



Teachers' Perception of Positive Discipline Intervention Support as Predictor of Effective Classroom Management

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Abstract

This study examined the influence of teachers' perceptions of positive discipline intervention support on their classroom management at Liloan National High School, Poblacion, Liloan, Cebu, Philippines during the academic year 2025–2026, serving as a basis for a targeted action plan. Employing a descriptive-correlative research design, the study involved 50 teachers selected through convenience sampling who completed an adopted questionnaire to assess their implementation levels of support and classroom management, as well as the relationship between them. The findings revealed that teachers highly implemented positive discipline intervention support across dimensions such as clarity of rules and expectations, consistency in applying positive discipline measures, effectiveness in conveying information, and support mechanisms. Furthermore, teachers perceived their classroom management as usually effective across dimensions including discipline, lesson organization, lesson interaction, teacher-student personal communication, and the psychological and social classroom environment. The results also established a significant association between positive discipline intervention support and effective classroom management, indicating that structured positive discipline practices substantially enhance classroom outcomes and serving as an empirical foundation for the proposed action plan.

Keywords Positive discipline intervention support, classroom management, descriptive-correlative design, Liloan National High School

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Introduction

Classroom management is a critical component in promoting a productive learning environment. It directly influences student behavior, engagement, and academic performance (Putra & Yanto, 2025). Effective management strategies are essential for maintaining discipline and fostering an atmosphere conducive to learning. While various techniques exist, positive discipline interventions have emerged as a promising approach. Unlike traditional punitive measures, positive discipline focuses on fostering mutual respect, setting clear expectations, and providing constructive feedback to guide students' behavior. These strategies have shown to enhance the relationship between teachers and students, which can positively affect overall classroom dynamics.

The perception of teachers regarding positive discipline support plays an important role in determining its effectiveness. Teachers who view these strategies positively are more likely to implement them consistently, leading to better classroom management outcomes. Research internationally has demonstrated that positive discipline, through approaches like restorative practices and clear behavioral expectations, has improved classroom behavior and student achievement. For instance, studies highlight the success of Positive Behavioral Interventions and Supports (PBIS), which has been widely implemented in schools across the globe, improving classroom environments and student engagement (McIntosh, 2023).

In the Philippine context, the Department of Education (DepEd) has promoted positive discipline as part of its commitment to creating child-friendly classrooms. National laws, such as the Philippine Child Protection Law through Republic Act 7610, advocate for non-violent methods in managing student behavior. Despite these policies, there is a lack of extensive research exploring teachers' perceptions of the effectiveness of positive discipline interventions in local schools, especially in regions like Cebu. While the importance of discipline in education is acknowledged, studies examining the influence of teacher perceptions specifically in Philippine settings remain limited. This gap is particularly evident in the context of Liloan National High School, Poblacion, Liloan, Cebu, Philippines where educators may face unique challenges, including large class sizes and diverse student backgrounds, which may shape their perception of discipline strategies.

At Liloan National High School, located in Cebu, teachers face a variety of challenges, such as varying student needs and limited resources. These conditions make it essential to implement effective classroom management techniques. Understanding teachers' perceptions of positive discipline support within this local context is crucial for assessing the success of these interventions. Previous studies have not thoroughly explored how these perceptions influence classroom management practices in Cebu or in Liloan National High School specifically. By addressing this gap, the study will provide valuable insights into how positive discipline interventions can be more effectively applied in the local context, enhancing teachers' ability to manage their classrooms.

This study seeks to investigate the relationship between teachers' perceptions of positive discipline intervention support and their classroom management strategies at Liloan National High School during the school year 2025-2026. The results will help inform the development of an action plan that aims to strengthen the implementation of positive discipline practices, potentially leading to improved classroom management. Moreover, the findings will contribute to the broader understanding of how teacher perceptions shape the success of positive discipline interventions, offering implications for schools across the Philippines and beyond.

Methodology

This study employed a descriptive-correlative research design with a quantitative approach to examine teachers' perceptions of positive discipline intervention support and classroom management. The descriptive component helped identify patterns, trends, and the current status of

teachers' perceptions and practices (Saro et al., 2023). The correlative component allowed the researchers to analyze the relationship between these perceptions and the classroom management level (Selda et al., 2025). This design was appropriate because it provided a clear understanding of the existing situation and insights into potential connections between variables, which can guide strategies for improving classroom management through positive discipline.

The study was conducted at Liloan National High School, located in Poblacion, Liloan, Cebu, near the San Fernando Parish Church. The school offers both junior and senior high school programs and provides a structured learning environment that supports academic instruction and classroom management practices. Liloan National High School offers a comprehensive basic education program that includes both Junior High School and Senior High School levels. The Junior High School department caters to learners from Grades 7 to 10, providing foundational education that develops students' academic skills, values, and readiness for higher levels of learning. For Senior High School, the institution offers various academic tracks, including Science, Technology, Engineering, and Mathematics (STEM), Humanities and Social Sciences (HUMSS), and Accountancy, Business, and Management (ABM). It also offers Technical-Vocational-Livelihood (TVL) tracks such as Information and Communication Technology (ICT), Home Economics (HE), Electrical Installation and Maintenance (EIM), and Plumbing, which equip students with practical skills aligned with industry standards. The research environment is highly appropriate for the study as it allows the researcher to gather comprehensive and meaningful data from teachers who are directly involved in classroom instruction and management on a daily basis and who consistently implement various classroom management strategies. These teachers function within a structured educational setting guided by uniform school policies, including the systematic application of positive discipline strategies aligned with the Department of Education's standards and supported by school administrators and institutional frameworks. It reflects authentic classroom conditions and teacher experiences essential in examining positive discipline as a predictor of effective classroom management, while allowing the researcher to capture the actual challenges and outcomes of its implementation. The consistency of school policies and disciplinary guidelines strengthens the credibility of the data gathered.

The respondents of this study were the teachers of Liloan National High School during the school year 2025–2026. The teachers were selected because they were directly involved in classroom instruction and classroom management and regularly implement discipline strategies in their teaching practices. The respondents included teachers from both junior and senior high school levels, handling different subject areas in grade 7-10 and academic tracks in senior high school such as STEM, HUMSS, and ABM and Technical-Vocational-Livelihood (TVL). Their teaching experience and exposure to school policies on positive discipline provided relevant insights necessary for the conduct of the study.

The teachers were considered appropriate respondents because their perceptions and experiences are essential in determining how positive discipline intervention support practices influence effective classroom management. Their participation ensured that the data gathered were reliable and aligned with the objectives of the research. As direct implementers of classroom rules and disciplinary strategies, teachers provide firsthand insights into the effectiveness of positive discipline approaches. Moreover, their daily interactions with students allow them to observe changes in behavior and classroom dynamics over time. This makes their responses valuable in identifying practices that promote a supportive and well-managed learning environment. Additionally, teachers were able to reflect on the challenges they encounter in applying positive discipline within diverse classroom settings. Their professional judgment also contributes to a deeper understanding of how discipline strategies can be adapted to meet students' developmental and behavioral needs.

The study utilized an adopted questionnaire to determine teachers' perception of positive discipline intervention support and its predictive relationship to effective classroom management.

The instrument was specifically designed for teachers of Liloan National High School during school year 2024–2025 and was divided into three parts. Part I gathered demographic information of the respondents, including age group, sex, marital status, and teaching experience. Part II consisted of statements measuring teachers' perceptions on the implementation of positive discipline practices, focusing on clarity of rules and expectations, consistency in applying positive discipline measures, effectiveness in conveying information, and support mechanism. This was adopted from the study of Amor and Palomer (2024) titled, "Perceptions on Classroom Discipline Management of Intermediate Learners and Teachers: Bases for an Enhanced Classroom Discipline Program." Part III measured classroom management level, including discipline, organization of the lesson, interaction during the lesson, teacher-student personal communication, and psychological and social classroom environment. This was adopted from the study of Cabasag (2024) titled, "Classroom Management Skills and Work Performance: Faculty Enhancement Plan."

The data for this study were gathered using a structured survey questionnaire. Prior to data collection, permission was secured from the school authorities to conduct the research among teachers. The questionnaire was validated by experts through previous studies. The approved instrument was then distributed to the selected teacher-respondents. The respondents were given sufficient time to answer the survey honestly and independently. The questionnaire utilized a Likert scale to measure teachers' perceptions of positive discipline and their classroom management practices. Once all questionnaires were retrieved, the responses were checked for completeness. The collected data were then tallied, coded, and organized for statistical analysis to determine the relationship between teachers' perception of positive discipline and effective classroom management.

This study is quantitative in nature. Thus, the following statistical tools were needed for the presentation, analysis and interpretation of data. The weighted mean, mean, and the simple linear regression analysis were the statistical tools used in this study. For the descriptive component of the study, the weighted mean and the mean were used as statistical tools. The weighted mean was utilized to determine the level of teachers' perception of positive discipline and the level of effective classroom management based on each indicator, while the mean was employed to identify the overall level of teachers' perception of positive discipline intervention support and classroom management. Furthermore, since the study examined the relationship between the variables, the simple linear regression analysis was used to determine the significant relationship between teachers' perception of positive discipline intervention support and classroom management.

Results and Discussion

This chapter presents, analyzes, and interprets the data gathered to answer the problems raised in the study. The results were obtained through statistical treatment of the collected responses from the teacher-respondents. This chapter examines the level of teachers' perception of positive discipline intervention support, determines the level of teachers' classroom management, and measures their relationship.

Research Question# 1: What is the teacher-respondents' perception of positive discipline intervention support in terms of clarity of rules and expectations?

Table 1: Teacher-respondents' perception of positive discipline intervention support in terms of clarity of rules and expectations

Indicators	Weighted Mean	Interpretation
1. I make sure that the rules in my classroom are easy to understand.	3.90	Highly Implemented

2. I start by explaining the rules clearly so my learners know what is expected.	3.86	Highly Implemented
3. I have a list of rules displayed in my classroom, and I ensure that my learners know them.	3.26	Highly Implemented
4. I remind my learners of the rules so that they do not forget.	3.62	Highly Implemented
5. I facilitate class discussions to ensure that everyone understands the rules.	3.76	Highly Implemented
6. I explain the consequences for breaking the rules.	3.72	Highly Implemented
7. I am always willing to answer if my learners have questions about the rules.	3.76	Highly Implemented
8. I use examples to help my learners understand how to follow the rules.	3.84	Highly Implemented
9. I ensure that my learners know the reasons behind the rules, and it makes sense to them.	3.72	Highly Implemented
10. I check if my learners understand the rules by asking them questions.	3.78	Highly Implemented
Average Weighted Mean	3.72	Highly Implemented

Table 1 indicates that teachers' perception of Positive Discipline Intervention Support in terms of Clarity of Rules and Expectations was Highly Implemented (AWM = 3.72). The highest-rated indicators were making rules easy to understand (3.90), clearly explaining expectations (3.86), and using examples to guide learners (3.84), while posting classroom rules received the lowest mean (3.26) but remained highly implemented. These findings show that teachers value clear communication and learner understanding as part of a preventive approach to discipline. The results suggest that clear expectations promote accountability, self-regulation, and positive behavior, although visual display of rules may still be improved. This supports the findings of Apan (2024) and Hasanov and Brandišauskienė (2025), who emphasized that clear expectations and consistent reinforcement strengthen classroom management.

Research Question# 2: What is the teacher-respondents' perception of positive discipline intervention support in terms of applying positive discipline measures?

Table 2: Teacher-respondents' perception of positive discipline intervention support in terms of applying positive discipline measures

Indicators	Weighted Mean	Interpretation
1. I ensure that I treat everyone the same way when applying rules.	3.72	Highly Implemented
2. I make sure my learners know what to expect in terms of consequences because I am always consistent.	3.56	Highly Implemented
3. I follow through with consequences every time a rule is broken.	3.46	Highly Implemented
4. I ensure that consequences are fair and the same for everyone who breaks them.	3.80	Highly Implemented
5. I help my learners predict what will happen if they break a rule because it is always the same.	3.56	Highly Implemented
6. I am consistent in applying rewards and recognition for good behavior.	3.44	Highly Implemented

7. I strive to create a sense of fairness by following the same rules for everyone.	3.60	Highly Implemented
8. I avoid changing consequences depending on the situation.	3.40	Highly Implemented
9. I treat my learners consistently, contributing to a fair environment.	3.62	Highly Implemented
10. I remind my learners of the rules regularly to ensure consistency in behavior expectations.	3.64	Highly Implemented
Average Weighted Mean	3.58	Highly Implemented

Table 2 shows that teachers' perception of Positive Discipline Intervention Support in terms of consistency in applying positive discipline measures was Highly Implemented (AWM = 3.58). The highest-rated indicator was ensuring that consequences are fair and equal for all learners (3.80), while avoiding changes in consequences depending on the situation received the lowest mean (3.40), though still highly implemented. These findings suggest that teachers generally apply discipline in a fair, structured, and predictable manner, while still considering specific situations when necessary. Consistent implementation of rules, consequences, and rewards helps promote fairness, accountability, and a stable classroom environment. This result supports the findings of Sambo and Dilabayan (2024) and Angelical and Doronio (2025), who emphasized that fair and consistent discipline practices improve classroom management, student behavior, and engagement.

Research Question# 3: What is the teacher-respondents' perception of positive discipline intervention support in terms of effectiveness in conveying information?

Table 3: Teacher-respondents' perception of positive discipline intervention support in terms of effectiveness in conveying information

Indicators	Weighted Mean	Interpretation
1. I ensure that I explain the rules in a way that is easy for my learners to understand.	3.80	Highly Implemented
2. I encourage my learners to ask questions if they do not understand, and I am here to help them.	3.82	Highly Implemented
3. I use examples to assist my learners in understanding how to follow the rules.	3.72	Highly Implemented
4. I make sure to share important information about rules and consequences with clarity.	3.80	Highly Implemented
5. I engage in conversation with learners about why rules are important in the classroom.	3.74	Highly Implemented
6. I provide clear instructions on what is expected in terms of behavior.	3.74	Highly Implemented
7. I strive to communicate with learners in a way that makes learning about discipline interesting.	3.66	Highly Implemented
8. I present information about the consequences of actions in a way that learners can comprehend.	3.74	Highly Implemented
9. I utilize visuals or displays to aid in conveying information about rules and behavior.	3.48	Highly Implemented
10. I facilitate discussions with my learners about the reasons behind the rules, enhancing their understanding.	3.80	Highly Implemented
Average weighted mean	3.73	Highly Implemented

Table 3 shows that teachers' effectiveness in conveying classroom rules, expectations, and consequences was Highly Implemented (AWM = 3.73). The highest-rated indicators were encouraging learners to ask questions (3.82) and clearly sharing information about rules and consequences (3.80), while the use of visuals or displays received the lowest mean (3.48), though still highly implemented. These findings suggest that teachers communicate expectations clearly and actively support learner understanding through explanation, examples, and discussion. This contributes to informed and engaged learners and supports effective classroom management. The result is consistent with Sandoval (2025) and Islam (2025), who emphasized that clear communication, structured guidance, and consistent feedback improve student understanding, engagement, and behavior.

Research Question# 4: What is the teacher-respondents' perception of positive discipline intervention support in terms of support mechanism?

Table 4: Teacher-respondents' perception of positive discipline intervention support in terms of support mechanism

Indicators	Weighted Mean	Interpretation
1. I actively assist learners when they face difficulties in following rules.	3.72	Highly Implemented
2. I am a reliable source for learners to discuss their need for support or questions about behavior.	3.60	Highly Implemented
3. I ensure that buddies or classmates are available to assist learners in understanding and following the rules.	3.62	Highly Implemented
4. I listen to learners' concerns and provide guidance on how they can improve their behavior.	3.64	Highly Implemented
5. I established a system where learners can seek help from classmates or to me when needed.	3.66	Highly Implemented
6. I encourage a collaborative environment, motivating learners to support each other in behavior improvement.	3.72	Highly Implemented
7. I ensure that there are accessible materials and resources to help learners understand and remember the rules.	3.54	Highly Implemented
8. I recognize and praise learners when they exhibit good behavior.	3.72	Highly Implemented
9. I implement a reward system to motivate learners to follow the rules and behave well.	3.62	Highly Implemented
10. I support learners' efforts to improve, providing positive feedback along the way.	3.66	Highly Implemented
Average weighted mean	3.65	Highly Implemented

Table 7 shows that teachers perceive their support mechanisms for learners as Highly Implemented (AWM = 3.65). The highest-rated indicators (3.72) reflect that teachers actively assist learners, encourage collaboration, and praise good behavior, creating a supportive and motivating environment. The lowest-rated indicator (3.54) relates to the accessibility of materials, suggesting room for improvement in resource availability. Overall, teachers are committed to fostering a structured support system that promotes behavioral improvement through guidance, feedback, and recognition. Strengthening access to resources could further enhance the effectiveness of these support mechanisms. These findings align with Ahmed and Pierre (2024), who emphasized the role

of teacher guidance in improving student behavior, and Chen (2023), who found that collaborative learning and reward systems positively influence student attitudes and behavior.

Research Question# 5: What is the teacher-respondents' perceived classroom management level in terms of discipline?

Table 5: Teacher-respondents' perceived classroom management level in terms of discipline

Indicators	Weighted Mean	Interpretation
1. I involve students in establishing rules and procedures.	3.64	Usually
2. I share with students the reasons behind the disciplinary approach(es) I use.	3.70	Usually
3. I provide positive reinforcement to students for appropriate behavior.	3.64	Usually
4. I make students aware of consequences for misbehavior.	3.72	Usually
5. I use class time to reflect on appropriate behavior with students as a group.	3.54	Usually
6. I redirect inappropriate behavior on the spot, using loud voice.	3.20	Oftentimes
7. I ignore misbehavior that is non-disruptive to class.	3.18	Oftentimes
8. I use short verbal cues to stop misbehavior (e.g. say student's name aloud, use "shh" sound).	3.42	Usually
9. I use nonverbal signals to stop misbehavior (e.g. make eye contact, approach and touch disruptive students).	3.50	Usually
10. I use self-assessment forms for students to evaluate their own behavior (e.g. checklists).	3.40	Usually
11. I inform parents about classroom expectations.	3.52	Usually
12. I send for parents to report inappropriate behavior.	3.46	Usually
13. I collaborate with parents on a home-school behavior plan.	3.38	Usually
14. I teach parents activities to do with students at home to reinforce good behavior at school.	3.08	Oftentimes
15. I inform parents about the policies regarding the use of mobile phones at school.	3.68	Usually
16. I inform parents about social networks and their correct use (e.g. "Facebook", "Twitter", "Instagram").	3.48	Usually
17. I send home Teacher-to-Parent Communication letters or newsletters regarding positive and negative aspects of their children's behavior.	3.42	Usually
18. I send students home for aggressive or disruptive behavior.	2.88	Oftentimes
19. I send students to the Principal's office for misbehavior.	3.14	Oftentimes
Average weighted mean	3.42	Usually

Table 5 shows that teachers' classroom management in terms of discipline was generally "Usually" implemented (AWM = 3.42), indicating a consistent application of positive discipline strategies. The highest-rated strategies included making students aware of consequences (3.72), explaining disciplinary approaches (3.70), and involving students in setting rules (3.64). These results show that teachers prioritize clarity, understanding, and active involvement in discipline. Other frequently used strategies include positive reinforcement (3.64) and nonverbal cues to redirect behavior (3.50), demonstrating a proactive approach. The lowest-rated indicators were sending students home for aggression (2.88) and ignoring non-disruptive misbehavior (3.18), suggesting teachers favor guidance over punitive measures. Overall, teachers use a balanced,

structured approach to maintain classroom order and foster student engagement. The findings highlight the importance of proactive strategies while suggesting the need for structured interventions for more serious behavior issues. These results align with research by Wilkins et al. (2022) and Korpershoek et al. (2016), which emphasize that clear rules, positive reinforcement, and proactive discipline improve student behavior and reduce disruptions.

Research Question# 6: What is the teacher-respondents' perceived classroom management level in terms of organization of the lesson?

Table 6: Teacher-respondents' perceived classroom management level in terms of organization of the lesson

Indicators	Weighted Mean	Interpretation
1. I take into account different learning styles when preparing the lesson. styles when preparing the lesson.	3.66	Usually
2. I take into account students' previous knowledge to plan the activities based on their level.	3.54	Usually
3. I establish routines for group work when needed.	3.64	Usually
4. I start the lesson by giving students an opportunity to set their own learning goals.	3.44	Usually
5. I make sure that the learning goals are clearly stated for students to understand them (e.g. displaying them on the board, saying them out loud)	3.66	Usually
6. I organize the activities into logical stages to fulfill the objectives of the lesson.	3.72	Usually
7. I use different types of seating arrangements depending on the type of activity students are assigned to do.	3.36	Usually
8. I prepare students for transitions and interactions (e.g. bathroom rules, moving from one classroom to another) using predictable routines.	3.36	Usually
9. I create extra activities for students to work when they have completed their main task.	3.18	Oftentimes
10. I assign advanced students as assistants to help weaker learners in the completion of their tasks.	3.46	Usually
Average weighted mean	3.50	Usually

Table 6 shows that teachers' classroom management in terms of lesson organization was generally "Usually" implemented (AWM = 3.50), indicating that lessons are commonly planned and delivered in a structured and effective way. The highest-rated indicators suggest that teachers organize activities logically, consider different learning styles, clearly state learning goals, and establish routines for group work. These practices reflect strong attention to lesson structure, differentiation, and clarity, which support student engagement and learning. Lower-rated indicators, such as preparing extra activities for early finishers and using varied seating arrangements or transition routines, suggest areas for improvement. Overall, the findings show that teachers consistently apply strategies that promote organized lessons and effective classroom flow. This supports the studies of Marquez and Oropa (2025) and Curayag and Naquila (2025), which emphasized that structured planning, clear objectives, routines, and differentiated instruction contribute to effective classroom management.

Research Question# 7: What is the teacher-respondents' perceived classroom management level in

terms of interaction during the lesson?

Table 7: Teacher-respondents' perceived classroom management level in terms of interaction during the lesson

Indicators	Weighted Mean	Interpretation
1. I start the lesson in an unusual manner to catch students' attention (e.g. telling an amusing story or personal anecdote; starting in a very quiet or low voice).	3.44	Usually
2. I model the task to demonstrate what students are expected to do (e.g. role playing the task with a student, assigning a student to demonstrate the task).	3.66	Usually
3. I use concept check questions to make sure instructions are understood (e.g. "what do you have to do first?", "do you have to work in pairs or in groups?")	3.36	Usually
4. I use body language to make instructions understandable.	3.54	Usually
5. I keep English simple and clear (e.g. trying to pronounce every word well, using appropriate pacing according to students' English level).	3.58	Usually
6. I monitor students' work spending equal amount of time in all quadrants of the classroom.	3.38	Usually
7. I respond to students' answers using verbal praising (e.g. "Brilliant!", "Great!", "Nice job!").	3.62	Usually
8. I respond to students' incorrect answers validating students' participation (e.g. "that's partly correct", "good effort").	3.60	Usually
9. I give students instructions on how to report their completed work.	3.54	Usually
10. I finish the class with a reflection activity about the lesson (e.g. written reflection, oral reflection, report on what was learnt)	3.28	Usually
Average weighted mean	3.48	Usually

Table 7 shows that teachers' classroom management in terms of interaction during lessons was generally "Usually" implemented (AWM = 3.48). The highest-rated strategies included modeling tasks (3.66), responding with praise (3.62), and validating participation (3.60), indicating a focus on demonstration, encouragement, and validation to enhance student understanding and motivation. Other common strategies included using simple language, body language for comprehension, and clear instructions. The lowest-rated strategies were starting lessons creatively (3.44), using concept check questions (3.36), monitoring work across the classroom (3.38), and ending with reflection activities (3.28), suggesting that these engagement techniques were applied less frequently. Overall, teachers effectively foster engagement and participation, but attention-catching openings, structured reflection, and consistent monitoring could further improve student outcomes. These findings align with Zhang et al. (2024) and Zeinstra et al. (2023), who emphasized that teacher feedback, modeling, and structured interactions significantly enhance student learning and engagement.

Research Question# 8: What is the teacher-respondents' perceived classroom management level in

terms of teacher-student personal communication?

Table 8: Teacher-respondents' perceived classroom management level in terms of teacher-student personal communication

Indicators	Weighted Mean	Interpretation
1. I attempt to be “Me” rather than “the Teacher” to make students feel I am approachable.	3.50	Usually
2. I learn students' names to recognize them as individuals.	3.56	Usually
3. I interact with students as individuals.	3.46	Usually
4. I use eye contact to make students feel I care about what they say and do.		
5. I learn about the different types of students' personal and social needs (e.g. using ‘getting to know each other activities’, questionnaires).	3.64	Usually
6. I incorporate students' personal interests into teaching.	3.48	Usually
7. I encourage creativity and self-expression in students.	3.38	Usually
8. I talk with students' previous teachers to gather information about students.	3.52	Usually
9. I praise individual accomplishments and important events in students' lives.	3.58	Usually
10. I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her	3.56	Usually
Average weighted mean	3.50	Usually

Table 8 shows that teachers' classroom management in terms of teacher-student personal communication was generally “Usually” implemented (AWM = 3.50). The highest-rated indicator was understanding students' personal and social needs (3.64), showing that teachers prioritize recognizing learners as individuals. Other highly rated strategies included praising accomplishments (3.58), talking with students after emotional outbursts (3.56), and learning students' names (3.56), indicating efforts to build meaningful relationships through validation and personalized attention. Lower-rated indicators, such as encouraging creativity (3.38) and interacting with students as individuals (3.46), suggest areas for improvement in promoting individualized engagement and creative expression. Overall, teachers actively foster personal communication and student-centered interactions. The findings imply that enhancing creativity, individualized engagement, and consistent personal attention could further strengthen teacher-student relationships. These results align with Wang. (2023), who found that positive teacher-student relationships improve motivation and achievement, and Zeinstra et al. (2023), who emphasized that understanding students' needs contributes to a supportive classroom environment.

Research Question# 9: What is the teacher-respondents' perceived classroom management level in terms of psychological and social classroom environment?

Table 9: Teacher-respondents' perceived classroom management level in terms of psychological and social classroom environment

Indicators	Weighted Mean	Interpretation
1. I begin the lesson with activities to reinforce a sense of collaboration among students.	3.60	Usually

2. I encourage students to be respectful to one another.	3.72	Usually
3. I promote positive social values (e.g. helping, sharing, being patient).	3.76	Usually
4. I encourage students to reach an agreement through conversations to resolve any issue.	3.62	Usually
5. I teach students to work together cooperatively toward academic goals.	3.80	Usually
6. I use problem solving scenarios with students to develop their problem solving skills.	3.58	Usually
7. I promote students' responsibility in my classroom practice.	3.70	Usually
8. I promote respect for cultural diversity in the classroom.	3.70	Usually
9. I help students to become aware of their own thinking.	3.64	Usually
10. I help students to develop their ability to make decisions by themselves.	3.68	Usually
Average weighted mean	3.68	Usually

Table 9 shows that teachers' classroom management in terms of the psychological and social classroom environment was generally "Usually" implemented (AWM = 3.68). The highest-rated indicator was teaching students to collaborate towards academic goals (3.80), followed by promoting social values like helping, sharing, and patience (3.76), and encouraging respect among students (3.72). These findings indicate a strong emphasis on collaboration, mutual respect, and prosocial behavior. Other common strategies included promoting responsibility (3.70) and respect for cultural diversity (3.70). The lowest-rated strategy, using problem-solving scenarios (3.58), suggests room for further development in critical thinking. Overall, teachers consistently foster a supportive and collaborative classroom environment. The findings suggest that enhancing problem-solving activities and reinforcing social-emotional skills could further improve engagement and social competence. These results align with research by Cerna et al. (2021) and Zilva (2023), which highlight the importance of collaboration, social responsibility, and social-emotional learning in improving student outcomes.

Research Question# 10: Does perception of positive discipline intervention support have influence on classroom management?

Table 10: Influence of Positive Discipline Intervention Support on Classroom Management

Coefficient r	p value	Decision	Interpretation
0.77	0.00	Reject Ho	Significant Relationship

Table 10 shows a strong positive relationship ($r = 0.77$) between teachers' perception of positive discipline and their classroom management using simple linear regression analysis. The p-value of 0.00, which is below 0.05, confirms that this relationship is statistically significant. As teachers' perception and implementation of positive discipline increase, their classroom management effectiveness also improves. This suggests that teachers who apply positive discipline strategies like clear rules, consistency, communication, and support are more likely to maintain well-managed classrooms. Positive discipline promotes respect, clarity, and behavioral guidance, enhancing classroom control and the learning environment. These findings align with Sandoval (2025), who noted that clear communication and supportive strategies lead to better classroom organization, and Masood et al. (2024), who found that structured management practices improve student behavior and participation. Overall, this study reinforces that positive discipline is a key predictor of effective classroom management and better learning outcomes.

Conclusion

This study aimed to examine teachers' perceptions of positive discipline and its relationship to effective classroom management. A descriptive-correlative design was used to assess teachers' perceptions across four positive discipline dimensions: clarity of rules, consistency, effectiveness in communication, and support mechanisms, and classroom management across five areas: discipline, lesson organization, interaction, teacher-student communication, and psychological/social environment. The results showed that teachers rated their implementation of positive discipline as Highly Implemented across all dimensions, indicating consistent application of positive discipline strategies. Classroom management was rated as usually, with the psychological and social classroom environment and teacher-student personal communication scoring the highest. Discipline received the lowest rating, suggesting room for improvement in this area. A significant positive relationship was found between teachers' perception of positive discipline and their classroom management, confirming that positive discipline predicts effective classroom management. The study concludes that teachers at Liloan National High School effectively implement positive discipline strategies, particularly in fostering a supportive, structured classroom environment.

Conflicts of interest

The authors declare no conflict of interest.

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Author contributions

M. C. S: Conceptualization, methodology, software, data curation.; **A. S** and **D. A. E. C.:** writing-original draft preparation. visualization, investigation, supervision, software.; **J. N. S. A** and **A. C. A:** Validation, writing-reviewing, and editing. All authors have read and agreed to the published version of the manuscript.

Declaration of generative AI in scientific writing

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