

# The Impact of Positive Discipline as a Classroom Management Approach on Students' Well-being and Academic Achievement: A Case Study in an International School in Cairo

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## Abstract

This research is designed to identify the scope of positive discipline implementation as a classroom management approach in Groupe Scholaire Oasis (an international School in Cairo City) through investigating PD's impact on students' well-being, and academic achievement. Researchers used a quantitative method through questionnaires applied on samples of students from two different age groups. Data analysis indicated that Positive Discipline approach as a Classroom Management Approach has a significant impact on students' well-being and academic achievement after six years of implementation. This significant impact is on students of different grades (3-5 age group and 6 – 9 age group). On the other hand, PD's impact on students' well-being and academic achievement differ according to age. The results showed that 3- 5 grades group was superior to the 3 – 6 grades group with regard to: PD Seven Abilities, Student: Well-Being, and Approach to Learning (ATL) Skills.

**Keywords:** Classroom management - Positive Discipline - Student's Well-being - Academic Achievement

## Introduction

Groupe Scholaire Oasis (an international school in Cairo- Egypt) has implemented Positive Discipline program and its tools within the IB curriculum since the academic year 2015/2016 till date as a commitment on the part of the school to implement character education programs that are meant to secure a safe school environment and better education attainment for their students.

As the world is quickly becoming a diverse place, the challenges to persons and communities imposed by globalization and modernization are broadly recognized, the issue of 21<sup>st</sup> century skills has changed the educational scene, and the role of the student has changed over the years. According to Schleicher (2012), teachers are currently essential to teach besides the content and traditional capabilities, transversal abilities, i.e. means of thinking (originality, critical thinking, problem-solving, decision-making and learning); means of working (communication and cooperation); tools for working (including information and communications technologies); and abilities around citizenship, life and profession and personal and social accountability for success in modern societies.

This means that expectations regarding teachers and their roles are changing too, and the ever-altering background of education currently calls for a re-thinking of the classroom environment and how it should be managed.

In this context, a positive classroom management has three main broad areas which are: "**instruction**" which focuses on the process rather than the content, "**motivation**" which is based on how the teacher plans, makes, explains and the most significant to present the activities, quizzes and assignments, and "**discipline**" which is related with the practices and rules that can be assumed as values, clarification declarations and statements that produce behavior assumed by the students (Jones et. al., 2000).

Thus, positive discipline is a suitable approach for managing a positive classroom that covers the three main broad areas which are mentioned above to fulfil the requirements of the 21<sup>st</sup> century with regard to the learning environment.

## Research Problem

Proceeding from the keenness of the Ministry of Education and Technical Education in Egypt to provide an attractive and safe educational environment that, in turn, contributes to making the student enjoy the learning process in an atmosphere of commitment and discipline, the School Discipline Regulation (Ministerial Resolution No. 179) has been issued. This Regulation specifies the rights and duties of students, the responsibilities of parents and the competencies of school staff, and specifies the rights and

duties of teachers and school administration), with the aim of achieving self-discipline for the student inside and outside the school (Ministry of Education and Technical Education, 2015).

Despite the aforementioned advantages, the mechanisms and tools necessary to implement this regulation have not been defined.

In addition, mechanisms and tools are not available to achieve more empowerment for teachers. This is in addition to a number of teacher-related problems such as: lack of performance, discipline, and school attendance, and the majority of teachers have no desire for renewal and change, in addition to weak teamwork skills, and teaching methods are still based on a traditional concept of teaching, in which the teacher appears as the only source of knowledge and authority (Alwan, 2018).

Hence, teachers should be empowered with the needed tools and modern strategies for managing their classes effectively.

In this context, the current research is trying to detect "how positive discipline as a Classroom Management Approach impacts the well-being and academic achievement of students of two different age groups".

### **Research Questions**

The current research is trying to answer this main research question: **How does positive discipline as a Classroom Management Approach impact students' well-being and academic achievement?** The following are the research questions:

1. Does PD have a positive impact on students' well-being?
2. Does PD have a positive impact on students' academic achievement?
3. Does PD's impact on students' well-being and academic achievement differ according to age?

### **Research Purpose & Objectives**

This research is designed to identify the scope of positive discipline implementation in Groupe Scholaire Oasis through investigating PD's impact on students' well-being, and academic achievement from two different age groups. The following are the research objectives:

- 1- Identify the impact of PD on students' well-being.
- 2- Identify the impact of PD on students' academic achievement.
- 3- Identify the difference of PD's impact on students' well-being and academic achievement between two different age groups.

### **Research Hypothesis**

The researchers have identified several hypotheses related to the implementation of positive discipline (seven abilities) and its impact on students' well-being, and academic achievement through Approach to

Learning (ATL) from two different age groups. Research hypothesis could be identified in the following:

- 1- There is a positive correlation statistically significant between PD implementation (seven abilities) and students' well-being.
- 2- There is a positive correlation statistically significant between PD implementation (seven abilities) and students' academic achievement (Approach To Learning Used).
- 3- There is a statistically significant difference between mean scores for Students' group (6–12), and Students' group (3-5) with regard to well-being and academic achievement.

### **Literature Review**

This section discusses classroom management, and positive discipline as a classroom management approach and its relation to students' well-being and academic achievement.

### **Classroom Management**

According to Chandra (2015), classroom management is a multiple activity and extends beyond the traditional performance management methods suggested to deal with students with troublemaking behavior. Teachers should develop thoughtful, caring relationships with and among students; organize and implement teaching in ways that optimize students' access to learning.

In agreement with the aforementioned, Evans et al. (2009) have concluded that classroom environment is a multidimensional concept, that includes different scopes: the academic instructional climate (AIC), defined by the educational and curricular elements of the learning atmosphere; the disruption management climate (DMC), defined by the group of teacher's action designs or plans that show is/her specific style of avoiding and solving discipline problems; and the "classroom emotional-interpersonal climate" (CEC), defined by the connections that include emotional interchange between teacher and student.

Based on what has been mentioned, classroom management is a continuing interaction between teachers and their students designed to facilitate learning among the students. It is more than facilitating how the learning process is delivered, and spreads into the classroom atmosphere in which students learn.

With regard to elements of a well-managed classroom, the three essential fundamentals of a well-managed classroom are: 1) using time and classroom space efficiently; 2) employing approaches allowing students to make good selections, rather than ones which aim at controlling student

behaviour; 3) making wise choices and effectively applying instructional strategies (Popescu, 2014).

This means that a well-managed classroom should focus on three main wide-ranging aspects which are: instruction, motivation and discipline so that the learning process can happen smoothly with no obstacles.

In this context, teachers can manage classrooms using different strategies. Classroom management strategies are defined as techniques that the teachers can practice to help make such an environment, ranging from activities to instructions to adjust student behaviour (Korpershoek et. al., 2014).

Classroom management strategies are classified as follows: preventive strategies, supportive strategies, and corrective strategies (Tulyakul, 2019): **(1) Preventive strategies** that are employed by teachers to stop annoying behavior using practical methods (Larson et. al., 2018). **(2) Supportive strategies** that is based on positive behavior, ensuing less need for corrective interventions (Patricia, 2004). **(3) Corrective strategies** that focus on stopping disruptive misbehavior (Frank et. al., 2018).

### **Positive Discipline: A holistic Approach for Classroom Management**

Positive Discipline is a teaching and parenting model that achieves a balance between two focal deliberations: effective teaching from one side, and respecting the rights of the child from another side. It emphasizes on supporting the moral behaviours of children and decreasing the bad behaviours without physical or verbal violence (Assali, 2015).

PD contains providing positive support for good selections in addition to concerns for poor selections. It also discards the usage of violence as an instrument for teaching. It's about making a long-standing investment in a child's growth, instead of grasping for instant obedience (Naker & Sekitoleko, 2009).

This means that positive discipline is a preventive strategy that focuses on guiding children's behaviour through attention to their requirements and desires (emotional and psychological).

Positive Discipline is based on seven main abilities called "**Significant Seven**" that is proven by international research that children who become successful adults enjoy the seven main abilities as follows (Glenn & Nelsen, n.d.):

1. "I am confident of my personal capability when faced with challenges.
2. I believe I am personally significant and make meaningful contributions.
3. I have a positive influence over my life; I take responsibility for my choices.

4. I have strong intrapersonal skills and I manage my emotions through self-awareness and self-discipline.
5. I have strong interpersonal skills and I can effectively communicate, negotiate, and empathize with others.
6. I can adapt with flexibility and integrity; I have strong systemic skills.
7. I have well developed judgment skills and able to make decisions with integrity".

These significant seven identify the effective implementation of positive discipline practices at the school and inside the classroom and were used in the current research as the parameters of identifying successful positive discipline related practices at the school.

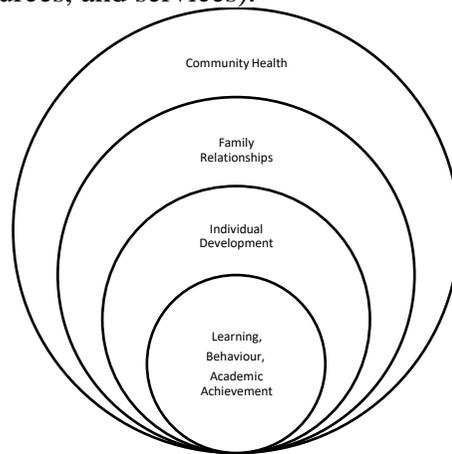
PD is **holistic** which means that all aspects of children's learning and growth are related to each other. It is **strengths-based** approach that recognizes that all children have strengths, abilities and gifts, and aims to assert and build on their abilities, efforts and enhancements. Faults are not seen as disappointments, but as chances to learn and develop. It is also **constructive** which means that it highlights the teacher's role in shaping learners' self-respect and self-confidence, increasing independence, and respecting their sense of self-efficacy. It is a **proactive** approach that focuses on assisting children to succeed in the long-standing and understanding the origins of learning and behaviour troubles. It also confirms **participation** through making learners part of the process of learning and by involving learners in making decisions (The Centre for Justice and Crime Prevention, 2012).

With regard to the benefits of positive discipline approach, it was suggested that there are three dimensions of benefits of positive discipline approach can be identified. **Firstly**, positive discipline gives students the techniques they need for a well-balanced life. **Second**, improved student-teacher relationships can be recognized. **Lastly**, efforts are being made to avoid incidences like dropping out of school (Ren & Ma, 2017).

As a result, the positive discipline approach can play a vital role in generating better learning environments, where children's rights and pride are esteemed. Finally, this leads to better schools as it supports all sides of children's development, instead of just teaching children.

With regard to implementing PD, according to Assali (2015), the key players in implementing PD are school principals, teachers, councilors, supervisors, learning environment, parents, and community. As shown in Figure 1, the PD approach is based on accepting the interrelationships among: learning, behaviour and academic achievement; individual growth (cognitive, social, emotional); family relations (parents, child, siblings,

extended family); and community well-being (neighbourhood, safety and economics, health, resources, and services).



**Figure 1**  
*Positive Discipline Holistic Approach*  
Source: (Assali, 2015, p. 10).

In light of the foregoing, aspects of the link between positive discipline and classroom management can be drawn as follows: **Effective teaching** is the goal of both positive discipline and classroom management. **Acknowledging and reinforcing good behaviors** are of great value in both positive discipline and classroom management. **Empowering students with the needed skills** is essential for both positive discipline and classroom management. Positive discipline and classroom management both promote **caring and positive relationships** between teachers and students.

#### **Positive Discipline: An Approach for enhancing Students' Well-being and Academic Achievement.**

The enhancement of student "**well-being**" is known as a significant approach to the progress of students' social, emotional and academic capability.

A wide-ranging of definitions of well-being is defined in various arenas such as education, health and social and psychological sciences. In this regard, the Australian Catholic University and Erebus International developed a definition that focuses on student well-being as against general well-being: "Student well-being is defined as a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school" (Australian Catholic University and Erebus International, 2008, p. 5).

As for "**Academic Achievement**", it characterizes performance results that show the degree to which an individual has completed specific

goals that were the emphasis of activities in educational surroundings (Steinmayr, Meißner, & Anne F. Weidinger, 2020).

Academic achievement is considered as it is very comprehensive and includes a wide diversity of learning outcomes. All the measures that point to academic achievement signify academic activities and thus, more or less, mirror the academic capability of an individual (Steinmayr, Meißner, & Anne F. Weidinger, 2020).

In this research, the researchers used **Approaches to Learning (ATL)** as a measure for academic achievement. Approaches to Learning (ATL) are "skills designed to empower students in the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) to "learn how to learn." They are planned to apply across curriculum necessities and offer a mutual language for teachers and students to use when considering and building on the procedure of learning, so that students have chances to run-through and gradually improve a variety of ATL skills" (International Baccalaureate Organization, 2020).

In the same context, it is significant to refer to the relation between many of well-being paths and academic achievement. The relation between both of them functions in two directions. Improving student well-being and its paths can develop academic achievement both in a direct way and in an indirect way through developing student enthusiasm to contribute and achieve, developing student engagement with and involvement in learning, developing student attendance and hence developing school accomplishment, and reducing badly-behaved actions at school and therefore reducing levels of remarks and rejection from school (Australian Catholic University and Erebus International, 2008).

To sum up, as student well-being is an approach to the growth of students' social, emotional and academic capabilities and skills, positive discipline provides the tools that enable teachers develop such environment that supports the students' social, emotional and academic aspects. Thus, improving the academic achievement of students.

## Method and Procedures

Researchers used a quantitative method through questionnaires applied on samples of students from two different age groups (Grades 3 -5 and grades 6-12).

The following table 1 identifies the study sample design.

**Table 1.** *Research Sample*

<b>Analysis</b>	<b>Demographic Variables</b>		<b>Number</b>
Quantitative Analysis	Students of (grades 6 – 12)	Sample (20%)	367
		Whole population	1, 835
	Students of (grades 3 – 5)	Sample (20%)	233
		Whole population	1,165

### **Instrument and Reliability**

Questionnaires were developed to collect the data and each questionnaire consisted of three parts. The three parts were Part A (Positive Discipline Seven Abilities), Part B (Student: well-being) and Part C (Students' Academic Achievement). The questionnaire items in Part A (Positive Discipline Seven Abilities) were derived from the seven main abilities of PD suggested by Glenn & Nelsen. They are called "Significant Seven" that is proven by international research that children who become successful adults enjoy the seven main abilities (Glenn & Nelsen, n.d.). The items of Part B (Student: well-being) were adapted from the definition of the Australian Catholic University and Erebus International that focuses on a maintainable state of optimistic temper and attitude, flexibility, and satisfaction with self, relations and involvements at school (Australian Catholic University and Erebus International, 2008). As for questionnaire items in Part C (Students' Academic Achievement), it was adapted from Approaches to Learning (ATL). Approaches to Learning (ATL) are "skills designed to enable students in the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) to "learn how to learn" (International Baccalaureate Organization, 2020). According to the Approaches to Learning (ATL), skills included communication skills, decision making skills, social skills (collaboration), self-management skills, research, and thinking skills.

Respondents were required to choose their answers by marking one of the number, from 1 to 5, based on the statement for each number. To determine the reliability of the questionnaires, this study utilized corrected item total correlation and Cronbach's alpha. Each sub-construct in Parts A, B and C obtained corrected item total correlation with total scores more than 0.3 which was between 0.44 and 0.68 with Cronbach's alpha value exceeding 0.89. This indicated that each item used in measuring the impact of PD on students' well-being and academic achievement had high reliability.

### **Statistical treatment methods**

The Social Sciences Statistical Package SPSS ver.22 was used to perform statistical analyzes, and the methods used in this research are:

- The "Mann-Whitney test" for the independent groups to examine the equivalence in Positive Discipline Scale between the group of students, and its significance was verified by the value of (U).
- Pearson correlation coefficient to find the correlation between Positive Discipline variable and achievement variable for students.

## **Background of the Research Site**

The study focused on Oasis International Schools (GSO), a private K- 12 international baccalaureate school as a case study. Oasis International School is a part of the IB schools worldwide. The International Baccalaureate Diploma Programme is educational, idealistic, and practical and respectively seeking to: improve critical thinking skills, holistic learning, life-long education, and affecting education via community service; raise international mind, an gratitude of various perceptions, enhancing multicultural understanding, and concern of solutions to main global issues resulting in world peace; and present a worldwide acknowledged university entry qualification, consequently enabling student mobility across borders (Hill and Saxton, October 2014).

Groupe Scholaire Oasis's vision is to offer the students the greatest potential education. The school is keen to provide the following benefits: better behaviour in the classroom, improved teacher pleasure, better classroom learning, improved school reputation, better involvement in societies and the nation-state. Consequently, teachers received training on how to implement the Positive Discipline Approach at the school and started actual implementation during the school year 2015-2016. A PD governance system was employed where a co-coordinator was assigned for each educational stage and a general coordinator for PD implementation to guarantee an effective and user-friendly application of the approach. The school provided all the resources necessary to support successful implementation of PD.

## **Data Collection & Analysis**

This section presents the statistical analysis of the data collected. Data was collected during the spring semester at the school year 2021/2022. Online questionnaires were applied on students from two different age-groups (grades 3 – 5 / grades 6 – 9) where a QR code was shared with the schools' principals to be communicated accordingly with the target groups.

The questionnaire investigated three dimensions: Part (1): Positive Discipline Seven Abilities. Part (2): Student: Well-Being. Part (3): Approach to Learning (ATL) Skills.

To carry out this statistical analysis, SPSS ver.22 (Statistical Package for the Social Sciences) program was used. It came out with the following results:

## **Results of Grades 6–12 Students**

The results were analyzed by calculating differences between the three dimensions of the questionnaire applied on a sample of (grades 6-12) students.

Table 2 shows significance of PD dimensions for Grades 6–12 Students.

**Table 2.** Mean Scores and Std. Deviations on Positive Discipline for (grades 6-12) Students

Group	N	Variables						Total	
		Approach to Learning (ATL) Skills		Student: Well-Being		PD Seven Abilities		Mean	Std. Deviation
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation		
Grades 6- 12 Students	367	27.47	4.530	55.20	7.603	356.22	137.372	438.89	140.678

Results presented in the previous table 2 indicated that average scores of grades 6-12 students in PD Seven Abilities dimension of positive Discipline got an average (27.47) with a standard deviation of (4.530), where in Student: Well-Being dimension got an average (55.20) with a standard deviation of (7.603), and in Approach to Learning (ATL) Skills dimension got an average (356.22) with a standard deviation of (137.372), and in total positive Discipline got an average (438.89) with a standard deviation of (140.678).

**Comparison between the Three Variables Of the Questionnaire Applied on (Grades 6-12) Students:**

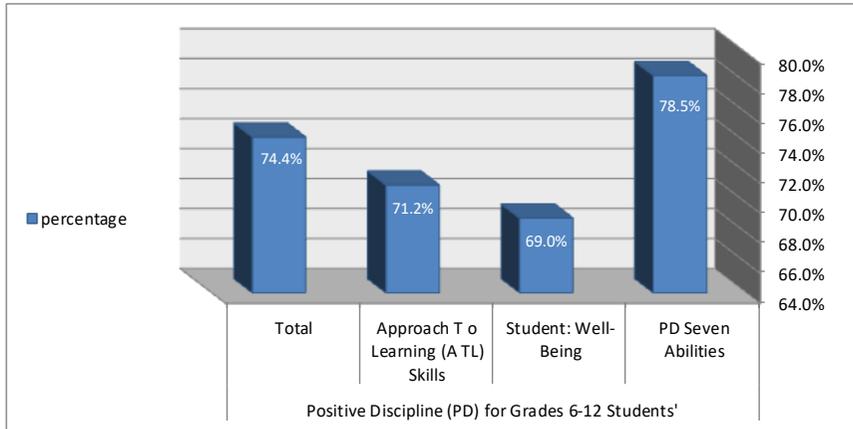
Table 3 shows percentages of the differences between the three Variables (PD Seven Abilities, Student: Well-Being & Approach to Learning (ATL) Skills) for Grades (6–12) Students’ group.

**Table 3.** Percentages of the three Variables in Positive Discipline for Grades (6–12) Students

Group	Variables			Total
	PD Seven Abilities	Student: Well-Being	Approach to Learning (ATL) Skills	
	%	%	%	
Grades 6- 12 Students	78.5%	69.0%	71.2%	71.4%

Results presented in table 3 showed that grades 6-12 students got (78.5%) in PD Seven Abilities, where they got (69.0%) in Student: Well-Being, where they got (71.2%) in Approach to Learning (ATL) Skills, and the total percentage is (71.4%).

As illustrated by the following figure 2:



**Figure 2.** Percentages of Positive Discipline (PD) for Grades (6-12) students  
Results of Grades 3- 5 Students

The results were analyzed by calculating differences between the dimensions of the questionnaire applied on a sample of (grades 3- 5) students.

Table 4 shows significance of PD dimensions for Grades 3-5 Students' at Oasis School.

**Table 4 .** Mean Scores and Std. Deviations on Positive Discipline for Grades 3-5 Students

Group	N	Variables						total	
		PD Seven Abilities		Student: Well-Being		Approach to Learning (ATL) Skills		Mean	Std. Deviation
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation		
Grades 3-5 Students	233	30.74	3.413	58.56	5.836	483.97	61.360	573.26	62.725

Results presented in table 4 showed that average scores of grades 3-5 students in PD Seven Abilities dimension, they got an average (30.74) with a standard deviation of (3.413), where in Student: Well-Being dimension, they got an average (58.56) with a standard deviation of (5.836), and in Approach to Learning (ATL) Skills dimension, they got an average (483.97) with a standard deviation of (61.360), and the total percentage got an average (573.26) with a standard deviation of (62.725).

**Comparison between the Three Variables of the Questionnaire applied on (grades 3- 5) Students:**

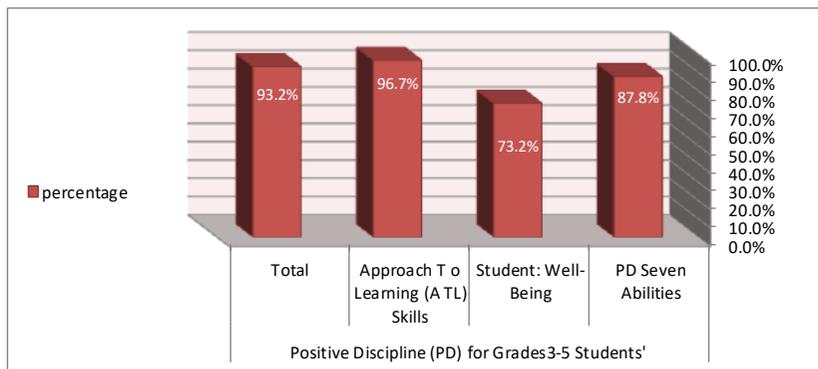
The following table shows percentages of the differences between the three variables (PD Seven Abilities, Student: Well-Being & Approach to Learning (ATL) Skills) for Grades (3-5) Students’ group.

**Table (5).** *Percentages of the three Variables in Positive Discipline for Grades (3-5) Students*

Group	Variables			Total
	PD Seven Abilities	Student: Well-Being	Approach to Learning (ATL) Skills	
	%	%	%	
Grades 3 - 5 Students	87.8%	73.2%	96.7%	93.2%

Results presented in the previous table 5 indicated that grades 3-5 students got (87.8%) in PD Seven Abilities, where got (73.2%) in Student: Well-Being, where got (96.7%) in Approach to Learning (ATL) Skills, and (93.2%) in total positive Discipline.

As illustrated by the following figure 3:



**Figure 3.** *Percentages of Positive Discipline (PD) for Grades (3-5) students*

**Results of The Comparison between Grades (6–12) Students & Grades (3- 5) Students**

The results were analyzed by calculating differences between the two different age groups using Mann-Whitney test.

Table 6 shows significance of the differences between the two different age groups: (Grades (6–12) Students’ group, Grades (3-5) Students’ group).

**Table 6 .Mean Scores and Std. Deviations on Positive Discipline for (Grades 6–12 Students’ group, Grades 3-5 Students’ group)**  
Variables

Group	N	PD Seven Abilities		Student: Well-Being		Approach to Learning (ATL) Skills		Total	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation

Results presented in the previous table 6 indicated (1) higher average scores of grades (3-5) students' group than Grades (6-12) students' group in PD Seven Abilities dimension, where Grades (6-12) students in this dimension got an average (27.47) with a standard deviation of (4.530), and grades (3-5) students in this dimension got an average (30.74) with a standard deviation of (3.413). (2) Higher average scores of grades (3-5) students' group than Grades (6-12) students' group in Student: Well-being dimension, where grades (6-12) students in this dimension got an average (55.20) with a standard deviation of (7.603), grades (3-5) students in this dimension got an average (58.56) with a standard deviation of (5.836). (3) Higher average scores of grades (3-5) students' group than Grades (6-12) students' group in Approach to Learning (ATL) Skills dimension, where grades (6-12) students' at Oasis School in this dimension got an average (356.22) with a standard deviation of (137.372), grades (3-5) students in this dimension got an average (483.97) with a standard deviation of (61.360). (4) Higher average scores of grades (3-5) students' group than grades (6-12) students' group in positive discipline as a whole, where Grades (6-12) students in positive discipline as a whole got an average (438.89) with a standard deviation of (140.678), grades (3-5) students in this dimension got an average (573.26) with a standard deviation of (62.725).

**Comparison between the Three Variables for Grades (6–12) Students’ Group Vs. Grades (3-5) Students’ Group:**

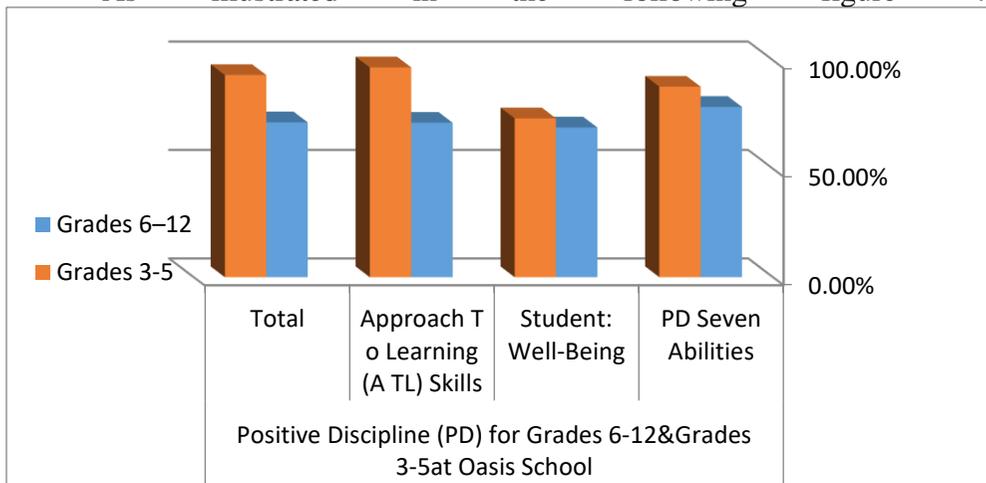
Table 7 shows percentages of the differences between the three Variables (PD Seven Abilities, Student: Well-Being & Approach to Learning (ATL) Skills) for grades (6–12) Students’ group & grades (3-5) Students’ group:

**Table (7).** Percentages of three Variables in Positive Discipline for Grades (6–12) Students' group & Grades (3-5) Students' group

Group	Variables			Total %
	PD Seven Abilities	Student: Well-Being	Approach to Learning (ATL) Skills	
	%	%	%	
<b>Students of Grades 6-12</b>	78.5%	69.0%	71.2%	71.4%
<b>Students of Grades 3-5</b>	87.8%	73.2%	96.7%	93.2%

Results presented in previous table 7 indicated that (1) students of grades 6-12 got (78.5%) in PD Seven Abilities Variable, and Students of grades 3-5 got (87.8%). (2) Students of grades 6-12 got (69.0%) in Student: Well-Being Variable, and Students of grades 3-5 got (73.2%). (3) Students of Grades 6-12 got (71.2%) in Approach to Learning (ATL) Skills Variable, and Students of grades 3-5 got (96.7%). (4) Higher percentage of grades 3-5 students' than grades 6-12 students' in positive Discipline as whole, where grades 3-5 students got (93.2%), grades 6-12 students got (71.4%).

As illustrated in the following figure 4:



**Figure 4 .**Percentages of Positive Discipline (PD) for Grades (6–12) Students' group & Grades (3-5) Students' group

After that Mann-Whitney test was used to determine the statistically significant differences between students' Mean rank scores for students of Grades 6-12 group and students' Mean rank scores for students of Grades 3-5 group with regard to the three variables.

Table 8 shows significance of the differences between the two groups (Grades (6–12) Students' group, Grades (3-5) Students' group). Table 8 shows that there was statistically significant difference between the mean rank of the target groups:

**Table 8.** *Mann-Whitney Test Results of Mean Rank Scores comparing grades 6-12 group to grades 3-5 group*

Variable	First Group (Grades 6-12) N = 367		Second Group (Grades 3-5) N = 233		(U)	(W)	(Z)	Sig.
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks				
<b>PD Seven Abilities</b>	248.16	91075.00	382.94	89225.00	23547.000	91075.000	-9.359	0.000
<b>Student: Well-Being</b>	262.49	96333.50	360.37	83966.50	28805.500	96333.500	-6.769	0.000

By reading the results in table 8, it is confirmed that (1) there is a statistically significant difference at level (0.05) between the two groups (grades 6–12 Students' group and grades 3-5 Students' group) in PD Seven Abilities dimension in favour of Grades 3-5 Group Students. (2) There is a statistically significant difference at level (0.05) between the two groups (grades 6–12 students' group and grades 3-5 students' group) in Student: Well-Being dimension in favour of students of grades 3-5 group. (3) There is a statistically significant difference at level (0.05) between the two groups (grades 6–12 Students' group and grades 3-5 Students' group) in Approach to Learning (ATL) Skills dimension in favour of students of grades 3-5 group. (4) There is a statistically significant difference at level (0.05) between the two groups (grades 6–12 Students' group and grades 3-5 Students' group) as a whole in favour of students of grades 3-5 group.

## Findings and Discussion

### Main Findings and Discussions Related to The Impact of PD on Students with Regard to the Three Variables of The Questionnaire.

In general, the results have indicated that **"PD has a positive impact on students from the two different age target groups"** with regard to the three variables: PD seven abilities, student: well-being, and approach to learning (ATL) skills. This result is due to the following reasons:

- **The School Commitment to Implementing Positive Discipline Requirements over the last 6 years. The school is committed to:**

- Create strong student-teacher relations to make the classroom an environment for each fellow to express their feelings and work with each other. Academic achievement is based on these close relations and direction that teachers and students have together.
- Involve all the key players in implementing PD representing in school principals, teachers, supervisors, parents, and the surrounded community believing in PD is indeed a holistic approach to education.
- Provide an atmosphere, relations and governance entities that allow children to raise their full potential.
- Help students build self-confidence in all three aspects of their progress: cognitive progress (thinking), social progress (Interacting with others) and ethical progress.
- **Great Commitment to Annual Evaluation of PD Outcomes from the School Side:** The school is committed to annual evaluation of PD outcomes to be provided with the needed feedback. This in turns leads to better implementation to PD strategies and tools.
- **The Schools' Commitment to Continuous Improvement based on the Recommendations of each Annual Evaluation Report:** The school does its best to share ideas and generate interest with potential supporters for continuous improvement based on the results and recommendations of each annual report.
- **Greater Commitment to PD activities by the Parties Involved:** There is a great commitment from the school's side and the parents' side as well to apply the strategies, tools and different activities of positive discipline. Creating an environment based on the philosophy of positive discipline at the school and at home helped to encourage significant learning and enhance children's social, moral, and academic achievement and this resulted in enhancing students' PD Seven Abilities, Student: Well-Being, and Approach to Learning (ATL) Skills.
- **Greater Development in the Students' Skills and Abilities due to the long practice of PD Activities (6 academic years):** Practicing the tools of positive discipline for several years (6 academic years) empowered students to solve their own problems and using them as a learning opportunity, and to build their independence and decision-making skills. They also have frequent opportunities to make good decisions and thus promoting students' self-esteem and self-satisfaction. PD strategies and tools are no longer tasks and assignments that have to be accomplished by the students. Practicing PD has become a life style for the students.

## **Main Findings and Discussions Related to the Results of the Comparison between Grades (6–12) & Grades (3-5) Students:**

The results have indicated the preference of grades 3 – 5 students over grades 6 – 12 students in the three variables that make up the questionnaire, which are: PD Seven Abilities, Student: Well-Being, and Approach to Learning (ATL) Skills. The results for each variable were interpreted separately as follows:

### ***Positive Discipline Seven Abilities.***

The results have demonstrated that Grades 3-5 Students are better than grades 6-12 Students with regard to PD seven abilities. This is due to:

- Students' enthusiasm, ability to learn and apply what has been learned at this age group (grades 3 – 5) is higher.
- The motivation of teachers of this age group (grades 3 – 5) to apply positive discipline is higher.
- Teachers of this age group (grades 3 – 5) are more convinced that positive discipline is an approach for implementing the objectives of the IB and that positive discipline is a part of effective classroom management.
- Parents' awareness of positive discipline is high as a result of the support received from the school. They are also: fully committed to applying positive discipline requirements and convinced that positive discipline became a life style. As a result students are surrounded by an environment based on positive discipline inside and outside the school.
- Academic content at this age group (grades 3 – 5) is largely activity-based and this helped a lot in achieving many components that make up positive discipline such as problem solving, giving students choices, and letting them exercise positive life skills.
- Teachers of this age group (grades 3 – 5) are not pressured with significant academic content that hinders them from fulfilling the requirements of PD.

### ***Student Well-Being:***

The results have demonstrated that grades 3-5 Students are better than grades 6-12 Students with regard to student well - being. This is due to:

- Creating an environment based on positive discipline inside and outside the school from an early age helps to build a noiseless and peaceful atmosphere that resulted in promotion of significant learning and enhance children's social, moral, and academic achievement and this led to enhancing students' well-being.
- Positive discipline components empowered students to solve their own problems and use them as a learning opportunity, and to build their

independence and decision-making skills. Having this independence and frequent opportunities to make good decisions promoted students' self-esteem and self-satisfaction, and finally achieving students' well-being.

- Positive discipline provides students with Long-standing solutions that improve their own self-control and thus increasing students' well-being.
- The school community – at the age group (grades 3 – 5) – is highly centred on shaping students' social and emotional learning as well as academic abilities and thus increasing students' well-being.
- Positive discipline strategies – at the age group (grades 3 – 5) – have become a valuable instrument to manage the students' attitudes and behaviors and to establish a better environment in the classroom based on esteem, collaboration, pleasure, learning, discussion and connection and thus increasing students' well-being.

#### ***Approach to Learning (ATL) Skills:***

The results have demonstrated that Grades 3-5 Students are better than Grades 6-12 Students with regard to Approach to Learning (ATL). This is due to:

- Positive Discipline dimension at the age group (grades 3 – 5) is better than the age group (grades 6 – 12) and this contributed a lot to increasing learners' life-long skills, raising their positive attitudes towards learning, enhancing learners' capability and self-confidence to manage academic challenges and challenging social situations, and enabling students with the skills (Communication – Social – Thinking - Self-Management – Research skills) necessary to their achievement. This has contributed to enhancing Student: Approach To Learning (ATL) at this age group.

**In general**, the results of grades 3 – 5 students' questionnaires are better than grades 6 – 12 students' questionnaires. **This difference may be due to:**

- **Age Difference:** The nature of this age group stage (grades 6 – 12) is more complex than the stage of childhood. Adolescence stage is characterized by the presence of psychological and physical disorders, and this requires greater efforts taking into consideration the nature of this stage.
- **Academic Content:** Academic content at this age group (grades 3 – 5) is largely activity based and this helped a lot in achieving many components that make up positive discipline. On the other hand, at the age group (grades 6 – 12) academic content is harder and more intense,

and thus there is not enough time to undertake positive discipline activities.

- **Parents' Involvement:** Children at the age group (grades 3 – 5) need more care and support from their parents to meet their basic and psychological needs. Parents play a major role in the children's development and learning through the way they talk, play, behave and interact with them. Parents of the age group (grades 3 – 5) are more involved in PD activities with their children than the others of the age group (grades 6 – 12).
- **The School Community:** the school community surrounding the age group (grades 3 – 5) – is based highly on activities and highly centred around shaping students' social and emotional learning in addition to academic capabilities and thus increasing students' well-being.

### Conclusion and Recommendations

To conclude positive discipline approach as a Classroom Management Approach has a significant impact on students' well-being and academic achievement after six years of implementation. This significant impact is on students of different grades (3- 5 age group and 6 – 9 age group). On the other hand, PD's impact on students' well-being and academic achievement differ according to age. The results showed that 3- 5 age group was superior to the sixth-grade group with regard to the three variables that make up the questionnaire, which are: PD Seven Abilities, Student: Well-Being, and Approach to Learning (ATL) Skills.

In this context, the following points are recommended:

- **Social mobilization by the Ministry of Education for all stakeholders:** Raising awareness between administrators, teachers and parents in coordination with the various administrative authorities to spread the idea and principles of positive discipline is a main procedure to: highlight the importance of PD as an approach to classroom management and to outline roles for the different actors within the school community and outside it.
- **Creating a common vision between stakeholders** confirming that the school's code of conduct and PD approach support the students' social and academic skills into the curriculum.
- **Adopt a strategic governance model** that allows continuous monitoring, evaluation and review of strategies and action plans. This strategic governance model will include an allocation of roles and responsibilities among different groups of stakeholders and provide direction on creating the required framework for the positive discipline approach.

- **Creating a positive learning environment:** There is a great need to create a wide-ranging, respectful culture that supports and protects respect for students' rights. This entails to guarantee that their strategies and procedures are linked to PD philosophy, tools and strategies.
- **Building the capacity of all the parties involved to enable them from the implementation process:** But it must be kept in mind that further capacity building for teachers and parents of elder students is needed. Teachers, parents and other involved parties should be enabled to explore the concept of positive discipline, understand the principles behind the positive discipline approach, reflect on the reasons of why more positive approaches to discipline are better and recognize the anxieties that they feel with regard to employing a positive discipline approach.
- **The participation of all the key players in the implementation process:** Proceeding from the fact that positive discipline is a comprehensive approach, the participation of all key players (such as school principals, teachers, councilors, supervisors, learning environment, parents, and community) is of a great value to ensure learning, behaviour and academic achievement, personal growth, and family relations. Each of the fellows of the school community has roles and tasks in applying a positive discipline approach.
- **Annual evaluation to the impact of PD on the students** from different aspects should be conducted: Outcomes of the evaluation should be disseminated among parents, teachers and all stakeholders via different publishing channels.
- **Reflective reports and observations by teachers are very important:** Exchange of experiences and joint teaching & classroom observations through the school professional learning community PLC.

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