant differences in the perceived extent of effects of positive discipline on the performance of public elementary school teachers when grouped according to their profile. The findings show that age, civil status, educational attainment, and in-service trainings attended have significant differences across all five aspects of positive discipline, as their corresponding p-values are generally below .05, resulting in the rejection of the null hypothesis. In contrast, sex and length of service show no significant differences across all five aspects, indicating that teachers with different sexes and years of teaching experience have generally similar perceptions of the effects of positive discipline. For position title, the results are also interpreted as not significant across the identified aspects based on the table's verbal interpretations, although the reported p-value of .001 for instructional delivery appears inconsistent with the stated decision and should be verified before finalizing the manuscript. Overall, the findings suggest that teachers' age, civil status, educational attainment, and exposure to in-service training may influence how they perceive and apply positive discipline, while sex, position title, and length of service do not substantially differentiate their perceptions. The results further imply the importance of sustained and targeted professional development on positive discipline, particularly in strengthening teachers' knowledge, skills, and confidence in addressing learner behavior constructively. This finding is consistent with Mughal et al. (2023), who reported positive trends in teachers' knowledge and attitudes following a school-based intervention, suggesting that professional development can contribute to teachers' readiness to implement positive and supportive disciplinary practices.

Table 3

Significant Difference on the Extent of Effects of Positive Discipline on the Performance of Public Elementary School Teachers as Perceived by Themselves With Respect to the Different Aspects in Terms of their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Classroom Environment	6.204	0.004	Rejected	Significant
Instructional Delivery	3.967	0.008	Rejected	Significant
Teacher-Pupil Relationship	4.519	0.004	Rejected	Significant
Collaboration and Communication	4.416	0.006	Rejected	Significant
Conflict Resolution	3.13	0.026	Rejected	Significant
Sex				
Classroom Environment	0.034	0.855	Accepted	Not Significant
Instructional Delivery	1.988	0.159	Accepted	Not Significant
Teacher-Pupil Relationship	0.029	0.865	Accepted	Not Significant
Collaboration and Communication	0.920	0.338	Accepted	Not Significant
Conflict Resolution	0.483	0.487	Accepted	Not Significant

Civil Status				
Classroom Environment	7.525	0.019	Rejected	Significant
Instructional Delivery	14.541	0.000	Rejected	Significant
Teacher-Pupil Relationship	14.329	0.000	Rejected	Significant
Collaboration and Communication	4.359	0.014	Rejected	Significant
Conflict Resolution	11.984	0.000	Rejected	Significant
Educational Attainment				
Classroom Environment	6.077	0.003	Rejected	Significant
Instructional Delivery	4.590	0.002	Rejected	Significant
Teacher-Pupil Relationship	2.787	0.041	Rejected	Significant
Collaboration and Communication	3.290	0.021	Rejected	Significant
Conflict Resolution	5.351	0.002	Rejected	Significant
Position Title				
Classroom Environment	0.080	0.923	Accepted	Not Significant
Instructional Delivery	1.931	0.001	Accepted	Not Significant
Teacher-Pupil Relationship	1.061	0.347	Accepted	Not Significant
Collaboration and Communication	1.702	0.184	Accepted	Not Significant
Conflict Resolution	1.474	0.675	Accepted	Not Significant
Length of service				
Classroom Environment	0.071	0.991	Accepted	Not Significant
Instructional Delivery	0.321	0.864	Accepted	Not Significant
Teacher-Pupil Relationship	0.775	0.542	Accepted	Not Significant
Collaboration and Communication	0.409	0.802	Accepted	Not Significant
Conflict Resolution	1.527	0.194	Accepted	Not Significant
In-Service Trainings Attended				
Classroom Environment	7.123	0.306	Rejected	Significant
Instructional Delivery	14.382	0.000	Rejected	Significant
Teacher-Pupil Relationship	10.352	0.000	Rejected	Significant
Collaboration and Communication	3.905	0.004	Rejected	Significant
Conflict Resolution	16.809	0.000	Rejected	Significant

3.4 Level of Work Performance of the Respondents as Revealed in their Individual Performance Commitment and Review (IPCR)

Table 4 presents the level of work performance of the respondents as revealed in their Individual Performance Commitment and Review IPCR ratings. The results show that 258 teachers or 79% obtained ratings ranging from 3.50 to 4.49, interpreted as Very Satisfactory, while 67 teachers or 21% obtained ratings ranging from 4.50 to 5.00, interpreted as Outstanding. No respondent obtained a rating within the Satisfactory, Unsatisfactory, or Poor categories. The highest recorded rating was 4.70, while the lowest was 3.50, resulting in an overall mean of 4.19, interpreted as Very Satisfactory, with a standard deviation of 0.26. This indicates that the respondents generally demonstrated consistently high work performance, with ratings closely clustered around the Very Satisfactory level. The absence of ratings below Very Satisfactory further suggests that all teachers met or exceeded the expected standards of performance. These results imply that the teachers are effectively fulfilling their professional responsibilities and may benefit from continued professional development, mentoring, recognition, and other performance-enhancement initiatives to increase the proportion of teachers achieving Outstanding ratings. The findings are consistent with Eliseo (2024), who found that the effective implementation of positive discipline contributed to a more conducive and stress-free learning environment, improved lesson planning, enhanced learner motivation, reduced disruptive behavior, and increased learner engagement and academic learning. These findings suggest that effective discipline practices may contribute to conditions that support teachers in carrying out their instructional responsibilities effectively.

Table 4

Level of Work Performance of the Respondents as Revealed in their Individual Performance Commitment and Review (IPCR)

Rating	Verbal Interpretation	f	%
4.50 – 5.00	Outstanding	67	21
3.50 – 4.49	Very Satisfactory	258	79
2.50 – 3.49	Satisfactory	-	-
1.50 – 2.49	Unsatisfactory	-	-
1.00 – 1.49	Poor	-	-

Total		325	100
Highest Rating		4.70	
Lowest Rating		3.50	
Mean		4.19 – Very Satisfactory	
Standard Deviation		0.26	

3.5 Significant Relationship Between the Perceived Extent of Effects of Positive Discipline on the Performance of Public Elementary School Teachers and Their Level of Work Performance

Table 5 presents the computed r-values on the significant relationship between the perceived extent of effects of positive discipline on the performance of public elementary school teachers and their level of work performance. The results show that all five aspects—classroom environment, instructional delivery, teacher-pupil relationship, collaboration and communication, and conflict resolution—have very weak negative correlations with teachers’ work performance, with r-values ranging from -0.026 to -0.096 . The corresponding p-values range from 0.085 to 0.642, all of which are greater than the 0.05 level of significance; hence, the null hypothesis is accepted for all aspects. This indicates that there is no significant relationship between teachers’ perceived effects of positive discipline and their actual work performance based on their IPCR ratings. Although teachers perceived positive discipline as having a very high effect on their performance, such perceptions did not correspond to statistically significant differences in their documented performance ratings. The negligible negative correlations further indicate that there is virtually no linear association between the two variables. The findings suggest that teachers’ perceptions of positive discipline may be distinct from the factors reflected in their formal IPCR ratings, which may encompass broader dimensions of professional performance, including instructional responsibilities, administrative compliance, documentation, and other performance indicators. This finding is consistent with Abadines (2022), who noted that although positive discipline offers important benefits, its implementation may be affected by challenges such as inadequate teacher training, inconsistent parental support, and difficulties in balancing firmness with kindness. Thus, the perceived effectiveness of positive discipline may not necessarily translate into measurable differences in formal performance ratings, particularly when the appraisal system captures broader professional outputs beyond relational and classroom-management practices.

Table 5

Significant Relationship Between the Perceived Extent of Effects of Positive Discipline on the Performance of Public Elementary School Teachers and Their Level of Work Performance

Aspects	r-values	p-values	Ho	Verbal Interpretation
Classroom Environment	-0.026	0.642	Accepted	Not Significant
Instructional Delivery	-0.059	0.291	Accepted	Not Significant
Teacher-Pupil Relationship	-0.096	0.085	Accepted	Not Significant
Collaboration and Communication	-0.047	0.397	Accepted	Not Significant
Conflict Resolution	-0.078	0.162	Accepted	Not Significant

Conclusions & Recommendations

The study concludes that positive discipline has a very high perceived effect on the performance of public elementary school teachers, particularly in classroom environment, conflict resolution, collaboration and communication, teacher-pupil relationship, and instructional delivery. Teachers generally demonstrated a very satisfactory level of work performance based on their IPCR ratings, with most respondents obtaining Very Satisfactory ratings and the remaining respondents achieving Outstanding ratings. Significant differences in the perceived effects of positive discipline were found when teachers were grouped according to age, civil status, educational attainment, and in-service training attendance, while no significant differences were found in terms of sex, position title, and length of service. However, despite the very high perceived effects of positive discipline, no significant relationship was established between these perceptions and teachers’ actual IPCR performance ratings. This indicates that positive discipline may strongly influence teachers’ classroom practices and professional interactions without necessarily producing a measurable association with their overall formal performance ratings.

Based on the findings, school administrators may sustain and strengthen professional development programs on positive discipline, particularly through Learning Action Cell sessions, workshops, coaching, and mentoring that focus on classroom

management, constructive conflict resolution, teacher-pupil relationships, and the integration of positive discipline into instructional delivery. Training opportunities may be provided equitably, with particular attention to teachers who have limited exposure to relevant professional development. Teachers may continue applying positive discipline strategies that promote respect, fairness, responsibility, and a supportive learning environment while consistently strengthening their instructional and communication practices. School administrators may also implement the proposed action plan to provide structured and sustainable support for the application of positive discipline. Finally, future researchers may conduct similar studies in other districts or divisions and consider additional variables, larger populations, qualitative approaches, or other measures of teacher performance to further examine the factors that may explain the relationship between positive discipline and professional performance.

Compliance with ethical standards

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