The Impact of Positive Discipline on Students' Well-being and Academic Achievement: A Case of 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) by investigating PD's impact on students' well-being, and academic achievement. The literature review covered in this research shed light on classroom management, and positive discipline as a classroom management approach and its relation to students' well-being and academic achievement. To explore how positive discipline as a Classroom Management Approach impacts students' well-being and academic achievement, researchers used the "Quantitative Method" by applying questionnaires to samples of students from two different age groups: (1) 233 students from grades 3 – 5 (20 % of the whole population), and (2) 367 students from grades 6 – 12 (20 % of the whole population)**.** The Social Sciences Statistical Package SPSS ver.22 was used to perform statistical analyzes. "Mann-Whitney test" for the independent groups was used to examine the equivalence in the Positive Discipline Scale between the group of students, and its significance was verified by the value of (U). In addition, the Pearson correlation coefficient was used to find the correlation between the Positive Discipline variable and the achievement variable for students. Data analysis has 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. On the other hand, PD's impact on students' well-being and academic achievement differs according to age. The results have indicated that the 3 - 5 grades group was superior to the 6 - 12 grades group with regard to: PD Seven Abilities, Student: Well-Being, and Approach to Learning (ATL) Skills .In this context, the researchers recommended raising awareness between administrators, teachers, and parents in coordination with the various administrative authorities to spread the idea and principles of positive discipline, creating a common vision between stakeholders, adopting a strategic governance model that allows continuous monitoring, evaluation, and review of strategies and action plans, creating a positive learning environment, and building the capacity of all the parties involved to enable them from the implementation process.

1.   Introduction

The improvement of student well-being is evolving as a significant approach to the development of students' social, emotional, and academic competence and an important contribution to preventing negative behaviors (Australian Catholic University and Erebus International, 2008).

A research project has indicated that advanced levels of education are linked with an extensive range of positive outcomes - including improved health and well-being, better social faith, better political interest, lesser political sarcasm, and less aggressive attitudes toward others (Economic and Social Research Council, 2014). This reflects how important it is to develop student well-being for greater achievement.

As for academic achievement, it occupies a very significant status in education as well as in the learning process. It has been one of the most vital areas of the educational process. It is also a main goal, which every individual is expected to perform in all communities. It is also a crucial mechanism through which students learn about their talents, capabilities, and competencies (Illahi & Khandai, 2015).

According to the report issued by the Australian Catholic University and Erebus International (2008), the relationship between many well-being pathways and academic achievement is bidirectional. Enhancing student well-being and its pathways can lead to higher academic achievement both directly and indirectly through increasing student enthusiasm to contribute and achieve, increasing student engagement with and contribution to learning, increasing student attendance and hence increasing school completion, and

decreasing problem behaviour at school (Australian Catholic University and Erebus International, 2008). This eventually yields positive discipline.

Positive Discipline (PD) is a teaching and parenting model that is based on a balance between two main deliberations: effective teaching on the one hand, and respecting the rights of the child on the other hand. It identifies children's rights to esteem and self-respect. Positive discipline puts emphasis on reinforcing the moral behaviors of children and decreasing immoral behaviors without physical or verbal violence. PD shows teachers how to achieve their teaching goals and help their students handle difficult or challenging situations while remaining calm, respectful, and effectively managing their classroom (Assali, 2015).

In this context, 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 most significant presents 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, it is important to improve student well-being in order to develop their social, emotional, and academic competence. This is seen as an important contribution to preventing negative behaviors. Academic achievement is also discussed as a vital area of the educational process and a main goal for individuals in all communities. It is through academic achievement that students learn about their talents, capabilities, and competencies. The bidirectional relationship between well-being pathways and academic achievement is also highlighted, and the potential benefits of using models such as Positive Discipline to promote a better learning environment that in turn enhances both students' well-being and academic achievement.

2. 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 multiple activities and extends beyond the traditional performance management methods suggested for dealing with students with trouble-making 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 the 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 his/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 continuous 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 behavior; 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 behavior (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 are 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 (PD) 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 puts emphasis on supporting the moral behaviors of children and decreasing the bad behaviors 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 behavior through attention to their emotional and psychological requirements and desires. It is also considered a "supportive strategy" that is based on positive behavior, thus less need for corrective interventions.

Positive Discipline is based on seven main abilities called the **"Significant Seven"** as follows (Glenn & Nelsen, 2021, June 20):

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 am 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 for 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 a **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 long-standing and understanding the origins of learning and behavior troubles. It also confirms **participation** by 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 a positive discipline approach, it was suggested that there are three dimensions of benefits of a positive discipline approach that 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, the learning environment, parents, and the community. As shown in Figure 1, the PD approach is based on accepting the interrelationships among learning, behavior, and academic achievement; individual growth (cognitive, social, emotional); family relations (parents, child, siblings, extended family); and community well-being (neighborhood, safety and economics, health, resources, and services).
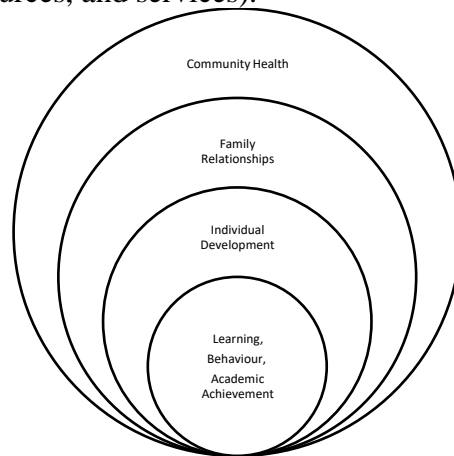

Figure 1. *Positive Discipline Holistic Approach*
Source: (Assali, 2015, p. 10).

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 capabilities.

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).

"Academic Achievement" 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, Weidinger, & Wirthwein, 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, Weidinger, & Wirthwein, 2020).

In this research, the researchers used **Approaches to Learning (ATL)** as a measure of academic achievement. Approaches to Learning (ATL) are "skills designed to empower students in the IB Primary Years Program (PYP) and Middle Years Program (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 relationship 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 to develop such environment

that supports the students' social, emotional, and academic aspects which leads in turn to improving the academic achievement of students.

3. Methodology of the study

Researchers used the "Quantitative Method" through the development and application of statistical methods, by applying questionnaires on samples of students from two different age groups (Grades 3 -5 and grades 6-12) at Oasis International School (GSO), a private K- 12 international baccalaureate school in Cairo.

Groupe Scholaire Oasis's vision is to offer students the greatest potential education. The school is keen to provide better behavior in the classroom, improved teacher pleasure, better classroom learning, improved school reputation, and better involvement in societies and the nation-state to enable the students to achieve the objectives of the IB system represented in improving critical thinking skills, holistic learning, life-long education, and affecting education via community service; raising international mind, the gratitude of various perceptions, enhancing multicultural understanding, and concerning of solutions to main global issues resulting in world peace; and to present a worldwide acknowledged university entry qualification, consequently enabling student mobility across borders

A PD governance system was employed since the academic year 2015-2016 till date 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 the successful implementation of PD. Table 1 identifies the study sample design.

Table 1. *Research Sample*

Analysis	Demographic Variables		Number
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

The Social Sciences Statistical Package SPSS ver.22 was used to perform statistical analyzes. The "Mann-Whitney test" for the independent groups was used to examine the equivalence in the Positive Discipline Scale between the group of students, and its significance was verified by the value of (U). Pearson correlation coefficient was used to find the correlation between the Positive Discipline variable and the achievement variable for students.

4.   Results and Discussion of Findings

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 to a sample of (grades 6-12) students. Table 2 shows the 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	Approach to Learning (ATL) Skills		Student: Well-Being		PD Seven Abilities		Total	
		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 Table 2 have indicated that average scores of grades 6-12 students in PD Seven Abilities dimension of positive Discipline represents an average (27.47) with a standard deviation of (4.530), rather in Student: Well-Being dimension represents an average (55.20) with a standard deviation of (7.603), and in Approach to Learning (ATL) Skills dimension represents an average (356.22) with a standard deviation of (137.372), and in total positive Discipline represents an average (438.89) with a standard deviation of (140.678).

Comparison between the Three Variables of the Questionnaire Applied to (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	PD Seven Abilities	Student: Well-Being	Approach to Learning (ATL) Skills	Total
	%	%	%	%
Grades 6- 12 Students	78.5%	69.0%	71.2%	71.4%

Results presented in table 3 have indicated that grades 6-12 students got (78.5%) in PD Seven Abilities, rather they got (69.0%) in Student: Well-Being, rather they got (71.2%) in Approach to Learning (ATL) Skills, and the total percentage is (71.4%). As illustrated by the following Figure 2:
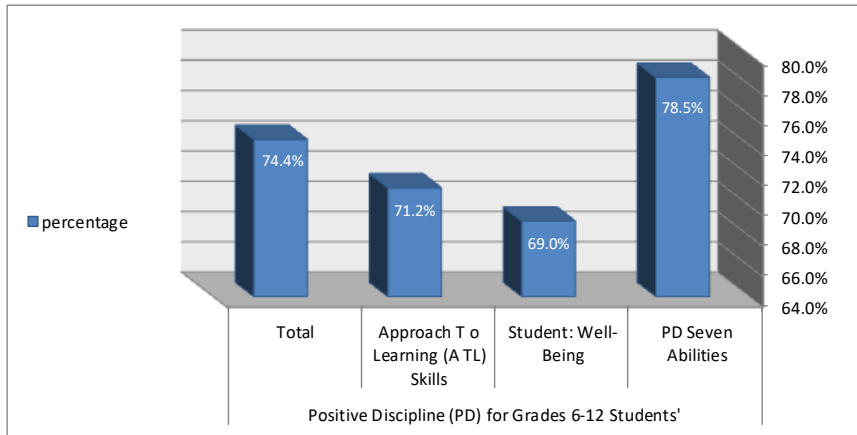

Figure 2 .*Percentages of Positive Discipline (PD) for Grades (6-12) students*

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							
		PD Seven Abilities		Student: Well-Being		Approach to Learning (ATL) Skills		total	
		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 have indicated that the average scores of grades 3-5 students in the PD Seven Abilities dimension, they got an average of (30.74) with a standard deviation of (3.413), wherein Student: Well-Being dimension, got an average of (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 to (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 Table 5 have 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:
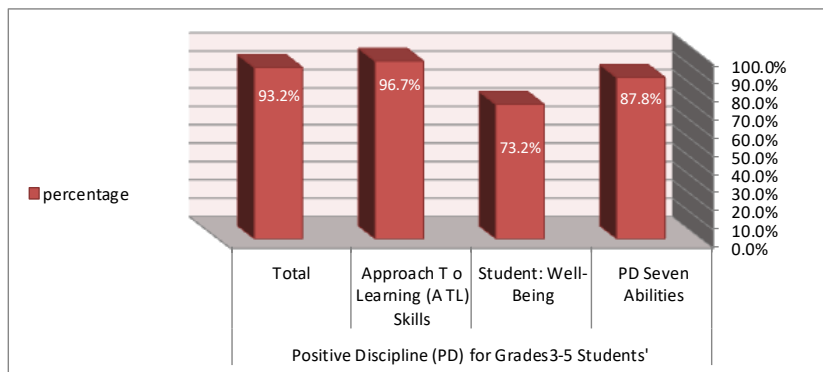

Figure 3. *Percentages of Positive Discipline (PD) for Grades (3-5) students*

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

The results were analysed by calculating differences between the two different age groups using Mann-Whitney test. Table 6 shows the 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)*

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 table 6 have indicated the following:

- Higher average scores of grades (3-5) students' group than grades (6 - 12) students' group in the 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).
- 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).
- Higher average scores of grades (3-5) students' group than grades (6 - 12) students' group in the Approach to Learning (ATL) Skills dimension, where grades (6-12) students' group 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).
- 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 of (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 presents 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	
	%	%	%	**%**
Students of Grades 6-12	78.5%	69.0%	71.2%	71.4%
Students of Grades 3-5	87.8%	73.2%	96.7%	93.2%

Results presented in table 7 have 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' group than grades 6-12 students' group in positive Discipline as a whole, where grades 3-5 students got (93.2%), grades 6-12 students got (71.4%). As illustrated in the following Figure 4:
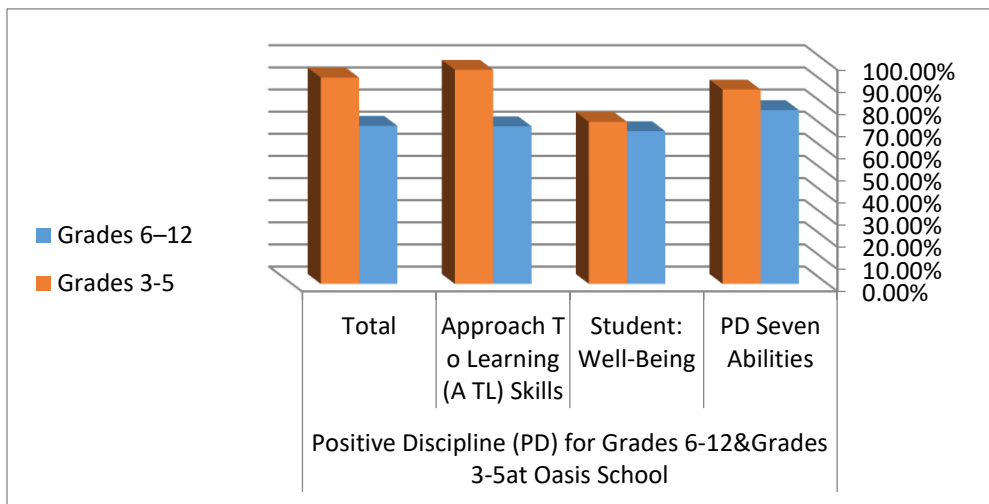

Figure 4 .*Percentages of Positive Discipline (PD) for Grades (6–12) Students' group &*
Grades (3-5) Students' group

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

Table 8 shows the significance of the differences between the two groups (Grades (6–12) Students' group, grades (3-5) Students' group). Table 8 shows that there was a 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				
PD Seven Abilities	248.16	91075.00	382.94	89225.00	23547.000	91075.000	-9.359	0.000
Student: Well-Being	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 the 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 the 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 the 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.

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:**
- Creating 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 directions that teachers and students have together**.**

- Involving all the key players in implementing PD representing school principals, teachers, supervisors, parents, and the surrounding community believing in PD as a holistic approach to education.
- Providing an atmosphere, relations, and governance entities that allow children to raise their full potential.
- Helping 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 carrying out an annual evaluation of PD outcomes to be provided with the needed feedback. This in turn leads to better implementation of 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 use 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 lifestyle for students.

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: 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 may be due to the following reasons:

- Students' enthusiasm and ability to learn and apply what has been learned in this age group (grades 3 – 5) are 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 to 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 lifestyle. 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 by 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 may be due to the following reasons:

- 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 the promotion of significant learning and enhances 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 leads to students' well-being.
- Positive discipline provides students with Long-standing solutions that improve their own self-control and thus increase students' well-being.
- The school community – at the age group (grades 3 – 5) – is highly centered 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 may be due to the following reason: 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 the Student: Approach To Learning (ATL) in 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. The adolescence stage is characterized by the presence of psychological and physical changes, and this requires greater efforts from their teachers 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 the activities related to positive discipline. On the other hand, in 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 in 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 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 centered 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 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 – 12 age group). On the other hand, PD's impact on students' well-being and academic achievement differs according to age. The results have indicated that the 3- 5 grade age group was superior to the 6 -12 grade group with regard to the three variables: PD Seven Abilities, Student: Well-Being, and Approach to Learning (ATL) Skills.

In this context, the following points are recommended in general:

- **Raising more awareness** between administrators, teachers, and parents of higher age groups 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 in 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 guaranteeing 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 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 a 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, behavior 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 of 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.

With regard to recommendations related to comparing the two groups of different ages (grades 3 – 6 Vs. grades 6 - 12), the following was recommended:

- Further capacity building for teachers with more focus on teachers of grades 6-12 on PD strategies and tools.
- More awareness among parents of grades 6-12 about PD strategies.
- Disseminating outcomes of research among parents and teachers via different publishing channels.
- Integrate incentive schemes among teachers of grades 6-12 for PD implementation.
- Special focus on research skills for both students and teachers.
- Adopting 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 along the strategic implementation cycle.

- ▪ Encouraging teachers and parents to work together minimizing disparities to maintain an environment that fosters both academic success and social-emotional development.
- ▪ Teachers (especially teachers of 6 – 12 grade students) should always demonstrate caring by showing personal interest, talking with students, offering encouragement, and providing opportunities to learn important life skills.
- ▪ Enhancing class meetings that should emphasize participation by everyone, group resolution of problems, and win-win solutions: The meetings should also be a place where everyone, teacher and students, practice communication, respect, support, encouragement, and cooperation.
- ▪ Exchanging of experiences and joint teaching & classroom observations through the school professional learning community PLC.

Acknowledgment

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