

# Confucian Virtues: A Tool to Enhance Positive Discipline in Schools

Lucio G. Beduya Jr.

Canduman National High School, Canduman Mandaue City  
luciogbeduya[at]email.com

**Abstract:** *This study sought to enhance positive discipline in schools by Confucian Virtues. To address it, this paper discussed the following: (1) Confucian Virtues; (2) Positive Discipline in schools; (3) Implications of Confucian Virtues to Positive Discipline in schools. This study used qualitative research design in investigating on the positive discipline practices of supervisors, guidance counselors, and teachers in the Division of Mandaue City. It followed on the Collaizi's method of data analysis. The researcher uses textual analysis in understanding the Confucian virtues. This study found out that school officials and teachers have responded to the order of the Department of Education to promote positive discipline in their respective schools' assignment. In the analysis, five themes that emerged from the responses of the informants, namely, (1) kindness, (2) relationship, (3) supportive environment, (4) rules, and (5) realization approach. This study confirms that the school is a venue where virtues are strengthened and reinforced through teachers' exercise of positive discipline. Based on the findings, the researcher recommends the following; (1) For future researcher, this study be enhanced using quantitative research design to get a general understanding of teachers on positive discipline; (2) In addition, it may also better to get information from students whether many teachers are constantly and faithfully use positive discipline in most circumstances; (3) integrate Confucian virtues in crafting school - based positive discipline manual and conduct a study to determine its effectiveness; (4) include the concepts of this study as a "rationale" of positive discipline in seminar - workshops.*

**Keywords:** Confucian virtues, positive discipline, learning environment, teaching philosophy

## 1. Introduction

Teachers are faced with students' misbehavior occasionally, if not, daily. One or two students display rude behavior in the classroom are more than enough to cause major escalations. [1] indicated, the lack of social skills among students means in increasing behavioral problems and poor academic performance. Such problem calls for positive approaches. From Tan's [2] perspective, any issues related to the goal of education are ultimate concern in Confucianism. Two decades ago, there has already been a growing interest to use Confucian thoughts to solve failures in the educational system. As Leung [3] indicated, educators are seeking for solution by going back to the old cultural values to determine whether these would shed lights to some problems that educators are facing. Leung refers these old cultural values to Confucianism, which is one of the major cultures in the world. Western countries like North America and Europe and Asian countries such as Japan, Korea, Singapore, and China are under its influence. Leung indicated that both economic and educational success in these Asian countries are attributed to Confucianism.

In the Philippine context, mostly public elementary and secondary schools are facing disciplinary issues with their students. Unfortunately, some teachers are using corporal punishments to discipline erring pupils or students. Three out ten in Grades 1 - 3 and almost 5 out of 10 from high school experience physical violence committed by teachers, like for instance pinching and hitting. Approximately 4 out 10 children in Grades 1 - 3 and 7 out 10 in higher grade levels have complained with verbal abuse by teachers [4].

Such prompted the Department of Education (DepEd) to issue a directive to protect the child from any sorts of abuse

and violence. It is known as "Child Protection Policy" which aims to protect children from situations which affect their normal progress. The policy has played a key role in the development of positive school discipline. In June 2016, DepEd officials launched a digital primer entitled "Primer on Positive Discipline in Everyday Teaching for Teachers on Positive Discipline" [5] Research suggested that corporal punishment yield no positive results; instead, it further reinforces misbehaviors. [6]

Misbehavior happens, oftentimes, in the classrooms. Therefore, teachers must be equipped to handle positive discipline through seminar - workshops. The seminars center on positive peer relationships and enhancement of social and emotional competence. There have been already numerous seminar - workshops conducted on this; however, contents of the workshops are lacking some philosophical or moral insights related to discipline. It was all, but psychological, social, and legal matters. Broadly speaking, the researcher finds the capacity building section of the policy, as point of entry wherein some tenets of Confucius relevant to discipline have the chance to be discussed or incorporated in the positive discipline policy framework. Particularly, Confucian tenets can be articulated in the content of the seminar - workshops or it can be treated as special topic in values education curriculum. According to Battistich et al, [7] high quality character education is not only effective in advocating good character, but it is also a hopeful approach to a wide range of anti - social behavioral problem including school failure, delinquent behavior, substance abuse, and risky sexual behavior.

For clarity, Durant [8] defined positive discipline as by way of giving reverence to the child as learner. It is a manner of teaching children to do well, to give knowledge and guidance and to aid their development. Positive discipline is

Volume 10 Issue 9, September 2021

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

teaching the children to select alternatives, to apply natural and logical consequences, to solve problems, develop and practice life skills. Positive discipline, she added, supports the child in honing self - control and building self - esteem so that they can deal with the challenges of everyday life. In other words, positive discipline is an attitude that teacher needs to possess and develop to help children becoming courteous, compassionate, respectful of the rights of others, and resourceful in finding short - term and long - term solutions to problems. (DepEd, E - Net Philippines Save the Children, 2015). It is anchored on the rudimentary principles that children are human beings endowed with rights D. O. No.40 s, 2012, [9] therefore, must be cared and respected.

While literature, often, uses the term classroom management and discipline interchangeably (Martin and Sass, 2010 as cited in Reupert and Woodcock, [10] in this study the term discipline is used to include teacher strategies that direct student behavior and learning process to achieve total human growth and development. Although, there are different forms and approaches to school, particularly classroom discipline, this study focuses on positive discipline. The following literature review features some positive discipline practices as determined by the literature, and then in particular highlights Confucian influences in association with positive discipline in school.

This study seeks to explore discipline in the notion of Confucius and how these tenets enhance current positive discipline strategies in the context of the teacher and school authorities in DepEd Division of Mandaue City. To do this, the researcher starts to discuss positive discipline in reference to the Child Protection Policy.

Briefly, school officials, and policymakers forced to issue Department Order No.40., s.2012 [9] or known as DepEd Child Protection Policy as learners are facing danger from bullying, sexual exploitations, cyberpornography, among other forms of abuses. Recent spate of bullying that has gone viral in social media, have prompted the school officials to direct teachers and school authorities to give a fresh look of the policy and comply its mandates.

The policy aims to protect the rights and dignity of the child as it prohibits the use of corporal punishments and promotes the use of positive discipline. It has three salient features: (1) zero tolerance on bullying, child abuse, and sexual exploitation; (2) emphasis on positive discipline; (3) creation of safety policies and programs in school level (DepEd. gov. ph). In their in - depth analysis on the issues of education associated with school safety policies, particularly DepEd Child Protection Policy, Ancho and Park [11] found that much must be done to improve safety policies to improve school environment, student discipline, and curriculum to reduce school violence and disruption. They suggested to conduct lectures on nonviolence and human rights as compulsory part of curriculum as strategic decision to instill values among students.

Discussion on peer relation, respect and nonviolence can be integrated in classes in values education, social studies, and physical education. Furthermore, they suggested that schools

adopt a policy that build characters like respect, caring, tolerance, and responsibility for others. They highlighted the importance of setting up collective intervention programs in reducing school violence whose effects provide healthy school climate. These include the barangay units, business, parents, and other government agencies that have direct responsibility in the protection of child's welfare and development. They believe that these are vital to teachers and school authorities since it allows them to operate with peace and interpersonal relationship framework. For anti - violence and safety measures to be strictly complied, Philippine government must allocate appropriate budget. Substantial funding for programs and projects leads to successful policy implementation.

Although, these are based on thorough pedagogical approaches as determined by empirical studies and theoretical frameworks, the implementation of the above principles depends on teachers' attitudes toward students and skills in handling discipline problems in the classroom or school in general. For example, Kayıkçı [12] studied the impact of the classroom management skills of the elementary school teachers on the discipline behavior of the students using survey method from 450 teacher respondents. It found out that quality student - teacher relationship, recognition of student characteristics and needs, application of teaching process and motivation, setting up class rules and application, management of undesirable behavior are effective in preventing student's disciplinary behavior. Although, Marzano and Marzano [13] argued that effective teacher - student relationship has nothing to do with teacher's personality or even the students view the teacher as a friend, but they acknowledged desirable teacher's behavior like demonstrating positive assertive behavior, personal interest in each student in the class, give appropriate learning goals, responsive to the individual needs of the students, and establishing clear expectations and consequences.

Using a case study, Rampaola Mokhele [14] interviewed Grade 8 - 12 teachers in 14 classrooms and out that teachers who established and maintained quality learner - teacher relationships have encouraged self - discipline by the youth and dignity, and involved parents, peers, and teachers in the learning process, are successful in managing behavior in the classrooms. The study highlighted discipline techniques to encourage mutual respect and dignity in the classrooms such as involving learners in establishing classroom policy, allowing students to take leadership roles, role modeling the expected behavior, and respecting learners.

Classroom discipline must be viewed as an ongoing exercise in building relationships Beaty - O'Ferrall, Green and Hanna [15] where individual differences are recognized, and respected. Application of small but tender intervention like finding time for bonding, avoiding punishments, and team building activities are just a few examples to ensure academic and behavioral success for all students.

Tapping other fields relevant to discipline is crucial to classroom management success. For example, principles in behavioral psychology enables teacher to build quality relationships with their students like empathy and redirecting

negative attitudes to positivity. McDaniel (1987) listed practical and specific positive discipline techniques derived from behavioral psychology:

Teach Specific Directions. to maximize good behavior, teachers should teach students exactly what is required.

Look for good behavior.

Praise effectively. Verbal phrase can be a powerful tool if teachers understand the requirements of effective praise. One of these requirements is that the teacher gives descriptive details. "You are doing a good job on your drawing."

Model Good Behavior. The teacher should demonstrate how things ought to be done.

Teach kids to reinforce one another. Effective teachers teach students to praise one another. If you are an effective reinforcer, you are also a good model of how people might interact with one another in a positive way (cited in Greenlee, A. R., & Ogletree, E. J., 1993) [16]

Moreover, application of affective discipline technique builds quality student - teacher relationships. Emmer and Stough [17], argued that teaching is full of emotion. Negative emotions associated with teaching forces teachers to employ coercive discipline. Feedbacking approaches to control student - interactions is a solution to reduce discipline problems and minimizing the chance of emotional outburst on the part of the teachers. Navigating to various emotional cues resulting to mutual understanding, care and respect between teacher and students. Sutton, Mudrey - Camino, and Knight [18] examined teachers' emotional modification in terms of intensity and duration as expressed in the classroom and they found out that teachers practice emotion regulation because it makes them feel effective in handling discipline and relationships with their students. In addition, it gives teachers confidence in communicating their positive emotions resulting to lessening the impact of negative emotions.

While quality student - teacher relationship is the keystone for all aspects of classroom discipline [13], rules and regulations need equal attention as well. According to Kayıkçı, [12] when rules are set up without consulting the students and when students do not find their values, they hardly observe these rules. Rules which are hard to implement are the easiest to be violated. Smith and Laslet (1993 as cited in Kayıkçı 2009), stressed the importance of the rules in controlling desirable behavior because they "define" and "confines" the rules in the classroom. They "formalize the expectations regarding what students can and cannot do in the classroom". Hence, such indicate consistency, fairness, and real obedience in imparting discipline.

When it comes to efficacy, Walker and Shea, 1998 as cited in suggested in Reupert and Woodcock, [10] it is important for teachers to have an array of strategies when dealing with student's behavior because there is no single strategy is effective with all children and in all situations. When using various positive discipline technique, it must be in the

context on the natural growth and development of the learner. Such is a way of exhibiting respect to needs and in the process respectful to the rights and dignity of the learner. Undeniably, the lack of teacher's ability to handle discipline affects learners' learning process and behaviors. Lewis [19] examined the students' perception on the role of discipline in the classroom in fostering responsibility to protect their learning and safety rights using descriptive survey method on 21 elementary and 21 secondary schools. It found out that teachers pacify misbehavior using punitive discipline. Teachers failed to use productive techniques like discussions, rewards for displaying good behavior and participation in decision - making process. Results indicated that the lack of skills in handling discipline hinders students' ability to be responsible in their behavior and divert themselves from their academic tasks. Allen [20] examined the relationship between classroom discipline, bullying, and teachers from body of literature. The study revealed multiple factors that contrive an environment conducive to anti - social behaviors such as severe discipline, lower - quality instruction, disorganized classroom, and student social interrelations that are marred with anti - social behaviors.

As far as DepEd is concerned, full compliance on the positive discipline under the Child Protection Policy remains a work on progress as respective offices having dealt with its own child protection initiative and programs. DepEd central office has just been limited to crafting and producing a primer to positive discipline. As a primer, it simply means available for enhancements in terms of theoretical framework, contents, and approaches. Hence, this study toughens its claim especially when regional offices like DepEd region VII is still in the process of crafting the Manual for Student Discipline and even so the in Division, District, and School levels. Therefore, as DepEd child protection program still a work in progress and the application of positive discipline, this study can catch up in crafting policies in terms by providing another moral and philosophical framework and content on positive discipline that may be fitting in respective school context. As this study argues, Confucius notion of discipline can enhance existing positive discipline policy and practices in both elementary and secondary schools.

A body of literature having dealt with Confucius' notion of discipline in the classroom. In the analysis of teachers' definitions of guidance and discipline in Hong Kong secondary schools, Hue [21] found out the influence of Confucianism on teacher's construct of guidance and discipline and thus indicating that teachers are using the principles of benevolence (*ren*) and ritual propriety (*li*) in schools. Teachers motivated students to use the innate goodness of their heart and mind and develop themselves as perfect gentlemen and ladies, with reference to the social norms like of *Ren* and *Li*. In addition, the study confirmed the importance of school as a venue to reinforce cultural beliefs and practices, and therefore gave cultural reference to learner's social interactions as both benevolence and ritual propriety are stressed in Hong Kong schools. The study recommended to conduct further studies about the influence of Confucianism on school practice of discipline and guidance since they have been partially uncovered.

In comparative study of students' perception on teacher's classroom discipline in Australia, China and Israel, Lewis, Romi, Xing, Qui, Katz [22] found out that in overall Chinese teachers appear less coercive and punitive than those in Israel and Australia, and more inclusive and supportive of student's voices indicating that Chinese teachers use constructive strategies in dealing with students' behavior. The study examined data from 748 teachers and 5521 students to identify the extent of which teachers' disciplinary are related to several variables such as student's age and sex, teacher sex, and compares the views of students in different national settings. Cultural factor is the reason behind that Chinese teacher are perceived as caring and supportive to students. In China, Chinese teachers are given with high value because students obey teachers' instruction out of respect. Chinese students are more respectful than their Australian counterparts indicating less classroom discipline problem.

Tan [2] traced the pattern of Confucian influence in the teaching - learning process and she found out that there has been an obvious pattern of Confucian influence in teaching approaches in East Asia. Though her focused on how Confucian thoughts produce creative and critical thinkers, she considered the traditional Confucian principles and practices of education. She stressed the importance of *ren* (humanity) through *li* (normative behaviors) to enable the learners to actualize and expand *dao* (Way). To achieve this, students must constantly practice what they have learned through self - cultivation and social interactions. As Slingerland [23] argued the practice and the cultivation of normative behaviors are feasible due to Confucianism's built - in mechanism that allows normative behaviors to flourish. Confucianism puts great weight on sophisticated set of technologies on structuring the environment like the social role, dress, ambient color, and sound to produce right human dispositions and behavior. Even unpolished behaviors turn into a refined and robust act through self - cultivation techniques to produce ethical desirable behaviors across wide range of situations. In his analysis on the implication of early Confucian thoughts to contemporary moral psychology, Kim [24] noted that Confucianism is looking to find ways of manipulating social environment in ways thrust agents toward proper patterns of thoughts and behaviors.

In summary, this study aims to explore the Confucian discipline to enhance positive discipline in school. The literature review found that classroom discipline and classroom management are used interchangeably [10] nevertheless this study prefer the former to serve its purpose. Moreover, the literature found out that DepEd child protection and safety policies remain a work in progress thus indicating further enhancement and budget allocation to generate favorable results [11]. Although, DepEd Central Office has provided teachers with the guide in complying positive discipline in the classroom, success depends on teachers' attitudes toward students and skills in handling discipline. Teachers having positive attitude toward their students such as building quality student - teacher relationship resolves classroom disruption.

However, Confucian tenets may provide profound meaning on quality student - teacher relationship. Confucianism may help teachers to create a climate of positivity in the classroom and in the school in general and eventually establish an environment conducive to practice desirable ethical behaviors. Such as an important feat in creating school environment conducive to learning and moral development.

## 2. Objectives of the Study

This study explores the Confucian normative principles enhancing positive discipline as practiced by teachers and school authorities in the Division of Mandaue City. Specifically, the study answers the following questions: (1) What is Confucian normative principles in terms of benevolence (*ren*), ritual (*li*), harmony (*he*); and, realize (*zhi*) ? (2) What are the current positive discipline practices among the supervisors, guidance counselors, and teachers in the Division of Mandaue City? (3) How Confucian virtues enhance positive discipline practices in the Division of Mandaue City?

## 3. Methodology

This study is descriptive research. It uses the simple qualitative design that probes on the positive discipline practices of the supervisors, guidance counselors, and teachers in the Division of Mandaue City. It followed Colaizzi's (1978) method of data analysis. The first step included the extraction of significant statements from the transcript's then formulated meanings were constructed. These formulated meanings are grouped into cluster themes then into emergent themes. The results are then combined to come up with a description of the positive discipline practices [25]

There are twelve informants involved in this study; three supervisors, two guidance counselors, and seven teachers which represented different schools. A written permit secured by the researcher with the approval of the Schools Division Superintendent to allow the researcher to conduct the study. The researcher reassured the confidentiality. The researcher personally interviewed and gave 20 - 30 minutes to answer. As soon as the respondents finished answering the interview, the researcher proceeded to encoding the transcript, coding, and analyzing the data.

The researcher used primarily the commentary of Confucian scholars in presenting Confucius' key normative principles. The research collected and analyzed the data through textual analysis and drew implications on the actual school situations. Findings, discussions, and recommendations are based on the collected data.

## 4. Findings and Discussions

The positive discipline practices among supervisors, guidance counselors, and teachers are the response to the Child Protection Policy of DepEd to ensure that the child is protected from bullying, sexual exploitations, corporal

punishments and any form of abuse and violence. This engagement is a realization of the strength of positive reinforcement and the child as human being endowed with rights and dignity.

This practice is perceived as the manifestation of human goodness in classroom or school setting. Students are coming from different socio - economic backgrounds; and thus, their personality, behaviors, and attitude are diverse. Therefore, this condition is seen by the informants and they felt that students need to be understood, respected, and valued. It takes a kind - heart to do this.

In order to gain the trust of the students, teachers must establish quality relationship. That is something that one of the informants emphasized because out of it comes the respect to authority. Students grow and developed when supportive environment is present. When teachers teach virtues and give students the right time and avenue to practice these virtues, like for instance giving the student a second chance to become better students then feel that teachers are there to support them rather than being judgmental.

The importance of the rules cannot be underestimated because it is an essential element establishing discipline among students. However, teacher need to be consistent on his/her implementation and being a role model is crucial to this implementation. Students follow what teachers do rather than what they say.

Helping students to come to realize of their actions is helpful in the sense that it helps them more responsible and accountable of their actions. Instead of teachers who are the ones look for solutions, students themselves are the ones to look for answers to their behavioral problems. One informant finds it a better way of making the student realize is by letting the student see one's family economic condition. The Confucian virtues have impact on the way teachers handle disciplinary issues in schools, especially when these virtues imply learning environment, diversity of learners, and teaching philosophy.

## Learning Environment

Teachers are expected to create a learning environment that students find safe and secure, promote fairness, respect and care to encourage learning. The educators in the Division of Mandaue City have practiced positive discipline to usher students in getting the quality learning. Indeed, in this study, the supervisors, guidance counselor, and teachers have showed "kindness" to students in dealing with misbehaviors and infraction of rules and policies in schools. While the informants exemplify their kindness in terms of putting value to students, respecting their rights and privileges, being - non - confrontational, non - violent, etc., however, these expressions of kindness are constantly challenged almost in daily basis with the kind of current public school set up. In terms of class size, teachers battled with more than 50 students who are coming from different facets of life. On top of that, the physical environment adds extra challenge to the

teachers, like cramped classrooms, noise pollution from neighboring classes, lack of ventilation, tons of paper works, extra - curricular activities and non - teaching ancillary tasks, and personal struggle are taking a heavy toll on teachers' emotional lives.

Talking about positive discipline is easier said than done, therefore, it needs a solid ground, a belief which teacher can help sustain the practice of positive discipline. The Confucian normative behavior of benevolence (ren) bridges the gap between the teachers construct and practice of positive discipline. Taking the concept of ren, teachers will be drawn to the intentionality of the act [kindness] they exhibit to students. To be kind is man's nature. This indicates that kindness is innate to human beings [26]

Therefore, no matter what sort of circumstances that teachers experience in the classroom, he must be kind to students. It is easier to project care, understanding, respect to students but deep in the heart and mind rest are the anger and frustrations towards erring students. But to be genuine takes internal stable groundings, which can only be done if the teacher is conscious of that benevolence as his/her nature.

Another challenges in fostering learning environment conducive to learning is empowering students to achieve quality outcomes by assuming responsibility of their actions. Positive discipline as "supportive environment" enables students to become responsible individuals. However, being in a supportive environment, entails love. Once again, it needs the virtue of benevolence (ren) to make it sustainable. Take for example, the teacher's practice of making students' mistakes as learning opportunities can be challenged in terms of duration. How many times will the teacher allow his students to commit mistakes before the students learn from those mistakes? In such manner, ren is regarded as a way to promote the growth of the students and helping them to learn [21].

When students are given the chance to take part in the decision this does not mean that teachers just simply let the students look for their own ways and means to solve behavioral problems without considering others' opinion. Through ren, teachers lead students to realization that whatever decision they make the entire class will also benefit from it.

Teachers find it easy to recognize or acknowledge students who are exhibiting good behavior. Nonetheless, it takes a lot of effort for teachers to understand and appreciate the goodness of each individual student. No matter how unbecoming the behavior of students may seem, if following the notion of ren, teacher sees underneath of it the fundamental goodness of the human person. It is just a matter of going extra mile in knowing and caring the individual students in the class. Indeed, this requires benevolence on the part of the teacher.

Just by simply reminding students on some important virtues is lacking substance. Teacher must model himself or herself of the virtues for students to follow. The teacher must be the first foundation of morality that stands in the classroom. For

Confucius, that goodness of man must externally manifest in his actions, no other than the li – the ritualized norms. In the classroom settings, these are the values that students that need to recite and practice across class activities and in a daily basis.

Classroom management is another crucial element to learning environment. Many things are happening inside the classroom. Some of them are class related but a lot of times teachers are too concerned with how to keep things in order for students to listen the discussion and participate in collaborative activities. As an example, nowadays, students are more distracted due to the availability of cell phones and internet. Some of them are browsing in social media, others are listening to their headset. If topic do not get the interest of the students, they don't pay attention to it. Chances are they take many excuses of going in and out of the classroom like going to the toilet, or going to the canteen to buy some snacks. Some of the public - school teachers, especially working in an urban area are lenient to students' excuses due to child - friendly policy which students are taking advantage of. Although, teachers must exercise certain degree of discipline.

In this study, most of the informants emphasize on the importance of establishing “rules” and regulations to guarantee order in the classroom. Teachers impose discipline by teaching students to obey rules. One of the informants said that she needs to implement rules to address chaos brought by large class size. To demand obedience from students, teachers must set themselves as epitome of virtues. Students must see teachers practiced what they preached as their actions must reflect on their day - to - day class engagements. However, rules if not ritualized, lacks consistency. A lot of students commit infractions because these are not consistently implemented. Besides, if students are not entangled to the rules, they find it less valuable.

The normative principle li (rules of propriety) provides framework that fosters virtue among students. It is the external manifestations of ren, the goodness of man. In the school settings, the rules of propriety can take several forms like respect to authority, respect fellow classmates, cleanliness, time - management, empathy, diligence, trustworthy, and among other values. As a rule, students must do, speak, and look that is not contrary to propriety.

While Confucianism stresses the key point of li in the family, in school settings, it is in the teachers and other school authorities. If teachers can follow li, the school will be in the state of harmony. From a loving example of a teacher, a whole school will be loving; from their courtesies, the whole school becomes courteous.

Li sets the order, not only to ordinary students, but also to the teachers and school authorities. The realization of harmony needs the participation or contribution from both students and teachers under li.

It is a fact that no matter how teachers demonstrate certain virtues, students can still commit infractions of the rules. Hence, things such as violations are need to be discussed

during student - teacher conference. In this study, the informant use “realization approach” to help students come to terms with their misbehavior. In this approach the informant uses some principles in guidance counselling and another life's situation to let students arrive at realization.

Zhi, however, leads students to practice behavior associated with wisdom, knowledge, intelligence, knowing and understanding. The realization of student on his/her misbehavior and the values necessary for change is insufficient for its efficient performance. In school setting, what students learn about rules is useless unless these are put into action. For Confucius, one does not know the conditions of life cannot be called an exemplary person. One does not know behavioral propriety is unable to fit in or situated. One does not know words cannot know people. This indicates, therefore, that teachers must provide students with opportunities to practice what they have known into different circumstances. If students know courtesy, they know how to respond to others appropriately [27].

### **Diversity of Learners**

Another implication is the diversity of learners. Not all students possess the same traits, cognitive abilities, neither shares the same socio - economic conditions. There is a need to harmonize such diversity among the students. While having good student - teacher “relationship’ in important to curb disciplinary issues, it needs to have solid grasp of what relationship with students just as one of the informants believes.

For Confucius, to harmonize is to observe ritual (li) of propriety. Such virtue provides teachers value with a basic attitude toward the society problems facing them, an attitude of determination that both teachers and students must resolve conflicts by harmonization. This indicates that both teachers and students must be willing to engage in negotiation, more willing to compromise, and less willing to resort to confrontation and conquest in the face of socially interactional conflicts. However, student can hardly do some sort of negotiation since they are not morally matured enough to see things in a bigger picture. It is the teacher must be the first willing to compromise if not swallow the pride. Take for example on the problem of absenteeism, where students take a long absence and suddenly show up in a week or two before the periodic assessment. Much a teacher would like to fail the student in the grading period, but he/she cannot do unless all the means are already exhausted such as home visitation, parent - teacher conference, and meeting with the guidance counselor. But such problem must be resolved in the level of subject teacher or adviser before raising the problem to the next higher level, say guidance counselor and principal. Due to child - friendly policy and the Education For All (EFA)

All policy of the government, every teacher needs to compromise just to let the students continue their studies. By being willing to resort into compromise, the teacher will have the chance to figure out the reasons for students' behavior. Consequently, the more that the teacher will see the brighter side of the student rather than on undesirable behavior. When student sees the way the teacher cares for

him/her, then the student gradually changes the behavior. For Confucian social interaction, this is called reciprocity [27]

### Teaching Philosophy

The Confucian virtues invite the teacher to rethink its teaching philosophy from putting more emphasis on academic performance to virtue - laden approach. As corporate approach gaining foothold in the public basic education system, teachers are now paying much attention on students' quantitative performance like academic performance. In addition, the dramatic increase of students' population in public school have forced teachers to give less emphasis on the attitudes and behaviors of the students.

Students are not commodities that teachers need to grind in order to produce highly competitive individuals but lacks certain quality. Confucian bridges this gap because it is laden with normative behaviors that enable students to become more motivated to enrich learnings. The value of self - cultivation and *zhi* realization may help students to view discipline as reflection of his daily struggle to becoming a good person.

In Confucian model, parents are obliged to demonstrate kindness by taking good care of their children while children are expected to satisfy filial duties by working hard to pursue the goals that are highly valued by the society. Children in a Confucian society are generally educated to have the discipline to cultivate themselves to be morally upright by following the rules of *li* (proper conduct) and working hard to strive for socially approved goals.

Teaching benevolence as a way of forming students is not that far from possibility as this has been practiced in other Asian countries. As for love or being kind is to participate in human activities and make society become harmonious. The Confucian tradition holds that everyone has a moral duty and obligation to others and human society.

## 5. Recommendations

Based on the findings, the researcher recommends the following: (1) This study be enhanced by the future researchers using quantitative research design to get a general understanding of teachers on positive discipline; (2) In addition, it may also better to get information from students whether many teachers are constantly and faithfully use positive discipline in most circumstances; (3) Integrate Confucian virtues in crafting school - based positive discipline manual and conduct a study to determine its effectiveness. (4) Include the concepts of this study as a "rationale" of positive discipline in seminar - workshops.

## References

- [1] Bernardino, H. P., Ana, V. M. S., Feliciano, A. C., & Averion, R. F. (2018). CONCEPTIONS OF STUDENTS AT RISK ON BEHAVIOR MODIFICATION PROGRAM CREATE: A STORY OF ONE PUBLIC SCHOOL IN THE PHILIPPINES.
- [2] Tan, C (2017). Confucianism and Education. Curriculum and Pedagogy, Educational Theories and Philosophies
- [3] Leung, F. (1998). The Implications of Confucianism for Education Today. *Journal of Thought*, 33 (2), 25 - 36.
- [4] PWU, CWC - UNICEF for Plan Philippines in 2009. A Systematic Literature Review of the Drivers of Violence Affecting Children: the Philippines
- [5] Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-school positive behaviour support: effects on student discipline problems and academic performance. *Educational Psychology*, 25 (2 - 3), 183 - 198
- [6] Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the Child Development Project on students' drug use and other problem behaviors. *Journal of Primary Prevention*, 21 (1), 75 - 99.
- [7] Durrant, J. E. (2007). *Positive Discipline: What it is and how to do it*. Bangkok, Thailand: Save the Children Sweden Southeast Asia and the Pacific.
- [8] DepEd, E - NET Philippines Save the Children Retrieved from <https://resourcecentre.savethechildren.net/sites/default/files/documents/4802.pdf>
- [9] DepEd Child Protection Policy. [http://www.deped.gov.ph/wp-content/uploads/2012/05/DO\\_s2012\\_40.pdf](http://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf)
- [10] Reupert, A., & Woodcock, S. (2010). Success and near misses: Pre - service teachers' use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, 26 (6), 1261 - 1268.
- [11] Scaggs, S. J. A. (2011). *The effect of school discipline on students' social bonds* (Doctoral dissertation, University of Missouri - Kansas City).
- [12] Ancho, I. V., & Park, S. (2014). Bullying and school violence: An investigation of school safety policies. *International Information Institute (Tokyo). Information*, 17 (7), 3051 - 3056.
- [13] Kayıkçı, K. (2009). The effect of classroom management skills of elementary school teachers on undesirable discipline behaviour of students. *Procedia - social and behavioral sciences*, 1 (1), 1215 - 1225.
- [14] Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management.
- [15] Rampaola Mokhele, P. (2006). The teacher-learner relationship in the management of discipline in public high schools. *Africa education review*, 3 (1 - 2), 148 - 159.
- [16] Beaty - O'Ferrall, M. E., Green, A., & Hanna, F. (2010). Classroom management strategies for difficult students: Promoting change through relationships. *Middle School Journal*, 41 (4), 4 - 11
- [17] Greenlee, A. R., & Ogletree, E. J. (1993). Teachers' Attitudes toward Student Discipline Problems and Classroom Management Strategies. Retrieved from <https://files.eric.ed.gov/fulltext/ED364330.pdf>
- [18] Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology,

with implications for teacher education. *Educational psychologist*, 36 (2), 103 - 112.

- [18] Sutton, R. E., Mudrey - Camino, R., & Knight, C. C. (2009). Teachers' emotion regulation and classroom management. *Theory into practice*, 48 (2), 130 - 137.
- [19] Lewis, R. (2001). Classroom discipline and student responsibility: The students' view. *Teaching and teacher education*, 17 (3), 307 - 319
- [20] Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *Professional Educator*, 34 (1), n1. Retrieved from <https://eric.ed.gov/?id=EJ988197>
- [21] Hue, M. (2007). Emergence of confucianism from teachers' definitions of guidance and discipline in hong kong secondary schools. *Research in Education*, (78), 21 - 33.
- [22] Lewis, R., Romi, S., Qui, X., & Katz, Y. J. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. *Teaching and Teacher Education*, 21 (6), 729 - 741
- [23] Slingerland, E. (2011). The situationist critique and early Confucian virtue ethics. *Ethics*, 121 (2), 390 - 419.
- [24] Kim (2016) Early Confucianism and Contemporary Moral Psychology. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/phc3.12341>
- [25] Wirihana, L., Welch, A., Williamson, M., Christensen, M., Bakon, S., & Craft, J. (2018). Using Colaizzi's method of data analysis to explore the experiences of nurse academics teaching on satellite campuses. *Nurse Researcher (2014+)*, 25 (4), 30. report 200001, Indian Institute of Technology, Kanpur, India, 2000. (technical report style)
- [26] Lin, J., & Wang, Y. (2010). Confucius' Teaching of Virtues: Implications for World Peace and Peace Education. *Spirituality, Religion, and Peace Education*
- [27] Ames, R. T., & Rosemont Jr, H. (2010). *The analects of Confucius: A philosophical translation*. Ballantine books.