

Extent of Implementation of the Department of Education's Primer on Positive Discipline

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ABSTRACT

This study determined the implementation of the DepEd's *Primer on Positive Discipline* among junior high school teachers in the Capalonga District, Schools Division of Camarines Norte. Specifically, it assessed the extent of implementation of the Primer, examined the classroom strategies utilized by teachers, determined the relationship between the implementation of the Primer and classroom strategies, identified the challenges encountered, and proposed an intervention to enhance its implementation. The study employed a quantitative descriptive-correlational research design involving all junior high school teachers in the district. Data were gathered using an adapted and modified questionnaire based on the *Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers* (DepEd, E-Net Philippines, and Save the Children Philippines, 2016). The data were analyzed using weighted mean and Spearman rho. The findings revealed that the DepEd's Primer on Positive Discipline was highly implemented across its core dimensions, while positive discipline classroom strategies were consistently practiced by the respondents. A significant relationship existed between the extent of implementation of the Primer and the classroom strategies utilized, indicating that effective implementation supports the consistent application of positive discipline practices. The study also identified several challenges that affect the sustained implementation of positive discipline, particularly external factors related to learners' home and social environments. Based on these findings, Project ARLENE was developed to strengthen collaboration among schools, parents, and the community in promoting positive discipline. The study concluded that teachers have effectively integrated the principles of positive discipline into their classroom practices. However, sustaining its implementation requires stronger support systems beyond the school environment. It is therefore recommended that school heads strengthen monitoring and professional development initiatives, enhance school-home partnerships, provide targeted support for teachers, institutionalize Project ARLENE through the School Learning Action Cell, and encourage future studies to evaluate the effectiveness of the proposed intervention in improving the implementation of positive discipline.

Keywords: DepEd's primer, positive discipline, identifying long-term goals, providing warmth, providing structure, understanding child development, and identifying individual differences

INTRODUCTION

Positive discipline has become a global approach to promoting safe, respectful, and child-centered learning environments. International organizations such as UNICEF and UNESCO recognize that positive discipline improves learners' behavior, emotional well-being, and academic achievement (UNICEF, 2019). Likewise, Jones and Kahn (2017) found that supportive teaching practices centered on long-term goals and positive relationships enhance student engagement and self-regulation. Reflecting this global trend, 65 countries had fully prohibited corporal punishment in schools as of 2023, demonstrating a worldwide commitment to non-violent education (Global Initiative to End All Corporal Punishment of Children, 2023).

In the Philippines, the Department of Education (DepEd) reinforces this commitment through DepEd Order No. 40, s. 2012 (Child Protection Policy), DepEd Order No. 55, s. 2013 implementing Republic Act No. 10627 or the Anti-Bullying Act of 2013, and DepEd Order No. 18, s. 2015 on children-at-risk and children in conflict with the law. To operationalize these policies, DepEd, in partnership with E-Net Philippines and Save the Children, introduced the *Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers*, which provides practical

strategies for promoting positive behavior and respectful classroom management (DepEd Memorandum DM-LA-2016-0159, 2016).

Despite these initiatives, the implementation of positive discipline remains inconsistent across schools due to large class sizes, limited resources, varying professional development opportunities, and cultural beliefs that continue to favor punitive discipline (DepEd, 2023; Gershoff, 2017; Baumrind, 1996). Teachers also face increasing instructional, administrative, and community responsibilities, while differences in school leadership support influence the consistency of implementation (Leithwood et al., 2020).

These challenges highlight the need to assess how the DepEd Primer on Positive Discipline is implemented in local contexts. In the Capalonga District, Schools Division of Camarines Norte, which consists of seven public secondary schools with 2,068 learners and 134 junior high school teachers, many schools are located in coastal and upland communities where limited facilities and difficult geographical conditions may affect classroom management. The Schools Division Office of Camarines Norte Consolidated Report on Learner Rights and Protection (2025) also documented recurring cases involving bullying, absenteeism, aggressive behavior, and other learner protection concerns, underscoring the need to strengthen positive discipline practices.

Given these conditions, this study assessed the extent of implementation of the DepEd's Primer on Positive Discipline, the classroom strategies utilized by teachers, the challenges they encounter, and the relationship between implementation and classroom practices. The findings served as the basis for developing an intervention to further strengthen positive discipline implementation and promote safer, more inclusive, and learner-centered school environments.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the implementation of the DepEd Primer on Positive Discipline among junior high school teachers in Capalonga District. The descriptive component was appropriate because it enabled the researcher to determine the extent of teachers' implementation of the five core components of positive discipline, the classroom strategies they employed, and the challenges they encountered. Meanwhile, the correlational component was utilized to determine whether a significant relationship existed between the extent of implementation of the DepEd Primer and the classroom strategies employed by the teachers. This research design allowed the study to describe existing practices while also examining the relationship between key variables.

The respondents consisted of 134 junior high school teachers from the seven public secondary schools in Capalonga District under the Schools Division Office of Camarines Norte. The study employed total enumeration sampling, allowing all eligible teachers in the district to participate. The respondents included regular or permanent teachers, locally funded teachers, and guidance counselor designates who also served as classroom teachers. The inclusion of all eligible teachers provided comprehensive data representing the district's implementation of positive discipline practices.

Data were gathered using a researcher-developed structured questionnaire adapted and modified from *Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers* developed by the Department of Education, E-Net Philippines, and Save the Children Philippines (2016). The instrument consisted of three parts: the extent of implementation of the DepEd Primer on Positive Discipline, the classroom strategies utilized by teachers, and the challenges encountered in implementing positive discipline. The questionnaire underwent expert validation to establish content validity, followed by pilot testing with teachers outside the study participants. Reliability testing using Cronbach's Alpha produced coefficients ranging from acceptable to excellent across the different dimensions, indicating that the instrument was reliable for data collection.

The collected data were processed using the Statistical Package for the Social Sciences (SPSS) Version 21. Weighted mean was employed to determine the extent of implementation of positive discipline, the classroom strategies utilized, and the challenges encountered by the respondents. To determine the significant relationship between the implementation of the DepEd Primer and the classroom strategies employed by teachers, Spearman's Rank-Order Correlation (Spearman's rho) was used. These statistical tools were appropriate because they

allowed the researcher to summarize the respondents' perceptions and determine the strength and direction of the relationship between the study variables.

RESULTS AND DISCUSSIONS

Extent of Implementation of the DepEd's Primer on Positive Discipline

This section presents the extent of the implementation of the DepEd's Primer on Positive Discipline along identifying long-term goals, providing warmth, providing structure, understanding child development, and identifying individual differences.

Identifying Long-term Goals. Table 1 shows that the extent of the implementation of DepEd's Primer on Positive Discipline along identifying long-term goals obtained an overall weighted mean of 3.72, interpreted as highly implemented. This shows that teachers consistently align their classroom practices with long-term developmental outcomes rather than focusing only on immediate behavior control. The highest weighted mean of 3.78, interpreted as highly implemented, was received by two indicators, integrate life-long skills (e.g., cooperation, empathy) into my lesson objectives and focusing on developing my students' self-respect and respect for others. This implies that classroom activities are not limited to academic content but are used as opportunities to build character.

Table 1. Extent of Implementation of the DepEd's Primer on Positive Discipline along Identifying Long-Term Goals

Indicators	Weighted Mean	Interpretation
I consider the kind of person I want my students to become when they reach adulthood.	3.77	HI
I use daily classroom interactions to teach values that students will need as adults.	3.75	HI
I prioritize teaching self-discipline over just obtaining immediate obedience.	3.69	HI
I emphasize the development of student resilience during academic challenges.	3.57	HI
I set goals that help students become compassionate and caring individuals.	3.67	HI
I integrate life-long skills (e.g., cooperation, empathy) into my lesson objectives.	3.78	HI
I explain to students how their current learning relates to their future success.	3.74	HI
I encourage students to set their own academic and personal priorities.	3.71	HI
I focus on developing my students' self-respect and respect for others.	3.78	HI
I view discipline as a way to build students' long-term competence rather than just stopping bad behavior.	3.75	HI
Overall Weighted Mean	3.72	HI

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00 -

Highly Implemented (HI)

2.50 – 3.24	-	Implemented (I)
1.75 – 2.49	-	Slightly Implemented (SI)
1.00 – 1.74	-	Not Implemented (NI)

On the other hand, the lowest weighted mean of 3.57, interpreted as highly implemented, was obtained by indicator emphasize the development of student resilience during academic challenges. The lowest indicator on emphasizing resilience, though still highly implemented, suggests that this aspect is slightly less practiced compared to other areas. This implies that while teachers promote positive values and demonstrates commitment to helping students build resilience and persistence in overcoming challenges. A student struggles to complete a difficult task and asks for help. The teacher provides guidance and encouragement, allowing the student to complete the task while gradually developing confidence and persistence in solving challenges. Similarly, when a class experiences frustration during a challenging activity, the teacher adjusts the lesson to match the students' needs while maintaining engagement. This approach helps sustain participation and creates opportunities for students to build perseverance and problem-solving skills at an appropriate pace.

The findings were conformed by Elkadi and Sharaf (2023) who found that positive discipline enhances student development and academic performance when teachers focus on long-term growth. Similarly, Zamayla and Labitad (2025) confirmed that consistent use of value-oriented strategies leads to better student engagement and behavior. These studies affirm that prioritizing long-term goals contributes to a more positive and effective learning environment.

Providing Warmth. Table 2 shows the extent of the implementation of the DepEd's Primer on Positive Discipline along providing warmth with an overall weighted mean of 3.67, interpreted as highly implemented. This means that teachers consistently create a classroom environment where learners feel safe, respected, and valued. The highest weighted mean of 3.77, interpreted as highly implemented, was obtained by the indicator listen actively to my students when they share their feelings or ideas. This implies that communication between teacher and learners is open and respectful, which helps build trust and strengthens relationships inside the classroom.

Table 2. Extent of Implementation of the DepEd's Primer on Positive Discipline along Providing Warmth

Indicators	Weighted Mean	Interpretation
I make sure my students feel physically and emotionally safe in my classroom.	3.75	HI
I listen actively to my students when they share their feelings or ideas.	3.77	HI
I show respect to students even when they make mistakes or fail.	3.75	HI
I use a calm and reassuring voice when addressing student concerns.	3.61	HI
I provide extra encouragement to students who are struggling with their lessons.	3.73	HI
I try to look at classroom situations from the student's perspective.	3.58	HI
I show empathy toward the personal challenges my students may be facing at home.	3.71	HI
I avoid using words that belittle, humiliate, or ridicule my students.	3.60	HI
I validate my students' emotions, even if I do not agree with their behavior.	3.52	HI

I use caring gestures to show students that they are important members of the class.	3.64	HI
Overall Weighted Mean	3.67	HI

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Highly Implemented (HI)

2.50 – 3.24 - Implemented (I)

1.75 – 2.49 - Slightly Implemented (SI)

1.00 – 1.74 - Not Implemented (NI)

The lowest weighted mean of 3.52, interpreted as highly implemented, was obtained by the indicator validate my students' emotions, even if the teacher do not agree with their behavior. This implies that while teachers listen to students, there are moments when students' feelings are not fully acknowledged, especially when behavior is not appropriate. These findings were corroborated by Escobal et al. (2023) highlighted that a warm and respectful classroom environment improves student motivation and behavior. Similarly, Padyao and Bantulo (2024) found that strong teacher-student relationships built through empathy and support reduce behavioral problems and promote positive engagement. These studies confirm that providing warmth plays a key role in effective implementation of positive discipline.

Providing Structure. Table 3 shows the extent of implementation of the DepEd's Primer on Positive Discipline along Providing Structure with an overall weighted mean of 3.70, interpreted as highly implemented. This shows that teachers consistently establish rules and boundaries that help learners understand acceptable behavior and its consequences. The highest weighted mean of 3.84, interpreted as highly implemented, was received by the indicator teach students about the direct effects of their actions on other people. The highest indicator on teaching students the effects of their actions suggests that teachers emphasize accountability. This implies that learners are guided to recognize how their behavior affects others, which supports the development of responsibility and social awareness.

Table 3. Extent of Implementation of the DepEd's Primer on Positive Discipline along Providing Structure

Indicators	Weighted Mean	Interpretation
I provide students with the information they need to succeed behaviorally.	3.66	HI
I involve students in the process of creating classroom rules and norms.	3.66	HI
I explain the reasons behind specific rules so students understand their purpose.	3.67	HI
I provide opportunities for students to fix their mistakes to facilitate learning.	3.75	HI
I act as a positive role model in my behavior and interactions.	3.68	HI
I give clear and consistent instructions for all classroom activities and projects.	3.70	HI
I teach students about the direct effects of their actions on other people.	3.84	HI
I remind students of the rules they helped set without using threats.	3.69	HI

I engage students in finding their own solutions to classroom conflicts.	3.72	HI
I provide tools and guidance for students to resolve disputes non-violently.	3.61	HI
Overall Weighted Mean	3.70	HI

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Highly Implemented (HI)

2.50 – 3.24 - Implemented (I)

1.75 – 2.49 - Slightly Implemented (SI)

1.00 – 1.74 - Not Implemented (NI)

The lowest weighted mean of 3.61 interpreted as highly implemented, was obtained by the indicator provide tools and guidance for students to resolve disputes non-violently. This indicates that teachers support students in understanding the effects of their behavior while also encouraging the development of positive conflict resolution and problem-solving skills. The findings were corroborated by Fulgencio and Maguete (2023) who found that proactive management and clear rules reduce disruptive behavior and improve engagement. Similarly, Gabriz and Mackie (2023) confirmed that consistent communication of expectations promotes student cooperation. These studies affirm that structure plays a key role in shaping positive student behavior, while also showing the need to strengthen guided conflict resolution practices.

Understanding Child Development. Table 4 shows the extend of implementation of DepEd’s Primer on Positive Discipline along understanding child development, which received an overall weighted mean of 3.56, interpreted as highly implemented. This indicates that teachers generally consider the age and developmental stage of students when managing behavior and delivering instruction. The highest weighted mean of 3.75, interpreted as highly implemented, was obtained by the indicator recognize that students' ways of thinking change as they grow. This suggests that teachers are aware of developmental differences. This implies that instruction and classroom management are adjusted based on learners’ level of understanding, which supports more appropriate expectations and responses.

Table 4. Extent of Implementation of the DepEd’s Primer on Positive Discipline along Understanding Child Development

Indicators	Weighted Mean	Interpretation
I adjust my teaching methods based on the age and developmental stage of my students.	3.63	HI
I recognize that students' ways of thinking change as they grow.	3.75	HI
I adapt the amount of warmth and structure I provide based on the student's age.	3.57	HI
I use physical activities or action songs for students who need movement to learn.	3.44	HI
I provide interactive discussions for students who are at a stage where socialization is vital.	3.56	HI
I recognize that talking back may sometimes be a sign of developmental frustration rather than rudeness.	3.43	HI

I understand that adolescent students may naturally challenge authority as part of their identity.	3.51	HI
I expect different levels of self-control from students based on their developmental maturity.	3.61	HI
I modify my lesson length or complexity based on the students' attention spans.	3.57	HI
I use role-playing to help students understand social situations they are not yet mature enough to handle.	3.51	HI
Overall Weighted Mean	3.56	HI

Rating Scale: Descriptive Interpretation:

- 3.25 – 4.00 - Highly Implemented (HI)
- 2.50 – 3.24 - Implemented (I)
- 1.75 – 2.49 - Slightly Implemented (SI)
- 1.00 – 1.74 - Not Implemented (NI)

The lowest weighted mean of 3.43, interpreted as highly implemented, was obtained by the indicator recognize that talking back may sometimes be a sign of developmental frustration rather than rudeness. A student responds in a defensive tone after being corrected. The findings were conformed by Goh and Bambara (2021) found that aligning strategies with learners' needs improves self-regulation and academic outcomes. Similarly, Elkadi and Sharaf (2023) highlighted that positive discipline is more effective when adapted to the developmental level of students. These studies confirm that recognizing developmental differences strengthens classroom management, while also indicating the need to better interpret student behavior in relation to developmental factors.

Identifying Individual Differences. This section presents the degree to which teachers recognize and respect the diversity of their students including cultural backgrounds and personal temperaments and how they tailor their positive discipline strategies to meet these varied individual needs within the Capalonga District. Table 5 shows the extent of implementation of the DepEd's Primer on Positive Discipline along identifying individual differences, with an overall weighted mean of 3.67, interpreted as highly implemented. This means that teachers are generally aware that learners differ from one another and that these differences influence behavior and learning. The highest weighted mean of 3.83 interpreted as highly implemented, obtained by indicator acknowledge that every student in my class has a unique personality and temperament. This suggests that teachers are conscious of individual traits in the classroom.

Table 5. Extent of Implementation of the DepEd's Primer on Positive Discipline along Identifying Individual Differences

Indicators	Weighted Mean	Interpretation
I acknowledge that every student in my class has a unique personality and temperament.	3.83	HI
I consider the cultural background of my students when interpreting their behavior.	3.72	HI
I tailor my discipline approach to fit the individual needs of each student.	3.67	HI

I recognize that students have different learning styles (e.g., visual, auditory, kinesthetic).	3.77	HI
I provide different types of activities (e.g., music, dance, discussion) to reach all learners.	3.57	HI
I identify and build upon the specific talents and strengths of each student.	3.60	HI
I treat students fairly by recognizing that fair does not always mean the same for everyone.	3.74	HI
I show sensitivity to students who may be experiencing trauma or violence at home.	3.73	HI
I adjust my feedback to students based on how sensitive they are to criticism.	3.63	HI
I integrate students' personal interests into the curriculum to keep them engaged.	3.42	HI
Overall Weighted Mean	3.67	HI

Rating Scale: Descriptive Interpretation:

- 3.25 – 4.00 - Highly Implemented (HI)
- 2.50 – 3.24 - Implemented (I)
- 1.75 – 2.49 - Slightly Implemented (SI)
- 1.00 – 1.74 - Not Implemented (NI)

This implies that teachers observe and consider student differences when managing behavior, which helps create a more inclusive and respectful environment. The lowest weighted mean of 3.42 interpreted as highly implemented, was obtained by indicator integrate students' personal interests into the curriculum to keep them engaged. Though highly implemented, this suggests that this practice is less consistently applied. This implies that while teachers recognize differences, these are not always translated into lesson design that reflects students' interests. The findings were supported by Sisti and Robledo (2021), who found that recognizing individual differences and providing tailored support improve student outcomes by addressing learners' unique needs, abilities, and learning styles. When teachers consider these differences, they are better able to create learning experiences that encourage active participation and positive behavior. Similarly, Oyangorin (2026) highlighted that individualized strategies strengthen student engagement and classroom behavior by allowing learners to feel valued and supported in the learning process. These findings suggest that positive discipline is more effective when teachers adapt their approaches to meet the diverse characteristics of their students rather than applying the same strategies to everyone. Collectively, these studies confirm that acknowledging learner diversity is an essential component of effective classroom management and positive discipline. They also emphasize the importance of continuously connecting instruction and classroom practices with students' interests, abilities, and developmental needs to foster meaningful engagement and positive behavioral outcomes.

Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline

This section presents the current classroom strategies utilized by the respondents in implementing positive discipline along identifying long-term goals, providing warmth, providing structure, understanding child development, and identifying individual differences.

Identifying Long-term Goals. Table 6 shows that the current classroom strategies utilized by the respondents in implementing positive discipline along identifying long-term goals, obtained an overall weighted mean of 3.56, interpreted as always utilized. This means that teachers regularly incorporate activities that help learners understand the connection between present actions and future outcomes. The highest weighted mean of 3.70, interpreted as always utilized, was received by indicator use Scenario-Based Discussions to show how short-term impulses can affect long-term life outcomes. This indicates that teachers encourage students to reflect on the consequences of their actions and make thoughtful decisions. This supports learners in considering how their choices contribute to their personal growth and long-term development. The lowest weighted mean of 3.34 interpreted as always utilized, is utilize Goal-Setting Charts where students track their progress in developing character traits, not just grades. This indicates that teachers promote students' character development by encouraging reflection on values and responsible behavior. This supports learners in recognizing their personal growth and developing positive habits over time. The findings were conformed by Elkhadi and Sharaf (2023) found that strategies focusing on long-term development improve both behavior and academic outcomes. Similarly, Zamayla and Labitad (2025) confirmed that consistent use of value-based strategies enhances student engagement and responsibility. These studies affirm that long-term goal-oriented strategies are effective, while also indicating the need to strengthen structured monitoring of student development.

Table 6. Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline along Identifying Long-Term Goals

Indicators	Weighted Mean	Interpretation
I facilitate Future-Self activities where students visualize the kind of adults they want to become.	3.64	AU
I integrate specific Life Skills (e.g., integrity, empathy) into the daily learning objectives of academic subjects.	3.64	AU
I use Reflective Journaling to help students connect their current behavior to their long-term personal growth.	3.37	AU
I conduct classroom meetings to discuss how practicing self-discipline today helps in achieving future career success.	3.51	AU
I utilize Goal-Setting Charts where students track their progress in developing character traits, not just grades.	3.34	AU
I model pro-social behaviors (e.g., patience, respect) to demonstrate the long-term values I want students to emulate.	3.66	AU
I design lessons that require collaborative problem-solving to prepare students for adult work environments.	3.68	AU
I praise students specifically when they display Long-term Virtues like honesty or perseverance during difficult tasks.	3.67	AU
I use Scenario-Based Discussions to show how short-term impulses can affect long-term life outcomes.	3.70	AU
I involve students in creating a Classroom Vision Statement that reflects their collective long-term aspirations.	3.41	AU
Overall Weighted Mean	3.56	AU

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00 -

Always Utilized (AU)

2.50 – 3.24	-	Oftentimes Utilized (OU)
1.75 – 2.49	-	Seldom Utilized (SU)
1.00 – 1.74	-	Never Utilized (NU)

Providing Warmth. Table 7 shows that the current classroom strategies utilized by the respondents in implementing positive discipline along providing warmth had an overall weighted mean of 3.53, interpreted as always utilized. This indicates that teachers in the Junior High Schools of Capalonga District consistently demonstrate care, encouragement, and emotional support toward their students. The regular practice of warmth suggests that teachers recognize the importance of maintaining a supportive classroom environment where students feel respected and emotionally secure. When warmth is consistently present, students tend to participate more confidently in classroom activities and show greater trust toward their teachers. The highest weighted mean of 3.71 interpreted as always utilized, is the indicator provide Non-Verbal Support (e.g., a smile or a thumbs-up) to reassure students during challenging activities. This result implies that teachers use simple gestures to encourage learners, particularly when students encounter difficulty in completing tasks. Non-verbal expressions of support help students feel acknowledged without interrupting the flow of the lesson. This practice is seen during a recitation where a student hesitates while answering a question. The lowest weighted mean of 3.28 interpreted as always utilized, is conduct Check-in Circles at the start of the day to gauge the emotional well-being of the class. This suggests that while teachers value emotional connection with students, structured routines that explicitly explore students' feelings are practiced less frequently than informal expressions of support. The findings were corroborated by Escobal et al. (2023) which highlighted that Filipino teachers implementing positive discipline prioritize building respectful and caring classroom environments to strengthen student engagement. Their study noted that teacher warmth contributes to stronger student motivation and classroom harmony. They emphasized that positive teacher–student relationships built through encouragement and individualized attention help reduce behavioral problems and improve student motivation.

Table 7. Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline along Providing Warmth

Indicators	Weighted Mean	Interpretation
I greet each student personally at the door to establish a welcoming and safe emotional climate.	3.66	AU
I use Active Listening techniques (e.g., nodding, summarizing) when a student expresses frustration or joy.	3.70	AU
I implement Positive Affirmation breaks where students and teachers share words of encouragement.	3.69	AU
I use a Cool-Down Corner or Peace Zone where students can go to feel safe and calm down without being punished.	3.28	AU
I provide Non-Verbal Support (e.g., a smile or a thumbs-up) to reassure students during challenging activities.	3.71	AU
I conduct Check-in Circles at the start of the day to gauge the emotional well-being of the class.	3.28	AU
I use Validation Statements (e.g., I can see why that made you feel sad) before addressing a behavioral issue.	3.49	AU
I offer Private Encouragement to low-performing students to build their confidence away from their peers.	3.54	AU

I utilize Humor and Playfulness to reduce tension and build a stronger teacher-student bond.	3.62	AU
I write Positive Notes or Appreciation Slips to students to acknowledge their efforts and presence in class.	3.33	AU
Overall Weighted Mean	3.53	AU

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Always Utilized (AU)

2.50 – 3.24 - Oftentimes Utilized (OU)

1.75 – 2.49 - Seldom Utilized (SU)

1.00 – 1.74 - Never Utilized (NU)

Providing Structure. Table 8 shows that the overall weighted mean of 3.54, interpreted as always utilized. This indicates that teachers in the Junior High Schools of Capalonga District regularly establish clear expectations and organized classroom routines. Providing structure allows students to understand what is expected of them and helps them perform tasks in an orderly and predictable manner. When classroom activities are clearly guided, learners are more likely to follow instructions and remain focused on their academic responsibilities. The highest weighted mean of 3.62 interpreted as always utilized, is use Visual Schedules and Clear Rubrics so students know exactly what is expected of them throughout the day. This implies that teachers consistently guide students by presenting clear instructions and structured learning tasks.

Table 8. Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline along Providing Structure

Indicators	Weighted Mean	Interpretation
I facilitate Collaborative Rule-Making sessions where students propose and agree upon classroom norms.	3.61	AU
I use Visual Schedules and Clear Rubrics so students know exactly what is expected of them throughout the day.	3.62	AU
I implement Natural Consequences (e.g., cleaning up a mess) rather than arbitrary punishments for broken rules.	3.58	AU
I use Role-Playing to practice the correct way to follow classroom procedures (e.g., how to ask a question).	3.59	AU
I provide Proactive Reminders of the rules before starting a new or transitionary activity.	3.57	AU
I use Logical Explanations to help students understand the 'why' behind every classroom boundary.	3.54	AU
I implement Problem-Solving Dialogues to help students identify how they can fix a mistake they made.	3.55	AU
I use Consistent Transition Signals (e.g., a bell or a clap) to provide a predictable environment for students.	3.40	AU

I co-create Behavioral Contracts with students who need extra guidance in following classroom structure.	3.45	AU
I conduct Class Evaluations where students give feedback on whether the classroom rules are working fairly.	3.46	AU
Overall Weighted Mean	3.54	AU

Rating Scale: Descriptive Interpretation:

3.25 – 4.00	-	Always Utilized (AU)
2.50 – 3.24	-	Oftentimes Utilized (OU)
1.75 – 2.49	-	Seldom Utilized (SU)
1.00 – 1.74	-	Never Utilized (NU)

The lowest weighted mean of 3.40, interpreted as always utilized, is use Consistent Transition Signals (e.g., a bell or a clap) to provide a predictable environment for students. This result suggests that while teachers maintain structured learning activities, the use of specific transition signals is practiced slightly less consistently compared to other strategies. The findings were corroborated by Fulgencio and Maguate (2023) who reported that proactive classroom management combined with clear expectations leads to a reduction in disruptive behavior and an increase in student participation. Similarly, Elkadi and Sharaf (2023) found that consistent communication of classroom rules and expectations contributes to improved student cooperation and a more positive learning atmosphere. Clear and structured procedures help learners understand appropriate behavior and support the maintenance of classroom order.

Understanding Child Development. Table 9 shows the overall weighted mean of 3.53, interpreted as always utilized. This indicates that teachers consistently consider the developmental characteristics of learners when managing classroom behavior and implementing discipline strategies. Recognizing the developmental stage of students allows teachers to adjust their teaching methods, communication style, and classroom activities to suit the learners' social and emotional needs. When classroom practices align with students' developmental abilities, learners are more likely to respond positively to classroom expectations. The highest weighted mean of 3.69 interpreted as always utilized, is allow Peer-Socialization during tasks for adolescents, recognizing their developmental need for social belonging. This finding suggests that teachers frequently incorporate collaborative activities that allow students to interact with their peers while completing classroom tasks. The lowest weighted mean of 3.32 interpreted as always utilized, is use Interactive Storytelling or Puppetry for younger students to explain complex social concepts. This result suggests that while the strategy is practiced, it is less frequently applied in the context of the respondents' classrooms. The findings were corroborated by Elkadi and Sharaf (2023) who found that positive discipline strategies that consider students' developmental needs significantly improve student well-being and academic engagement. Their research highlighted that behavioral support practices become more effective when adapted to the age and maturity level of learners. Similarly, Goh and Bambara (2021) emphasized that individualized and developmentally appropriate strategies help students develop better self-regulation and academic performance. Their findings indicated that understanding the developmental needs of learners enables teachers to design classroom practices that respond to students' social and emotional growth.

Table 9. Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline along Understanding Child Development

Indicators	Weighted Mean	Interpretation
I incorporate Movement Breaks (e.g., stretching, dancing) for younger learners who have high physical energy.	3.43	AU

I use Age-Appropriate Language and metaphors that match the cognitive level of my specific grade level.	3.51	AU
I utilize Hands-on Manipulatives for students at developmental stages where concrete learning is essential.	3.55	AU
I allow Peer-Socialization during tasks for adolescents, recognizing their developmental need for social belonging.	3.69	AU
I adjust the Duration of Tasks to match the typical attention span of my students' age group.	3.63	AU
I use Interactive Storytelling or Puppetry for younger students to explain complex social concepts.	3.32	AU
I implement Differentiated Questioning that ranges from simple recall to abstract reasoning based on student maturity.	3.64	AU
I provide Scaffolded Instructions that gradually decrease in support as students gain developmental competence.	3.56	AU
I use Games-Based Learning to engage the natural curiosity and playfulness of developing children.	3.46	AU
I design Choice-Based Assignments to support the developing autonomy and independence of older students.	3.49	AU
Overall Weighted Mean	3.53	AU

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Always Utilized (AU)

2.50 – 3.24 - Oftentimes Utilized (OU)

1.75 – 2.49 - Seldom Utilized (SU)

1.00 – 1.74 - Never Utilized (NU)

Identifying Individual Differences. Table 10 shows that the overall weighted mean is 3.50, interpreted as always utilized. This reflects that teachers are generally attentive to the unique characteristics of learners and attempt to adjust their approaches accordingly. The consistent use of these strategies suggests that the principle of individualization is embedded in daily classroom practice, allowing students to feel acknowledged based on their own abilities, interests, and needs. The highest weighted mean of 3.63, interpreted as always utilized, is use Personalized Feedback that focuses on a student's individual progress rather than comparing them to peers. This implies that teachers focus on monitoring individual progress rather than relying on comparison. Such practice supports student motivation since learners receive feedback that is relevant to their own performance and development. This implies that teachers prioritize monitoring personal growth to foster a non-competitive and supportive atmosphere. When feedback is tailored, it strengthens the student's self-belief and encourages them to improve at their own pace. The lowest weighted mean of 3.30 interpreted as always utilized, is conduct Interest Surveys to align my lesson topics with the personal hobbies and passions of my students. This implies a need for more practical ways to bridge the gap between student interests and lesson content to maximize engagement.

The findings were corroborated by Oyangorin (2026) who found that individualized support and verbal appreciation are effective in motivating students and reducing disruptive behaviors in public schools. This confirms that personalized approaches integrated into regular teaching practice enhance classroom positivity,

while the lower utilization of more complex strategies like interest surveys reflects the ongoing need for teacher training to ensure consistent application.

Table 10. Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline along Identifying Individual Differences

Indicators	Weighted Mean	Interpretation
I utilize Learning Style Inventories to identify whether students are visual, auditory, or kinesthetic learners.	3.53	AU
I implement Tiered Assignments that offer different levels of difficulty based on individual student readiness.	3.31	AU
I use Multi-Sensory Teaching (e.g., visuals, sounds, touch) in every lesson to reach diverse types of learners.	3.60	AU
I provide Flexible Seating options to accommodate students with different sensory or physical needs.	3.57	AU
I incorporate Culturally Responsive Teaching by using examples from the students' local Capalonga heritage.	3.62	AU
I conduct Interest Surveys to align my lesson topics with the personal hobbies and passions of my students.	3.30	AU
I use Personalized Feedback that focuses on a student's individual progress rather than comparing them to peers.	3.63	AU
I allow for Diverse Assessment Modes (e.g., a drawing instead of an essay) to respect individual talents.	3.45	AU
I use Small-Group Instruction to provide targeted support to students with specific learning gaps.	3.57	AU
I implement Peer-Mentoring pairs where students with different strengths help one another succeed.	3.41	AU
Overall Weighted Mean	3.50	AU

Rating Scale: Descriptive Interpretation:

- 3.25 – 4.00 - Always Utilized (AU)
- 2.50 – 3.24 - Oftentimes Utilized (OU)
- 1.75 – 2.49 - Seldom Utilized (SU)
- 1.00 – 1.74 - Never Utilized (NU)

Relationship between the Extent of Implementation on the DepEd's Primer and the Current Classroom Strategies Utilized by the Respondents in Implementing Positive Discipline. The data presented in Table 11 show the significant relationship between the extent of implementation of the DepEd's Primer and the classroom strategies utilized by respondents in terms of positive discipline. Prior to conducting the correlation analysis, tests of normality, specifically the Shapiro–Wilk test, indicated that the data did not meet the assumption of

normal distribution. Hence, the use of Spearman rank-order correlation (ρ) was deemed appropriate as a non-parametric alternative.

The results revealed that all indicators of the extent of implementation of the DepEd's Primer exhibit statistically significant relationships with classroom strategies utilized, as evidenced by p-values less than 0.01. This suggests that the implementation of the Primer is consistently associated with the application of positive discipline strategies in the classroom. The findings imply that the greater the extent of implementation of the DepEd's Primer, the more likely teachers are to utilize effective classroom strategies grounded in positive discipline. The significant positive correlations across all variables affirm that the principles outlined in the Primer are not merely theoretical but are reflected in actual teaching practices.

Table 11. Test for Significant Relationship between the Extent of Implementation of the DepEds' Primer and the Current Classroom Strategies Utilized by the Respondents in Positive Discipline

Extent of Implementation of the DepEd's Primer	Classroom Strategies Utilized		Remarks
	ρ	p -value	
Identifying Long-term Goals	.322**	.000	Significant
Providing Warmth	.288**	.001	Significant
Providing Structure	.493**	.000	Significant
Understanding Child Development	.545**	.000	Significant
Identifying Individual Differences	.506**	.000	Significant

**Correlation is significant @ 0.01 level (2-tailed).

In terms of strength of relationship, understanding child development ($\rho = .545$, p -value<.01) and identifying individual differences ($\rho = .506$, p -value=.01) show strong positive correlations, indicating that teachers who have a deeper understanding of learners' developmental stages and individual differences are more likely to employ effective and responsive classroom strategies. The extent of implementation of the primer on recognizing students' ways of thinking change as they grow, is highly link to the strategy used by the teachers, particularly on allowing peer-socialization during their tasks for adolescents and recognizing their developmental need for social belonging. Similarly, recognizing that students have different learning styles like, visual, auditory, kinesthetic, is also associated to the using of personalized feedback that focuses on a student's individual progress rather than comparing them to peers.

This indicates that when teachers deeply understand how children grow and recognize that every student is unique, they become much more effective in choosing the right classroom strategies. A teacher who knows that teenagers naturally want to spend more time with friends allows students to work in pairs on a science project to keep them interested and happy. A teacher who realizes a student is a visual learner provides a colorful chart to explain a difficult math lesson instead of just talking about it, making sure the student does not feel left behind.

The variable, providing structure ($\rho = .493$, p -value<.01) also demonstrates a moderate to strong positive relationship, suggesting that structured classroom environments are aligned with the principles of positive discipline. This means that the extent of implementation of the primer particularly on teaching students about the direct effects of their actions to other people, is related to the strategy employed by the teacher on using visual schedules and clear rubrics, so that students know exactly what is expected of them throughout the day. This means that when teachers follow the Primer's advice on setting clear expectations, they are more likely to use tools that help students stay on track. A teacher who wants students to be responsible puts up a large poster showing the daily schedule so everyone knows exactly when it is time to study and when it is time to play. A

teachers gives out a simple checklist for a cleaning task so students understand exactly what they need to do to keep the room tidy, preventing confusion and misbehavior.

Meanwhile, identifying long-term goals ($\rho = .322$, $p\text{-value} < .01$) and providing warmth ($\rho = .288$, $p\text{-value} < .01$) exhibit moderate positive correlations. Although relatively lower than the other variables, these results still indicate that goal-setting and nurturing teacher-student relationships contribute meaningfully to the use of appropriate classroom strategies. Integrating life-long skills into lesson objectives and developing students' self-respect and to others is associated to the strategy being utilized particularly on designing lessons that require collaborative problem-solving to prepare students for adult work environments. In addition, listening actively to students when they share their ideas and feelings has something to do on the strategy utilized by teacher specifically on providing non-verbal support like a smile or a thumb-up, to reassure students during challenging activities. A teacher helps students learn how to solve their own problems by letting them talk through a disagreement during a group activity, which prepares them for working with others when they grow up. A teacher who wants to show warmth gives a student a quick smile or a nod of approval when they see the student trying hard on a difficult spelling test, which makes the student feel safe and supported.

Moreover, the stronger relationships observed in variables related to child development and individual differences highlight the critical role of learner-centered approaches in classroom management. This suggests that teachers who are more attuned to the developmental and personal needs of students are better equipped to implement discipline strategies that are constructive rather than punitive. The stronger relationships seen in child development and individual differences highlight that focusing on the student is the most important part of managing a classroom. Teachers who pay close attention to what each child needs are better at using discipline that teaches rather than punishes.

The findings were supported by De la Cruz (2023) who found that when teachers use strategies like individual support and kind words, students become more interested in learning and act out much less. This confirms that following the DepEd Primer helps teachers turn school rules into helpful actions that truly support every learner.

Challenges Encountered by the Respondents in Implementing the DepEd Primer on Positive Discipline.

This section presents the challenges encountered by the respondents in implementing the DepEd Primer on Positive Discipline along identifying long-term goals, providing warmth, providing structure, understanding child development, and identifying individual differences.

Identifying Long-term Goals. The challenges encountered by the Junior High School Teachers of Caplonga District in implementing the DepEd Primer on Positive Discipline along identifying long-term goals are shown in Table 12. The overall weighted mean is 3.31, interpreted as very challenging. This shows that despite consistent efforts of teachers, there are external and internal factors that affect the full development of long-term values among learners.

Table 12. Challenges Encountered by the Respondents in Implementing the DepEd Primer on Positive Discipline along Identifying Long-Term Goals

Indicators	Weighted Mean	Interpretation
Difficulty balancing the pressure to meet immediate academic grades with long-term character building.	3.34	VC
Lack of time to discuss life goals with students due to a congested curriculum.	3.28	VC
Students' focus on short-term rewards (grades/stickers) rather than developing internal values.	3.13	C

Difficulty in measuring or assessing the progress of a student's long-term moral development.	3.15	C
Influence of social media or peers that contradicts the long-term values taught in school.	3.46	VC
Feeling overwhelmed by administrative tasks, leaving little room for future-self activities.	3.34	VC
Lack of support from parents who prioritize high scores over the student's emotional growth.	3.46	VC
Difficulty in maintaining a focus on long-term goals when students exhibit recurring misbehavior.	3.43	VC
Limited instructional materials that integrate long-term life skills with academic subjects.	3.39	VC
Feeling that the impact of teaching long-term goals is not visible within the school year.	3.16	C
Overall Weighted Mean	3.31	VC

Rating Scale: Descriptive Interpretation:

- 3.25 – 4.00 - Very Challenging (VC)
- 2.50 – 3.24 - Challenging (C)
- 1.75 – 2.49 - Slightly Challenging (SC)
- 1.00 – 1.74 - Not Challenging (NC)

The highest weighted mean of 3.46 interpreted as very challenging, is shared by two indicators, Influence of social media or peers that contradicts the long-term values taught in school and Lack of support from parents who prioritize high scores over the student's emotional growth. This implies that even if teachers promote values such as respect and responsibility, these may be weakened by conflicting messages from the environment of the learners. The lowest weighted mean of 3.13 interpreted as challenging, is Students' focus on short-term rewards (grades/stickers) rather than developing internal values. This implies that students still respond to rewards, but there is some level of understanding of long-term values. The findings were corroborated by Zando and Mncube (2024) who found that lack of support and external constraints hinder the consistent application of positive discipline strategies. Similarly, Escobal et al. (2023) highlighted that limited family involvement affects the development of positive behavior among learners. These studies confirm that challenges in promoting long-term goals are influenced by factors beyond the classroom, which affect the consistency of value formation among students.

Providing Warmth. Table 13 shows that the overall weighted mean is 3.18, interpreted as challenging. This shows that while teachers practice care and support, maintaining consistency is affected by emotional demands and contextual factors. The highest weighted mean of 3.31, interpreted as challenging, is Managing personal stress and frustration when students are persistently defiant. This implies that repeated exposure to defiant behavior can affect how teachers respond, which may reduce patience and consistency in showing care and understanding.

Table 13. Challenges Encountered by the Respondents in Implementing the DepEd Primer on Positive Discipline along Providing Warmth

Indicators	Weighted Mean	Interpretation
Managing personal stress and frustration when students are persistently defiant.	3.31	VC
Difficulty in showing empathy to students who display rude or disrespectful attitudes.	3.16	C
Large class sizes making it hard to provide individual emotional support to every student.	3.20	C
Personal burnout which hinders the ability to remain calm and reassuring at all times.	3.10	C
Fear that being too warm might be misinterpreted by students as being too soft or weak.	3.16	C
Lack of a dedicated safe space or quiet corner in the classroom due to limited facility space.	3.20	C
Difficulty in validating students' emotions when their behavior is highly disruptive to others.	3.20	C
Cultural barriers where strictness is traditionally expected over warmth in a school setting.	3.05	C
Difficulty in maintaining a positive teacher-student bond with students who have a history of trauma.	3.21	C
Limited training on how to manage one's own emotional triggers as an educator.	3.19	C
Overall Weighted Mean	3.18	C

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00 - Very Challenging (VC)

2.50 – 3.24 - Challenging (C)

1.75 – 2.49 - Slightly Challenging (SC)

1.00 – 1.74 - Not Challenging (NC)

The lowest weighted mean of 3.05, interpreted as challenging, is Cultural barriers where strictness is traditionally expected over warmth in a school setting. This implies that some learners may associate discipline with authority rather than support, which affects how warmth is received and practiced. The findings were corroborated by Zondo and Mncube (2024) who identified teacher stress as a factor affecting consistent implementation of positive discipline. Similarly, Escobal et al. (2023) noted that contextual and cultural factors influence how positive discipline is applied in classrooms. These studies confirm that providing warmth is affected by both personal and environmental challenges that shape teacher responses and student behavior.

Providing Structure. This section presents the challenges encountered by the respondents in the implementation of the DepEd Primer on Positive Discipline along Providing Structure. Table 14 shows that the overall weighted mean is 3.05, interpreted as challenging. The highest weighted mean of 3.20 interpreted as challenging, is Difficulty in following through with agreed-upon consequences when the teacher is busy. This implies that when teachers are occupied with multiple tasks, agreed rules may not always be reinforced, which can weaken their effectiveness. The lowest weighted mean of 2.93 interpreted as challenging, is Resistance from students who are used to a command-and-obey style of discipline at home. This implies that while some learners are used to strict discipline at home, they are still able to adapt to classroom expectations over time. The findings were conformed by Ahmed and Pierre (2024) who found that inconsistent application of rules affects the effectiveness of discipline practices. Similarly, Zando and Mncube (2024) identified workload and limited time as barriers to maintaining structured classroom management. These studies confirm that providing structure is influenced by the ability of teachers to consistently implement expectations despite classroom demands.

Table 14. Challenges Encountered by the Respondents in Implementing the DepEd Primer on Positive Discipline along Providing Structure

Indicators	Weighted Mean	Interpretation
Difficulty in involving students in rule-making due to time constraints at the start of the year.	2.99	C
Students' lack of awareness or understanding of why certain classroom boundaries exist.	2.99	C
Challenges in finding natural consequences that are effective without being punitive.	3.10	C
Inconsistency in rules between different teachers, which confuses the students.	3.09	C
Difficulty in following through with agreed-upon consequences when the teacher is busy.	3.20	C
Lack of resources to create visual aids, rubrics, and schedules that provide clear structure.	3.02	C
Resistance from students who are used to a command-and-obey style of discipline at home.	2.93	C
Difficulty in finding time for role-playing or practicing classroom procedures.	2.96	C
Managing the chaotic transition periods between different subject areas or activities.	3.13	C
Pressure to use quick-fix punishments rather than the slower process of structured problem-solving.	3.10	C
Overall Weighted Mean	3.05	C

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Challenging (VC)

2.50 – 3.24 - Challenging (C)

1.75 – 2.49 - Slightly Challenging (SC)

1.00 – 1.74 - Not Challenging (NC)

Understanding Child Development. 15 shows that the overall weighted mean is 3.18, interpreted as challenging. This implies that while teachers attempt to align strategies with learners' developmental needs, limitations in knowledge and classroom conditions affect consistent application. The highest weighted mean of 3.37 interpreted as very challenging, is Lack of specialized training on the psychological milestones of specific age groups. This implies that without sufficient background on developmental milestones, responses to student behavior may not always match the learner's level of maturity. The lowest weighted mean of 3.04, interpreted as challenging, is Managing classrooms with a wide age gap or varying maturity levels among students. This implies that teachers are able to manage differences in age and maturity, although some adjustments are still needed. A class includes learners who show different levels of independence. The findings were corroborated by Zando and Mncube (2024) who identified limited training as a barrier to effective implementation of positive discipline. Similarly, Goh and Bambara (2021) found that aligning strategies with developmental needs improves student behavior and learning outcomes. These studies confirm that understanding child development requires adequate teacher preparation, while also showing that classroom diversity adds complexity to its application.

Table 15. Challenges Encountered by the Respondents in Implementing the DepEd Primer on Positive Discipline along Understanding Child Development

Indicators	Weighted Mean	Interpretation
Difficulty in distinguishing between intentional misbehavior and age-appropriate developmental impulses.	3.11	C
Lack of specialized training on the psychological milestones of specific age groups.	3.37	VC
Feeling frustrated when students' attention spans are shorter than the planned lesson length.	3.24	C
Managing classrooms with a wide age gap or varying maturity levels among students.	3.04	C
Difficulty in adapting complex concepts for students who are still at a concrete learning stage.	3.19	C
Misinterpreting developmental testing of boundaries as a personal attack on the teacher's authority.	3.16	C
Limited knowledge on how to handle the hormonal and emotional changes of adolescent students.	3.08	C
Pressure to follow a one-size-fits-all lesson plan that does not account for developmental speed.	3.23	C
Challenges in managing the high physical energy levels of younger learners in a small classroom.	3.11	C
Difficulty in communicating with parents who have unrealistic developmental expectations for their children.	3.24	C
Overall Weighted Mean	3.18	C

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Challenging (VC)

2.50 – 3.24 - Challenging (C)

1.75 – 2.49 - Slightly Challenging (SC)

1.00 – 1.74 - Not Challenging (NC)

Identifying Individual Differences. Table 16 shows that the overall weighted mean is 3.16, interpreted as challenging. This suggests that while teachers recognize learner diversity, applying strategies that address these differences is affected by practical limitations. The highest weighted mean of 3.34 interpreted as very challenging, is Difficulty in preparing Differentiated Instruction (DI) materials for 40+ students with different needs. This implies that teachers may not always be able to fully match instruction to each learner's ability, interest, or pace. A class consists of more than 40 learners with different levels of understanding. The lowest weighted mean of 2.94 interpreted as challenging, is Limited tools or diagnostic tests to accurately identify the different learning styles of each student. This implies that teachers use informal ways to understand learners, although these may not always be accurate or consistent. The findings were supported by Sisti and Robledo (2021) who found that providing individualized support requires collaboration and adequate resources. Similarly, Ahmed and Pierre (2024) identified limited materials and support as barriers to effective implementation of positive discipline. These studies confirm that addressing individual differences is constrained by class size and resource limitations, which affect the consistency of differentiated practices.

Table 16. Challenges Encountered by the Respondents in Implementing the DepEd Primer on Positive Discipline along Identifying Individual Differences

Indicators	Weighted Mean	Interpretation
Difficulty in preparing Differentiated Instruction (DI) materials for 40+ students with different needs.	3.34	VC
Lack of information regarding the students' diverse family backgrounds or home situations.	3.23	C
Challenges in teaching students with special educational needs (LSENs) without a dedicated assistant.	3.28	VC
Managing conflict between students who have clashing temperaments or personalities.	3.01	C
Difficulty in identifying the specific hidden talents of quiet or withdrawn students.	3.01	C
Lack of localized teaching materials that reflect the unique culture of the Capalonga District.	3.11	C
Time constraints that prevent one-on-one sessions with students who have unique learning gaps.	3.32	VC
Difficulty in balancing the needs of high-achievers with those who need remedial support.	3.28	VC
Cultural or language differences that lead to misunderstandings in discipline and communication.	3.10	C
Limited tools or diagnostic tests to accurately identify the different learning styles of each student.	2.94	C
Overall Weighted Mean	3.16	C

Rating Scale:	Descriptive Interpretation:
3.25 – 4.00 -	Very Challenging (VC)
2.50 – 3.24 -	Challenging (C)
1.75 – 2.49 -	Slightly Challenging (SC)
1.00 – 1.74 -	Not Challenging (NC)

Proposed Intervention to Enhance the Extent of Implementation of the DepEd's Primer on Positive Discipline. Based on the findings of the study entitled "Extent of Implementation of the DepEd's Primer on Positive Discipline," Project **ARLENE** (Advancing Responsive Learning through Empathy, Nurturing, and Educator Empowerment) is proposed as a school-based professional development program to further enhance teachers' implementation of the DepEd's Primer on Positive Discipline (see appendix H). The proposed intervention was developed from the findings of the study, particularly the challenges encountered by teachers in implementing the five building blocks of Positive Discipline. Although the overall extent of implementation was found to be high, the identified challenges indicate opportunities for strengthening teachers' knowledge, skills, and classroom practices.

The proposed project specifically addresses the highest-rated challenges under each building block of Positive Discipline. Under Identifying Individual Differences, teachers identified time constraints that prevent one-on-one sessions with students who have unique learning gaps (WM = 3.32). To respond to this concern, Project ARLENE includes a training module on responsive classroom practices that equips teachers with practical strategies such as learner profiling, classroom observation, differentiated instruction, and efficient intervention planning to support diverse learners despite limited instructional time.

Under Understanding Child Development, respondents identified the lack of specialized training on the psychological milestones of specific age groups (WM = 3.37). In response, the project incorporates a training session that enhances teachers' understanding of learners' developmental characteristics and age-appropriate behavioral responses. This topic aims to strengthen teachers' ability to interpret learner behavior appropriately and implement developmentally responsive positive discipline strategies.

For Providing Structure, teachers reported difficulty in following through with agreed-upon consequences when classroom demands become overwhelming (WM = 3.20). Consequently, Project ARLENE provides collaborative sessions on establishing effective classroom routines, implementing logical consequences consistently, and utilizing classroom management strategies that promote positive learner behavior while maintaining classroom order.

Similarly, under Providing Warmth, respondents identified the lack of a dedicated safe space or quiet corner due to limited classroom facilities (WM = 3.20). To address this challenge, the project introduces practical and low-cost strategies for creating emotionally supportive learning environments. Teachers will share innovative classroom practices that promote emotional safety, restorative conversations, emotional check-in routines, and alternative approaches that can be implemented even in classrooms with limited physical space.

The highest challenge was identified under Identifying Long-Term Goals, where respondents recognized the influence of social media and peers that contradict the long-term values taught in school and the lack of parental support, particularly when academic performance is prioritized over learners' emotional growth (WM = 3.46). To respond to these concerns, Project ARLENE includes a training module that strengthens school-home partnerships through collaborative parent engagement strategies, values integration, responsible digital citizenship, and shared approaches for reinforcing positive discipline practices both at school and at home.

Project ARLENE adopts the School Learning Action Cell (SLAC) as its primary implementation strategy. The project shall be conducted once every month after instructional time, allowing teachers to participate in collaborative learning, peer mentoring, classroom simulations, reflective discussions, and the sharing of effective classroom practices without disrupting instructional activities. Through this professional learning community, teachers will develop classroom-based action plans, instructional resources, and practical intervention strategies that directly address the challenges identified in the study.

Overall, the proposed intervention is firmly anchored on the empirical findings of the study and is responsive to the professional development needs of teachers. By directly addressing the identified challenges through structured Learning Action Cell sessions, Project ARLENE is expected to strengthen teachers' competencies in implementing the DepEd's Primer on Positive Discipline, enhance classroom practices, foster supportive and inclusive learning environments, and promote the holistic development of learners.

CONCLUSIONS

The findings of this study demonstrate that junior high school teachers in the Capalonga District consistently implement the principles of the DepEd's Primer on Positive Discipline at a high level, reflecting their strong commitment to fostering a respectful, supportive, and learner-centered classroom environment. Teachers regularly integrate the five core building blocks of positive discipline—identifying long-term goals, providing warmth, providing structure, understanding child development, and recognizing individual differences—into their classroom practices, resulting in the consistent use of positive discipline strategies. Moreover, the significant relationship between the extent of implementation and the classroom strategies employed confirms that greater adherence to the principles of the Primer is associated with more effective classroom management practices. Despite these positive outcomes, the study also revealed that teachers continue to encounter considerable challenges, particularly those related to limited parental support, the influence of social media and peer pressure on learners, inadequate specialized training, and time constraints in addressing diverse learner needs. These challenges highlight that the successful implementation of positive discipline extends beyond classroom instruction and requires stronger collaboration among schools, families, and the wider community. Consequently, the development of Project ARLENE (Advancing Responsive Learning through Empathy, Nurturing, and Educator Empowerment) provides a practical and sustainable intervention to strengthen teachers' competencies through Learning Action Cell (LAC) sessions while promoting greater parental involvement and resource sharing. Overall, the study affirms that although positive discipline is already well established in the district, its long-term sustainability depends on continuous professional development, strengthened home-school partnerships, and institutional support systems that enable teachers to consistently implement the DepEd's Primer on Positive Discipline and further enhance learners' holistic development.

RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that school heads strengthen the implementation of the DepEd's Primer on Positive Discipline by establishing systematic monitoring and coaching mechanisms that provide teachers with continuous guidance and constructive feedback on classroom practices. Continuous professional development activities, such as Learning Action Cell (LAC) sessions, workshops, and seminars, should be conducted to further enhance teachers' competencies in child development, restorative classroom management, differentiated instruction, and learner-centered discipline strategies. These initiatives will help teachers address the challenges identified in the study while reinforcing the effective implementation of the five building blocks of positive discipline. Furthermore, schools should strengthen collaboration with parents and community stakeholders by conducting orientation programs and regular parent engagement activities that promote shared responsibility in developing learners' positive behavior. Greater home-school partnership is essential in addressing concerns related to parental support, peer influence, and the impact of social media on learners' behavior. Schools are likewise encouraged to institutionalize Project ARLENE (Advancing Responsive Learning through Empathy, Nurturing, and Educator Empowerment) as part of the School Learning Action Cell (SLAC) program to provide teachers with sustainable professional support, shared instructional resources, and opportunities for collaborative learning. Finally, future researchers are encouraged to evaluate the effectiveness of Project ARLENE after its implementation and to conduct similar studies in other districts or educational settings using broader samples and additional variables. Such studies may provide further evidence on the long-term effectiveness of positive discipline practices and contribute to the continuous improvement of policies and interventions that foster safe, inclusive, and supportive learning environments.

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