

Extent of Implementation of Positive Discipline in Kindergarten

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Abstract — The primary purpose of this study was to identify the Extent of Implementation of Positive Discipline in Kindergarten in the public elementary schools in the Schools Division Office of Urdaneta City. A total of seventy – two (72) kindergarten teachers served as the respondents. Data were obtained using a researcher-designed questionnaire checklist validated by experts in the field. Results revealed that Kindergarten teachers highly implemented positive discipline, with a mean of 4.72. To identify long-term goals, it obtained an average weighted mean of 4.71, which indicates that teachers are highly implementing this aspect. Among the indicators of positive discipline, Providing Structure and Understand Child Development obtained the highest AWM of 4.75 while the least AWM of 4.69 is along Problem-Solving and Responding with Positive Discipline. Moreover, findings revealed no significant correlation between the extent of implementation of positive discipline and the profile variables, as all significance values are more significant than 0.05. This implies that the extent of implementation of teachers, regardless of age, sex, civil status, highest educational attainment, number of years in teaching, and number of relevant training, are comparable. It was recommended that there is a need to give opportunities for professional enrichment through relevant training and seminars for Kindergarten Teachers' growth and development.

Keywords — *Extent of Implementation, Positive Discipline, Kindergarten, Public Elementary School*

I. Introduction

As a secondary agent of socialization, the school is expected by society to provide an efficient and effective learning environment where there is control of unacceptable and untoward behavior. All over the world, administrators and teachers have a critical role in finding ways in which they may enforce and maintain discipline within schools. This is because school discipline aims to create a safe and conducive learning environment for learning to occur (Tendai, 2019). A learner's misbehavior in school is a typical scenario. It is one of the relevant concerns that teachers face today, not only in the Philippines but globally. It can cause significant disruptions in the classroom, and if left unchecked, even minor offenses often create a classroom environment unconducive to learning.

This period represents a golden opportunity to instill and mold a child's character since they are highly receptive to information and tend to emulate behaviors from their immediate surroundings. Moreover, during early childhood, children have not yet been significantly exposed

to negative external influences, making it easier for parents and educators to guide and impart essential character education values (Cahyaningrum et al., 2017). The attitudes, habits, and behaviors cultivated during these formative years play a pivotal role in determining a child's ability to adapt successfully to adulthood (Ersiyoma & Suryana, 2022).

With the incorporation of different media, the senses of the learners are used, which makes them learn at a concrete level and learn more when the texts being taught to them are presented in a manner that makes them more physically encouraging and appealing (Delos Reyes, 2020).

Teachers cannot wait for these behavioral problems to be evident. Early intervention makes a difference. Tendai (2019) stressed that school administrators and teachers should strive to instill Discipline in learners from an early age to help the latter develop attitudes and behavior that is acceptable in society. Furthermore, it is the role of teachers to instill Discipline in a positive way that does not disrupt the overall growth of the learner.

Discipline cultivation should begin as soon as feasible, from within the family, the educational environment, and the community environment. As early as kindergarten level, teachers must provide learners opportunities to help themselves shape their behavior through proper guidance. Thus, instilling positive Discipline is a must.

Thus, there is still a need for an intensive study on the implementation of positive Discipline in Kindergarten to manage different students' behaviors and attitudes where teachers can turn those difficulties into advantages for their classrooms to become comfortable and appropriate environments for learning. The kindergarten pupils will benefit by being immersed in an environment that will foster their development and understanding without being forced to behave as teachers want and being reprimanded or treated aggressively. Hence this study was conceptualized.

The study determined the extent of the implementation of positive Discipline in Kindergarten. Specifically, the study answered the following: the profile of kindergarten teachers in terms of; age, sex, civil status, highest educational attainment, number. of years in teaching, and no. Relevant training on Positive Discipline; and the extent of implementation of positive Discipline in their classroom along identifying long-term goals, providing warmth, providing structure, understand child development, identifying individual differences, and problem-solving and responding with positive discipline.

Literature Review

Influenced by the ideas of Pavlov, Watson's theory of behaviorism view that behavior is established through stimuli-response associations through conditioning. He demonstrated classical conditioning in an experiment involving a baby called Albert and a rat. Initially, when he presented the rat to Albert, he was not afraid in that he touched it. Afterward, Watson created a sudden loud noise which Albert was worried about whenever he presented the rat to him. Since little Albert

was frightened by the loud noise, he suddenly became conditioned to fear and avoid the rat. The fear Albert developed for the rat was generalized to other small animals. Watson eradicated the dread at the end of the trial by presenting the rat without the noise to Albert. Hence, from the experiment above, we see a confirmation of the claim made by Mergel (1998: 4) that Watson believed humans are born with a few reflexes and emotional reactions, such as those of love and rage. It is essential to state that Watson is credited with coining the term 'behaviorism.' (Ng'andu, Hambulo, Haambokoma & Milingo, 2013).

In addition, Bandura's the social learning theory is concerned with what people learn via witnessing and interacting with others. It is also commonly referred to as observational learning. He suggested that modeling is the basis for a variety of child behavior. Children observe and copy the adults around them, which can result in either favorable or unpleasant conduct. He then expanded and renamed his original theory to Social Cognitive Theory (SCT), a learning paradigm that holds that people learn through watching others. These taught behaviors might become ingrained in a person's personality. While social psychologists believe that the environment in which one grows up influences conduct, the individual, and hence their cognitive abilities, hold equal significance. Individuals acquire knowledge through the process of observing others, wherein the surrounding environment, behavioral patterns, and cognitive processes play significant roles. as the chief factors, the reciprocal triadic bond has a significant role in shaping development. For instance, the observation of each behavior has the potential to alter an individual's cognitive processes. (understanding). Likewise, the upbringing an individual receives can potentially impact subsequent behavior, analogous to the cognitive orientation of a paternal figure (also awareness) determines the environment in which his children are grown.

It also emphasizes the significant role cognition plays in encoding and performing behaviors. It holds that portions of an individual's knowledge acquisition can directly relate to observing others within social interactions, experiences, and outside media influences. The theory states that when people watch When a model performs a behavior and then observes the effects of that activity, they recall the chain of events and use this information to guide subsequent behaviors.

II. Methodology

The descriptive research was used in this study. According to Amado & Guerra (2018), A descriptive study refers to a research approach wherein data is gathered without any alterations made to the environment, hence excluding any manipulation of variables. A descriptive method was used to describe factors and identify reasons behind respondents' participation. In addition, descriptive quantitative is used to analyze and interpret data collected using an instrument (Delos Reyes, et al., 2023). This tool is employed to gather data pertaining to the present state of phenomena to provide an account of the variables or conditions present inside a given situation. Further, descriptive research is devoted to gathering information about prevailing conditions or situations for description and interpretation. This study adopted the descriptive method to

determine the extent of implementation of positive discipline in Kindergarten in Urdaneta City Division.

The researcher used a questionnaire checklist instrument made explicitly for the study based on the constructed problems. It was used to gather information from the teachers as regards to the extent of implementation of positive discipline in kindergarten.

The questionnaire checklist consisted of two parts. Part 1 elicited the background information on the profile of the respondents, the variables of interest this study incorporates variables such as age, gender, and furthermore, it is important to consider the individual's marital status as well as their highest degree of educational attainment and years of experience in the teaching profession and number of relevant trainings on Positive Discipline.

Part II is on the respondent's assessment of the extent of implementation of positive discipline in their respective classroom, along; with identifying long-term goals, providing warmth, providing structure, understanding child development, identifying individual differences, and problem-solving and responding with positive discipline.

III. Results and Discussion

Profile of the Respondents

The respondent's profile is to provide and describe the background information about them as subjects of the study, specifically in relation to demographic factors, such as age, gender, marital status, highest level of schooling completed, and duration of experience and no. of relevant training on Positive Discipline. Such profile variables were likewise used to describe and analyze the relationship between the extent of implementation of positive discipline and the profile variables. Table 1 presents the profile of the respondents.

Table 1. Profile of the Respondents

	Profile (n = 72)	Frequency	Percentage
<i>Age</i>	21-30	19	26.39%
	31-40	19	26.39%
	41-50	29	40.28%
	51 & above	5	6.94%
<i>Sex</i>	Male	3	4.17%
	Female	69	95.83%
<i>Civil Status</i>	Single	19	26.39%
	Married	50	69.44%
	Widowed	3	4.17%
<i>Highest Educational Attainment</i>	Bachelor's degree	10	13.89%
	MA Units	40	55.56%
	MA degree	20	27.78%
	Doctorate	2	2.78%
<i>Number of Years in Teaching</i>	Five years & below	14	19.44%
	6-10	42	58.33%
	11-15	14	19.44%
	16 years & above	2	2.78%
<i>No. of Relevant Training in Positive Discipline</i>	1	38	52.78%
	2	13	18.06%
	3	9	12.50%
	4	2	2.78%
	5	10	13.89%

In terms of age, most of the kindergarten teachers are between the ages 41- 50, that is, 29 or 40. Twenty-eight percent, 19 or 26.39 percent, belong to period brackets 21 -30 and 31- 40, while 5 or 6.49 percent belong to age brackets 51 and above. Most Kindergarten Teachers are female, comprising 69 or 95.83 percent, while male teachers comprise only 3 or 4.17 percent. Most respondents are married 50 or 69.44 percent, 19 or 26.39 percent were single, while only 3 or 4.17 percent are widowed. Regarding highest educational attainment, most respondents have 40 or 55.56 percent MA units, followed by an MA degree 27 or 78 percent, a bachelor's degree 10 or 13.89 percent, and a doctorate 2 or 2.78 percent. As to the length of teaching service, most of them have been in the profession for 6 – 10 years 42 or 58.33 percent, followed by those five years and below and 11 – 15 years 14 or 19.44 percent, while those who have been in the service for 16 years and above are only 2 or 2.78 percent. On the number of relevant trainings, most of them have only

one attended career enrichment related to Positive Discipline in Kindergarten, 38 or 52.78 percent. At the same time, ten teachers (10) participated in a maximum of five (5).

Kindergarten teachers highly implemented positive discipline with a grand mean of 4.72. Among the indicators of positive discipline, Providing Structure and Understand Child Development obtained the highest Average Weighted Mean of 4.75. It could imply that kindergarten teachers implemented the indicators in this aspect exquisitely.

Kindergarten follows a class program known as the Blocks of Time. Managing blocks of time in the class made it easy for kindergarten teachers to facilitate the course systematically from arrival to dismissal time.

The establishment of a daily routine fosters a sense of security among children, simultaneously promoting their willingness to engage in risk-taking behaviors and collaborate well with their peers. Learners will become familiar with the classroom flow and what comes next, making it easier for them to be focused and engaged.

Table 8
The extent of implementation of positive Discipline in their classroom

Indicators	Mean	Descriptive Equivalent
A. Identifying Long-term Goals	4.71	Highly implemented
B. Providing Warmth	4.73	Highly implemented
C. Providing Structure	4.75	Highly implemented
D. Understanding Child Development	4.75	Highly implemented
E. Identifying Individual Differences	4.71	Highly implemented
F. Problem-Solving and Responding with Positive Discipline	4.69	Highly implemented
Grand Mean	4.72	Highly implemented

Legend:

Mean Scale	Descriptive Equivalent
4.50 – 5.00	Highly Implemented
3.50 – 4.49	Implemented
2.50 – 3.49	Moderately Implemented
1.50 – 2.49	Slightly Implemented
1.50 – 1.49	Not Implemented

According to Kubat (2018), routines must also be explicitly taught, repeatedly reinforced, and consistently maintained so that the processes become automated before the benefits of learning are enjoyed.

In addition, Saracho (2021) claimed that routines could play a pivotal role in supporting the teaching, learning, and practice of expert teaching behaviors.

The least Average Weighted Mean of 4.69 is along Problem–Solving and Responding with Positive Discipline. This could mean that kindergarten teachers should provide more real–life situations and involve the learners in exploring possible ways of responding using positive discipline. Provide daily challenges that can be used in play–based activities, such as Role Playing, to serve as an opportunity to practice problem-solving with the learners.

IV. Conclusion

The following conclusions were drawn from the findings and results of the activities conducted: All teachers highly implemented positive discipline in kindergarten. This is due to the maturity level of kindergarten who are within the age of 5 and need further nurturing and warmth. Young as they are, Kindergarten should be guided in a motherly and fatherly approach. Regarding relevant training on positive discipline, only a few were provided to the kindergarten teachers, with only 38 or 52.78 percent. Moreover, the respondent's extent of implementation of positive discipline in kindergarten is comparable. This means they can provide positive discipline in their respective classroom along; with identifying long–term goals, providing warmth, providing structure, understanding child development, identifying individual differences, and problem–solving and responding with positive discipline regardless of their profile variable. The researcher recommends the following based on the findings and conclusions of this study. To further enhance the implementation of positive discipline in the schools of Urdaneta City Division, Kindergarten teachers should be given more opportunities for professional enrichment through training and seminars for their growth and development. Provide teachers with more support through the school management team to implement positive discipline more effectively. Extend training to parents and guardians to improve learners' behavior in both the home and school environment. More appropriate and relevant variables should be explored to determine better the extent of implementing positive discipline in kindergarten. Further research may be conducted to determine the extent of implementation of positive discipline in a broad scope.

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