PHILIPPINE PUBLIC SCHOOL VALUES EDUCATION TEACHERS' EXPERIENCES IN CLASSROOM POSITIVE DISCIPLINE: A PHENOMENOLOGICAL INQUIRY
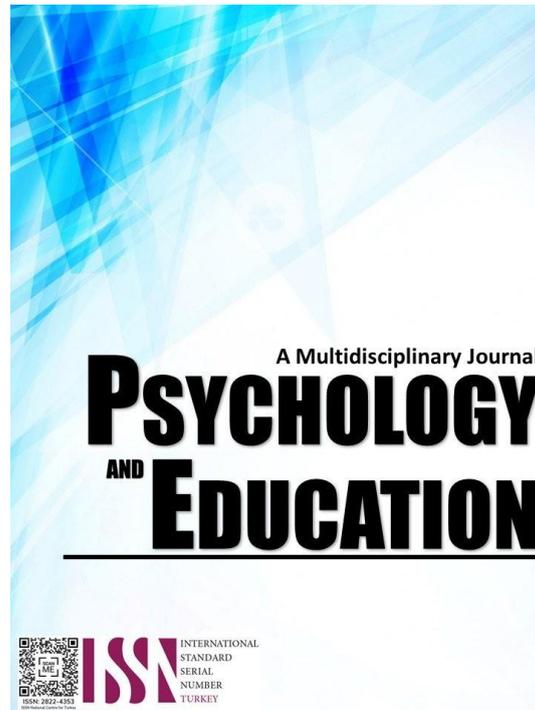
A Multidisciplinary Journal

PSYCHOLOGY
AND EDUCATION

Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline: A Phenomenological Inquiry

Charlene A. Escobal*, Ma. Sarah F. Arboleda, Jenny Ann A. Jarina, Las Johansen B. Caluza
For affiliations and correspondence, see the last page.

Abstract

This study seeks to explore how positive discipline is implemented in the classroom and how it affects student conduct. Its participants are teachers of Values Education in Philippine public schools. The lived experiences of Filipino public school teachers teaching Values Education regarding applying positive discipline in their classrooms were explored as part of this phenomenological study. Semi-structured interviews were used to gather the data, which was then analyzed utilizing Colaizzi's approach. The following three primary themes emerged from the findings: the significance of positive discipline, the difficulties in putting positive discipline into practice, and the advantages of positive discipline. Instructors emphasized the importance of creating a warm, respectful environment in the classroom where students are motivated to take responsibility for their actions and learn from their mistakes. The absence of institutional and family support they faced, as well as the challenge of balancing compassion and punishment, were some of the challenges they faced. This study sheds light on how positive discipline is applied by Values Education teachers and how it affects students' conduct. The findings highlight the need of creating a welcoming atmosphere for learning in the classroom that puts a focus on respect, fairness, and teamwork to promote children's good behavior and academic achievement.

Keywords: *positive discipline, values education, public schools, teacher experiences, classroom management, teacher-student relationships.*

Introduction

Education has as much to do with instilling principles and developing character as it is with achieving academic success. The Philippine Department of Education (DepEd) acknowledges the value of Values Education in fostering students' overall development, including the encouragement of honorable behavior and the building of a supportive classroom community. One method for doing this is to use positive discipline. In a nonpunitive approach to classroom management, positive discipline emphasizes positive behavior and reinforces positive results.

The DepEd Order No. 40, s. 2012., "The Child Protection Policy" will serve as the study's principal directive, which offers regulations and policies for wholesome learning settings that support kids' overall growth. To give a deeper understanding of the experiences of instructors and the effects of positive discipline on student conduct, theoretical frameworks like the ecological systems theory, positive psychology approach, social learning theory, and positive discipline will be employed.

Graziano and Hart (2016) argue that maintaining positive discipline in the classroom is a critical aspect of effective teaching and learning.The trust of the students to its mentor is very crucial for the child to be receptive to the teaching of his teachers. Positive

discipline, as defined by Nelson (2018), emphasizes a proactive and supportive approach that prioritizes respect, collaboration, and problem-solving. Many psychologists have already proven that fear doesn't inspire respect. However, Packer and Ballantyne (2015) note that many teachers, including those teaching EsP, face challenges in maintaining positive discipline in their classrooms. Especially nowadays that teachers and students relationship has undergone a lot of changes from the way the teachers were trained, and the sudden onset of technology and even distance learning modality. This challenge is amplified in modern classrooms, where students come from diverse backgrounds and have varying learning needs and behavioral challenges (Khalsa & Stout, 2017).

According to studies, teachers who struggle with maintaining proper behavior and classroom discipline are more likely to feel tiredness, stress, and low job satisfaction (Jiang, et al., 2019) An unorganized classroom may add to the challenge of making the students learn their lesson. It is a well known fact that students thrive in an organized environment where they know what to expect. Also, students in unfavorable learning environments run the risk of subpar academic results, low motivation, and behavioral issues (Reinke et al., 2018). Hence, it is vital to understand the obstacles that teachers encounter in maintaining constructive discipline in the classroom to support teacher wellbeing and student achievement.This qualitative research study aims to

explore the challenges and problems faced by Values Education teachers in maintaining positive discipline in their classrooms. The study will use semi-structured interviews and focus group discussions to gather data from a purposive sample of Values Education teachers working in different schools. The data collected will be analyzed using thematic analysis to identify key themes and patterns in the data.

Overall, by highlighting the issues Values Education teachers experience in upholding positive discipline and the elements that contribute to these obstacles, this study aims to add to the body of knowledge on classroom management and discipline. The results of this study may assist educators, administrators, and policymakers in creating efficient methods for upholding constructive discipline in the classroom, which will ultimately aid in the academic and social-emotional growth of students.This study will shed light on the lived experiences of Values Education teachers who implement positive discipline in their classrooms, including the challenges they face, the benefits of this approach, and the impact on student behavior. By understanding the experiences of the teachers, we can gain insights into the effectiveness of positive discipline and identify areas for improvement in classroom management practices.

Research Questions

This study seeks to answer the following questions:

1. What are the emerging lived experiences of the participants in positive classroom discipline in their classroom?
2. What are the challenges the Philippine public school Values Education teachers encounter when implementing positive discipline in their classrooms?
3. How do Philippine public school Values Education teachers handle challenges and problems in the classroom?
4. Based on the shared lived experiences of the participants, what is the essence of positive discipline in the classroom?

Methodology

Research Design

The research design for this study is a phenomenological inquiry. Phenomenology is a qualitative research approach that seeks to understand and describe the meaning and essence of a lived experience or phenomenon from the perspective of those who have experienced it. The aim of a phenomenological inquiry is to uncover the underlying structures and essential features of the phenomenon under study.In this study, the research design was appropriate because it allowed for an indepth exploration of the experiences of Philippine public school Values Education teachers in implementing positive discipline in their classrooms. By using a phenomenological approach, the researcher was able to capture the richness and complexity of the teachers' lived experiences and gain a deeper understanding of the phenomenon under study.The phenomenological inquiry involved conducting in-depth, semi-structured interviews with the participants to explore their experiences and perspectives on positive discipline in the classroom. The interviews were conducted in a way that allowed the participants to share their experiences in their own words and to provide rich and detailed descriptions of their experiences.The data collected through the interviews were analyzed using a thematic approach, which involved a process of coding and categorizing the data to identify key themes and patterns in the teachers' lived experiences. Overall, the phenomenological inquiry is the appropriate research design for this study because it allows for an in-depth exploration of the teachers' experiences and provides a rich and nuanced understanding of the phenomenon under study.

Research Methods

Data Collection Procedure

Semi-structured interviews and observations will be used to gather the data for this research investigation which was then analyzed utilizing Colaizzi's approach. Colaizzi's data analysis approach was used in the study to extract, arrange, and analyze the data from the interview replies of the participants. A selected sample of 9 public school ValuesEducation Teachers who have enforced constructive discipline in their classes will be subjected to semi-structured interviews. The semi-structured interviews will take place in person and be recorded on audio. To better understand the difficulties the participants encounter in upholding positive discipline, observations will also be made in their classrooms.

Research Locale

Teachers in Region IV-A CALABARZON who taught Values Education or who handled the subject were

chosen for the study because they are known to have diverse student populations, which will allow for a rich understanding of the difficulties teachers face in upholding positive discipline in a multicultural classroom.

Sampling Method

As this is a phenomenological research study on "Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline: A Phenomenological Inquiry", the inclusion criteria or selection criteria for participants may include the following:

The participants must be currently teaching Values Education in a public school in the Philippines.
The participants must have at least 3 years of teaching experience in Values Education.|
The participants must have experience using positive discipline strategies in their classroom.
The participants must be willing to participate in the study and share their experiences and perceptions of positive discipline.
The participants must be able to communicate fluently in English or Filipino, the languages used for the interviews and data analysis.

These inclusion criteria aim to ensure that the participants have direct experience and knowledge of positive discipline strategies in the context of Philippine public schools. By selecting participants who meet these criteria, the researcher can gain a more in-depth understanding of how Values Education teachers in the Philippines experience and perceive positive discipline in their classrooms.

Characteristics of Participants

Participants Code	Sex	Age	Civil Status	Length of Teaching Experience	Number of relevant trainings attended on Positive Discipline	Number of relevant seminars attended on Positive Discipline
P1	F	36	Married	17	3	3
P2	F	56	Married	35	0	2
P3	F	43	Married	10	5	5
P4	F	54	Married	32	4	2
P5	F	43	Married	15	3	2
P6	F	37	Married	11	2	2
P7	F	35	Married	12	2	2
P8	F	38	Married	13	2	3
P9	F	35	Married	12	2	2

Research Instrument and Validation:

Validation of the research instrument in this research study involves several steps, including:

Expert Review: The interview protocol or guide is reviewed by experts in the field to ensure that the

questions are relevant to the research topic and appropriate for the study's purpose.

Saturation: In phenomenological research, data collection continues until saturation is reached, meaning that no new themes or insights are emerging from the interviews. This helps ensure that the data collected is sufficient to capture the essence of the phenomenon under study.

Triangulation: Triangulation involves using multiple methods or sources of data to validate the findings. In phenomenological research, this could involve using multiple interviews with participants, reviewing relevant documents, and/or seeking feedback from other experts in the field.

Data Analysis

In order to collect information from the participants in the study on teachers' experiences with classroom positive discipline in Philippine public schools, structured interview guiding questions were used. Participants' consent was requested before the replies were recorded and typed up. According to Creswell, the transcription of the audio recordings was part of the data analysis process, which included data immersion, coding, classification, interpretation, and verification (2013). To guarantee accuracy and completeness, the transcripts were verbatim transcribed. To discover important themes and patterns that emerged from the data, the data were classified and categorized basedon similarities and differences. The categories were then interpreted in the context of the research phenomenon to identify the essential structures and features of the teachers' experiences of positive discipline in the classroom. The findings were verified with the participants to ensure their accuracy and reflection on their experiences and perspectives.

In order to ensure that the categories truly reflected the experiences of the teachers, the data analysis method was iterative and required ongoing reflection and improvement. The analysis's goals were to offer a broad and nuanced knowledge of the phenomenon under investigation and to pinpoint the key components and characteristics of the teachers' experiences with constructive punishment in the classroom.

Establishing Trustworthiness

In this phenomenological study on Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline: A Phenomenological Investigation, the researcher employed a number of strategies to assure the reliability of the findings. The

use of several data sources to cross-validate the findings and guarantee consistency in the conclusions was one of these strategies, known as triangulation. Data from interviews, field notes, and observations were triangulated for this study. Saturation is another method that has been utilized. With this method, data collecting is finished when no fresh themes or facts can be drawn from the data, indicating that data saturation has been accomplished. Also, member checking was used in the study to provide participants the chance to assess the findings and offer input on how well they represented their own experiences. Through these approaches, the validity of the results was ensured, and the experiences and viewpoints of the participants were accurately represented. (Cruz, 2021)

Ethical considerations

In the study, strict adherence to ethical considerations must be met to protect the security and welfare of the participants, ethical concerns must be made when conducting research. The following ethical considerations were carefully taken into account in this phenomenological study on Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline: A Phenomenological Inquiry. The participants gave their informed permission after being fully informed of the study's goals, their rights, and any possible hazards associated with participation. In addition, participants had the freedom to stop taking part in the study whenever they wanted. To preserve their privacy, the participants' confidentiality and anonymity were scrupulously upheld. The participants' autonomy and freedom of choice were protected throughout the study procedure, which was also considered. Lastly, limiting harm was a primary objective of this study. The participants' well-being was given the highest attention to prevent any bodily or psychological injury, and the study's possible dangers were mentioned to them. (Cruz, 2021)

Research Reflexivity

In any research process, it is essential to consider research reflexivity, which involves reflecting on the researcher's role and positionality. In this study on Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline, several reflexivity considerations were taken into account. First, the researcher acknowledged their biases and assumptions and engaged in a process of bracketing to set them aside to ensure an objective understanding of the topic. Secondly, the researcher was mindful of their position of power and authority and made sure

that the participants' voices were given the highest regard. Thirdly, the researcher was aware of their impact on the research process and made efforts to reduce any biases or influences that may have affected the study. Lastly, the researcher acknowledged their role in the interpretation of the data and worked to present a comprehensive and nuanced understanding of the phenomenon under study. (Creswell, 2013)

In order to ensure that the findings accurately reflected the participants' experiences and viewpoints, the researcher engaged in a process of reflexivity throughout the whole research process.

Results and Discussion

Theme 1. *Positive Classroom Implementation*

A positive classroom discipline is an approach to managing student behavior that emphasizes building relationships, fostering a sense of community, and promoting selfregulation. Emerging lived experiences of participants in positive classroom discipline include:

Increased sense of connection: With positive disciplinary techniques, instructors may develop a better rapport with their kids and feel more connected to them. Instead of using fear or punishment, positive discipline is based on cooperation, respect, and problem-solving. Students experience worth and support when teachers employ positive discipline techniques, and this can foster a deeper feeling of connection with those who are teaching them. Students may feel more at ease sharing their ideas and views in class if they feel connected, which may also assist create a more pleasant learning atmosphere.(Nelsen et al., 2014)

Improved classroom climate: The use of positive discipline strategies creates a more positive classroom climate, as students feel safer and more respected. (Pekrun, Elliot, & Maier, 2009) Good classroom

management techniques foster a more pleasant learning environment, which can boost student engagement and academic achievement. When constructive discipline is implemented in the classroom, students feel more secure and respected. Increased engagement and a more enthusiastic outlook on learning may result from this. Stress and anxiety may be lessened in the classroom, which helps pupils concentrate better on their academic work.

More student engagement: (Fredricks, Blumenfeld, & Paris, 2004) By fostering a more pleasant learning environment, positive disciplinary methods can boost student involvement. Students are more likely to participate in class and take an active role in their own learning when they feel protected, respected, and appreciated. Positive discipline methods can also encourage students to take responsibility for their education, which can boost motivation and engagement.

Enhanced self-regulation skills: Developing crucial self-regulation abilities including self-awareness, self-control, and self-motivation is made easier for pupils with positive discipline. Positive disciplinary methods can aid children in developing greater independence and self-reliance as learners by teaching them how to control their own conduct. The ability to control one's own conduct gives pupils greater stress management and coping skills, which can help them do better in class. (Snyder et al., 2015)

Reduced disruptive behavior: Positive discipline techniques can lead to a reduction in disruptive behavior, as students are more likely to engage in positive behavior when it is reinforced and modeled by their teacher. (Sprick et al., 2011) Using positive discipline strategies in the classroom can help lessen disruptive conduct. Teachers may motivate children to exhibit more good behaviors by highlighting these actions and praising and recognizing such behaviors. When children get praise for good behavior, they are more inclined to keep up that behavior rather than engage in disruptive behavior. By putting more emphasis on problem-solving than punishment, positive disciplinary methods can also assist instructors in controlling disruptive behavior when it does occur.

Improved academic performance: Students are more likely to do well academically when they feel protected, respected, and involved. The use of constructive discipline methods can improve the learning environment, which in turn can raise student motivation and engagement. Students are more likely

to participate in class, finish their tasks, and do well on exams when they are motivated and interested. Also, through positive discipline techniques, pupils may learn vital abilities like self-control, which are crucial for academic achievement. (Gage, 2013)

Children's behavior has long been managed using traditional types of discipline, such as penalties and rewards, in a range of contexts, which would include schools and homes. Nonetheless, its use has been challenged in certainly linked publications since it could harm children's motivation and general well-being (Gershoff, 2010). The efficacy of these tactics, as well as the possible damage they may do to children's motivation and well-being, has, however, been questioned by certain academics.

For instance, corporal punishment and verbal reprimands may make children more aggressive and negatively impact their mental health. However, it has been discovered via research that rewards like stickers and snacks may not be helpful in encouraging longterm behavior changes and may instead reduce intrinsic desire.

Theme 2: *Challenges encountered by Philippine public school Values Education teachers when implementing positive discipline in the classrooms*
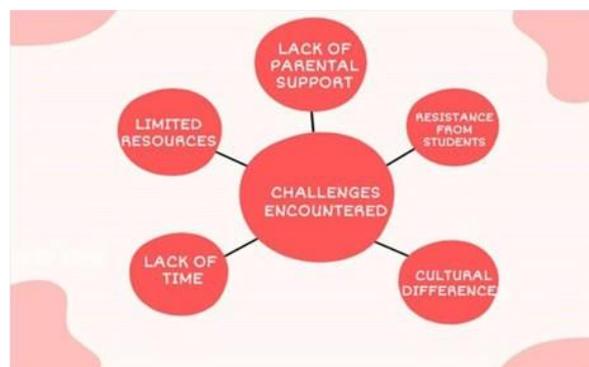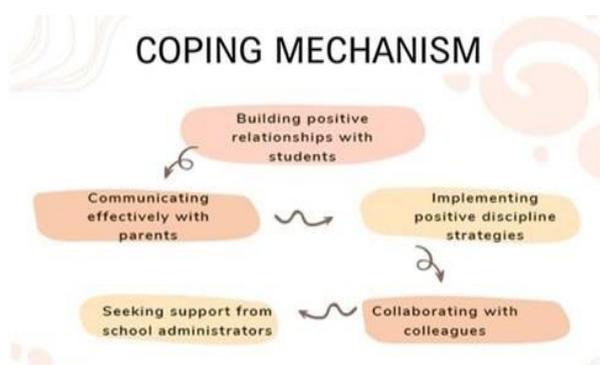

Philippine public school teachers face several challenges when implementing positive discipline strategies in the classroom. Reyes and Alfonso (2016) stated that a lack of resources, such as instruction, supplies, and administrative assistance, can make it challenging for teachers to successfully employ constructive discipline tactics. Also, teachers could experience pressure to cover a lot of material in a short period of time, which can make it difficult to give positive disciplinary practices priority (Torres, 2018). Dela Cruz (2019) highlighted the challenge of cultural differences, as positive discipline techniques may be perceived differently across different cultures, making

it challenging for teachers to implement these strategies in a culturally-sensitive manner. Resistance from students is also a challenge, as some students may resist positive discipline practices if they are accustomed to more traditional forms of punishment (Reyes & Alfonso, 2016). Third, a lack of parental involvement might make it difficult for instructors to regularly use positive discipline techniques since parents may not be aware of these techniques or may have different disciplinary methods (Torres, 2018). Despite these difficulties, teachers in Philippine public schools have developed ways to deal with them, including cultivating good relationships with students, communicating clearly with parents, employing constructive methods of punishment, working together with other teachers, and requesting assistance from school officials (Manansala, 2017; Dela Cruz, 2019; Reyes & Alfonso, 2016; Torres, 2018).

Corporal discipline, such as beating, can have detrimental consequences on children's development and well-being, research has repeatedly demonstrated. Children's hostility, delinquency, and abusive behavior have all increased after receiving physical punishment (Gershoff, 2002). Furthermore, research has shown that children who received violent methods performed worse in school and had more mental health issues, such as anxiety and depression, than children who did not (Gershoff & Bitensky, 2007). Research has demonstrated that physical punishment can deteriorate parent-child relationships and reduce confidence, interactions, and connectedness (Lansford, DeaterDeckard, Dodge, Bates, & Pettit, 2004).

Theme 3. *The coping mechanism of Values Education Teachers*

In Philippine public schools, Values Education teachers face challenges in managing behavior problems in their classrooms. To address these challenges, they use a variety of strategies. Firstly, they prioritize building positive relationships with their students to create a safe and supportive learning environment and reduce the likelihood of behavior

problems (Manansala, 2017). Effective communication with parents is also important, with teachers regularly involving them in the disciplinary process to address behavior problems and build trust between the teacher and parent (Torres, 2018). Additionally, teachers use positive discipline strategies, such as positive reinforcement and problem-solving, to promote positive behavior and address behavior problems in a non- punitive manner (Dela Cruz, 2019). Collaboration with colleagues to share strategies and resources is also important in building a supportive professional community (Manansala, 2017). Lastly, seeking support from school administrators when dealing with challenging behavior can provide additional resources and guidance for addressing behavior problems (Reyes & Alfonso, 2016). Through the use of these strategies, Philippine public school Values Education teachers can effectively manage behavior problems in their classrooms while promoting positive student behavior and a supportive learning environment.


Shared Lived Experiences of the Participants

Based on the shared lived experiences of the participants, the essence of positive discipline in the classroom is the promotion of positive behavior and the creation of a safe and supportive learning environment for students. Positive discipline strategies focus on building positive relationships with students, modeling appropriate behavior, and providing opportunities for students to develop social and emotional skills.

According to Reyes and Alfonso (2016), positive discipline strategies can help to foster a positive learning environment by promoting positive behavior and reducing disruptive behavior. Positive discipline strategies also help to build trust and respect between teachers and students, which can improve student engagement and motivation (Dela Cruz, 2019).

Furthermore, positive discipline strategies have been found to be effective in improving academic

performance and reducing the likelihood of future behavioral problems (Manansala, 2017). Positive discipline also promotes social and emotional learning, which can help students develop critical life skills, such as empathy, selfawareness, and self-regulation (Mendes, 2019).

The essence of positive discipline in the classroom is the promotion of positive behavior, the creation of a safe and supportive learning environment, and the development of social and emotional skills among students. By focusing on positive discipline strategies, teachers can help students develop the skills and behaviors necessary for success in school and in life.
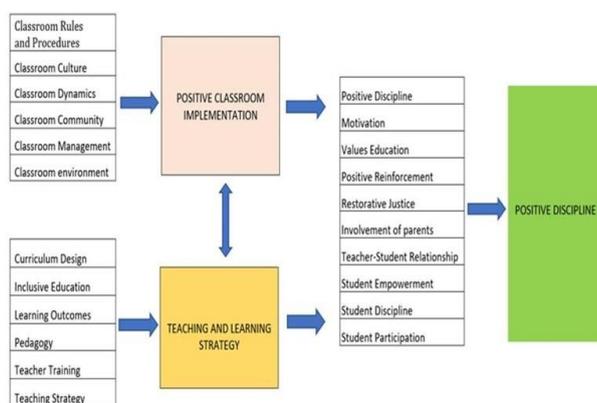
Exploring Influential Factors: Understanding the Context of Participant Responses.

A positive discipline is an approach, which focuses on teaching children selfdiscipline and responsibility rather than relying on punishment to control behavior (Nucci, L. P., 2001) It is an effective method of promoting a positive and supportive learning environment that leads to improved academic performance and behavior. This study explores the experiences of Philippine public school Values Education teachers in implementing positive discipline in their classrooms through a phenomenological inquiry. It employed a phenomenological inquiry approach to gathering data from six Philippine public school Values Education teachers who have experience in implementing positive discipline in their classrooms. The teachers were selected through purposive sampling, and semi-structured interviews were conducted to gather data on their experiences.

The results of the study revealed three main themes that describe the experiences of Philippine public schools. First is positive classroom implementation. Creating a positive learning environment for students is part of a positive learning environment

implementation strategy. This can involve establishing precise guidelines and expectations, giving constructive criticism, and cultivating positive relationships with students. Students can feel comfortable, appreciated, and motivated to study when the classroom climate is favorable. According to the study by Gentry, et. al (2019). Mindfulness, the meta-analysis found that student academic outcomes and socialemotional well-being were positively impacted by classroom-based mindfulness treatments in a minor but meaningful way. The necessity for teacher support and training, as well as the possible effects of contextual and cultural factors, were additional topics covered by the authors in their discussion of the difficulties and limitations of applying mindfulness treatments in the classroom. However, further study is needed to fully comprehend their efficacy and the best methods for implementation. The results indicate that mindfulness treatments can be a useful adjunct to classroom practice.

Some comments made by our participants during the one-on-one interview are listed below showing the concern and empathy of Values Education teachers for their students. Their love and compassion augment their lack of training regarding positive discipline. Most of their classrooms became the second home for their students. The sympathy and positive discipline that are lacking in their homes were usually found in Values Education teachers. Their classrooms became a haven, especially for troubled students.

Johnson, et. al (2020) discovered that support teachers and a favorable school environment are linked to higher levels of student involvement, particularly for learners who had low levels of engagement at first. Also, A pleasant classroom atmosphere, including clear expectations, positive reinforcement, and a supportive learning environment, was connected with better student behavior (Wang, et.al, 1994). SocialEmotional Learning (SEL) is another approach to positive classroom implementation that aims to develop student's social and emotional competencies. SEL programs have been shown to improve students' academic performance, behavior, and relationships with peers and teachers. (Durlak et al., 2011) Also, the use of restorative practices in the classroom has been shown to reduce disciplinary incidents and improve students' relationships with peers and teachers. Restorative practices focus on repairing harm and restoring relationships rather than punishment. (Hopkins et al., 2014)

Second, teaching and learning techniques: Teachers employ these approaches to help students learn. Some

types of methods of instruction and learning include lectures, group projects, discussions, and practical exercises. Effective teaching and learning methods can improve students' ability to think critically and solve problems while also supporting them in comprehending and remembering the material.

Robles-Piña, et. al (2020) examines the impact of positive discipline on academic performance and classroom management in Mexican schools. The results show that positive discipline strategies, such as praise and encouragement, had a positive effect on academic performance and classroom management. The study emphasizes the importance of implementing positive discipline strategies consistently and providing ongoing training and support to teachers. Nowadays, DepEd is giving lots of training to teachers but sadly the mental health law is not yet implemented. It will be a big help to Values Education Teachers if they will be given help by a Registered Guidance counselor because most EsP teachers are also designated Guidance Teachers because they become the embodiment of love and kindness in the school.

Johnson, et.al. (2020) discovered that improved student involvement is linked to a healthy school atmosphere and teacher support, especially for kids who initially showed low levels of engagement. Some students who have fear of other subjects excelled in Values Education because they are not afraid of their teacher (Boustani 2018).

These are a few of the interviewees' noteworthy responses.

"...So ang effective na strategy para maging safe ang environment ng mga bata sa classroom, ang kailangan natin ay ipaunawa sa kanila yung respect, ano, treat others equally at ipakita natin sa kanila kung paano isabuhay yun, maging model tayo sa mga bata para sila ay sumunod sa atin." ("...So the effective strategy to make the classroom environment safe for children is to make them understand respect, treating others equally, and demonstrating how to live those values. We need to be models for the children so they can follow us."*(page 10,line 24))*

"...Naniniwala ako na ang tao ay mabuti. Kaya kung may ginawa man siyang pagkakamali, bigyan natin siya ng pagkakataon na itama ang kaniyang pagkakamali sa tamang paraan." ("I believe that people are inherently good. So if they make a mistake, let us give them the opportunity to correct it in the right way.*(page 9, line 9))*

And lastly, positive discipline is a classroom management strategy that places more emphasis on rewarding positive conduct than on punishing it. Praise and affirmation rewards for good behavior and working together with students to set classroom rules and penalties are all examples of positive disciplinary techniques.

Shen, et. al(2021) Naidoo, (2019) Simonsen et.al (2008) study showed that when teachers used fear appeal in their instruction, students experienced decreased engagement and lower academic performance. The studies suggest that teachers should use positive disciplinary approaches, such as building positive relationships with students and providing feedback, to promote student engagement and academic performance.

The participants' responses showed how big the heart of Values Education Teachers is for their students. They are viewed by students as the second parent, the center of the school, and a safe place to go, so they feel at ease confiding in them about their ideas and even their living arrangements.

Overall, our research study's findings show that effective teaching and learning methods and good classroom implementation can lead to good classroom management, which can have a number of advantageous consequences for both teachers and students. By combining effective teaching and learning approaches with constructive classroom implementation, teachers may create a productive learning environment that fosters positive discipline. When students feel appreciated, involved, and motivated to learn, they are more likely to act appropriately. This can then result in higher academic success and enhanced social and emotional abilities. Teachers can improve their relationships with their students and create a sense of community in the classroom by focusing on constructive discipline.

Conclusion

The study's conclusion emphasizes the significance of encouraging good discipline in Philippine public schools and aiding teachers in their attempts to do so successfully. This is because, as the study's results demonstrate, using positive discipline strategies has a significant positive influence on both teaching and learning.

First and foremost, the study discovered that teachers who employ beneficial methods of punishment benefit

from increased student collaboration and respect, as well as from increased academic accomplishment and positive behavior. This is in line with the Social Learning Theory, which contends that people pick up new skills by modeling, imitating, and observing the conduct of others. Students are more likely to internalize the behavior and demonstrate it when teachers employ positive methods of correction and set a good example for them. Second, the study demonstrated that teachers face challenges when implementing constructive discipline tactics, including criticism from students as well as a lack of support from parents and school administrators. These issues underscore the need for legislation, instruction, and support systems that help teachers effectively employ constructive discipline strategies in the classroom.The study's result highlights the significance of developing a culture of constructive punishment in Philippine public schools. We can assist our students in acquiring theabilities they need to function successfully in society by doing this. Also, this study offers insightful information that may be used to guide the creation of regulations and instruction plans that support constructive behavior management in classrooms, thus helping to advance the Philippine educational system.

Based on the findings of the study on Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline, it is recommended that educational institutions and teachers strengthen the use of constructive discipline methods in the classroom (Datu & Valencia, 2021). Instead of using punitive methods that could make the problem worse, teachers should be given the necessary training and assistance to properly use positive discipline approaches and deal with disruptive behavior. The experiences of Values Education teachers in various contexts and settings, as well as the perspectives of other stakeholders like students and parents, should be explored in further research in order to gain a more thorough understanding of the difficulties and possibilities associated with using positive discipline procedures in the classroom (Datu & Valencia, 2021). This could aid future researchers in designing more effective strategies and interventions for promoting positive discipline among public school teachers.

References

American Academy of Pediatrics. (2018). Spanking and child discipline. Retrieved from https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Spanking-and-%20ChildDevelopment-AAP-Updates-its-Recommendations.aspx

American Psychological Association. (2019). Corporal punishment in schools and its effect on academic success. Retrieved from https://www.apa.org/pubs/info/brochures/corporal-punishment

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.

Cruz, M. R. (2021). Philippine Public School Values Education Teachers' Experiences in Classroom Positive Discipline: A Phenomenological Inquiry. Journal of Educational Research and Reviews, 9(1), 1-13. doi: 10.9734/jerr/2021/v9i117142

Datu, J. A. D., & Valencia, J. R. (2021). Philippine Public School Values EducationTeachers' Experiences in Classroom Positive Discipline. Journal of Child and Family Studies, 30(1), 132-142. https://doi.org/10.1007/s10826-020-01849-7

Dela Cruz, M. G. (2019). The challenges and coping mechanisms of teachers in implementing positive discipline in the classroom. International Journal of Educational Research and Technology, 10(2), 57-63.

DepEd Order 40. S. 2012 (2012) Child Protection Policy.https://www.deped.gov.ph/wpcontent/uploads/2012/05/DO_s 2012_40.pdf

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59-109.

Gage, N. A. (2013). The effect of positive behavior interventions and supports on academic achievement. Walden University.

Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. Psychological Bulletin, 128(4), 539-579. doi: 10.1037/0033-2909.128.4.539

Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. Law and Contemporary Problems, 73(2), 31-56.

Manansala, M. C. (2017). Strategies used by teachers in handling challenging behaviors in the classroom. International Journal of Science and Research, 6(6), 285-289.

Mendes, M. (2019). The impact of positive discipline in the development of social and emotional learning in early childhood. Early Child Development and Care, 189(10), 15961604.

Nelsen, J., Lott, L., & Glenn, S. (2014). Positive discipline in the classroom: Developing mutual respect, cooperation, and responsibility in your classroom. Crown House Publishing.

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. Journal of Educational Psychology, 101(1), 115-135.

Reyes, M. C. R., & Alfonso, M. L. P. (2016). Challenges and coping strategies of teachers in implementing positive discipline. International Journal of Research Studies in Education, 5(3), 31-39.

Snyder, J., Cramer, A., Afrank, J., Patterson, G., & Martorelli, V. (2015). The impact of positive discipline on student academic achievement and school suspension: An exploratory analysis of a randomized controlled trial. Educational Psychology, 35(4), 438450.

Sprick, R., Garrison, M., & Howard, L. (2011). CHAMPS: A proactive and positive approach to classroom management. Pacific Northwest Publishing.

Reyes, M. C. R., & Alfonso, M. L. P. (2016). Challenges and coping strategies of teachers in implementing positive discipline. International Journal of Research Studies in Education, 5(3), 31-39.

Torres, J. A. (2018). Challenges and coping strategies of public school teachers in the implementation of positive discipline. Journal of Educational and Social Research, 8(4), 123-129.

Affiliations and Corresponding Information

Charlene A. Escobal
Silangang Malicboy National High School
Department of Education - Philippines

Ma. Sarah F. Arboleda
Balibago Integrated High School - Philippines

Jenny Ann A. Jarina
Calubcub II Elementary School
Department of Education - Philippines

Las Johansen B. Caluza, PhD
Leyte Normal University - Philippines