

Awareness and Implementation of the Public Elementary School Teachers of the Positive Discipline Model: Basis for a Guidance Program

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Abstract: This study attempted to determine the level of awareness and extent of implementation of the public elementary school teachers of the positive discipline model. Validated instruments were used to collect data from 125 teachers who had been purposively selected by the researcher. Six chosen participants were invited for the Focus Group Discussion to further explore the study. Statistical tools used were frequency, percentage, mean, standard deviation, and Pearson r. Findings revealed that teachers were extremely aware and they well implemented positive discipline model in all components except in providing structure to pupils. This study may provide evidence that teachers have a need to improve their self efficacy and self-regulation on imposing discipline to pupils. Overall, there is a significant correlation in teachers' awareness and implementation, thus, if teachers know better, they implement better. This study recommends Gawad Gabay Program or excellence in guiding children for a better future (e.g. Search for Model families, Model Teacher and Model School). Improvement of school code of conduct in building the positive discipline system; allotment of a school lounge area for teachers as their wellness room; A calming room for pupils, as an intervention for unruly pupils for discipline officers; and a proposed guidance program for guidance designates, self-monitoring tracker and emotion-regulation checklist for teachers and a check-in check-out checklist for pupils to monitor their behaviors.

Keywords: Positive Discipline Model, Awareness, Implementation

Introduction

According to Merritt & Snyder (2015), the school environment has become an essential part of children's life as they mature and advance academically. Nowadays, pupils have more time with their peers and teachers but spend limited time with their parents. Today, in the era of modernization, classroom discipline poses a challenge to educators and administrators who are encountering this phenomenon every day of their lives (Escobarte, 2016). In school, pupils' misbehavior is easily seen that it requires teachers' immediate disciplinary action (Muyot, 2016). Moreover, managing unruly behavior is not an easy task. It is a pedagogic skill every teacher should learn. Sometimes, pupils tend not to follow a set of rules because they do not distinguish that their behavior is wrong. Some pupils, test teachers how far they can control them (Module 5 PPST, 2017). Also, from the teacher's standpoint, student misbehavior might force teachers to disrupt the lesson to confront and reprimand misbehaving students (Putnam, Luiselli, Handler, & Jefferson, 2003; Sullivan, 2015). As supported in a study by Uzoechina, et al. (2015), "being a current educator requires more than solely the knowledge of curriculum and instruction. It is imperative that educators not only be prepared academically but also be prepared to meet the needs of students who have challenging behavior problems within the classroom". Likewise, Positive Discipline (PD) Model is encouraged by the Department of Education to be implemented by the teachers as it calls for an encouraging discipline through respectful, without violence and hurting pupils at all aspect. It is used as a scheme of educating pupils or controlling learner behavior with the use of a dialogue and counseling. It keeps away the use of penalizing pupils through verbal abuse, humiliation, and spanking (Module 5 PPST, 2017). Hence, it is uplifted that teachers search for other means to teach pupils how to control their emotions and fix conflict without hurting them emotionally or physically. As added by Muyot, (2016), in order to cultivate an environment where the children thrive and grow healthily, teachers must find ways to help rear them in the most positive way they can. However, in the Division of Cadiz City, based on the records of the PNP, Cadiz City (2018), cases of complaints against teachers in terms of discipline continue to exist for the last three consecutive years. In addition, some records of complaints were not reported to their office after being settles in barangays and in school. Thus, this study was based on the observations of teachers' difficulties in imposing discipline in the researcher's school and in other elementary schools of the said division.

This phenomenon presently threaten teachers on various discipline issues, the treatment beyond human considerations when they were easily accused, harassed by parents, summoned and aired on media without hearing their sides prompted the researcher to have a clearer understanding of the matter. Apparently, it is believed that this study could highlight reasons why a number of public elementary school teachers have been exposed on such issues and on the other hand could give light in giving wider perspectives; being the present guidance designated to design an appropriate and responsive guidance program that would cater to the teachers' needs specifically in term of discipline.

Methods

Research Design: This study primarily employed a quantitative descriptive correlational method. Likewise, this study is designed to examine the relationship between the level of awareness and extent of implementation of positive discipline model of the public elementary school teachers through the use of Pearson Product Moment of Coefficient or Pearson; hence the descriptive research utilizing a survey questionnaire method was used and a focus discussion was conducted to supplement the result. Descriptive research is an investigation which describes and interprets what it is. It is defined as concerned with conditions or relationships that exist; practices that prevail; beliefs and processes that are going on; and effects that are being felt or trends that are developing Calderon and Gonzales, (2007) as cited by Sobeja (2017). A survey is useful in proving the value of facts and focusing attention in the most important things to be reported. The descriptive design is used to appraise carefully the worthiness of the current study. This method was utilized since the study was evaluated in nature. A focus group discussion (FGD) is an effective way to gather people from similar backgrounds or experiences to discuss specific topic of interest. The group participants are guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves (Toolkits, 2009). The strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides insight on how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices (Toolkits, 2009).

Respondents of the Study: Participants of the study are the total enumeration of 125 teachers from the six public elementary schools of Cadiz District Five in the Division of Cadiz City, Negros Occidental. They are the public elementary school teachers categorized according to sex, marital status, age that range from 21 years old and above, teaching position from Teacher I to Master Teacher I and up, and lastly, the years of service from 0 to 15 years and above.

Research Instruments

The researcher made use of a survey questionnaire. In the questionnaire, Block I was the Demographic Profile of the Participants, Block II was the Awareness of Positive Discipline Model, and Block III was the implementation of the Positive Discipline Model, while Block IV was for the Focus Group Discussion guide questions. For Block I, participants were asked to answer for their demographic profile which includes their sex, age, marital status, teaching position and length of service. For Block II and Block III, participants were asked to complete a survey that asked questions about the level of their awareness and extent of implementation of the

Positive Discipline Model: It consisted of 15 -item questions for each of the components. The questionnaire was designed in a way that the participants could answer it easily. It was structured using the format with a four-point response of Likert Scale.

These options served as the gauge of the participants' agreement or disagreement on each item. The respondents were given the following options:

Level of Awareness of the Positive Discipline Model is with a number code of 4= extremely aware; 3 = aware; 2 = moderately aware and 1= not aware. With Qualitative Interpretation Scale: Extremely Aware = very great degree of awareness of the positive discipline model; Aware=as to conscious of the positive discipline model; moderately Aware= as to average awareness of the positive discipline model; and Not Aware=as to no awareness of the positive discipline model. Extent of Implementation of the Positive Discipline Model is with a number code of 4 = as well implemented; 3 =as moderately implemented; 2 =as rarely implemented; and 1 interpreted as not implemented. With Qualitative Interpretation Scale: Well Implemented= as to a very great degree of implementation of the positive discipline model; Moderately Implemented= as to an average implementation of the positive discipline model; Rarely Implemented= as to positive discipline is not often implemented; and Not Implemented= as to positive discipline is not implemented. Block IV, an FGD questionnaire was utilized for collaborative/supplementary data. Themes were carefully identified and

interviews were done to six identified Focus Group Discussion (FGD) participants. The questionnaire was improved by the experts' recommendations, and analyzed through item and factor analysis. After deleting inappropriate subjects, it was compiled into a formal questionnaire.

Validity and Reliability: The validity of the instrument was critique by the four members of the panel all considered experts in the field of research. To get the desired category, the scaling purposes was based on the criteria presented by Cater V. Good and

Douglas B. Scates, A developed pilot testing instrument made by the researcher were conducted in one of the public elementary schools in Cadiz District III, Division of Cadiz City for the reliability of the survey instrument. The researcher conducted the survey among 35 participants with the assistance of the school principal. As a result, the reliability based on Cronbach was .92 and is interpreted as very high reliability. Cronbach's alpha is the most common measure of internal consistency (reliability). It is commonly used when one has multiple questions in a survey/questionnaire that form a scale and tries to determine if the scale is reliable. (Lund Research, 2013). According to Carlson (2004) as cited by Perla (2012), Cronbach Alpha is used whenever the researcher has items that are not scored simply as right or wrong.

Data Gathering

In gathering the data, the following procedures were followed: First, the researcher prepared a survey questionnaire for the public elementary school teachers' awareness and implementation of positive discipline model. The survey questionnaires were approved and validated by the panelists. Second, the researcher submitted a letter of permission to the Schools Division Superintendent, Office of the Schools Division Superintendent (SDS), Division of Cadiz City to conduct the study. Third, a letter of request of permission to conduct a survey to 35 participants of Daga Elementary School teachers was submitted to the School Principal I for the reliability of the survey questionnaire. Fourth, a letter was given to the principal of the schools where the researcher conducted the survey. After the permission was granted, the researcher chose to conduct the study from the central schools to medium schools and small schools. The researcher personally administered and the research instruments to the participants. Upon the participants' approval, the researcher gathered teachers who had available time to avoid destruction of classes in taking the test. The participants of the study also received an explanation on how the study would benefit them. The participants were given ample time to answer the question and fill in the information needed for the survey. While this approach was quite tedious and time-consuming, one definite advantage was that it had 100 percent retrieval. On the other hand, conducting the study became convenient as the researcher was available to answer queries and explain clarifications needed. The conduct if the study ran for two months and a half. After the summary of findings, themes were identified and specified questions were formulated. The researcher chose six teachers to answer the questions related to the themes in a venue. A Letter of Invitation to each participant was given. Luckily, the participants approved the invitation and FGD was set in the last week of January. Before the question and answer started, the researcher made sure to make an overview of what was expected in the FGD. They used any language they are comfortable of. Any information gathered were recorded by a hired secretary. Moreover, their identity was kept confidential as to their request. The discussion lasted for three hours.

Data Analysis Procedure

The following descriptive and inferential statistics were used by the researcher to answer questions posed in this study: For problem 1, which will determine the profile of the participants, frequency, and percentage will be used. For problems 2 and 3, which will determine the level of awareness and the extent of the implementation of the Positive Discipline Model when taken as a whole and when grouped according to their profile variables, mean and standard deviation will be used. For problem 4, which will determine the correlation in the level of awareness and extent of implementation of the Positive Discipline Model, the Pearson Product Moment of Coefficient of correlation or Pearson was used. A Focus Group Discussion (FGD) was conducted to support the results of the study.

Ethical Considerations

This study examined the awareness and implementation of the Public Elementary School Teachers of the Positive Model. In this study, the survey-questionnaire instruments (Please see Appendix C) were used to achieve the main objective of the study. The questionnaires were distributed to the teachers in six public elementary schools in the Division of Cadiz City. In conducting this research study, careful measures were taken as to the anonymity and confidentiality of the participants. Participants' involvement in the study was completely voluntary. There were no foreseeable risks associated with this survey. Every participant participated on the basis of informed consent. Each one was provided sufficient information and assurances about the

parameters of the study and how it will benefit each. The participants, who would feel uncomfortable answering any questions, were free to withdraw from the survey at any point. Survey responses were strictly confidential and data gathered from research were coded and reported only for the purposes of the study. Data obtained were stored securely and protected with all precautions appropriate safeguards for security and confidentiality of the collected information which are in place until the analysis was done. As to disposal of the research data, records of paper were destroyed/disposed through burning to ensure that they leaves no possibility for reconstruction of information.

Results and Discussion

This section deals with the presentation, analysis and interpretation of the data that were gathered in connection with the specific problems and hypothesis of this investigation.

Profile of the teacher participants in table 1 as shown in table 1, male participants have a frequency of 15 or 12% and female participants have 110 or 88% with a total of 125 participants or 100%. When it comes to age, result shows that 21-30 years old with frequency 17 or 13.6%, 31-40 years old frequency of 38 or 30.4 %, 41-50 years old with frequency of 41 or 32.8% and 51 years old and above frequency of 29 or 23.2%. In terms of marital status, it reveals that single teachers have frequency of 29 or 23.2%, married teachers have frequency of 94 or 75.2%, and the widow teachers have 2 or 1.6%. frequency. However, when teaching position was considered, result reveals that Teacher I positions have frequency of 47 or 37.6%; Teacher II have frequency of 36 or 28.8%, Teacher III have frequency of 35 or 28.0% and Master Teacher I and up have 7 or 5.6% frequency. On the other hand, participants when grouped as to years in service, 0-5 years length in service have frequency of the 19 or 15.2 %, 6-10 years have the frequency of 28 or 22.4%, 11-15 years have the frequency of 19 or 15. 2% and 16 years and above have the frequency of 59 or 47.2 %. Results show that there are lesser number of public elementary school male teachers compared to female teachers in the public elementary schools. Results further show that majority of the participants are in age group 40-50 years old as indicated by its frequency (41 or 30.4%). On the other hand, it was reflected in the frequency in the table that 21-30 years old (17 or 13. 6%) are lesser in number and considered to be the younger and new teachers in the service of teaching. Public elementary school teachers in the Cadiz District V, have more married elementary school teachers than the single elementary school teachers. Moreover, majority of the public elementary school teachers are in the Teacher I positions and there are few teachers who are in the Master Teacher I and up positions. It is noticeable and evident that Master Teacher I and up positions are difficult to attain due to its high standard qualifications and expected commendable accomplishments to the teacher applicant to qualify for the position. They are also teachers' expectations to have finished their masters or doctorate degree consequently considered as middle level managers in their respective schools. On the other hand, Teachers in teacher I positions are those who are novice in teaching or teachers who are longer in service but lacking credentials due to not taking masters' degree to qualify promotions.

It was also explained by Hansen & Quintero (2018), that difference in gender representation—75 percent female teachers for a student body that is evenly split by gender— and the idea alleging that the female-dominated teacher workforce imposes norms of learning and behavior on all students that are developmentally appropriate for girls but implicitly a disadvantaged for boys.

Furthermore, James (2013) cited in why men do not teach in elementary, "One is the nature of the elementary classroom. It is more feminized and it does turn boys off, perhaps because they are in trouble more or because the teaching style is more geared to girls' brains".

Table 1
 Profile of the Participants

Variables	Categories	<i>f</i>	%
Sex	Male	15	12.0
	Female	110	88.0
	Total	125	100.0
Age	21-30 yrs old	17	13.6
	31-40 yrs old	38	30.4
	41-50 yrs old	41	32.8
	51 yrs old & above	29	23.2

	Total	125	100.0
Marital Status	Single	29	23.2
	Married	94	75.2
	Widow	2	1.6
	Total	125	100.0
Teaching Position	Teacher I	47	37.6
	Teacher II	36	28.8
	Teacher III	35	28.0
	Master Teacher I & up	7	5.6
	Total	125	100.0
Length of Service	0-5 years	19	15.2
	6-10 years	28	22.4
	11-15 years	19	15.2
	16 years & above	59	47.2
	Total	125	100.0

Level of Awareness on Positive Discipline Model of Public Elementary School Teachers

Table 2 shows the level of awareness on the Positive Discipline Model of the public elementary school teachers. As shown in the result, the level of awareness of the public elementary school teachers are in the extremely aware when taken as a whole ($M=3.52$, $SD=0.51$). Moreover, when the items were considered individually all were Extremely Aware except on the item that state that “*Positive discipline is not having no rules, limits or expectations*” with ($M=3.21$, $SD=0.89$). This means that public school teachers are extremely aware of the positive discipline model as they obtained highest means particularly on effective discipline as positive and constructive; it is clear and has consistent communications and as pupils grow they also change. And it is therefore vital that a teacher recognize that their predictions and means of educating pupils should also change as they change their interest, needs and the way they think. Moreover, a need for information on setting of rules to pupils is vital. Findings are affirmed by one of the participants in an interview, that in school, rules still remain always as rules, may not be followed, that teachers prefer to ignore those unruly ones rather focus on pupils who listen, as they cannot force them nor control them anymore. Another teacher participant also mentioned in the interview that inside the classroom, a teacher gets a positive response on matters of discipline if she simply stops and stares at her students while they do their misdemeanors. To this, students tend to inhibit doing another fault. These revealed that teachers observe discipline on setting of goals for learning, and find constructive solutions to give respect on a child’s rights, dignity, physical integrity and developmental levels. However, result shows that teachers have the need to enhance their knowledge on how to provide structure to their pupils. As cited in the PPST Module 5 (2017), to become an effective teacher, he/she should choose to encourage positive behavior and stimulate learners to feel good about who they are and to the decisions they will make In addition, through understanding children’s behavior, comes an established relationship that support learning and pupils’ well-being.

Table 2
 Level of Awareness on Positive Discipline Model of Public Elementary School Teachers

Awareness on the Positive Discipline Model	Mean	Sd	Interpretation
3. Effective discipline is positive and constructive.	3.70	0.57	Extremely Aware
4. Positive discipline is clear and consistent communication.	3.70	0.59	Extremely Aware
5. Students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the pupils’ ways of thinking, needs and interests change.	3.70	0.59	Extremely Aware

6. Positive discipline is not having no rules, limits or expectations.	3.21	0.89	Aware
7. A teacher who understands and respects individuals can make the difference between their success and failure in school. Total	3.66	0.61	Extremely Aware
	3.52	0.51	Extremely Aware

Level of Awareness on Positive Discipline Model of Public Elementary School Teachers when Grouped According to Sex

Table 3 is the level of awareness on Positive Discipline Model of the public elementary school teachers when grouped according to sex. As shown, in table 3, when taken as a whole public elementary school male teachers obtained (M=3.08, SD=0.82) interpreted as aware and public elementary school female teachers (M=3.58, SD=0.43) interpreted as extremely aware. Thus, their responses indicate that their level of awareness in terms of sex of the positive discipline model are not the same. Moreover, their responses may mean that female teachers are more aware compare to male teachers. On the other hand, when mean scores were taken individually, “positive discipline is not having no rules, limits or expectations” obtained the lowest mean scores (M=2.93, SD=1.10) for male teachers, (M=3.25, SD=0.86) for female teachers interpreted as moderately aware and aware. However, both male and female teachers obtained highest means on items “effective discipline is positive and constructive” with (M=3.26, SD=0.88), (M=3.76, SD=0.79). This means that when teachers are grouped according to sex and when items were taken individually, their level of awareness is extremely high; however, both have low and moderate level of awareness on giving structure to their pupils. Teachers should be encouraged to attend seminars or trainings to improve this key element. In addition, this findings were supported by the two teacher participants, female teachers are more aware than male teachers. Female teachers tend to be more meticulous in things and information and much studious compare to men. Men are not into petty things.

Table 3
 Level of Awareness on Positive Discipline Model of Public Elementary School Teachers when Grouped According to Sex

Awareness on the Positive Discipline Model	Male			Female		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation
1. Warmth is creating school and classroom environments that ensure your students feel physically and emotionally safe	3.00	1.0	Aware	3.71	0.51	Extremely Aware
3. Effective discipline is positive and constructive.	3.26	0.88	Extremely Aware	3.76	0.49	Extremely Aware
4. Positive discipline is clear and consistent communication.	3.20	0.86	Aware	3.76	0.51	Extremely Aware
5. Pupils change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students’ ways of thinking, needs and interests change.	3.20	0.94	Aware	3.75	0.49	Extremely Aware
6. Positive discipline is not having no rules, limits or expectations	2.93	1.10	Moderately Aware	3.25	0.86	Extremely Aware
Total	3.08	0.82	Aware	3.58	0.43	Extremely Aware

Level of Awareness on Positive Disciplined Model of Public Elementary School Teachers when Grouped According to Age

Table 4 is the level of awareness on Positive Discipline Model of the public elementary school teachers when grouped according to age. As shown, in table 4 when taken as a whole public elementary school teachers when grouped according to age were extremely aware. age grouped 21-30 years old (M=3.27, SD=0.75), age grouped 31-40 years old (M=3.65, SD=0.29), age grouped 41-50 years old (M=3.51, SD=0.44) and age grouped 51 years and above (M=3.49, SD=0.64). Thus, their responses indicate that their level of awareness in terms of age of the positive discipline model is almost the same. Public elementary school teachers when taken

individually, age group 21-30 years old obtained the lowest mean score and age group 31-40 years old obtained the highest mean score. This means that among the age group, age group 21-30 years old are less aware of the Positive Discipline Model compare among the other age group of teachers. On the other hand, age group 31-40 years old are exhibit extreme awareness of the Positive Discipline Model among with the age grouped of the public elementary school teachers. This finding is affirmed by the two teacher participants during the interview that 21-30 years old teachers are those new in the service and perhaps, in their early years in teaching, they are more likely to be grasping or learning positive discipline or in developing stage; however, those that age 31-40 are those stages where teachers are now fully adjusted. Results and teacher-participant statements highlights that teachers' age impact their awareness and their performance as well. The experience increased as the age advanced. Age is traditionally an asset to an individual. This is supported by a study entitled "Influence of Gender and Age of Teachers on Teaching: Students Perspective." Shah (2018) cited that, the more impression on age and experience, that the better is the teacher. Views have been place forward in relation to age and teaching. It is a universal understanding that as age advanced and designation is promoted, teachers lose the eagerness to teach. Another perception was that age and experience go hand in hand. Age is an asset. As the age advances, the teacher gathers wisdom and see where to tap the potential of the pupils and how to make him sense his worth. Some feel that the teachers' eagerness deteriorated as the age progress which may be due to the disgust of teaching same content over several years and added accountability academically, administratively, and research aspect.

Table 4
 Level of Awareness on Positive Disciplined Model of Public Elementary School Teachers when Grouped According to Age

Awareness on the Positive Discipline Model	21-30 years old			31-40 years old			41-50 years old			51 years old & above		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. effective discipline is positive and constructive.	3.41	0.80	Extremely Aware	3.86	0.34	Extremely Aware	3.70	0.51	Extremely Aware	3.65	0.67	Extremely Aware
4. positive discipline is clear and consistent communication.	3.35	0.86	Extremely Aware	3.78	0.41	Extremely Aware	3.70	0.51	Extremely Aware	3.75	0.64	Extremely Aware
6. positive discipline is not having no rules, limits or expectations.	3.00	1.00	Aware	3.67	0.82	Extremely Aware	3.12	0.93	Aware	3.28	0.88	Extremely Aware
7. a teacher who understands and respects individuals can make the difference between their success and failure in school.	3.41	0.87	Extremely Aware	3.81	0.39	Extremely Aware	3.60	0.59	Extremely Aware	3.65	0.67	Extremely Aware
15. positive discipline aimed at building a mutually respectful relationship with your pupils.	3.41	0.80	Extremely Aware	3.71	0.52	Extremely Aware	3.53	0.55	Extremely Aware	3.58	0.68	Extremely Aware
Total	3.27	0.75	Extremely Aware	3.65	0.29	Extremely Aware	3.51	0.44	Extremely Aware	3.49	0.64	Extremely Aware

Level of Awareness on Positive Discipline Model of the Public Elementary School Teachers when Grouped According to Marital Status

Table 5 is the level of awareness on Positive Discipline Model of the public elementary school teachers when grouped according to marital status. As shown in the result, when taken as a whole single public elementary school teachers (M=3.37, SD=0.76) was interpreted as extremely aware. Married public elementary school teachers with (M=3.55, SD=0.41) were interpreted as extremely aware. Widow public elementary school teachers with (M=4.00, SD=2.00) were interpreted as moderately aware. Result shows that when teachers are grouped according to marital status, their level of awareness is almost the same except for the widow teachers,

who obtained the lowest mean scores were interpreted as moderately aware. When taken individually, single teachers shows less awareness, widow with moderate awareness and married teachers with extreme awareness among the group. However, when items were taken individually, in terms of marital status, “positive discipline is not having no rules, limits or expectations” obtained the lowest mean scores (M=3.10, SD=1.05) for Single, (M=3.23, SD=0.85) for married, and (M=4.00, SD=2.00) for widow teachers. This means that regardless of teachers’ marital status they all understand positive discipline key elements most especially in items “effective discipline is positive and constructive, positive discipline as clear and consistent communication” except on key elements of giving pupils structure. This finding was negated by three teacher participants that one’s marital status does not affect understanding positive discipline. Hence, it was supported by the study on Americans by Schoenborn (2004) as cited in Academic Journal of Interdisciplinary Studies (2015), it indicated that married adults are healthier than unmarried adults are. The single are better because they are always there for the students but the married will be committed with family affair, and, with these problems, marriage sometimes interferes for the worse. On the other hand negated by studies of Rizvi (2016) on comparison of teachers in their marital status for their professional adjustment characteristic. The feeling or status of remaining unmarried, painful or otherwise is not evidently carried over to their professional adjustment domain. In a way it is a good sign, meaning thereby, that remaining married or unmarried does not affect the professional adjustment of teachers. Hence, there is no need to put any restrictions on it, as practiced by some school systems in terms of marital status.

Table 5
Level of Awareness on Positive Discipline Model of the Public Elementary School Teachers when Grouped According to Marital Status

Awareness on the Positive Discipline Model	Single		Interpretation	Married		Interpretation	Widow		Interpretation
	Mean	Sd		Mean	Sd		Mean	Sd	
3. Effective discipline is positive and constructive.	3.44	0.83	Extremely Aware	3.77	0.44	Extremely Aware	4.00	2.00	Moderately Aware
4. Positive discipline is clear and consistent communication.	3.41	0.82	Extremely Aware	3.77	0.47	Extremely Aware	4.00	2.00	Moderately Aware
5. Pupils change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students’ ways of thinking, needs and interests change.	3.55	0.83	Extremely Aware	3.72	0.50	Extremely Aware	4.00	2.00	Moderately Aware

6. Positive discipline is not having no rules, limits or expectations.	3.10	1.05	Aware	3.23	0.85	Extremely Aware	4.00	2.00	Moderately Aware
7. A teacher who understands and respects individuals can make the difference between their success and failure in school.	3.41	0.87	Extremely Aware	3.72	0.50	Extremely Aware	4.00	2.00	Moderately Aware
Total	3.37	0.76	Extremely Aware	3.55	0.41	Extremely Aware	4.00	2.00	Moderately Aware

Level of Awareness on Positive Discipline Model of Public Elementary School Teachers when Grouped According to Teaching Position

The mean and standard deviation of the public elementary school teachers of the Positive Discipline Model in terms of teaching position is presented in table 6. As shown in the result, when taken as a whole public elementary school teachers when grouped according to Teaching Position, Teacher I (M=3.44, SD=0.55), Teacher II (M=3.60, SD=0.39), Teacher III (M=3.46, SD=0.59), and Master Teacher I & up (M=3.90, SD=0.16), all were extremely aware. Moreover, when items were taken individually, “Positive discipline is clear and consistent in communication” obtained the highest mean scores while “positive discipline is not having no rules, limits or expectations” obtained the lowest mean scores. Thus, their responses indicate that their level of awareness in terms of teaching position is almost the same. However, when taken individually, results show that Master Teacher I and up obtained the highest mean scores compare to Teacher I-III teachers with a mean ranging from (3.44) to (3.60). Moreover, this also indicate that regardless of teaching position, all key element of the Positive Discipline Model were understood except for providing structure to pupils. The mean scores reveal that Master Teacher I and up are much more aware. Otherwise, Teacher I obtained the lowest mean score that shows that they are less aware of the Positive Discipline Model compared to those teachers with higher teaching positions. Findings were supported by the three of the teacher participants during interview that Master Teacher I and up are more aware compare to lower teaching positions. Master teacher I and up are expected to be more knowledgeable, the higher teaching position one has, the more is expected of him/her. They have much higher salaries that they must strive to know more. However, two of the teacher participants denied this statement. They support on the notion that not all Master Teachers are best teachers. It does not mean that master teachers are more knowledgeable; there are teacher in the lower teaching positions that possess qualities and considered to be more knowledgeable of other Master Teacher I and up teachers. It is not also about on the teaching position but depends on the teacher capability and attitude on learning and doing things. This finding is supported in the study of Basilio (2019) cited in Moore (2015), Master Teachers are expected to have more experience in curriculum development, professional development, and mentoring than a traditional teacher; they serve as a role model for all other instructional staff and are considered the “gold standard” in teaching. They are considered the “crème de la crème” of the teaching profession and their teaching practices will be different from the general, non-master teachers (Ibrahim, Aziz & Nambiar, 2013).

Table 6
 Level of Awareness on Positive Discipline Model of Public Elementary School Teachers when Grouped According to Teaching Position

Awareness on the Positive Discipline Model	Teacher I			Teacher II			Teacher III I & up			Master Teacher		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. effective discipline is positive and constructive.	3.60	0.61	Extremely Aware	3.83	0.45	Extremely Aware	3.66	0.64	Extremely Aware	4.00	0.00	Extremely Aware

4. positive discipline is clear and consistent communication.	3.61	0.64	Extremely Aware	3.81	0.47	Extremely Aware	3.66	0.64	Extremely Aware	3.86	0.38	Extremely Aware
6. positive discipline is not having no rules, limits or expectations.	3.17	0.87	Aware	3.36	0.90	Extremely Aware	3.00	0.94	Aware	3.85	0.38	Extremely Aware
13. positive discipline is teaching courtesy, non-violence, empathy, self respect, and respect for others and their rights.	3.57	0.65	Extremely Aware	3.78	0.48	Extremely Aware	3.54	0.66	Extremely Aware	4.00	0.00	Extremely Aware
14. increasing pupils' competence and confidence to handle academic challenges and difficult situations is positive discipline.	3.47	0.65	Extremely Aware	3.72	0.51	Extremely Aware	3.42	0.70	Extremely Aware	3.85	0.38	Extremely Aware
Total	3.44	0.55	Extremely Aware	3.60	0.39	Extremely Aware	3.46	0.59	Extremely Aware	3.90	0.16	Extremely Aware

Level of Awareness on Positive Discipline Model of Public Elementary School Teachers when Grouped According to Length of Service

Level of awareness on Positive Discipline Model of the public elementary school teachers when grouped according to length of service in table 7. As shown, in table 7, when taken as a whole, public elementary school teachers when grouped according to length of service were extremely aware. Length of service 0-5 years with a mean (3.48) Sd (0.69), length of service 6-10 years mean (3.44) Sd (0.50), length of service 11-15 years has mean of (3.63) Sd (0.30) and 16 years and above has mean of (3.54) Sd (0.52). Moreover, when items were considered individually, “*positive discipline is not having no rules, limits or expectations*” obtained the lowest mean scores while “*positive discipline is clear and constant communication*” obtained the highest mean scores. Presented in this table, it shows that public elementary school teachers when taken as a whole with a length of service 11-15 years obtained the highest mean scores among grouped of teachers in terms of length of service. On the other hand, teachers with length of service 6-10 years obtained the lowest mean score. The result means that regardless of the length of service, awareness of the positive discipline model would still be extremely aware. It revealed that teachers with a length of service of 11-15 years has the extreme awareness of the Positive Discipline Model among the rest of teachers and 0-5 years has the lowest level of awareness among age group categories specially in providing structure to pupils. Moreover, providing structure to pupils is the least observed. Two of the teacher participants affirmed that teacher experience increases teachers tendency to increase their awareness on their endeavor, though as teacher renders more in the service, they may feel psychological and physical exhaustion that eventually affect their performance. Result revealed that beginner teachers tend to be less aware and less effective compared to seasoned teachers. This is supported also by FGD teacher participants’ strongly agrees that length of service significantly affect the teachers’ awareness and effectiveness. This finding was supported in a study in an International Journal of Instruction, Volume 5, No.2, (2012) that there is a positive correlation between the years of teaching experience and scores received on behavior management that as teachers experienced increase, they likewise become to control more in instructional and behavior aspects. As stated by Wolfgang & Glickman (1980) as cited in a study by Unal (2012), in understanding and improving educational processes teachers’ beliefs are important for closely linked to strategies on how teachers mold pupils’ learning environment, influence pupils stimulation in relation to achievement and management inside the classroom. Determination of teachers’ actual behavior and practices in the classroom will help realizing teachers’ beliefs and attitudes.

Table 7
 Level of Awareness on Positive Discipline Model of Public Elementary School Teachers when Grouped
 According to Length of Service

Awareness on the Positive Discipline Model	0-5 years			6-10 years			11-15 years			16 years & above		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. effective discipline is positive and constructive.	3.52	0.77	Extremely Aware	3.71	0.53	Extremely Aware	3.74	0.45	Extremely Aware	3.75	0.54	Extremely Aware
4. positive discipline is clear and consistent communication.	3.52	0.84	Extremely Aware	3.68	0.55	Extremely Aware	3.68	0.48	Extremely Aware	3.76	0.54	Extremely Aware
5. students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students' ways of thinking, needs and interests change.	3.63	0.76	Extremely Aware	3.68	0.55	Extremely Aware	3.79	0.42	Extremely Aware	3.68	0.60	Extremely Aware
6. positive discipline is not having no rules, limits or expectations.	3.11	0.94	Aware	3.25	0.80	Aware	3.37	0.83	Extremely Aware	3.19	0.96	Aware
7. a teacher who understands and respects individuals can make the difference between their success and failure in school.	3.68	0.75	Extremely Aware	3.61	0.63	Extremely Aware	3.63	0.50	Extremely Aware	3.68	0.60	Extremely Aware
9. positive discipline is not letting students do whatever they want.	3.26	0.99	Extremely Aware	3.03	0.88	Aware	3.53	0.61	Extremely Aware	3.31	0.95	Extremely Aware
Total	3.48	0.69	Extremely Aware	3.44	0.50	Extremely Aware	3.63	0.30	Extremely Aware	3.54	0.52	Extremely Aware

Extent of Implementation of the Positive Discipline Model of the Public Elementary School Teachers

Table 8 shows the extent of implementation on the Positive Discipline Model of the public elementary school teachers. As shown, the extent of implementation of the public elementary school teachers is well implemented when taken as a whole as reflected by ($M=3.64$, $SD=0.47$). Moreover, when items were considered individually, “*understands and respects pupils as individuals*” obtained the highest mean scores while “*controls anger on unruly pupils*” obtained the lowest mean. This considers that public elementary school teachers well implemented the identifying of individual differences while they do not implement well the key element on providing structure to pupils. According to Individual Differences of Children in School (2014), a structure is one in which there is a rule and discipline whereas expectations are established. It emphasizes positive access and advancement of self-discipline and responsibility. Pupils see where things are and know what to do. Moreover, participants during interview further affirmed that teachers are now more careful when it comes to pupils, however, due to working conditions. Pressures on the unstoppable monitoring and evaluation of supervisors with bombarded paperwork’s, teachers are stressed and burned out, which in turn sometimes handling unruly pupils are additional to those burdens. In addition, one teacher participant additionally supported that sometimes when a teacher is not in a good state, he/she tends to be irritable and ends up lost in the middle of discussion, the well-being of a teacher is affected. This was further concluded by one teacher participant during interview that teacher loses self-control due to felt of insult and disrespect. Likewise, teachers lose control because their expectations failed, and they tend to see themselves as a failure teacher and eventually as they reflect back, questions arise such as: Is something wrong with me? Am I the factor? Or is it them?” They also lose control because they gave their all to understand their pupils, but pupils do not understand back. They teach them but they are not willing to learn, they try to correct them but it is not important to them. Trying to

control everything which is already beyond their capacities and capabilities makes them lose themselves at times. It was further affirmed that teachers lose control because they lose patience trying all of their efforts yet unappreciated. They wanted to discipline them all, yet they cannot force their pupils to follow. Pupils will make destructions that will push them to their limits, believing that their pupils tend to do it intentionally. Hence wanting to impose change on pupils' behavior, yet there is no effect. Repeated instructions seem still new to them. Teachers tend to feel their pupils do not value their time and effort that results to feeling of exhaustion. On the contrary, according to Cabristante (2018), Positive Discipline is not letting children do whatever they want and having no rules but it allows children to develop selfcontrol over time, communicating clearly, respecting children, and earning their respect, teaching children how to make good decisions, building children's skills and confidence, and teaching children respect for other feelings. Some of the approaches in this method include two-way communication and listening, giving an opportunity to voice out the child feelings and thoughts, engaging the child in problem solving, mentoring and scaffolding. This is supported by Busch (2018) "Self-control is crucial for the successful pursuit of long-term goals. It is equally essential for developing the self-restraint and empathy needed to build caring and mutually supportive relationships." However, PPST Module 5 (2017) further reiterates that a teacher may be disrespected and can transpire in many diverse ways such as arguing, disobedience, refusing to carry out instructions, rudeness with the teacher. And when a pupil contempt a teacher, accountability must be enforced. On the other hand, with the participants' statements, it revealed that when teachers are stressed, they tend to be ineffective in terms of discipline. Teachers' feeling of exhaustion, feeling of disrespect, unappreciated, loss of patience and loss of selfcontrol contributes on their performance. Moreover, statements revealed that teachers had a feeling of wanting to be understood by their pupils in return. Expecting a give and take process. Thus, teachers are expected to view their pupils' this way while securing at the same time their best state of well-being. These feelings of exhaustion, feeling of disrespect, unappreciated and lack of self control and feeling of burnout interfere teachers' ability to function in school better. Teachers' failure on their expectations affects how they see or view themselves as a teacher which in return affects their performance or their implementation. In order to be become better implementers and effective in discipline, teachers should be at their best state through taking good care first of their mental health and practice of self-care. This finding was supported by an article, Self Care for Teachers. According to Nadine Gaudin, teacher and Certified Positive Discipline Trainer said that when a teacher is tired she/he would yell more in the class and give out more punishments. The teacher would get annoyed really easily and get off track from being kind to being in firm behavior. As teachers, they would find it difficult, because they always think about of them first. They always think about of their class and how they can do better activities; organize things that are both educational and fun for the students. Preparing is important; however, if a teacher is tired, he gets off the track no matter how much preparation they have done. As cited in the Positive Discipline in Everyday Teaching (2015, page 41), teachers behavior in the classroom is affected by their temperaments. It strongly affects teacher-pupil relationships. It is very important for teachers to think of their own temperament to be able to consider how they can adjust their expectations, meet their pupils' needs, and find means of finding solutions to problems without punishment. In addition, as cited in the study of Jacobson (2016), Reeve (2012) states that one of the most overwhelming problems for teachers is their failure to manage the environment in their classrooms. Student misbehavior is a specific working condition strongly associated with job stress and burnout (Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010). In order for students to learn, teachers need to be able to handle discipline problems so they can hook at-risk students on learning and inspire them to achieve. When teachers encounter students who act out, it affects their ability to teach, thereby adding to their frustration levels (Aloe, Amo, & Shanahan, 2014; Reeves, 2012). Thus, teachers' mental health is one of the contributing factors that affects effective implementation of the Positive Discipline Model. Teachers' well-being matters. In a journal of school health/volume 49, issue 7, (2019) about Mental Health and the teacher "the emotional atmosphere in a classroom setting is important to the experiences of all pupils. The atmosphere is affected by the emotional stability of the teacher. A teacher with personal mental health problems can have a detrimental effect upon all of those pupils who are associated with him or her. Consequently, findings revealed that there is a need to boost a teacher's self control. Since self-control relates to better health. Physically, self-controlled people sleep better, experience fewer physical sickness symptoms and live longer lives. They also enjoy better mental health. Self-control relates to lower anxiety and depression (DeWall, 2020)

Table 8

Extent of Implementation of the Positive Discipline Model of the Public Elementary School Teachers			
Extent of Implementation of the Positive Discipline as shown by	Mean	Sd	Interpretation
1. using everyday interactions with the pupils to teach values and skills	3.72	0.56	Well Implemented
3. ensures his/her pupils to feel physically and emotionally safe.	3.73	0.54	Well Implemented
12. understands and respects pupils as individuals.	3.77	0.53	Well Implemented
13. identify pupils' individual differences.	3.71	0.57	Well Implemented
15. controls anger on unruly pupils.	3.34	0.61	Well Implemented
Total	3.64	0.47	Well Implemented

Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Sex

Extent of implementation of the Positive Discipline Model of the public elementary school teachers when grouped according to sex in table 9. As shown, in table 9, when taken as a whole, public elementary school teachers both male and female were well implemented with (M=3.29, SD=0.78) and (M=3.69, SD=0.39). Moreover, when items were considered individually, "controls anger on unruly pupils" obtained the lowest mean, while "identifying individual differences" obtained the highest mean. As presented in this table, result shows may mean that regardless of their sex, public elementary school teachers well implement Positive Discipline Model. However, when grouped according to sex, male and female teachers tend to exhibit better implementation on identifying individual differences while weak in providing structure specifically on their self-control. Though, as reflected by their mean scores, female teachers tend to be firm or authoritative in implementing positive discipline than the male teachers. Two of the teacher participants affirmed that female teachers are stricter; they would not stop unless the unruly child stops; whereas male teachers, only usually reprimand the pupil once or twice and they tend not to bother next, it is better that way, no risk at all. However, this finding was denied by a study cited by Moneyish (2018) in his study that in the study of El-Alayli (2018) of Eastern Washington University, his findings suggest expectations that men are more respected and authoritative. And sometimes the pressure for women to maintain an authoritative role in the classroom is visible so kids do not think the teachers a pushover which can be a challenge. It was further agreed by Dialo (2018), saying that because of gender, some of the women feel the need to be stricter. They try harder. On the contrary, Bradley (2018), a New Jersey elementary school teacher states that it depends on the teacher, not on their gender.

Table 9

Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Sex

Extent of Implementation of the Positive Discipline as shown by	Male			Female		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. ensures his/her pupils to feel physically and emotionally safe.	3.33	0.82	Well Implemented	3.78	0.48	Well Implemented
4. recognize and respect pupils developmental levels.	3.27	0.88	Well Implemented	3.76	0.49	Well Implemented
12. understands and respects pupils as individuals.	3.33	0.82	Well Implemented	3.83	0.45	Well Implemented
13. identify pupils' individual differences.	3.40	0.83	Well Implemented	3.75	0.51	Well Implemented
15. controls anger on unruly pupils.	3.13	0.83	Implemented	3.37	0.57	Well Implemented
Total	3.29	0.78	Well Implemented	3.69	0.39	Well Implemented

Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Age

Extent of implementation on Positive Discipline Model of the public elementary school teachers when grouped according to age in table 10. As shown, in table 10, when taken as a whole, public elementary school teachers when grouped according to age were well implemented. Age grouped 21-30 years old (M=3.42, SD=0.71), age grouped 31-40 years old (M=3.75, SD=0.28), age grouped 41-50 years old (M=3.68, SD=0.34) and age grouped 51 years and above (M=3.59, SD=0.59). However, when public elementary school teachers when taken individually, age group 21-30 years old obtained the lowest mean score and age group 31-40 years old obtained the highest mean score. This may mean that age group 21-30 years old when in terms of implementation of positive discipline, they tend to perform least compare among other age groups. While 31-40 years old perform best in implementing positive discipline among age groups. Four of the teacher participants affirmed that 21-30 years old are those teachers rendered less in the service; they are more likely to be the teachers that are 0-10 years in service. This would mean that these age group are still in the process of grasping or learning DepEd rules, while 31-40 years old, these are teachers possibly in their first 10 years in service which eventually, had an advantage stage in level of knowledge and in performance. Moreover, when all obtained mean scores were considered individually, all of the age groups show to obtained the lowest in item "controls anger on unruly pupils" while "understand and respects pupils as individuals and identify pupils' individual differences" obtained the highest mean scores. It can be gleaned from the result that age 21-30 years old tend to be the age group that controls their anger on their unruly pupils least compare among the other age group of teachers. On the contrary, two teacher participants disagree on this findings, it does not mean that while the teacher is still young, those older teachers are better. It depends on the persons itself on how he/she controls her. Establishing an effective self- toward effective implementation of positive discipline is necessary. Teachers cannot get rid of, or avoid, the things or the people that enrage them, nor they can change them, but they can learn to control their reactions. Teachers have a need to control anger before it controls them. This is a common denominator (lack of self-control) why teachers had tendency to punish pupils.

Table 10
 Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Age

Extent of Implementation of the Positive Discipline as shown by	21-30 years old			31-40 years old			41- 50 years old			51 years & above		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. ensures his/her pupils to feel physically and emotionally safe.	3.41	0.80	Well Implemented	3.84	0.37	Well Implemented	3.73	0.45	Well Implemented	3.76	0.4	Well Implemented
7. encourage pupils especially when they are having difficulties and looking at things from their point of view.	3.35	0.79	Well Implemented	3.84	0.37	Well Implemented	3.68	0.47	Well Implemented	3.68	0.66	Well Implemented
12. understands and respects pupils as individuals.	3.47	0.80	Well Implemented	3.87	0.34	Well Implemented	3.82	0.38	Well Implemented	3.72	0.65	Well Implemented
13. identify pupils' individual differences.	3.41	0.80	Well Implemented	3.87	0.34	Well Implemented	3.76	0.49	Well Implemented	3.62	0.68	Well Implemented
15. controls anger on unruly pupils.	3.18	0.73	Implemented	3.39	0.55	Well Implemented	3.34	0.53	Well Implemented	3.38	0.73	Well Implemented
Total	3.42	0.71	Well Implemented	3.75	0.28	Well Implemented	3.68	0.34	Well Implemented	3.59	0.59	Well Implemented

Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Marital Status

Extent of implementation on Positive Discipline Model of the public elementary school teachers when grouped according to marital status is presented in table 11. As shown, in table 11, when taken as a whole single teachers (M=3.46, SD=0.76), married teachers (M=3.70, SD=0.31), and widow teachers (M=3.87, SD=0.19) were all interpreted as well implemented. Findings, presented, when taken as a whole and when taken individually, extent of implementation of the Positive Discipline Model is regardless of the marital status shows their implementation is almost the same. Moreover, when extent of implementation as shown when items taken individually, “controls anger on unruly pupils” obtained the lowest meanwhile item that “understand and respects pupils as individuals” obtained the highest mean score. This would be taken into the mean that teachers implementation on providing structure is not well implemented, while they implement well positive discipline key element on identifying individual differences. Moreover, results presented that married and widow teachers implement or perform better than single teachers. However, two of teacher participants negated on this findings that it does not matter when they are single, married or widow; it all depends on the personality of the teacher of how he/she controls himself/herself when it comes to unruly pupils. In addition, one teacher participant denied that single teachers are good in command, but sometimes lack kindness. On the other hand, married teachers can be strict but at least tend to be kinder while staying firm for they see their pupils as being their own children. Furthermore, it was concluded by two teacher participants during interview that married teachers are more experienced in controlling anger on unruly pupils, they have more experienced on their own children that they think they tend to implement better compare to single teachers. Still experience cannot be replace by theory alone. Married teachers are better implementers, because they are parents. They felt feelings that single teachers have not felt. Moreover, single teachers are harsh in terms of discipline, married teachers are somehow strict but kinder. These statements would eventually mean that experiences of married teachers significantly affect their implementation of the positive discipline in school. And remaining unmarried significantly affects also teachers performance in school. Moreover, this finding was supported in academic Journal of Interdisciplinary Studies (2015). According to Tyagi (2013) study, unmarried teachers have higher level of classroom management than married teachers have. Married and unmarried people display different kinds of polices when they manage people. Roussanov and Savor (2013) study found differences in the management styles of married and unmarried managers in favor of single managers. This would mean that unmarried teachers or single teachers have better classroom management and performance compared to married teachers due to reasons that single teachers have more time, could be less stress and less conflict working conditions compared to those married teachers. The less stress the teacher is, the better implementer she is. In addition, it is important to highlight the teacher’s role regardless of sex, teachers should model and set norms for acceptable behaviors as cited in the Mental Health Weekly digest, (2017) that harsh teacher discipline predict higher bullying victimization and students’ negative perception of teacher support. It is important that teachers be kinder while staying firm. This was supported by Teven&McCroskey (1997, p. 167) as cited in a study of Rahimi&Hosseini (2015), the more care that students get from their teacher cares the more students will care about the class, and they are more to pay attention in the class and consequently, learn more about the course material” And this is the way teachers impacts on discipline their classes how well they teach, which eventually impacts students’ motivation. Similarly, teachers’ use of appropriate discipline strategies will promote students’ responsibility and encourage them to “exercise their own learning rights and protect the learning and physical and emotional safety rights of other (Lewis, 2001, p. 30).

Table 11
 Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Marital Status

Extent of Implementation of the Positive Discipline as shown by	Single			Married			Widow		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. ensures his/her pupils to feel physically and emotionally safe.	3.45	0.83	Well Implemented	3.81	0.40	Well Implemented	4.00	0.00	Well Implemented
4. recognize and respect pupils developmental levels.	3.41	0.83	Well Implemented	3.79	0.44	Well Implemented	4.00	0.00	Well Implemented
12. understands and respects	3.52	0.83	Well Implemented	3.84	0.37	Well Implemented	4.00	0.00	Well Implemented

pupils as individuals.										
13. identify pupils' individual differences.	3.48	0.83	Well Implemented	3.79	0.44	Well Implemented	3.50	0.71	Well Implemented	
15. controls anger on unruly pupils.	3.28	0.80	Well Implemented	3.36	0.56	Well Implemented	3.50	0.71	Well Implemented	
Total	3.46	0.76	Well Implemented	3.70	0.31	Well Implemented	3.87	0.19	Well Implemented	

Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Teaching Position

The mean and standard deviation of the public elementary school teachers in implementing the Positive Discipline Model terms of teaching position is presented in table 12. As shown, in table 12 when taken as a whole public elementary school teachers when grouped according to teaching position, were all well implemented. Teacher I (M=3.61, SD=0.51), Teacher II (M=3.71, SD=0.29), Teacher III (M=3.57, SD=0.57), and Master Teacher I & up (M=3.89, SD=0.10). Moreover, public elementary school teachers when taken individually, results show that regardless of their teaching position, all teachers well implement Positive Discipline Model. Their implementation of the Positive Discipline is almost the same. However, Master Teacher I and up obtained highest mean scores compare to Teacher III teachers with a mean ranging from (3.57) to (3.89), while teacher I obtained the lowest. Results presented can be interpreted to mean that Master teacher I and up tend to implement positive discipline best among other teaching positions while in Teacher I positions perform least among the group. On the other hand, when obtained, mean scores were considered, it can be gleaned in the result, that “controls anger on unruly pupils” item received the lowest mean while item on “understand respects pupils as individuals” obtained the highest mean scores. This means that teachers implementation of providing structure to pupils is not well implemented while the key element on identifying individual differences teachers’ are well-implemented. Teachers in Teacher I positions do not well implement key element in providing structure to pupils. They show the lowest self-control on unruly pupils compare to other higher teaching positions. This can be taken to mean that teacher I needs more training on self-control and anger management. However, this finding was denied by one teacher participant that teachers regardless of teaching positions know discipline and implement it the same way. Though, teachers with those in higher teaching positions have to prove more, because they are paid more. Another participant further agreed that Master Teacher I and up are expected to know and perform better. The higher a teaching position is, the more it is expected to impose effective discipline. Master Teacher I and up have much higher salaries that they must strive to be the best. They should be the role model for the lower teaching positions. These statements revealed that high salaries motivate teacher to perform better and more are expected from them compare to lower teaching positions. This was supported by Woods (2014), people are often motivated by money. The salary a worker is paid by his/her employer can have a great influence on his performance. A worker is more likely to perform to his/her potential if he/she is happy with the salary he/she is earning.

Table 12
 Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Teaching Position

Extent of Implementation of the Positive Discipline as shown by	Teacher I			Teacher II			Teacher III			Master Teacher I & above		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. ensures his/her pupils to feel physically and emotionally safe.	3.68	0.59	Well Implemented	3.86	0.35	Well Implemented	3.60	0.66	Well Implemented	4.00	0.00	Well Implemented
4. recognize and respect pupils developmental levels.	3.66	0.60	Well Implemented	3.81	0.40	Well Implemented	3.63	0.69	Well Implemented	3.86	0.38	Well Implemented
10. is a good role model.	3.59	0.61	Well Implemented	3.78	0.42	Well Implemented	3.57	0.65	Well Implemented	4.00	0.00	Well Implemented

12. understands and respects pupils as individuals.	3.70	0.59	Well Implemented	3.89	0.32	Well Implemented	3.71	0.62	Well Implemented	3.86	0.38	Well Implemented
15. controls anger on unruly pupils.	3.34	0.60	Well Implemented	3.42	0.60	Well Implemented	3.20	0.63	Implemented	3.71	0.49	Well Implemented
Total	3.61	0.51	Well Implemented	3.71	0.29	Well Implemented	3.57	0.57	Well Implemented	3.71	0.49	Well Implemented

Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Length of Service

Extent of implementation on Positive Discipline Model of the public elementary school teachers when grouped according to length of service is presented in table 13. As shown, when taken as a whole and when grouped according to length of service, public elementary school teachers well implement Positive Discipline Model. 0-5 years length of service (M=3.56, SD=0.68), 6-10 years (M=3.61, SD=0.37), 11-15 years (M=3.71, SD=0.33), and above 16 years (M=3.67, SD=0.47) all were interpreted as well implemented. When items were considered individually, “controls anger on unruly pupils” obtained the lowest means while “understand and respects pupils as individual obtained the highest mean scores.” This reflects that teachers when grouped according to age, teachers do not well implement key element on providing structure to pupils while they well implemented best key element of the positive discipline on identifying individual differences. Results presented that teachers with a length of service of 0-5 years performed least among the age group most especially in providing structure to pupils. And above 16 years performed better among the group categories. Findings were supported by one of the teacher participants during the interview as teacher experience increases, teachers also tend to better their performance; however, as they age and had longer years in service, sometimes they feel exhausted. However, it was negated by one teacher participant that younger teachers perform better for they are still eager and willful in everything.

This is supported in a study of teachers gained experience, and as they age, their willfulness lessen (Shah, 2018). Teachers’ exhaustion is evident to teachers who have longer length of service. Biyani et al., (2013) stated that in the burnout between teachers with less teaching experience and teacher with more teaching experience found no difference. On the other hand, findings show that years in service or teaching experiences affect teachers’ performance which was supported in the study by Unal (2012). Study found that teachers with higher number of years of teaching experience can manage better than that of others. Years of experience plays a compelling role on teachers’ beliefs on choosing their classroom management style. While teachers with less experience were found to be opposite. Beginning teachers or new in service prefer shared accountability for classroom control, shared work on making classroom rules, focused not only on behaviors but also feelings. On the other hand, experienced teachers or teachers with longer years in service choose to believe in maximum teacher accountability; prioritize more on the behavior to quickly redirect it to positive, choosing traditional behavior management. In addition, in a study of Podolsky (2016), it was cited that it is important to recognize that, on average, the most effective 20-year teachers are significantly more effective than the most effective first-year teachers—and these positive effects reach beyond the experienced teacher’s individual classroom to benefit the school as a whole.

Table 13
 Extent of Implementation of the Positive Discipline Model of Public Elementary School Teachers when Grouped According to Length of Service

Implementation of the Positive Discipline as shown by	Mean	Sd	0-5 years		6-10 years		11-15 years		16 years & above			
			Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation	Mean	Sd	Interpretation
3. ensures his/her pupils to feel physically and emotionally safe.	3.58	0.77	Well Implemented	3.71	0.46	Well Implemented	3.79	0.42	Well Implemented	3.76	0.54	Well Implemented

4. recognize and respect pupils developmental levels.	3.58	0.77	Well Implemented	3.71	0.46	Well Implemented	3.68	0.48	Well Implemented	3.75	0.58	Well Implemented
7. encourage pupils especially when they are having difficulties and looking at things from their point of view.	3.53	0.77	Well Implemented	3.68	0.48	Well Implemented	3.89	0.31	Well Implemented	3.68	0.57	Well Implemented
12. understands and respects pupils as individuals.	3.68	0.75	Well Implemented	3.71	0.46	Well Implemented	3.79	0.42	Well Implemented	3.81	0.51	Well Implemented
15. controls anger on unruly pupils.	3.32	0.75	Well Implemented	3.29	0.53	Well Implemented	3.37	0.60	Well Implemented	3.37	0.61	Well Implemented
Total	3.56	0.68	Well Implemented	3.61	0.37	Well Implemented	3.71	0.33	Well Implemented	3.67	0.47	Well Implemented

Correlation of the Level of Awareness of the Positive Discipline Model and Extent of Implementation of the Positive Discipline Model of the Public Elementary School Teachers

The Pearson product moment of correlation coefficient between the awareness and extent of implementation of the public elementary school teachers of the Positive Discipline Model is presented in table 20. As reflected in the table, there is a significant correlation in the level of awareness and extent of implementation of the Positive Discipline Model. Pearson r is .84 and is close to 1. This means that there is a strong relationship between awareness and implementation. This means that an increase in awareness, implementation increases. Otherwise, decrease in level of awareness also decreases extent of implementation. For this reason, the researcher can conclude that there is a positive correlation or strong relationship between level of awareness and extent of implementation of the positive discipline model of the public elementary school teachers

Table 14
 Correlation of the Level of Awareness of the Positive Discipline Model and Extent of Implementation of the Positive Discipline Model of the Public Elementary School Teachers

Indicators	n	R	P
Awareness of the Positive Discipline Model	125	1	.000
Implementation of the Positive Discipline Model	125	0.84	.000

** Correlation is significant at the 0.01 level (2-tailed)

Summary of Findings

This section presents the summary of findings, the conclusion based on the findings, and the set of recommendations addressed to concerned stakeholders. As to participants' demographic profile, the result shows that there are a lesser number of public elementary school male teachers compared to female teachers in the public elementary schools. When it comes to the participants' age, the majority of the participants are in the age group 41-50 years old. On the other hand, there are a lesser number of teachers that are considered to be the younger teachers' and new in teaching with the age range 21-30 years old. However, as to marital status, there are more married teachers than single teachers. Moreover, when it comes to teaching positions, the majority in the public elementary school teacher participants are in Teacher I positions and few teachers for Master Teacher I and up positions. Lastly, in terms of length of service, the majority of the public elementary school teacher participants were in a length of service of 16 years and above.

Level of awareness on the Positive Discipline Model of the public elementary school teachers when taken as a whole and when grouped according to sex, age, marital status, teaching position, and length of service are extremely aware. Moreover, when items were considered individually all are extremely aware except which states that "*Positive discipline is not having no rules, limits or expectations*". The extent of implementation of the public elementary school teachers when taken as a whole and when grouped according to sex, age, marital

status, teaching position and, length of service are well implemented. However, when items were taken individually, the item on “controls anger on unruly pupils” obtained the lowest mean. Based on the findings of the study, the following conclusions are drawn: There are a lesser number of public elementary school male teachers compared to female teachers in public elementary schools for teaching is revealed to be more feminized. Also, there are a lesser number of teachers in the Master teacher I and up positions due to high standards qualifications. The level of awareness of the participants on the positive discipline model when taken as a whole and when group according to sex, age, marital status, teaching position and length of service exhibited extreme awareness in all of the key elements of the Positive discipline model: identifying long term goals, providing warmth, understanding child development, identifying individual differences, and problem-solving except in the aspect of providing structure to pupils. Specifically, “providing structure” on the set of rules. This shows that there is a need for more educative information or training on improvement as to giving of structure to pupils to help increase teachers’ awareness of the Positive Discipline Model. It would be best that the Department of Education Personnel’s/ District Supervisors, to launch Gawad Gabay Program or Excellence in Guiding Children for a better future to encourage or inspire teachers, families, and schools to showcase their best in implementing Positive Disciplines like Search for Model families, Model Teacher and Model School. Also, school administrators to improve the school code of conduct on building a Positive Discipline system and allotting a school lounge area for teachers to serve as their wellness room to ensure teachers’ best state of well-being. On the other hand, the extent of implementation of the participants on the Positive Discipline Model when taken as a whole and when grouped according to sex, age, marital status, teaching position and length of service showed that they well implemented all of the key elements of the Positive Discipline Model except in the aspect of providing structure to pupils. Specifically on controlling anger to unruly pupils. Moreover, this shows that teachers’ implementation of providing structure to pupils such as controlling anger and being a good role model to pupils’ have needs for improvement. Whereas, teachers are to encourage to best first learn self-regulation through the use of self-monitoring tracker and emotion-regulation checklist (Please see Appendix B). Likewise, it is highly recommended to train school discipline officers on positive discipline strategies in endorsing students’ behavior, that their offices would promote Positive Discipline techniques such as motivation, reward system, and provision of “Calming room” for pupils. Such a room would provide a space where pupils would have calm down sessions or self-regulation strategies thereby return to class with minimal disruption to their day. Furthermore, learners shall adapt the Check-in, Check-out System (Please see Appendix B) as an intervention that will encourage the child to be responsible and have good behavior throughout the entire school day. Furthermore, the result shows that there is a significant correlation in the level of awareness and extent of implementation of the Positive Discipline Model, therefore there is a strong relationship between teachers’ level of awareness and to their extent of implementation of the Positive Discipline Model. Hence, when teachers’ awareness is increased it would also increase teachers’ extent implementation of the Positive Discipline Model. It is likewise strongly recommended that guidance designates to design an appropriate and responsive guidance program to cater to teachers’ needs especially in the discipline aspect (Please see Appendix A) to improve teachers level of awareness and implementation of the Discipline Model. As well, to ensure collaboration of the homeschool relationship for the benefit of the child, psychosocial support for parents especially to those identified parents who use violence to their children as their form of discipline shall be included. Thus, to ensure a nurturing and safe school environment for all children, reinforcement of good behavior among children without the use of violence surely can create a place where they will fully enjoy the childhood they rightfully deserve.

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