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**POSITIVE DISCIPLINE TECHNIQUES IN CLASSROOM MANAGEMENT TO  
BUILD LEARNERS' RESPONSIBILITY IN MABUHAY DISTRICT: ITS  
CONTRIBUTION TO PUPIL'S ACADEMIC SUCCESS**

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**ABSTRACT**

This study investigated the positive discipline techniques utilized in classroom management to build learners' responsibility in the Mabuhay District, Zamboanga Sibugay, and their contribution to pupils' academic success during the school year 2025–2026. Utilizing a descriptive survey method, the study involved 19 school administrators and 162 teachers selected through purposive sampling. A validated researcher-made questionnaire-checklist served as the primary data collection instrument. The variables examined included creating a welcoming and engaging school environment, developing pupil attendance policies, connecting with at-risk learners, involving parents when addressing poor attendance, and awarding points for attendance achievements. Statistical tools employed included weighted mean, ranking, a four-point continuum, and the  $t$ -test. The findings revealed that all five positive discipline variables were perceived as "Always Practiced" by both school administrators and teachers. Among the variables, creating a welcoming and engaging school environment ranked highest. Furthermore, the  $t$ -test computation indicated a significant difference between the responses of school administrators and teachers, leading to the rejection of the null hypothesis. The study concludes that consistent implementation of

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positive discipline techniques effectively fosters learner responsibility, mitigates absenteeism, and enhances academic performance. Recommendations include reinforcing welcoming classroom atmospheres, strengthening clear attendance policies, and sustaining active school-parent partnerships.

**Keywords:** *Positive Discipline, Classroom Management, Learner Responsibility, Chronic Absenteeism, Academic Success*

## INTRODUCTION

Classroom management and discipline have evolved significantly from models emphasizing strict obedience through external control to frameworks fostering personal responsibility and self-regulation through guidance. Positive discipline prioritizes respect, empathy, encouragement, and accountability. In the Mabuhay District of Zamboanga Sibugay, persistent challenges with chronic absenteeism and below-target National Achievement Test (NAT) Mean Percentage Scores (MPS) highlighted the need to examine the classroom environment beyond traditional instructional approaches.

This study sought to determine how teachers' implementation of positive discipline techniques—specifically creating welcoming environments, establishing attendance policies, connecting with at-risk learners, involving parents, and utilizing attendance incentives—contributes to building learner responsibility and overall academic success.

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## MATERIALS AND METHODS

### Research Design

This study employed the descriptive survey method, focusing on current conditions, practices, and comparisons between groups.

### Respondents

The target population comprised 19 school administrators and 162 out of 180 teachers across 19 elementary schools within the Mabuhay District.

### Sampling Technique

Purposive sampling (specifically judgment sampling) was utilized to select representative respondents from the district.

### Research Instrument

A self-reporting questionnaire-checklist divided into five core variables (25 total predetermined statements) was utilized. A dry run was conducted in the Talusan District to ensure validity and reliability prior to full deployment.

### Data-gathering Procedure

Data collection took place during the second semester of the 2025–2026 school year and midyear of 2026, utilizing online Google Forms for administrators and distribution following Learning Action Cell (LAC) sessions for teachers.

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## Statistical Treatment

- **Weighted Mean & Ranking:** Used to determine the average practice levels and relative standings of the variables.
- **Four-Point Continuum:** Categorized responses from 1.00–1.75 (*Never Practiced*) to 3.26–4.00 (*Always Practiced*).
- **t-test:** Used to test for significant differences between the responses of school administrators and teachers at a 5% level of significance.

## RESULTS AND DISCUSSIONS

### 1. Practice of Positive Discipline Variables:

- **Create a Welcoming and Engaging School Environment:** Ranked first with an overall average mean of **3.61** (*Always Practiced*). Teachers effectively fostered active participation and mutual respect.
- **Develop Pupil Attendance Policy:** Ranked second with a mean of **3.56** (*Always Practiced*), showing clear communication of guidelines to families.
- **Connect with At-Risk Learners:** Ranked third with a mean of **3.55** (*Always Practiced*), highlighting targeted guidance for students facing personal or academic challenges.

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- **Award Points for Attendance Achievements:** Tied with a mean of **3.55** (*Always Practiced*), utilizing positive incentives over punitive measures.
  - **Involve Parents when Addressing Poor Attendance:** Ranked fifth with a mean of **3.53** (*Always Practiced*), emphasizing home-school collaboration.
2. **Comparability of Responses:** Both school administrators and teachers consistently rated all five variables under the "Always Practiced" category, reflecting a shared consensus on the importance of positive discipline.
3. **Hypothesis Testing (\$t\$-test):** The computed \$t\$-value of **4.231** exceeded the critical table value of **2.306** at 8 degrees of freedom (\$p < 0.05\$). Consequently, the null hypothesis of no significant difference was **rejected**, indicating that the perceptions of school administrators and teachers differed significantly due to a mean difference of **0.11**.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

1. Teachers consistently practice creating welcoming and engaging learning environments to foster active student involvement and respect.

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2. Pupil attendance policies are systematically developed, communicated, and implemented to curb absenteeism.
3. Proactive measures and personal guidance are regularly extended to at-risk learners to support engagement.
4. Active communication and collaboration with parents are maintained to address family-related attendance challenges.
5. Incentive systems and punctuality recognitions are successfully utilized to motivate regular attendance and boost learner responsibility.

## Recommendations

1. **Enhance Classroom Environments:** Sustain and further optimize welcoming classroom atmospheres to encourage maximum active participation.
2. **Strengthen Policy Communication:** Explicitly reinforce clear attendance policies involving parents and community stakeholders from early grade levels.
3. **Deepen Student Support:** Continuously provide individualized guidance, mentorship, and support structures for learners facing academic and personal hurdles.
4. **Foster Home-School Partnerships:** Optimize collaborative strategies with parents to reinforce positive behavioral norms both in school and at home.
5. **Institutionalize Incentive Programs:** Expand recognition systems and positive reinforcement frameworks to reward consistency, punctuality, and engagement.

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