

Positive Discipline Strategies and Learners' Attitude Towards Learning

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ABSTRACT: Discipline is one of the needs for the children nowadays, especially in motivating them to do more on their studies. But it is very important to have a proper way of disciplining them as it will affect their emotion and eagerness in terms of their learning. This study looked into how positive discipline strategies are correlated with or predict learners' attitudes toward learning. The study employed a correlational and causal research designs. A self-made questionnaire which passed the validity and reliability tests was conducted to 104 teachers from Medina South District, through stratified random sampling. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were used to analyze and interpret the data collected. The results showed that verbal praise, rewards and recognition are the most common forms of positive discipline strategies employed by the teachers. Learners are observed to have good attitude towards learning. There is a weak to moderate significant correlation between teachers' positive discipline strategies and learners' attitude towards learning. Both verbal praise and rewards and recognition are predictors for learners' attitude towards learning. Thus, positive discipline strategies contribute to learners' attitude towards learning. In order to further improve learners' attitude towards learning, it is recommended that teachers' keep using verbal praise and rewards while looking into other positive discipline strategies.

KEYWORDS: attitude towards learning, positive discipline strategy, rewards and recognition, verbal praise

I. INTRODUCTION

In such a diverse and complex educational environment, building a positive learning environment is important for learners' success. Traditional approaches tend to center around punishment and remediation, whereas there is a growing body of research demonstrating the power of positive discipline. The focus of this thesis is on the positive discipline strategies and the effect the learners will have on their behavior and attitude towards learning.

Moreover, Gunaretnam (2021) stated in her study that positive discipline works by presenting a motivating or reinforcing stimulus to the person after the desired behavior is exhibited, making the behavior more likely to happen in the future. Classroom management is one of the most common problems faced by teachers because disruptive learners take up valuable learning time. Learners with disruptive, defiant, and disrespectful behaviors often make it difficult for teachers to teach and learners to learn. The techniques based on positive discipline lack popular and professional acceptability because they are time-intensive, offer little compensation for educators, contradict popular views of developmental psychology, threaten special interest groups, are socially unacceptable, and demean humans.

Usually, teachers would ask how positive discipline would impact student behavior and attitudes over time. The study of Zahid and Cheema (2023) stated that one of the oldest motivational strategies is discipline. People make an effort to act in ways that will lead to benefits or desirable results. This reward encourages people to continue acting in a similar manner in the future by reinforcing the habit. As Senados (2023) added that when a teacher can create a safe and positive learning environment, learners want to show up to class and stay in class.

Learners' attitudes toward learning play a crucial role in how effectively they engage with and benefit from education, as these attitudes influence motivation, effort, and persistence. Learners with positive attitudes tend to be curious, motivated, and willing to face challenges, viewing learning as meaningful and mistakes as part of the process, while those with negative attitudes may feel anxious, unmotivated, or incapable due to past failures or lack of support. Attitudes may be intrinsic, where learning is valued for its own sake, or instrumental, where it is pursued mainly for external rewards such as grades or jobs. These attitudes are shaped by personal experiences, teaching methods, family, peers, and cultural expectations, and they significantly affect learners' achievement and long-term engagement with learning.

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The researcher observed that negative discipline is what usually used by some teachers today. That is the reason the researcher decided to do this study to inform the teachers that learners can learn in positive discipline. [Nikishyna](#) (2023) wrote that it is impossible to avoid negative behavior, especially nowadays when there are so much disoriented and exhausted youths. But it is in the teachers' power to redirect it, making sure the desired behavior will prevail. Teachers can always respond positively, by providing redirection, or refocusing their energy, that teachers will be able to direct learners toward the wanted aim.

Moreover, focusing the positive, and building trust make it possible to develop meta skills in learners and sincerity is seen as one of the most important virtue among them. That is why remembering one's values and vision is the basis of the responsible behavior of our learners in the future. Constructive praise is closely connected with motivation and involvement of learners in the lesson activities. They see that teachers show genuine interest in their performance, and it will definitely increase productivity.

Positive discipline strategies help learners develop a more positive attitude toward learning because they create a safe, respectful, and supportive environment. When discipline focuses on guidance, encouragement, and clear expectations rather than punishment, learners feel valued and understood, which increases their confidence and motivation to learn. This approach reduces fear and anxiety, encourages self-discipline and responsibility, and helps learners view mistakes as opportunities to improve. As a result, learners become more engaged, cooperative, and willing to participate actively in the learning process, leading to a more positive and lasting attitude toward learning.

This theory proposed that behaviors are learned through their consequences. The researcher's study on positive discipline strategies in education is well-suited to a behaviorist framework, particularly B.F. Skinner, a behavioral psychologist and founder of operant conditioning, who viewed operant conditioning as a form of learning in which the consequences of behavior lead to changes in the probability of that behavior's occurrence. He identifies consequences as reward and punishment.

Skinner's theory was restated by Akpan (2020), that operant conditioning is independent of a prior stimulus. Instead, it is dependent on the consequences of the behavior. Operant conditioning is a two-way process in which the environment changes behavior and action (or behavior) influences the environment. Positive discipline is an effective way to shape behavior, thus it stands to reason that if a behavior has a bad outcome, it will diminish.

Added by the article of [Schlinger](#) (2022), the knowledge of how behavior changes during infancy and childhood, as well as how to treat behavioral abnormalities in children, has been profoundly impacted by Skinner's discovery and explanation of operant learning. While much has been written on the influence of Erik Erikson's contributions to education, little has been said about his place in terms of his contribution to the general theoretical notion of what it means to be a human being.

According to Deped Order No.018, s. 2021, Interim Guidelines on Giving of Awards and Recognition in Light of the Basic Education Learning Continuity Plan for school year 2020-2021, awards and recognition have been embedded in the Philippine basic education curriculum because of their profound effect on learners' morale, motivation, self-efficacy, and commitment of learners to consistently perform and strive to do better.

II. METHODOLOGY

This study used correlational and causal research designs. This research used survey questionnaire to collect data to determine the relationship between the positive discipline strategies applied by teachers and learners' attitude towards learning as perceived by the teachers. The researcher used this method to collect numerical data that could be statistically examined to look into the trends or correlation. Considering its capacity to gather and evaluate data in a thorough and impartial manner, a quantitative approach was chosen for the investigation (Habib, 2021).

This study was also causal because it undergone evidence-based decisions to avoid misleading correlations and examine the underlying processes that lead to specific outcome. By prioritizing rigorous methodological controls, the study was able to isolate key variables and assess their direct effects. This approach strengthened internal validity and supported clearer interpretations of cause-and-effect relationships. As a result, the findings provide more reliable insights into how and why the observed outcomes occurred.

This study utilized descriptive statistics such as Mean and Standard Deviation for Problems 1 and 2 and Pearson Product Moment Correlation Coefficient for Problem 3 and Multiple Linear Regression for Problem 4.

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III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' positive discipline strategies based on:

1.1 verbal praise; and

1.2 rewards and recognition?

Table 1 presents the overall teachers' positive discipline strategies. It registered an overall Mean of 4.42 with SD=0.74, qualitatively described as Employed. The data imply that the teachers make sure that they incorporate the concepts of providing and giving positive disciplines on the deeds and achievements of the learners regardless of how big or heavy it is. The impact that the learners have when being praised and recognized by their teachers is huge. It can further inspire and motivate them to do better and even influence their peers to do the same. In this way, all learners will look forward in making things that promote kindness to all.

Table 1. Overall Teachers' Positive Discipline Strategies

Variables	Mean	SD	Description
Verbal Practice	4.46	0.74	Employed
Rewards and Recognition	4.38	0.74	Employed
Overall Mean	4.42	0.74	Employed

Note: 4.51-5.00 Highly Employed 3.51-4.50 Employed 2.51-3.50 Moderately Employed
1.50-2.50 Less Employed 1.00-1.49 Least Employed

According to Erwin (2024) teachers that provide positive feedbacks and comments to the learners are often appreciated and admired on. More so, when they walk what they talk. Learners are observant with the actions of their teachers. Thus, teachers should make themselves the model of the positive things they want their learners to do and perform.

In the same table, the variable, Verbal Practice was rated the highest with the Mean of 4.46 with SD=0.74, qualitatively described as Employed. The data imply that the teachers make sure that they consistently exercise and provide positive disciplines towards the deeds of their learners. They make sure that they give equal attention and emphasis to the learners' actions and performance.

Whether it is in positive or negative side, the teachers are always ready to make the necessary adjustments to inspire or correct the learners so that they too can make the adjustments. According to Haydon et al. (2020) it is important for the teachers to be vigilant on their learners at school or in the classroom. This is to ensure that they will know their learners better and that they can also give the proper and appropriate attention and guidance.

Meanwhile, the variable, Rewards and Recognition was rated the lowest with the Mean of 4.38 with SD=0.74, qualitatively described as Employed Level. Rewards and recognition are things that are truly inspiring and catchy for the learners. These drive them to do more and better of themselves. Teachers should balance the implementation of rewards from tangible and intangible things. This will better help the learners understand things and on why they should be good to themselves and others whether there is an expected rewards and recognition or not at all.

According to Oxley and McGeown (2023) and Oco (2023) the concept of rewards and recognition is very effective specially in the developmental years of the learners. Teachers should also teach the learners that rewards and recognition do not always come once they make good deeds. They must have emphasized that more than the tangible things there are also forms of rewards that may not be seen and touch but its impact is long lasting like respect and admiration.

Problem 2. What is the level of learners' attitude towards learning?

Table 2. Learners' Attitude Towards Learning

Indicators	Mean	SD	Description
Learners...			
1. are motivated to learn more.	4.40	0.73	Good
2. are engaged in their classes.	4.43	0.71	Good
3. are excited in doing their tasks.	4.36	0.71	Good
4. work well with their classmates.	4.25	0.74	Good
5. demonstrate academic progress.	4.28	0.67	Good
6. listen attentively during discussion.	4.12	0.77	Good
7. review their work before submitting.	3.73	0.91	Good

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8. accept corrections and try to improve.	4.25	0.74	Good
9. enjoy trying new things, even if it's hard.	4.15	0.75	Good
10. follow classrooms rules during discussion.	3.99	0.83	Good
11. show consistent attendance and punctuality.	4.13	0.74	Good
12. stay on task even when not directly supervised.	3.75	0.89	Good
13. ask questions and explore beyond what is taught.	4.04	0.73	Good
14. take care of the materials and finish tasks on time.	3.78	0.89	Good
15. make use of available resources (e.g., books, technology).	4.08	0.73	Good
Overall Mean	4.12	0.77	Good
Note: 4.51-5.00 Very Good 3.51-4.50 Good 2.51-3.50 Acceptable 1.50-2.50 Poor 1.00-1.49 Very Poor			

Table 2 shows the learners' attitude towards learning. It registered an overall Mean of 4.12 with SD=0.77, qualitatively described as Good. The data imply that the teachers observed that the learners have high regard or attitude for learning. They find that the eagerness of the learners towards their studies is imminent and that they really want to learn new things and acquire the necessary knowledge and skills for the higher level of learning. This is important because younger years of the learners' studies serve as their foundation of learning more difficult and challenging lessons. According to Mo et al. (2023), it is important that at young age, the importance of education towards one's future is essential. Teachers need to inculcate to the young minds of the learners the importance of studying and finishing their education.

In the same table, indicator 2, *Learners are engaged in their classes*, was rated the highest, with the Mean of 4.43 with SD=0.71, qualitatively described as Good. The data imply that the teachers observed that the learners are engaged in their classes. Maintaining this kind of eagerness is important for the learners so that they will be able to find fun while learning. The teachers play a pivotal role in making sure that the learners are engaged in their classes by providing encouragements, as well as guidance and assistance. According to Korkmaz and Ozturk (2020), offering classes with learning through entertainment, such as educational games, is probably going to be beneficial for learners' learning. Learners, especially those who are shy, actively participate in educational games, and the learners' interest and attitude toward a course are directly impacted by this.

Meanwhile, indicator 7, *Learners review their work before submitting*, was rated the lowest, with the Mean of 3.73 with SD=0.91, qualitatively described as Good. The data imply that the teachers observe that there are cases in which the learners submit their works without having the proper review to check for mistakes or lacking data. Teachers should reinforce these acts as it can affect the learners' performance. They need to emphasize the importance of reviewing their work instead of just having the idea of for compliance purposes only. Teachers also need to emphasize to the learners that there are cases in which second chances do not apply. Therefore, they need to review and fully decide before submitting and making the final decisions. According to Umiarso et al. (2022) the best way to make emphasis on important matters is to provide real life situations that can defect the consequences of their actions. In this way, the learners can understand and absorbed the messages that the teachers want to convey to them.

Problem 3. Is there a significant relationship between the teachers' positive discipline strategies and learners' attitude towards learning?

Table 3. Test of Correlation Between Teachers Positive Discipline Strategies and Learners' Attitude Towards Learning

Variables	r-value	p-value	Level of Correlation	Description	Interpretation
Verbal Praise	0.516	0.001	Moderate Positive Correlation	Reject Ho	Significant
Reward and Recognition	0.493	0.001	Weak Positive Correlation	Reject Ho	Significant
Note: 1.00 Perfect Positive Correlation 0.70 – 0.99 Strong Positive Correlation					
0.50 – 0.69	Moderate Positive Correlation	0.10	–	0.49	Weak
0.00 – 0.09	No Positive Correlation	Significant when computed p-value <0.05.			

Table 3 showcases the test of correlation between the teachers' positive discipline strategies and the learners' attitude towards learning as perceived by the teachers. For Verbal Praise, it registered a computed r-value of 0.516 and computed p-value of 0.001. The computed p-value was less than the p-critical value at 0.05 level of significance. The data signifies that moderate positive correlation between the teachers' positive discipline strategies and the learners' attitude towards learning was registered in terms of verbal praise. Thus, the null hypothesis is rejected. Verbal praise is an important strategy that the teachers can use to enhance the learners' attitude towards their studies or learning. With provision of positive feedback and constructive critiquing the learners will continue to be inspired and motivated in making sure that they are giving their best in their studies.

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When the teachers explain properly to the learners the reasons why their attention is called, they will better understand it and realized that their teachers have nothing to think of but their best interest and development. According to Rafi et al. (2020) verbal praise allows the teachers to appreciate and even encourage the learners in a manner that it can be seen and heard by other learners or classmates which in turn will also encourage them to aim for better performance and do good things so that they will also have the chance to be given attention and appreciation.

For Reward and Recognition, it registered a computed r-value of 0.493 and computed p-value of 0.001. The computed p-value was less than the p-critical value at 0.05 level of significance. The data signifies that weak positive correlation between the teachers' positive discipline strategies and the learners' attitude towards learning was registered when reward and recognition is taken into consideration. Thus, the null hypothesis is rejected.

Reward and recognition is also one of the important strategies to be utilized by the teachers in their teaching and learning interactions with their learners. It also provides the source of inspiration and interest for the learners to be attentive and in doing meaningful things as they know they can be rewarded. Teachers should also make sure that they are able to explain clearly to the learners on the purpose of their reward and recognition system so that the learners will not be only after for the rewards. They must learn to make good things with or without the presence of reward.

According to Saraswati et al. (2020) reward system is advantageous specially to the learners as it will help them easily remember the things they need to do to be appreciated. It will also help them to study their lessons so that by the next day they can answer the questions of their teachers, solve review activities, and get the chance to be rewarded with extra points. Thus, teachers must be creative in providing rewards and recognition to their learners.

Problem 4. Which of the dimensions in the independent variable singly or in combination predict learners' attitude towards learning?

Table 4. Regression Analysis Between the Independent and Dependent Variables

	UC		SC				
Variables	B	SE	β	t-value	Sig. (P-value)	Decision	Interpretation
Constant	0.598	0.577	0.579	6.989	0.001		
Verbal Praise	0.547	0.597	0.568	6.954	0.001	Reject Ho	Significant
Reward and Recognition	0.448	0.465	0.487	5.895	0.001	Reject Ho	Significant
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision	Interpretation
	0.486	0.463	0.455	9.243	0.001	Reject Ho	Significant

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients Dependent Variable = Attitude towards learning
Significant when computed p-value < 0.05.

Table 4 presents the regression analysis of the teachers' positive discipline strategies and the learners' attitude towards learning. The coefficients of the regression equation for the variables in their original units. The constant is 0.598. The coefficients for verbal praise is 0.547, while for reward and recognition was 0.448. These coefficients represent the change in the dependent variable on attitude towards learning for each unit change in the respective independent variables, assuming all other variables are held constant. While standardized coefficients are the coefficients of the regression equation when all variables are standardized. The standard errors for the coefficients are 0.597, and 0.465 respectively. Moreover, the t-values for the coefficients are 6.989, 6.954, and 5.895 respectively. These values are used to determine the p-values. The p-values for the coefficients are all at 0.001 respectively. The p-value for verbal praise and reward and recognition are both less than 0.05, indicating that these variables significantly predicts attitude towards learning.

The learners' attitude towards learning is greatly impacted by teachers' positive discipline strategies. This indicates that verbal praise as well as reward and recognition boosts attention, motivation and engagement of learners. Thus, school administrators and teachers may create activities as well as adopt strategies that will enhance teachers' discipline strategies positively as well as enhance learners' performance. This approach can lead to higher confidence, competence, and adaptability, resulting in much better performance.

According to Ramalingam et al. (2022) positive ways of implementing discipline is better than those that enforce strictness punishment. It hardens the learners' attitude to the point of not following and even becoming rebellious. However,

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when the form of discipline is done in positive ways, the learners become attentive and receptive to it. They embrace it wholeheartedly knowing that it is for their own good and welfare. More importantly it provides source of inspiration and motivation for the learners to hold into their dreams and continue with their studies despite the challenges they are facing.

The R, R² Adjusted R²: These values measure the goodness of fit of the regression model. An R² of 0.463 and an adjusted R² of 0.455 indicate that approximately 45.5% of the variance in attitude towards learning can be explained by the model. The F-value of 9.243 and the model p-value of 0.001 indicate that the regression model significantly predicts attitude towards learning.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn.

1. Positive discipline strategies are usually practice by the teachers.
2. Learners love and enjoy learning in school.
3. The more learners to have good attitude towards learning if teachers employed positive discipline strategies.
4. Positive discipline strategies meaningfully contribute to fostering more favorable learning outcomes.

V. RECOMMENDATIONS

The following recommendations were made in consideration with the findings and conclusions.

1. Teachers are encouraged to continue using verbal praise, rewards and recognition to support on the Department of Education's mandate of implementing it in all schools.
2. Teachers are encouraged to sustain the learners' good attitude towards learning.
3. Teachers promote and integrate positive discipline strategies more widely to sustain learners' attitudes and support improved learning outcomes.
4. Teachers are encouraged to continually employ positive discipline strategies to always have learners with very good attitude towards learning.

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