



**REINFORCING POSITIVE DISCIPLINE IN CLASSROOM MANAGEMENT
THROUGH PROJECT GUIDE (GENUINE UNDERSTANDING
EFFECTIVENESS AND INCLUSIVITY FOR DISCIPLINE
EFFECTIVENESS)**

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ABSTRACT

This action research study, conducted in a Grade 11 HUMSS section at Lian Senior School, explores behavior problems among students and the effects of implementing Project GUIDE (Genuine Understanding Effectiveness and Inclusivity for Discipline Effectiveness) on the classroom atmosphere. Sampling involved the entire class of 133 students, adopting a convenience sampling method for practicality. Data was collected through classroom observations, surveys, interviews, and focus groups to address the research questions.

The research findings revealed that the most common behavior problems included inattentiveness, talking out of turn, disruptive behavior, incomplete assignments, and defiance. Underlying reasons for these issues were identified as a lack of engagement, unmet emotional needs, a lack of classroom structure, peer influence, and learning disabilities or special needs. The implementation of Project GUIDE exhibited perceived positive impacts such as an improved classroom environment, enhanced student behavior, increased inclusivity, better relationships, and potential academic benefits. However, challenges included resistance to change, uneven implementation, and unintended consequences.

Recommendations include tailoring interventions, providing teacher professional development, emphasizing Social and Emotional Learning, strengthening consistency and

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structure, and continuously monitoring and evaluating Project GUIDE. These insights and recommendations offer valuable guidance for educators, administrators, and policymakers in fostering a more conducive and inclusive classroom environment for all students.

Keywords: *classroom management, behaviour, inclusivity*



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INTRODUCTION

Context and Rationale

The researcher is currently faced with the challenge of managing a Grade 11 – HUMSS section at Lian Senior High School, where 10 out of the 133 students consistently exhibit disruptive behavior. This issue of classroom misbehavior not only disrupts the learning environment but also hampers the overall quality of education. This context necessitates a comprehensive examination and solution through the proposed action research study, "Reinforcing Positive Discipline in Classroom Management through Project GUIDE (Genuine Understanding Effectiveness and Inclusivity for Discipline Effectiveness)."

The problem at hand is of utmost significance as it has a substantial impact on the teaching and learning process. Disruptive behavior among students leads to reduced instructional time, creates a negative atmosphere within the classroom, and affects the academic and socio-emotional development of both the misbehaving students and their peers. The current strategies employed have proven to be inadequate in addressing this problem, prompting the need for a research-based approach.

Extensive literature reviews and related studies reveal that effective classroom management is critical for creating an inclusive and conducive learning environment. A wealth of research underscores the importance of positive discipline techniques in reducing disruptive behavior and fostering a more harmonious classroom setting. Various theories, such as Bandura's Social Learning Theory, suggest that students learn appropriate behavior through observation and reinforcement. Furthermore, policies and guidelines within the education sector emphasize the significance of maintaining a disciplined yet inclusive classroom environment.

The proposed study is essential as it seeks to address a persistent issue in the teaching profession and classroom management, offering a unique approach to enhancing discipline effectiveness. The researcher aims to implement Project GUIDE, which focuses on developing

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a deeper understanding of students' needs, employing effective discipline strategies, and promoting inclusivity. This action research study aims to integrate these components into classroom management, with the ultimate goal of reducing disruptive behavior among the identified 10 students.

The importance of this study extends beyond the confines of the classroom. It has the potential to benefit the education industry by offering a practical framework for teachers to improve classroom management. By reinforcing positive discipline and inclusivity, educators can create an environment that is conducive to learning and personal growth, which ultimately contributes to a better educational experience for all students.

According to the study of Burden (2020), the potential contribution of this research lies in its ability to provide insights into the practical application of positive discipline strategies and inclusivity in real-world classroom settings. It offers a model for teachers to implement and adapt, promoting a more effective and inclusive approach to classroom management. Additionally, it may shed light on the broader implications of adopting similar strategies in other educational contexts, such as the impact on student academic performance and socio-emotional development.

In conclusion, the researcher's action research study, "Reinforcing Positive Discipline in Classroom Management through Project GUIDE," is motivated by the pressing need to address disruptive behavior in the Grade 11 – HUMSS section at Lian Senior High School. This issue is of great significance due to its adverse effects on the teaching and learning process. The proposed research not only aligns with related studies and educational policies but also has the potential to benefit the education industry by offering practical solutions to improve classroom management. Through this research, the researcher aims to provide valuable insights, contribute to the field of education, and ultimately create a more conducive learning environment for all students.

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Research Problems and Question/s:

The goal of this study is to assess the effectiveness of the Project GUIDE Reinforcing Positive Discipline in Classroom Management in Grade 11 – HUMSS section at Lian Senior High School, SY 2023-2024.

Specifically, this study seeks to answer the following sub-problems:

1. What are the most common behavior problems observed in the researcher’s class?
2. What are the most common reasons for the behavior problems of the learners?
3. What are the perceived impacts of implementing Project GUIDE on the overall classroom atmosphere of the class as a whole?

METHODOLOGY

The research design of this study is a descriptive by nature. The respondents are the Grade 11 – HUMSS section at Lian Senior High School. They are chosen according to the anecdotal report of the teacher. They are the ones who often display disruptive behavior. The chosen research design for this action research study is a mixed-methods approach, encompassing both qualitative and quantitative data collection and analysis. This design is well-suited to address the research questions comprehensively, as it allows for a holistic understanding of behavior problems in the classroom, their underlying reasons, and the perceived impacts of Project GUIDE.

In terms of participant selection, this study will involve all 37 Grade 11 HUMSS students in the researcher's class, utilizing convenience sampling. This decision is based on the practicality of involving the entire class, ensuring a comprehensive assessment of the classroom atmosphere and behavior problems. Additionally, it upholds the principles of

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voluntary participation and ethical considerations, as all students and their parents or guardians will be informed and consent will be obtained.

Convenience sampling, while potentially less representative than random sampling, is justified in this context by its practicality and comprehensive coverage of the specific classroom dynamics. The benefits of this sampling design outweigh its limitations, given the specific circumstances of the study.

Data collection methods include classroom observations to document and categorize the most common behavior problems for the first research question, surveys and interviews to determine the most common reasons for behavior problems, and surveys and focus groups with students to understand the perceived impacts of Project GUIDE on the classroom atmosphere for the third research question. Classroom observations offer a valid and unobtrusive way to identify common behavior problems, while surveys and interviews facilitate data collection on the reasons behind these problems and the perceived impacts of the intervention.

The mixed-methods design and chosen data collection methods align with ethical considerations. Informed consent will be obtained from all participants, and their identities will be protected through anonymity. The study addresses child protection, privacy concerns, and copyright issues by ensuring that sensitive data is handled confidentially.

The analysis plan includes thematically analyzing qualitative data from interviews, focus groups, and open-ended survey questions to identify patterns and themes related to behavior problems and the impacts of Project GUIDE. For the quantitative data from surveys, descriptive statistics will be used to determine the frequency and commonality of specific behavior problems. The Chi-squared test may be employed to identify significant associations, if applicable. This mixed-methods approach ensures a comprehensive understanding of the research questions and allows for triangulation, strengthening the validity of the findings by cross-referencing qualitative and quantitative data.

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RESULTS AND DISCUSSION

After gathering the necessary data, the following are the results and discussions:

1. 1. What are the most common behavior problems observed in the researcher’s class?

Table 1
Perceived Common Behaviour Problems

Factors	Frequency Count
a. Inattentiveness	5
b. Talking Out of Turn	1
c. Disruptive Behavior	2
d. Incomplete Assignments	1
e. Defiance or Opposition	1
Total	10

Table 1 shows that Inattentiveness is a prevalent issue among Grade 11 HUMSS students. This behavior problem manifests as students being easily distracted, having difficulty sustaining focus, and struggling to follow instructions, which can hinder their learning and disrupt the class. Next to inattentiveness is disruptive behavior. Disruptive behavior includes actions such as making loud noises, moving around excessively, or engaging in behaviors that draw attention away from the lesson. These behaviors can disrupt the overall classroom atmosphere (Gunaretnam 2021).

2. What are the most common reasons for the behavior problems of the learners?

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Table 2

Perceived Reasons for Misbehavior

Factors	Frequency Count
a. Attention-Seeking Behavior	4
b. Impulsivity and Self-Control Issues	1
c. Peer Conflicts and Bullying	2
d. Learning Gaps and Academic Frustration	2
e. Physical or Health-Related Factors	1
Total	10

Table 2 shows attention-seeking behavior is the most common reason why students misbehave in the class. The data that some learners may engage in behavior problems to seek attention, both from their peers and the teacher. This might involve acting out or being disruptive to gain recognition or acknowledgment. Next to that are learning gaps and academic frustrations and peer conflicts and bullying. Learners who experience conflicts with their peers, including incidents of bullying or social exclusion, may exhibit behavior problems as a response to these challenging social interactions. Academic difficulties and learning gaps can result in frustration and disengagement, leading to behavior problems. Learners who struggle with the curriculum may become disruptive or inattentive in class (Sari 2019).

3. What are the perceived impacts of implementing Project GUIDE on the overall classroom atmosphere of the class as a whole?

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Table 3

Perceived Impacts of Project GUIDE

Factors	Mean	Qualitative Description	Interpretation
a. Improved Classroom Environment	3.98	Strongly Agree	Very High Level of Effectiveness
b. Enhanced Student Behavior	3.87	Strongly Agree	Very High Level of Effectiveness
c. Increased Inclusivity	3.66	Strongly Agree	Very High Level of Effectiveness
d. Better Relationships	3.46	Agree	High Level of Effectiveness
e. Academic Benefits	3.10	Agree	High Level of Effectiveness
Total	3.614	Strongly Agree	Very High Level of Effectiveness

Table 3 presents the Mean level of effectiveness of the implementation of the Project GUIDE. The result revealed that on average, pupils strongly agree on the given indicators which means that the project has very high level of effectiveness in classroom management with an average total mean ($x=3.614$). The indicator with the highest mean is on "Improved Classroom Environment" with a mean of ($x= 3.98$).

One of the positive perceived impacts is the enhancement of the classroom environment. Project GUIDE may have contributed to a more positive and inclusive

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atmosphere by promoting understanding and discipline effectiveness. Students may feel that the classroom is a more welcoming and supportive place (Mason 2021).

CONCLUSIONS

The implementation of Project GUIDE in the Grade 11 – HUMSS section at Lian Senior High School has revealed critical insights into behavior problems among learners and their impacts on the overall classroom atmosphere. The study identified common behavior problems, including inattentiveness, talking out of turn, disruptive behavior, incomplete assignments, and defiance, underscoring the need for proactive classroom management. Moreover, it uncovered key factors contributing to these behavior issues, such as a lack of engagement, unmet emotional needs, and peer influence. These findings emphasize the importance of addressing both surface behaviors and their underlying causes to create an effective and inclusive classroom environment.

The perceived impacts of Project GUIDE exhibited a mixture of positive and negative outcomes. Positive effects encompassed an improved classroom environment, enhanced student behavior, increased inclusivity, better relationships, and potential academic benefits. However, challenges included resistance to change, uneven implementation, and potential unintended consequences. This research highlights the need for ongoing refinement of Project GUIDE and other classroom management strategies to foster an inclusive, effective, and harmonious classroom atmosphere, ensuring a conducive learning environment for all students.

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RECOMMENDATIONS

Considering the research findings and their implications, a set of recommendations has been formulated to address the observed behavior problems among Grade 11 HUMSS students and to foster a more inclusive and effective classroom atmosphere. These recommendations aim to guide educators, administrators, and policymakers in proactively managing classroom dynamics and creating a positive learning environment. By implementing these strategies, it is possible to address behavior problems and promote the socio - emotional and academic well-being of all students.

1. Tailor interventions to address specific behavior problems, considering the underlying causes of each issue for a more effective classroom management system.
2. Provide ongoing professional development opportunities for teachers to enhance their classroom management skills, including recognizing and addressing behavior problems and promoting an inclusive environment.
3. Implement Social and Emotional Learning programs to address the emotional needs of students, fostering socio- emotional growth and reducing behavior problems.
4. Enhance classroom consistency and structure by establishing clear expectations, rules, and consequences to create a more predictable and focused learning environment.
5. Continuously monitor and evaluate Project GUIDE and similar interventions, gathering feedback from students, parents, and teachers to ensure responsiveness to changing classroom needs while maintaining the balance between addressing behavior problems and promoting inclusivity.

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