



## POSITIVE DISCIPLINE, CLASSROOM MANAGEMENT, AND ACADEMIC PERFORMANCE IN ELEMENTARY SCHOOLS WITHIN PILA SUB-OFFICE

*(Research Article)*

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### Abstract

This study investigated the relationship between teachers' implementation of positive discipline, classroom management strategies, and pupils' academic performance in public elementary schools within the Pila Sub-Office, Laguna. Grounded in Bandura's Social Learning Theory, Restorative Justice Practices, and Vygotsky's Sociocultural Theory, the research examined how discipline practices and classroom management jointly influence learners' academic outcomes. A quantitative correlational design was employed involving 118 intermediate-level teachers selected through simple random sampling. Data were collected using a validated researcher-made questionnaire and analyzed using descriptive statistics and regression analysis. Findings revealed very high levels of implementation of positive discipline and classroom management strategies. Learners' academic performance was generally high, with most achieving Very Satisfactory and Outstanding ratings. Regression results showed that both positive discipline and classroom management significantly influenced academic performance. However, findings are interpreted within the limitations of correlational design and contextual scope. The study concludes that integrating positive discipline with effective classroom management enhances academic outcomes and recommends sustained professional development and future mixed-method investigations.

**Keywords:** Positive discipline; classroom management; academic performance; elementary education; teacher practices

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## **1. Introduction**

### *1.1. Introduce the problem*

Education plays a vital role in shaping learners' academic success, behavior, and holistic development. In contemporary educational settings, there has been a paradigm shift from punitive disciplinary approaches toward more constructive, learner-centered, and rights-based strategies. Positive discipline and effective classroom management have emerged as essential components in fostering not only academic achievement but also learners' socio-emotional well-being.

Globally and within the Philippine educational system, policies advocate for child-friendly and non-violent disciplinary approaches. However, despite these frameworks, challenges persist in the consistent implementation of such practices. Teachers often face constraints such as overcrowded classrooms, diverse learner needs, and limited professional training, which contribute to a gap between policy and actual classroom practice.

This study addresses this gap by examining how teachers' implementation of positive discipline and classroom management strategies influences pupils' academic performance in the Pila Sub-Office, Laguna. While previous studies have explored these variables independently, limited research has integrated them into a unified framework, particularly within localized contexts.

### *1.2. Review of Related Literature*

A growing body of literature underscores the multifaceted nature of positive discipline and classroom management, emphasizing that these are influenced not only by pedagogical principles but also by teachers' personal and professional characteristics. One significant factor identified in the literature is the teachers' demographic profile, including age, sex, position, and years in service. Studies suggest that these characteristics shape teachers' instructional strategies, disciplinary approaches, and interactions with learners (Guerra & Wubbena, 2017; Hill & Chin, 2018). More experienced teachers often demonstrate a deeper understanding of learner behavior and possess well-developed classroom management techniques, while less experienced teachers may introduce innovative and flexible strategies (Sims et al., 2021). Gender differences may also influence disciplinary styles and classroom interactions (Zahir, Tofail, & Mussaddiq, 2025), and teachers in leadership roles may contribute to shaping school-wide discipline practices (Culduz, 2023).

Another important strand of research focuses on positive discipline in everyday teaching, which emphasizes constructive and non-punitive approaches to managing student behavior. Positive discipline includes strategies such as problem-solving, recognizing individual differences, understanding child development, and upholding child rights while applying

pedagogical principles that promote respect and cooperation. Research indicates that classrooms implementing positive discipline tend to foster supportive and engaging environments, leading to reduced behavioral issues and increased student participation (Elkadi & Sharaf, 2023). Teachers who consistently apply these strategies often report improved classroom relationships and more positive learning climates.

Closely related to this is the concept of classroom management, which is widely recognized as essential to effective teaching and learning. Studies reveal that well-managed classrooms—characterized by strong teacher–student relationships, consistent rule enforcement, and the use of restorative practices—are associated with improved academic performance, higher motivation, and fewer behavioral problems (Nisar, Khan, & Khan, 2019). Effective classroom management also requires adaptability, as teachers must respond to diverse learner needs and varying classroom conditions (Stanley, 2016). Despite the emphasis on supportive and learner-centered approaches, many schools continue to face challenges in transitioning away from traditional disciplinary methods.

Recent empirical studies have established a strong link between positive discipline, classroom management, and academic performance. Structured classroom environments that incorporate clear expectations, consistent routines, and responsive feedback have been shown to significantly enhance student engagement and achievement (Patall et al., 2023). Similarly, restorative practices have been associated with improved academic outcomes and reduced disciplinary incidents (Darling-Hammond et al., 2023). School-wide frameworks such as Positive Behavioral Interventions and Supports (PBIS) further demonstrate how positive discipline approaches contribute to safer school climates and better academic results (Walker et al., 2023), while meta-analytic evidence confirms that proactive classroom management strategies lead to meaningful gains in student achievement (He et al., 2024).

### *1.3. Theoretical Framework*

This study is anchored on three major theories:

**Social Learning Theory (Bandura)** – emphasizes that learners acquire behavior through observation, imitation, and modeling. Teachers serve as role models whose disciplinary approaches influence learner behavior.

**Restorative Justice Practices** – focus on repairing relationships, promoting accountability, and encouraging dialogue rather than punishment.

**Sociocultural Theory (Vygotsky)** – highlights the importance of social interaction, scaffolding, and guided learning in developing self-regulation and responsibility.

These frameworks collectively explain how positive discipline and classroom management shape both behavioral and academic outcomes.

### *1.4. Operational Definitions*

To ensure clarity, the following key variables are defined as used in the study:

- **Positive Discipline** – Non-punitive, constructive strategies used by teachers to guide learner behavior, including problem-solving, recognition of individual differences, understanding child development, child rights principles, and pedagogical practices.
- **Classroom Management** – Strategies employed by teachers to maintain an organized, respectful, and productive learning environment, including student-teacher relationships, consistency, perseverance, and restorative practices.
- **Academic Performance** – Learners' achievement levels measured through their mean quarterly ratings categorized as Outstanding, Very Satisfactory, and Satisfactory.

### *1.5. Research Hypothesis*

This study is guided by the following hypotheses:

1. Positive discipline significantly influences classroom management strategies.
2. Positive discipline significantly affects pupils' academic performance.
3. Classroom management strategies significantly influence pupils' academic performance.

These hypotheses are derived from theoretical frameworks that emphasize the role of teacher behavior, social interaction, and structured environments in shaping learner outcomes. To test these hypotheses, the study employs a quantitative correlational research design, which allows for the examination of relationships among variables. The design is appropriate because

it enables the researcher to determine the strength and direction of associations between positive discipline, classroom management, and academic performance without manipulating variables.

## **2. Method**

### *2.1. Research Design*

This study employed a quantitative, correlational research design to examine the relationship between teachers' implementation of Positive Discipline in Everyday Teaching and their level of classroom management in public elementary schools within the Pila Sub-Office, Pila, Laguna. A correlational design was considered appropriate for this study as it allowed the researcher to determine whether a statistically significant association existed between the independent variable (positive discipline practices) and the dependent variable (classroom management). Causal inferences cannot be fully established due to the correlational nature of the design.

### *2.2. Sampling Techniques*

The participants of the study were 118 public elementary teachers from intermediate grade levels in the Pila Sub-Office, Laguna. These participants represented a diverse group in terms of age, sex, position, and years of teaching experience. No exclusion criteria were imposed aside from being currently assigned to intermediate grade levels.

### *2.3. Research Instrument*

The study used a researcher-made 4-point Likert scale questionnaire divided into three sections: teachers' demographic profile, their implementation of Positive Discipline, and classroom management practices. The instrument underwent content validation by four master teachers and one elementary principal to ensure clarity, relevance, and alignment with the study objectives. Reliability was tested using Cronbach's Alpha, confirming internal consistency. After validation and reliability testing, selected teachers were invited to participate voluntarily, with clear instructions provided to ensure accurate and complete responses.

### *2.4. Sample size, power, and precision*

The study utilized simple random sampling to ensure that each teacher had an equal chance of being selected. From a total population of 167 teachers, the sample size of 118 was determined using Yamane's formula with a 5% margin of error. Data were collected from various public elementary schools within the Pila Sub-Office. Participation was voluntary, and no monetary compensation was provided. Ethical approval and permission were secured from the Department of Education, and all respondents provided informed consent.

## 2.5. Data Analysis

The study employed both descriptive and inferential statistics. Descriptive statistics (mean and standard deviation) were used to measure teachers' implementation of positive discipline across five dimensions and their classroom management practices, as well as to examine pupils' academic performance using frequency and percentage. Regression analysis tested whether positive discipline influenced classroom management and student academic performance, and whether classroom management affected achievement. All analyses were conducted using SPSS, with results interpreted at a 0.05 significance level to ensure reliability and validity.

## 3. Findings and Discussion

### 3.1. Level of Implementation of Teachers' Positive Discipline

Table 3.1.1. Level of Implementation of Teachers' Positive Discipline in terms of Problem Solving

Item Statements	Mean	SD	Interpretation
1. I encourage learners to reflect on their actions and find solutions to problems.	3.46	0.62	High
2. I guide learners in resolving conflicts through discussion and mutual understanding.	3.52	0.58	Very High
3. I help learners develop self-discipline by involving them in rule-setting.	3.81	0.49	Very High
4. I provide opportunities for learners to correct mistakes constructively.	3.60	.055	Very High
5. I guide learners in analyzing the causes of problems to help them create long-term solutions.	3.41	0.64	High
<b>Overall</b>	<b>3.56</b>	<b>0.58</b>	<b>Very High</b>

The overall mean of 3.56 (Very High) indicated that Pila Sub-Office teachers consistently implemented problem-solving strategies in positive discipline. The highest-rated practice, involving learners in rule-setting (mean = 3.81), demonstrated strong student engagement and ownership, while providing opportunities to correct mistakes constructively (mean = 3.60) reinforced learning over punishment. Reflective and analytical practices received slightly lower ratings (means 3.41–3.46), suggesting room for further development. These results align with research showing that problem-solving and restorative approaches enhance self-regulation, critical thinking, and classroom climate. Overall, teachers effectively applied problem-solving strategies, though continued professional development could strengthen reflective and analytical practices. As Tan and Villanueva (2025) argued, sustained training in restorative and reflective practices was essential to fully realize the benefits of positive discipline in Philippine classrooms.

Table 3.1.2. Level of Implementation of Teachers’ Positive Discipline in terms of Recognizing Individual Differences

Item Statements	Mean	SD	Interpretation
1. I adapt my teaching strategies based on learners’ abilities and learning styles.	3.90	0.44	Very High
2. I acknowledge and respect learners’ diverse cultural and personal backgrounds.	3.88	0.46	Very High
3. I provide differentiated activities to accommodate varying student needs.	3.94	0.40	Very High
4. I adjust my disciplinary strategies according to individual student needs.	3.80	0.52	Very High
5. I create opportunities for learners to showcase their strengths in ways that reflect their individuality.	3.76	0.55	Very High
<b>Overall</b>	<b>3.86</b>	<b>0.47</b>	<b>Very High</b>

The overall mean of 3.86 (Very High) indicated that Pila Sub-Office teachers effectively implemented positive discipline strategies recognizing individual differences. The highest-rated practices included providing differentiated activities (mean = 3.94) and adapting teaching strategies to learners’ abilities (mean = 3.90), reflecting a commitment to inclusive, responsive teaching. Other indicators, such as respecting cultural and personal backgrounds and tailoring discipline to individual needs, also received Very High ratings. Chavez and Ramos (2023) found that when teachers personalized discipline strategies, students felt more understood and were more likely to cooperate and self-regulate. These findings align with research showing that differentiated and culturally responsive strategies improve behavior, engagement, and academic outcomes. Overall, teachers successfully fostered inclusive classrooms that supported both behavioral growth and academic achievement.

Table 3.1.3. Level of Implementation of Teachers’ Positive Discipline in terms of Understanding Child Development

Item Statements	Mean	SD	Interpretation
1. I consider learners’ developmental stages when addressing behavior and discipline.	3.80	0.52	Very High
2. I provide age-appropriate guidance and support in decision-making.	3.73	0.51	Very High
3. I explain behavioral expectations in ways that align with learners’ cognitive levels.	3.77	0.55	Very High
4. I encourage learners to take increasing responsibility for their own behavior.	3.79	0.57	Very High
5. I adapt learning experiences to nurture both the emotional and social growth of learners.	3.86	0.44	Very High

<b>Overall</b>	<b>3.79</b>	<b>0.52</b>	<b>Very High</b>
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The overall mean of 3.79 (Very High) indicated that Pila Sub-Office teachers effectively implemented positive discipline grounded in child development principles. The highest-rated practices included adapting learning experiences to support emotional and social growth (mean = 3.86) and considering developmental stages when addressing behavior (mean = 3.80). Other indicators, such as fostering responsibility, explaining expectations cognitively, and providing age-appropriate guidance, also received Very High ratings. These findings align with research showing that developmentally responsive discipline enhances self-regulation, engagement, and social-emotional growth. Overall, teachers successfully applied child development principles to create supportive, inclusive, and academically productive classrooms.

Table 3.1.4. Level of Implementation of Teachers' Positive Discipline in terms of Child Rights Principles

Item Statements	Mean	SD	Interpretation
1. I uphold learners' rights by implementing discipline with dignity and respect.	3.78	0.52	Very High
2. I ensure that disciplinary measures are fair, just, and non-discriminatory.	3.82	0.49	Very High
3. I create a safe and non-threatening environment where learners feel valued.	3.96	0.41	Very High
4. I foster a sense of shared responsibility by allowing learners to express their views.	3.88	0.47	Very High
5. I empower learners to actively participate in shaping the rules that affect them.	3.90	0.45	Very High
<b>Overall</b>	<b>3.87</b>	<b>0.47</b>	<b>Very High</b>

The overall mean of 3.87 (Very High) indicated that Pila Sub-Office teachers effectively implemented positive discipline aligned with child rights principles. The highest-rated practices included creating a safe, inclusive environment (mean = 3.96) and empowering learners to participate in rule-making (mean = 3.90). Other indicators, such as fostering shared responsibility, ensuring fair discipline, and upholding learners' dignity, also received Very High ratings. These findings align with research showing that rights-based discipline promotes respect, accountability, and academic engagement. Overall, teachers successfully applied child rights principles to create equitable, respectful, and supportive classrooms.

Table 3.1.5. Level of Implementation of Teachers’ Positive Discipline in terms of Pedagogical Principles

Item Statements	Mean	SD	Interpretation
1. I use discipline as an opportunity to teach learners self-regulation.	3.75	0.53	Very High
2. I incorporate real-life scenarios when teaching values and behavior.	3.89	0.45	Very High
3. I ensure consistency in enforcing rules while maintaining a positive approach.	3.80	0.50	Very High
4. I model appropriate behavior for learners to emulate.	3.97	0.40	Very High
5. I integrate reflective activities that help learners connect values to their daily choices.	3.68	0.55	Very High
<b>Overall</b>	<b>3.82</b>	<b>0.49</b>	<b>Very High</b>

The overall mean of 3.82 (Very High) indicated that Pila Sub-Office teachers effectively applied pedagogical principles in positive discipline. The highest-rated practices included modeling appropriate behavior (mean = 3.97) and using real-life scenarios to teach values (mean = 3.89), demonstrating the integration of discipline with teaching. Other indicators, such as consistent rule enforcement, fostering self-regulation, and reflective activities, also received Very High ratings. These findings align with research showing that pedagogically grounded discipline promotes moral reasoning, self-regulation, and academic engagement. Overall, teachers successfully used discipline as a teaching tool to develop responsible, reflective, and values-driven learners.

3.2. *Extent of the Classroom Management Strategies Employed*

Table 3.2.1 Extent of the Classroom Management Strategies Employed in terms of Student-Teacher Relationships

Item Statements	Mean	SD	Interpretation
1. I build positive relationships with learners through open communication.	3.78	0.52	Very High
2. I establish a classroom culture based on mutual respect and trust.	3.85	0.48	Very High
3. I provide emotional and academic support to learners when needed.	3.88	0.46	Very High
4. I recognize learners’ achievements and efforts to foster motivation.	3.72	0.54	Very High
5. I create classroom activities that strengthen rapport and a sense of belonging among learners.	3.90	0.44	Very High
<b>Overall</b>	<b>3.83</b>	<b>0.49</b>	<b>Very High</b>

The overall mean of 3.83 (Very High) indicated that Pila Sub-Office teachers effectively employed classroom management strategies that fostered strong student-teacher relationships. The highest-rated practices included creating activities to strengthen rapport and belonging (mean = 3.90) and providing emotional and academic support (mean = 3.88). Other indicators, such as building mutual respect, maintaining open communication, and recognizing student achievements, also received Very High ratings. These findings align with research showing that positive student-teacher relationships enhance engagement, motivation, self-esteem, and academic performance. Overall, teachers successfully nurtured relationship-centered classrooms that supported both behavioral and academic growth.

Table 3.2.2. Extent of the Classroom Management Strategies Employed in terms of Teacher Consistency

Item Statements	Mean	SD	Interpretation
1. I enforce classroom rules consistently for all learners.	3.81	0.50	Very High
2. I ensure that expectations and consequences are clear and predictable.	3.76	0.52	Very High
3. I follow through on disciplinary actions in a fair and timely manner.	3.65	0.55	Very High
4. I provide clear behavioral expectations and reinforce them regularly.	3.69	0.53	Very High
5. I document and communicate classroom agreements to ensure transparency and fairness.	3.60	0.57	Very High
<b>Overall</b>	<b>3.70</b>	<b>0.53</b>	<b>Very High</b>

The overall mean of 3.70 (Very High) indicated that Pila Sub-Office teachers consistently applied classroom management strategies emphasizing teacher consistency. The highest-rated practices included enforcing rules fairly for all learners (mean = 3.81) and ensuring clear, predictable expectations and consequences (mean = 3.76). Other indicators, such as following through on disciplinary actions, regularly reinforcing expectations, and documenting classroom agreements, also received Very High ratings. These findings align with research showing that consistent, transparent management fosters fairness, trust, self-regulation, and a well-structured learning environment. Overall, teachers effectively maintained consistent practices that promoted behavioral stability and academic focus.

Table 3.2.3. Extent of the Classroom Management Strategies Employed in terms of Teacher Perseverance

Item Statements	Mean	SD	Interpretation
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1. I remain patient and persistent when handling learners with behavioral challenges.	3.77	0.51	Very High
2. I continuously seek strategies to improve classroom discipline and engagement.	3.83	0.48	Very High
3. I adapt my classroom management approach when previous strategies are ineffective.	3.86	0.46	Very High
4. I maintain a positive and encouraging attitude despite classroom difficulties.	3.71	0.52	Very High
5. I view classroom challenges as opportunities to grow in creativity and resilience.	3.75	0.50	Very High
<b>Overall</b>	<b>3.78</b>	<b>0.50</b>	<b>Very High</b>

The overall mean of 3.78 (Very High) indicated that Pila Sub-Office teachers consistently demonstrated perseverance in classroom management. The highest-rated practices included adapting approaches when previous strategies were ineffective (mean = 3.86) and seeking continuous improvement in discipline and engagement (mean = 3.83). Other indicators, such as maintaining patience, viewing challenges as growth opportunities, and sustaining a positive attitude, also received Very High ratings. These findings align with research showing that teacher perseverance enhances classroom outcomes, reduces burnout, and fosters a supportive, resilient learning environment. Overall, teachers effectively applied perseverance to maintain productive and adaptive classrooms.

Table 3.2.4. Extent of the Classroom Management Strategies Employed in terms of Restorative Practice

Item Statements	Mean	SD	Interpretation
1. I encourage learners to take responsibility for their actions and make amends.	3.68	0.55	Very High
2. I use restorative dialogues to help learners understand the impact of their actions.	3.61	0.57	Very High
3. I facilitate peer mediation or collaborative problem-solving when conflicts arise.	3.79	0.50	Very High
4. I prioritize conflict resolution through reflection rather than punishment.	3.74	0.52	Very High
5. I guide learners in developing empathy by considering the perspectives of those affected.	3.83	0.48	Very High
<b>Overall</b>	<b>3.73</b>	<b>0.52</b>	<b>Very High</b>

The overall mean of 3.73 (Very High) indicated that Pila Sub-Office teachers consistently employed restorative justice practices in classroom management. The highest-rated

practices included guiding learners to develop empathy (mean = 3.83) and facilitating peer mediation or collaborative problem-solving (mean = 3.79). Other indicators, such as prioritizing reflection over punishment, encouraging responsibility, and conducting restorative dialogues, also received Very High ratings. These findings align with research showing that restorative practices promote accountability, emotional intelligence, positive relationships, and a safe, inclusive classroom climate. Overall, teachers effectively used restorative strategies to support behavioral growth and foster a respectful learning environment.

### 3.3. Learners' Academic Performance

*Table 3.3.1 Learners' Academic Performance as to their Mean Final Rating for the 1st Quarter of School Year 2025-2026*

Rating	Counts (f)	% of Total
Outstanding (O)	24	20.34 %
Very Satisfactory (VS)	63	53.39 %
Satisfactory (S)	31	26.27 %
Fairly satisfactory (FS)	0	0 %

The data showed that most learners in the Pila Sub-Office performed well in the first quarter of School Year 2025–2026. The majority (53.39%) achieved a Very Satisfactory rating, while 24.58% attained Outstanding performance, reflecting strong academic proficiency and engagement. A notable 28.81% received a Satisfactory rating, indicating acceptable performance with room for improvement, and no learners fell into the Fairly Satisfactory category. These results suggest that positive discipline and supportive classroom management contributed to high academic achievement, aligning with research showing that structured, empathetic, and restorative practices enhance student outcomes.

### 3.4. The Significant Effect of the Level of Implementation of Teachers' Positive Discipline on the Extent of the Classroom Management Strategies Employed

*Table 3.4.1. Regression Coefficients of the Implementation of Teachers' Positive Discipline on Classroom Management Strategies*

Model Coefficients - Overall Level of Classroom Management Strategies

Predictor	Estimate	SE	T	P
Intercepts	2.412	0.393	7.183	0.000
Problem Solving	1.184	0.312	3.795	0.000

Recognizing Individual Differences	0.969	0.284	3.413	0.001
Understanding Child Development	0.857	0.267	3.210	0.002
Child Rights Principles	0.957	0.276	3.469	0.001
Pedagogical Principles	1.191	0.298	3.996	0.000

The regression analysis showed that teachers’ implementation of positive discipline had a statistically significant effect on the extent of classroom management strategies employed. Pedagogical Principles were the most influential factor, followed by Problem Solving, while Recognizing Individual Differences, Understanding Child Development, and Child Rights Principles also contributed significantly. These findings indicate that integrating discipline with instruction, fostering inclusivity, and applying developmentally appropriate and rights-based practices strengthen classroom management. Overall, the results highlight the importance of sustained professional development in reflective, inclusive, and pedagogically aligned discipline strategies.

*3.5. The Significant Effect of the Extent of the Classroom Management Strategies Employed on the Pupils’ Academic Performance*

Table 3.5.1. Regression Coefficients of the Classroom Management Strategies Employed on the Pupils’ Academic Performance

Model Coefficients - Overall Level of Pupils’ Academic Performance

Predictor	Estimate	SE	t	P
Intercepts	2.412	0.393	7.183	0.000
Student-teacher relationships	1.184	0.312	3.795	0.000
Teacher consistency	0.857	0.267	3.210	0.002
Teacher perseverance	0.957	0.276	3.469	0.001
Restorative justice	1.191	0.298	3.996	0.000

The regression analysis showed that classroom management strategies significantly influenced pupils’ academic performance, explaining 71.3% of the variance ( $R^2 = 0.713$ ,  $F(4,113) = 55.65$ ,  $p < 0.001$ ). All four predictors—Student-Teacher Relationships, Teacher Consistency, Teacher Perseverance, and Restorative Justice—had significant positive effects, with Student-Teacher Relationships (Estimate = 1.184) and Restorative Justice (Estimate =

1.191) having the strongest impact. These findings indicate that fostering positive relationships, maintaining fairness and consistency, demonstrating perseverance, and applying restorative practices directly enhance learning outcomes. Overall, effective classroom management not only maintains order but also promotes a supportive, resilient, and academically productive environment.

The findings consistently demonstrated very high levels of positive discipline and classroom management practices among teachers, which were significantly associated with learners' academic performance. These results reinforce existing literature emphasizing that structured, supportive, and inclusive classroom environments contribute to improved student engagement and achievement.

However, while regression results indicate strong predictive relationships, these should be interpreted with caution. External variables such as learners' socio-economic background, parental support, class size, and school resources were not controlled in this study and may also influence academic outcomes.

#### **4. Conclusion and Recommendations**

The findings of the study indicate that teachers in the Pila Sub-Office effectively implemented positive discipline, fostering classrooms that were respectful, inclusive, and developmentally appropriate. By integrating problem-solving, recognizing individual differences, understanding child development, and upholding child rights, teachers promoted both positive behavior and the formation of lifelong values. Their consistent application of classroom management strategies created structured and supportive learning environments, reflecting their role not only as instructors but also as facilitators of holistic learner development.

As a result, learners demonstrated positive academic performance, consistently meeting or exceeding expected standards. The study further showed that the systematic use of positive discipline strengthened classroom management by making it more organized, inclusive, and responsive, while simultaneously increasing student engagement, motivation, and achievement. Overall, effective classroom management and the implementation of positive discipline were found to play a crucial role in shaping learner success, as supportive interactions, clear expectations, and fair consequences contributed significantly to academic and behavioral outcomes.

Based on the findings of the study, the following recommendations are presented:

1. Schools should establish formal mentoring and training programs where Master Teachers coach teachers on applying positive discipline strategies. Collaborative planning sessions, recognition of exemplary practices, and performance-based incentives should be included to reinforce effective implementation.

2. Classroom management strategies should integrate restorative and inclusive principles, such as restorative circles, peer mediation, and collaborative rule-setting, to promote equity, accountability, and trust among learners.
3. Teachers should strengthen instructional planning by applying differentiated instruction, scaffolded activities, and formative assessments that align with learners' developmental needs and academic levels, thereby reducing behavioral issues and enhancing student performance.

The study affirms that positive discipline and classroom management are critical components of effective teaching. However, their success depends not only on teacher practices but also on contextual and systemic support such as training, resources, and school leadership.

## **5. Limitations of the Study**

**This study has several limitations that must be considered:**

1. Limited Generalizability - The study focused only on 118 teachers within the Pila Sub-Office, which may not represent other districts, regions, or private schools.
2. Correlational Design - The use of a correlational approach limits the ability to establish causal relationships among variables.
3. Self-Reported Data - The reliance on a researcher-made questionnaire may introduce response bias, including social desirability and subjective interpretation.
4. Limited Academic Performance Measures - Academic performance was based solely on general rating categories and did not include subject-specific analysis, longitudinal data, or non-academic outcomes such as behavior and well-being.
5. Uncontrolled Variables - Factors such as class size, teacher experience, and learner demographics were not controlled and may influence results.

## **6. Recommendations for Future Research**

Future studies may:

1. Use mixed-methods designs to include classroom observations and interviews.
2. Conduct longitudinal studies to track long-term effects.
3. Include multiple regions or school types to improve generalizability.
4. Examine moderating variables such as socio-economic status, class size, and teacher experience.
5. Explore non-academic outcomes such as behavior, well-being, and social skills.

## **Declaration of Conflicting Interests and Ethics**

This study adhered to strict ethical considerations to protect the rights and welfare of the participants. Prior to data collection, informed consent was obtained, explaining the purpose of

the research, the voluntary nature of participation, and the confidentiality of their responses. Participants' identities remained anonymous, and data were used solely for academic purposes. Additionally, the study complied with ethical guidelines set by the Department of Education (DepEd) and relevant research protocols to uphold integrity, transparency, and respect for all respondents involved.

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