The Impact of Positive Discipline Implementation on Academic Achievement: A Comparative Study in Two Schools from Different Socioeconomic Backgrounds in Cairo

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Abstract

This study aimed at comparing positive discipline practices implemented in two schools in Cairo city metropolitan area, one from Upper socioeconomic and one from a middle socioeconomic background. The study followed both quantitative and qualitative methods using surveys and focus group interviews with stakeholders (students, teachers, parents) at both schools. The study showed that in the class C school, positive discipline practices were found to be consistent at both schools at PYP and MYP levels whereas they were relatively less effective at diploma level mainly due to several factors among which is the stress families felt towards university admission trying to secure an affordable opportunity at public universities because they cannot stand private and international universities' tuition fees. On the other hand, positive discipline practices in the Class A school, were found to be more effective compared to other school at diploma level mainly because university admission is not a thing families worry about because they can afford paying tuition fees for higher education anywhere in the world inside and outside Egypt.

Keywords: Comparative Education; International School; Positive Discipline; Academic Achievement; Socioeconomic Backgrounds

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أثر تطبيق الانضباط الإيجابي على التحصيل الأكاديمي: دراسة مقارنة في مدرستين من
خلفيات اجتماعية واقتصادية مختلفة في القاهرة

د/ رشا سعد عبد الشافي شرف

أستاذ مساعد في التربية المقارنة والإدارة التعليمية

كلية التربية جامعة حلوان ، القاهرة ، مصر

مستخلص:

هدفت هذه الدراسة إلى مقارنة ممارسات التأديب الإيجابية المطبقة في مدرستين في منطقة
العاصمة الحضرية بالقاهرة ، إحداهما من الطبقة الاجتماعية والاقتصادية العليا والأخرى من
خلفية اجتماعية اقتصادية متوسطة. اتبعت الدراسة كلاً من الأساليب الكمية والنوعية باستخدام
الاستطلاعات والمقابلات الجماعية المركزة مع أصحاب المصلحة (الطلاب والمعلمين وأولياء
، تم العثور على C الأمور) في كلا المدرستين. أظهرت الدراسة أنه في الفصل الدراسي
بينما MYP و PYP ممارسات التأديب الإيجابية لتكون متسقة في كلتا المدرستين في مستويات
كانت أقل فعالية نسبيًا على مستوى الدبلوم ويرجع ذلك أساسًا إلى عدة عوامل من بينها التوتر
الذي تشعر به العائلات تجاه القبول بالجامعة تحاول تأمين فرصة ميسورة التكلفة في الجامعات
الحكومية لأنها لا تستطيع تحمل الرسوم الدراسية للجامعات الخاصة والدولية. من ناحية أخرى ،
تبين أن ممارسات التأديب الإيجابية في مدرسة الفئة أ أكثر فاعلية مقارنة بالمدارس الأخرى
على مستوى الدبلوم ، ويرجع ذلك أساسًا إلى أن القبول بالجامعة ليس شيئًا تقلق عليه العائلات
لأنهم يستطيعون دفع الرسوم الدراسية للتعليم العالي في أي مكان في العالم داخل وخارج مصر.

الكلمات المفتاحية: التعليم المقارن؛ مدرسة دولية؛ الانضباط الإيجابي؛ إنجاز أكاديمي؛ الخلفيات
الاجتماعية والاقتصادية

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Introduction

Education is one of the most powerful means of social mobility where individuals are empowered through gaining qualifications and competencies that enable them to develop their careers, make choices in life and gain status within their communities. Hence, school choice is of a great importance to families in any society. Within the Egyptian context, there are many school types, public and private schools, private ones could either offer the national curriculum in national language (Arabic) or foreign languages of one the international curricula. One of the popular models for Egyptian families nowadays is the international baccalaureate model which is very common at private schools but that was also introduced by the government of Egypt on a pilot scale. IB public schools are subsidized by the government but still parents are required to contribute through paying affordable tuition fees scale equivalent to USD 1,000 per year (EIS, 2021). IB public schools are usually academically supported by a close by international private school that help support the school through training and capacity building for the school staff. International private schools in Egypt target class A and B families who can afford to pay the cost of education service that range from USD 15,000 to USD 6,000[1]. One of the reasons for the growth of international schools worldwide is a direct outcome of globalization where a need is felt for educating the "global citizen" who can find his way in a global context. This has resulted to a movement in Egypt towards adopting various character education

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[1] Data collected by researcher from 20 international schools' websites.

programs that aim at developing students sense of identity, relevance to the local social context and developing students' abilities. Unlike international schools in other parts of the world that is offering education for expats, most students at international schools in Egypt are Egyptian nationals who voluntarily choose to join the school to become global citizens[2]. Currently, there is the wave where international schools are trying to excel through introducing extra services that provide them with a comparative edge at the Egyptian context and gain parents and community trust. One of these services is character education programs that are meant to secure a safe school environment and better education attainment for their students. One of these character education programs is Positive Discipline (PD) which is an approach to educating children that is based on the teachings of Alfred Adler and Rudolph Dreikurs, which stresses the need for belonging as an essential drive of individuals (Groferer, Nelsen, & Kern, 2013). PD has been introduced in Egypt by Oasis International School (OIS), which is a private international school, in the academic year 2015/2016 where a series of capacity building activities were conducted for all stakeholders at school. In 2017, PD was introduced to another Egyptian public school, the Egyptian International School (EIS) that is sponsored by OIS, and a similar capacity building activities were conducted for all stakeholders at EIS. An annual assessment for PD implementation was conducted at both schools to assess the effectiveness of PD implementation within each school context but no comparisons were

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[2] As indicated by parents at both schools.

carried out so far to assess if there is any relevance between PD implementation and school context specially that both schools, the private and public ones represent two diverse socioeconomic backgrounds.

Research Problem:

A number of studies have indicated that general education schools in Egypt suffer from a number of problems that could be identified in the lack of participation of both students and teachers in the decision-making process at school that led to a diminished sense of belonging, as well as some behavioral problems specially in the adolescent stage; bullying and violence for example, that in return affect their academic achievement and learning environment (Shalaby & Bakry, 2016). In addition, there is a problem of lack of trust between students, parents and community at one side, and public schools and teachers at another, that has led to increasing dropout rates, cheating, private tutoring and poor quality of school graduates, where researcher has strongly recommended an intervention through an organizational culture that promotes trust and engages stakeholders in school teaching and learning activities while promoting effective communication and participation (Zikri, 2016). Other studies have indicated that some children at Egyptian schools suffer problems related to accepting differences and that was culminated in one of the studies with acceptance of children suffering from Cancer at their schools (Ibrahim, 2019). Hence, Soliman had suggested in his study that schools should use a character education program that contributed to moral education

at Egyptian schools (Soliman, 2015). Other studies have identified the negative impact that Thanaweya Amma Exams (end of secondary education cycle exams) has on the secondary school environment fierce competitiveness and feverish race towards university admission that is transforming education at secondary schools to a test-oriented system that can lead to high grades at examinations with little learning. This toxic effect on school environment had a negative effect on school culture (Nakhla, 2017).Moreover, The study conducted by Bayoumy has indicated a number of problems at Egyptian secondary schools that could be identified in poor communication, lack of participation and poor overall school performance due to only focusing on academic aspects rather than the overall learning environment (Bayoumy, 2016). These studies have recommended the use of a school management and character education approaches that can enhance school positive discipline and academic achievement within the Egyptian general education context.

Research Questions:

With very little research on positive discipline approach in the Egyptian context, the current research is trying to answer the main research question: **How does positive discipline implementation impact academic achievement at two Cairo City schools representing different socioeconomic backgrounds?** The following are the research questions:

1. Do Positive Discipline seven abilities differ at both schools for different study levels?

2. Do Positive Discipline seven abilities differ from one level to another?

3. Does Positive Discipline implementation have a positive impact on academic achievement at both schools for different study levels?

4. Does PD implementation have a positive impact on academic achievement at both schools from one level to another?

Research Purpose & Objectives:

This research is designed to identify the scope of positive discipline implementation at two selected schools in the Egyptian context from different socioeconomic backgrounds to highlight successful implementation requirements and ways to overcome implementation challenges even in different contexts. Moreover, the research aims at measuring the impact of positive discipline on academic achievement as being the convenient booster for learning at Egyptian schools. The following are the research objectives:

1- Compare Positive Discipline seven abilities implementation at both schools at all education levels (PYP, MYP, Diploma).

2- Compare Positive Discipline seven abilities implementation among each education level (PYP, MYP, Diploma).

3- Identify impact of Positive Discipline implementation on academic achievement at both schools at all education levels (PYP, MYP, Diploma).

4- Identify impact of Positive Discipline implementation on academic achievement among each education level (PYP, MYP, Diploma).

Research Hypothesis

Researcher has identified several hypotheses related to the implementation of positive discipline (seven abilities) and its impact on academic achievement through Approach to Learning (ATL) that are meant to be verified to answer the research questions. Research hypothesis could be identified in the following:

1. There is a statistically significant difference between mean scores of (6-12) Students' group at OIS, and (6-12) Students' group at EIS Al-Mi'raj in Positive Discipline Scale.

2. There is a statistically significant difference between mean scores of (3-5) Students' group at Oasis, and (3-5) Students' group at Al-Mi'raj in Positive Discipline Scale.

3. There is a statistically significant difference between mean scores for Students' group (6-12), and Students' group (3-5) at Oasis School in Positive Discipline Scale.

4. There is a statistically significant difference between mean scores for Students' group (6-12), and Students' group (3-5) at Al-Mi'raj School in Positive Discipline Scale.

5. There is a positive correlation statistically significant between the scores of students in both schools for different study levels on Positive Discipline (PD) and their scores on academic achievement (Approach To Learning Used).

6. There is a positive correlation statistically significant between the scores of students at both schools from one level to another on

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Positive Discipline (PD) and their scores on academic achievement (Approach To Learning Used).

Research Importance

Research in positive discipline derives its importance from then ability of a character education models to address social problems within school community and the whole society at large. discipline is the way people's behavior is modified to achieve personal and social goals. individuals would have better ability to achieve their targets in life for them social norms of the community. better communication and the welcoming school environment is a direct outcome of implementing positive discipline at schools hence achieving better attendance rates as well as better academic achievement at all levels. teachers and parents are thus powered by the tools of positive discipline that would enable them assist children and young people to better perform in learning and in life at large. Consequently, positive discipline as a person as a character development approach he is well integrated with different curricula and educational models.

Literature Review

Researching school context related issues requires a theoretical approach that represent sleep context and community. Hence the current research relies on the Ecological systems theory which supports the belief that the child's development is created and structured based on the relationships, interactions, and influences from adults, peers, and surrounding environments (Bronfenbrenner, Ecological Systems Theory, 1989). The theory entails of five layers, and within each layer are

developmental processes distinctive to each layer. It elaborates on social identity development, social network dynamics, peer influences, and school−based friendship patterns. Bronfenbrenner (1992) helped educators understand and define "context" as a rich, thick multidimensional structure. The current research is concerned with both school and family which according to Bronfenbrenner, family represents the immediate physical home environment that belongs to the microsystem, and school belongs to the mesosystem (Bronfenbrenner U. , 1992). And this is the context where positive discipline approach is implemented at the selected schools. Cross has identified several factors, based on relevant research, that are closely related to studying a school context according to the Ecological Systems theory and that include friendships and peer influence, social media postings, school integration and school settings (Cross, 2017).

Among character education approaches is Positive Discipline, which is an approach to raising children that is based on the teachings of Alfred Adler and Rudolph Dreikurs, which emphasizes the need for belonging as a fundamental motivator of human beings (Groferer, Nelsen, & Kern, 2013). A basic premise of the approach is the understanding that "misbehaving children are discouraged children who have mistaken ideas (faulty private logic) about how to achieve their primary goal—to belong". Although much less researched, Positive Discipline is starting to reveal equivalent indication that it may alter parenting attitudes and behaviors (Carroll & Brown, 2020). One of these studies examined at a group of parents attending Positive Discipline parenting classes and

found that parents experienced a decrease in authoritarian and permissive parenting style along with an increase in authoritative style, at 3-months after completion of the program (Holiday, 2014). Another study studied a group of parents of more diverse ethnicity and lower SES and found analogous pattern of effects on parenting approach, continued to three months after joining the workshops (Carroll & Brown, 2020). Thus, the Positive Discipline program seems to be an effective approach in positively impacting school environment, students' behavior as well as modifying parenting behavior.

So, why Positive Discipline? Since, a major focus of Positive Discipline is to enable parents and teachers change the way they approach children, and to use a range of strategies to help children feel a sense of belonging, which is their main target. For example, there are several concepts which are emphasized, such as the use of encouragement (not praise), and the use of family and class meetings to solve problems in a participatory approach, which assists children to feel a sense of belonging and significance. What makes the Positive Discipline model effective while using experiential techniques, which help students to not only practice a specific skill, but to "feel" what it is like to be on both sides of the approach, versus another approach (PDA, 2021). This would help adults (parents and teachers) use a less authoritarian approach with children (Robinson, Mandleco, Olsen, & Hart, 1995).

There are seven main abilities of positive discipline that is called "Significant Seven" that is proven by international research that children who become successful adults enjoy the seven main abilities as follows:

"I am confident of my personal capability when faced with challenges.

I believe I am personally significant and make meaningful contributions.

I have a positive influence over my life; I take responsibility for my choices.

I have strong intrapersonal skills and I manage my emotions through self-awareness and self-discipline.

I have strong interpersonal skills and I can effectively communicate, negotiate, and empathize with others.

I can adapt with flexibility and integrity; I have strong systemic skills.

I have well developed judgment skills and able to make decisions with integrity. (Glenn & Nelson, 2021).

These significant seven identify the effective implementation of positive discipline practices at school and at home and were used in the current research as the parameters of identifying successful positive discipline related practices at school both in the quantitative and qualitative research tools.

Similarly, research has showed improved academic achievement when positive discipline is used as a school management approach and in classroom practices where it leads to a better learning environment

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(Deslandes, Royer, & Turcotte, 1997). Positive discipline strategies lead to improved levels of self−motivation (Intrinsic motivation) and makes learning happen in a natural way (Beerli, 2020). According to Nelson (2019) teachers will focus more on finding solutions with children instead of using a type of consequence provide children with more opportunities to learn and grow (Nelson, 2021). practicing finding solutions that are relatable respectful and reasonable make a significantly positive and effective impact on children's behavior in the classroom as well as the teacher student relationship (Gordon, 2003).

The purpose of this study was therefore to compare Positive Discipline approach implementation at two schools representing different socioeconomic backgrounds and social class within the Egyptian context and its impact on academic achievement.

Methods and Procedures

To answer the main research question (**How does positive discipline implementation differ at two Cairo City schools representing different socioeconomic backgrounds?**), researcher used surveys and focus group interviews targeting teachers, parents and students. Bogdan and Biklen (2003) describe a case study as "a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event" (p. 54), and a comparative case study is a research design in which researchers compare two or more case studies. This study aims to describe how each school case implemented positive discipline as a character education model and to further develop a comparative analysis of practice, and impact with

regards to PD implementation between two schools. Both schools use an international baccalaureate curriculum for all levels (PYP, MYP, diploma).

 To answer the previous research questions, both quantitative and qualitative research methods were used.

−   A quantitative research method: PD Students' Achievement Students' Survey (Grades 3 −5 and 6−12) applied on samples of students at both schools (Oasis International Schools and The International Egyptian School of Al−Mi'raj)

−   A qualitative research method: focus group Interviews were conducted. In these focus group interviews; broad questions were asked to elicit responses and generate discussion among the participants. The main goal of these interviews is to generate the maximum amount of discussion and opinions within 60−90 minutes concerning the positive impact of Positive Discipline on school wellbeing & students' academic achievement for the following 8 groups (4 from each school):

1. GSO grades 3−5 parents.

2. GSO grades 3−5 teachers.

3. GSO grades 6−12 parents.

4. GSO grades 6−12 teachers.

5. EIS grades 3−5 parents

6. EIS grades 3−5 teachers

7. EIS grades 6−12 parents

8. EIS grades 6−12 teachers

The following table identifies the study sample design

Table(1)

Research Sample

Analysis	Demographic Variable		Oasis	Al−Mi'raj
Quantitative Analysis	Students of (6−12)	Sample (20%)	479	112
		Whole population	2395	560
	Students of (3−5)	Sample (20%)	275	49
		Whole population	1375	245
Qualitative Analysis	Students' Parents (6−12)		14	15
	Students' Parents (3−5)		16	18
	Teachers of Grades (6−12)		16	9
	Teachers of Grades (3−5)		20	9

Psychometric Properties of Positive Discipline Scale for Students' Grades 3 to 5:

researcher verified the availability of the psychometric conditions (validity, reliability, The time required to answer) of the scale as follows:

First: Validity the test

In this research, researcher relied on the validity of the jury members to emphasize the validity of the content, as well as the internal consistency. The following is an explanation for this:

A. **Validity by the Jury:** researcher presented the scale in its initial form to (10) specialists to express their opinions on the appropriateness of the dimensions of the scale, the. Based on the viewpoints agreed upon by the jury members, the researcher has done the modifications agreed upon by the jury (80.00% and more). The table below shows the ratio of agreement of the jury on the scale:

Table(2)

the ration of the agreement of the jurors

on Positive Discipline Scale

S	Test Dimensions	Ratio of Agreement
1	PD Seven Abilities	%95,00
2	Approach T o Learning (ATL) Skills	90,00%
ratio of agreement to the Scale as a whole		**92,50%**

Cooper's equation has been used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation dimensions of Scale ranged between $(90.00\% - 95.00\%)$, as the percentage of agreement on the Scale as a whole reached (92.50%), which is a high percentage indicating the validity of the Scale, after making the modifications approved by the jury members, which included an amendment to the formulation of some of the statements of the Scale, researcher made the modifications referred to by the jury members, which included modifying the wording of some items of the Scale and score of some Scale items. and thus the final Scale became consist (20) items, after making the modifications approved by the jury members.

B. Internal consistency

Internal consistency was calculated through the application of Scale on (40) student sample as follows:

1) **Calculation of correlation coefficients among Scale items and total score of whole dimensions each dimension separately:**

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Table (3)

Correlation coefficients between items of Positive Discipline Scale and the dimensions of each dimension separately

| Dimension 1 | | Dimension 2 | |
| PD Seven Abilities | | Approach T o Learning (ATL) Skills | |
Item	Correlation Coefficient of the Item with the whole Score of the Dimension	Item	Correlation Coefficient of the Item with the whole Score of the Dimension
1	0.761**	8	0.748**
2	0.834**	9	0.665**
3	0.801**	10	0.510**
4	0.769**	11	0.825**
5	0.690**	12	0.716**
6	0.769**	13	0.803**
7	0.838**	14	0.862**
		15	0.709**
		16	0.828**
		17	0.655**
		18	0.598**
		19	0.524**
		20	0.803**

** Correlation is significant at the at level (0.01)

The previous table (3) shows the correlation coefficients between the test items and the total score have ranged between (0.510) and (0.862), all of which are a statistical significant at the level of (0.01).

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2) Calculation of correlation coefficients between total score for each dimension and the overall score for Scale:

Table (4)

Correlation coefficients between the total score for each dimensional of Positive Discipline Scale and the overall score of the Scale

The Dimensions of Scale	Correlation Coefficients
Dimension one	0.880**
Dimension two	0.807**

** Correlation is significant at the at level (0.01)

The previous table (4) shows the correlation coefficients between the overall score of the Scale and the total score for each of its dimensions ranged between (0.807) and (0.880), all of which are a statistically significant at the level of (0.01).

It is clear from the previous tables (3) (4) that the coefficients of correlations between the items and the total degree for each dimension separately, as well as between the total score for each dimension and the total score for Scale are all statistically significant at the level of (0.01); this indicates the correlation and coherence of the items, dimensions and the Scale as a whole, which indicates that the test It has internal consistency.

Second: the reliability of Scale

The reliability of the test was calculated in a number of ways, the Cronbach's Alpha, the Split-Half , and re-test, as follows:

A. Cronbach's Alpha: researcher used this method to calculate the reliability of Scale by applying it to a sample of (40) male and

female students at the students at grade (3-5). The following table (4) shows reliability coefficients for each dimension of Scale as well as the total score using the Alpha coefficient. the value of the Cronbach's Alpha for the whole Scale was (0.861) .

B. **The Split-Half:** The coefficient of test reliability was calculated with the Split-Half method, and the Guttman equation was used. The following table shows the reliability coefficients:

Table (5)

Results of The reliability coefficient values for each dimension of the Positive Discipline Scale and for the Scale as a whole

Dimensions	Number of items	Cronbach's Alpha Coefficient	Correlation between forms (Pearson)	(Spearman-Brown) Coefficient	Guttman Split-Half Coefficient
Dimension one	7	0.802	0.707	0.846	0.845
Dimension two	13	0.811	0.715	0.872	0.872
The test as a whole	20	0.861	0.730	0.885	0.882

These values indicate that Scale has an appropriate degree of stability, and this means that the values are appropriate to be reliable and indicate the validity of the test for application.

C. **Test-retest:** The reliability of the Scale was calculated using the application method and the re-application, as researcher re-applied the test to (40 student) from grade (3-5), where the value of the reliability coefficient by the method of re-test of the test reached (0.893). These values indicate that Scale has an appropriate degree of reliability to measure Positive Discipline for

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Students' Grades 3 to 5 , and then the reliability of Scale as a whole, and this means that the values are appropriate and can be reliable and indicates the validity of Scale for application.

These values indicate that the test has an appropriate degree of reliability to measure students' Positive Discipline, and thus the reliability of Scale as a whole, which means that the values are appropriate and can be validated and indicates the validity of Scale for application.

Third. time required to answer the scale

The researcher calculated the appropriate time for the scale was by calculating the time of each student in answering the scale's statements, as the time for applying the scale ranged between $(15 : 30)$ minutes, then the average time of all students was calculated to answer the scale, which amounted to (19.40) minutes. , and then it was concluded that the appropriate time for answering the scale is (20) minutes, and by adding (5) minutes to the scale's instructions, the total time of the scale becomes (25) minutes.

Psychometric Properties of Positive Discipline Scale for Students' Grades 6 to 12 :

researcher verified the availability of the psychometric conditions (validity, reliability, The time required to answer) of the scale as follows:

First: Validity the test

In this research, researcher relied on the validity of the jury members to emphasize the validity of the content, as well as the internal consistency. The following is an explanation for this:

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A. **Validity by the Jury**: researcher presented the scale in its initial form to (10) specialists to express their opinions on the appropriateness of the dimensions of the scale, the. Based on the viewpoints agreed upon by the jury members, the researcher has done the modifications agreed upon by the jury (80.00% and more). The table below shows the ratio of agreement of the jury on the scale:

Table (6)

the ration of the agreement of the jurors

on Positive Discipline Scale

S	Test Dimensions	Ratio of Agreement
1	PD Seven Abilities	%95,00
2	Approach T o Learning (ATL) Skills	100,00%
ratio of agreement to the Scale as a whole		**97,50%**

Cooper's equation has been used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation dimensions of Scale ranged between (95.00% – 100.00%), as the percentage of agreement on the Scale as a whole reached (97.50%), which is a high percentage indicating the validity of the Scale, after making the modifications approved by the jury members, which included an amendment to the formulation of some of the statements of the Scale, researcher made the modifications referred to by the jury members, which included modifying the wording of some items of the Scale and score of some Scale items. and thus the final Scale became consist (21) items, after making the modifications approved by the jury members.

B. Internal consistency

Internal consistency was calculated through the application of Scale on (65) student sample as follows:

2) **Calculation of correlation coefficients among Scale items and total score of whole dimensions each dimension separately:**

Table (7)

Correlation coefficients between items of Positive Discipline Scale and the dimensions of each dimension separately

Dimension 1		Dimension 2	
PD Seven Abilities		Approach T o Learning (ATL) Skills	
Item	Correlation Coefficient of the Item with the whole Score of the Dimension	Item	Correlation Coefficient of the Item with the whole Score of the Dimension
1	0.652**	8	0.800**
2	0.361*	9	0.849**
3	0.726**	10	0.715**
4	0.801**	11	0.330*
5	0.800**	12	0.700**
6	0.739**	13	0.823**
7	0.652**	14	0.840**
		15	0.331*
		16	0.568**
		17	0.710**
		18	0.806**
		19	0.823**
		20	0.801**
		21	0.644**

** Correlation is significant at the at level (0.01)

* Correlation is significant at the at level (0.05)

The previous table (7) shows the correlation coefficients between the test items and the total score have ranged between (0.331) and (0.849), all of which are a statistical significant at level of (0.01), and level of (0.05) .

2) Calculation of correlation coefficients between total score for each dimension and the overall score for Scale:

Table (8)

Correlation coefficients between total score for each dimensional of Positive Discipline Scale and overall score of Scale

The Dimensions of Scale	Correlation Coefficients
Dimension one	0.865**
Dimension two	0.821**

** Correlation is significant at the at level (0.01)

The previous table (8) shows correlation coefficients between overall score of Scale and total score for each of its dimensions ranged between (0.821) and (0.865), all of which are a statistical significant at level of (0.01).

It is clear from the previous tables (7) & (8) that the coefficients of correlations between the items and the total degree for each dimension separately, as well as between the total score for each dimension and the total score for Scale are all statistically significant at the level of (0.01); this indicates the correlation and coherence of the items, dimensions and the Scale as a whole, which indicates that the test It has internal consistency.

Second: the reliability of Scale

The reliability of the test was calculated in a number of ways, the Cronbach's Alpha , the Split-Half and re-test, as follows:

A. **Cronbach's Alpha**: researcher used this method to calculate the reliability of **Scale** by applying it to a sample of (65) male and female students at the students at grade (6-12). The following table (8) shows reliability coefficients for each dimension of Scale as well as the total score using the Alpha coefficient. the value of the Cronbach's Alpha for the whole Scale was (0.848) .

Table (9)

Results of the reliability coefficient values for each dimension of the Positive Discipline Scale and for the Scale as a whole

Dimensions	Number of items	Cronbach's Alpha Coefficient
Dimension one	7	0.800
Dimension two	14	0.783
The test as a whole	21	0.848

These values indicate that Scale has an appropriate degree of stability, and this means that the values are appropriate to be reliable and indicate the validity of the test for application.

B. **Test-retest**: The reliability of the Scale was calculated using the application method and the re-application, as researcher re-applied the test to (65 student) from grade (6-12), where the value of the reliability coefficient by the method of re-test of the test reached (0.870). These values indicate that Scale has an appropriate degree of reliability to measure Positive Discipline for Students' Grades 6 to 12, and then the reliability of Scale as a

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whole, and this means that the values are appropriate and can be reliable and indicates the validity of Scale for application.

These values indicate that the test has an appropriate degree of reliability to measure students' Positive Discipline, and thus the reliability of Scale as a whole, which means that the values are appropriate and can be validated and indicates the validity of Scale for application.

Third. Time Required to Answer the Scale

The researcher calculated the appropriate time for the scale was by calculating the time of each student in answering the scale's statements, as the time for applying the scale ranged between $(12 : 25)$ minutes, then the average time of all students was calculated to answer the scale, which amounted to (15.26) minutes, and then it was concluded that the appropriate time for answering the scale is (16) minutes, and by adding (4) minutes to the scale's instructions, the total time of the scale becomes (20) minutes.

Statistical treatment methods:

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

- Cooper's equation to find agreement ratios among jurors.
- Cronbach's Alpha, Split−Half, and test−retest to calculate stability of measurement instruments.
- Pearson correlation coefficient to estimate internal consistency of measurement instruments.
- The " Mann−Whitney test " for the independent groups to examine the equivalence in Positive Discipline Scale between groups in

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each of Oasis International School (GSO) and The International Egyptian School of Al-Mi'raj, and its significance was verified by the value of (U).

● Pearson correlation coefficient to find the correlation between Positive Discipline variable and achievement variable for students.

Background of Research Sites

The study focused on Oasis International Schools (GSO), a private K-12 international baccalaureate school, representing social class A and Egyptian International School (EIS), a public K-12 international baccalaureate school representing social class C, at which researcher connected mainly with teachers, parents, and students.

Data Collection & Analysis

Data was collected during the spring semester at the school year 2020/2021. Visits to schools were scheduled after school day to be able to meet with teachers and parents for focus group interviews. Online surveys were used for students, teachers and parents where a QR code was shared with the schools' principals to be communicated accordingly with target groups.

This section presents the statistical analysis of the data collected by applying a Scale of Students' Feedback about Positive Discipline (PD) on different age-groups of students in Academic Year 2020.

This Scale is to evaluate students' opinions of Group Scholaire Oasis (GSO) and The International Egyptian School of Al-Mi'raj in application of Positive Discipline as an approach to teaching that helps them succeed, gives them information they need to learn, and support

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their development. It also evaluates the changes in their character.
This section focuses on the quantitative data finding and analysis.

To carry out this statistical analysis SPSS ver.22 (Statistical
Package for the Social Sciences) program was used.

Table (10) Demographic characteristics of participants

Demographic Variable	Oasis	Al Meraj
Age	38	32
Number of Children	1.6	2.8
Female (%)	92	56
Education (High school degree or less (%)	8	32
Education: 4-year degree or higher (%)	92	68
Average Annual Income (USD)	109,500	6,193
Financial Worry (%)	11	42
Single Parent (%)	44	28

The previous table (10) indicates evident differences in the
socioeconomic backgrounds of the families of the two schools
particularly regarding income, level of education and financial worry that
reflect the social class differences.

**In order to answer the first research question, researcher
verified the following two hypotheses:**

First: Verify the validity of the first hypothesis of the research

The first hypothesis Stated that " **There is a statistically significant
difference between mean scores of (6-12) Students' group at OIS,
and (6-12) Students' group at EIS Al-Mi'raj in Positive Discipline
Scale** ".

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To test the validity of this hypothesis, The Mann−Whitney U test was employed to two independent groups (Oasis& Al−Mi'raj) in Positive Discipline Scale for Grades (6−12) Students'. The results are shown in the following table (11):

Table (11)

Mann−Whitney Test Results of Mean Rank Scores Comparing OIS and

EIS Al−Mi'raj Group Students on the Positive Discipline (PD)

(Grades 6−12)

Variable	First Group (Oasis) N = 479		Second Group (Al−Mi'raj) N = 112		(U)	(W)	(Z)	Sig.
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks				
Positive Discipline	305.27	146223.50	256.36	28712.50	22384.500	28712.500	− 2.729	0.006

- By reading the results in the previous table, it is confirm There is a statistically significant difference at level (0.05) between the group of Oasis and Al−Mi'raj group students' Mean Rank in positive Discipline (PD) in favour of Oasis group.

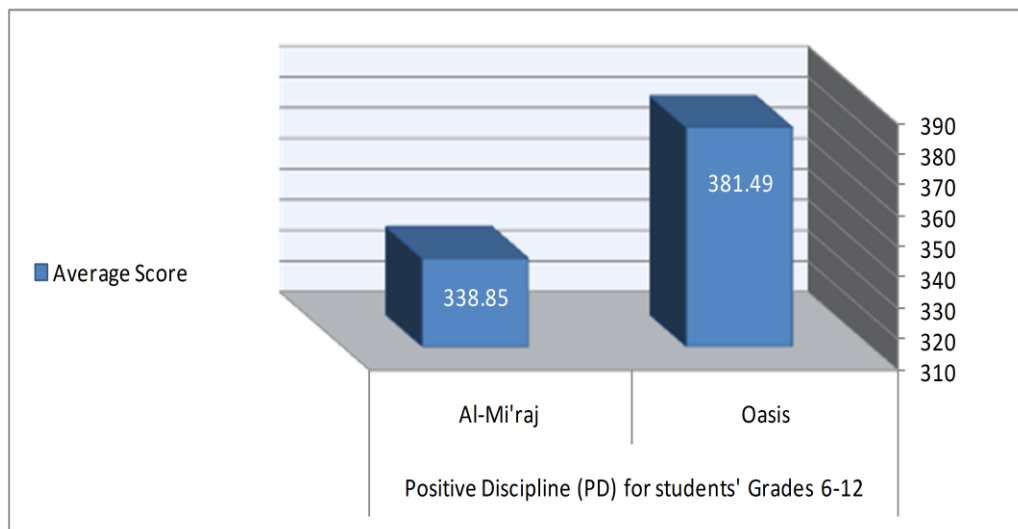 **as illustrated by the following figure (1):**

Figure (1)

Average schore of Oasis & Al–Mi'raj on Positive Discipline (PD) for students' Grades (6–12)

Second : Verify the validity of the Second hypothesis of the research

The Second hypothesis Stated that " **There is a statistically significant difference between mean scores of (3–5) Students' group at Oasis, and (3–5) Students' group at Al–Mi'raj in Positive Discipline Scale**".

　　　To test the validity of this hypothesis, The Mann–Whitney U test was employed to two independent groups (Oasis& Al–Mi'raj) in Positive Discipline Scale for Grades (3–5) Students'. The results are shown in the following table (12):

Table (12)

Mann–Whitney Test Results of Mean Rank Scores Comparing Oasis Group and Al–Mi'raj Group Students on Positive Discipline (PD)

(Grades 3–5)

Variable	First Group (Oasis) N = 275		Second Group (Al–Mi'raj) N = 49		(U)	(W)	(Z)	Sig.
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks				
Positive Discipline	160.81	44223.00	171.98	8427.00	6273.000	44223.000	– 0.783	0.434

- By reading the results in the previous table, it is confirm There is no a statistically significant difference at level (0.05) between the group of Oasis and Al–Mi'raj group students' Mean Rank in positive Discipline (PD) as a whole .
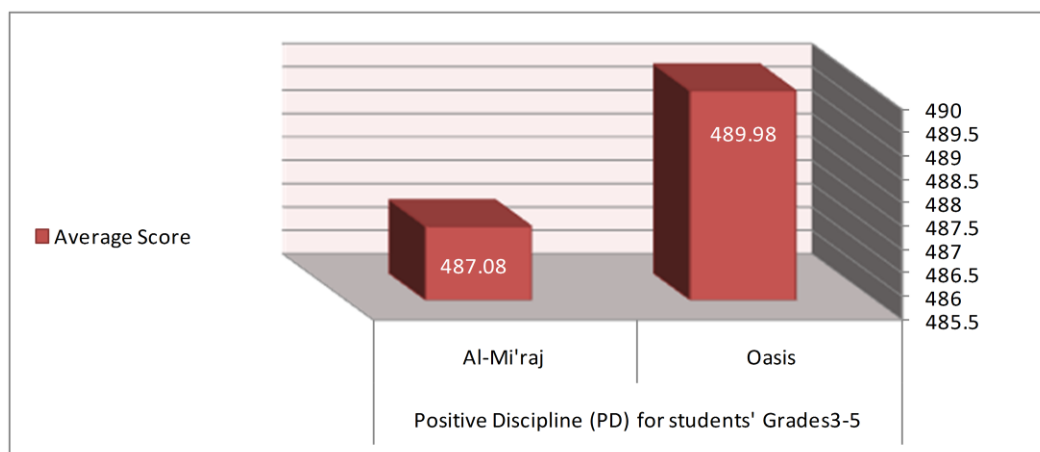
as illustrated by the following figure (2):

Figure (2)

Average Score of Oasis & Al–Mi'raj on Positive Discipline (PD) for students' Grades (3–5)

In order to answer the second question that was mentioned in the research problem, researcher verified the following two hypotheses:

Third : Verify the validity of the Third hypothesis of the research

The Third hypothesis Stated that " **There is a statistically significant difference between mean scores for Students' group (6–12), and Students' group (3–5) at Oasis School in Positive Discipline Scale.**

To test the validity of this hypothesis, The Mann–Whitney U test was employed to two groups (Grades (6–12) Students' group, Grades (3–5) Students' group) in positive discipline (PD) Scale at Oasis School. The results are shown in the following table (13):

Table (13)

Mann–Whitney Test Results of Mean Rank Scores Comparing (6–12) Group and (3–5) Group Students on Positive Discipline (PD)

(Oasis School)

Variable	First Group (Grades 6-12) N = 479		Second Group (Grades 3-5) N = 275		(U)	(W)	(Z)	Sig.
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks				
Positive Discipline	313.12	149984.50	489.64	134650.50	25018.500	139978.500	-14.207	0.000

- By reading the results in the previous table, it is confirm There is a significant difference at level (0.05) between the two groups (Grades 6–12 Students' group, Grades 3–5 Students' group) in positive discipline (PD) at Oasis School in favour of (3–5) Group Students.

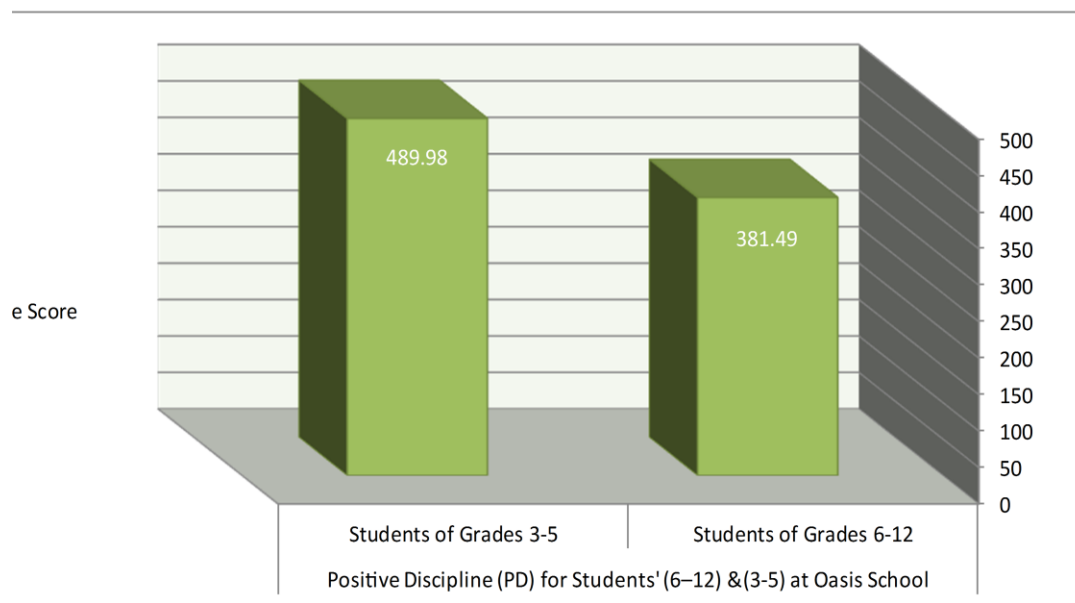 **as illustrated by the following figure (3):**

Figure (3)

Positive Discipline (PD) for Students' (6−12) &(3−5) at Oasis School

Fourth : Verify the validity of the Fourth hypothesis of the research

The Fourth hypothesis Stated that " **There is a statistically significant difference between mean scores for Students' group (6−12), and Students' group (3−5) at Al−Mi'raj School in Positive Discipline Scale**".

To test the validity of this hypothesis, The Mann−Whitney U test was employed to two groups (Grades (6−12) Students' group, Grades (3−5) Students' group) in positive discipline (PD) Scale at Al−Mi'raj School. The results are shown in the following table (14):

Table (14)

Mann-Whitney Test Results of Mean Rank Scores Comparing (6-12) Group and (3-5) Group Students on Positive Discipline (PD)

(Al-Mi'raj School)

Variable	First Group (Grades 6-12) N = 112		Second Group (Grades 3-5) N = 49		(U)	(W)	(Z)	Sig.
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks				
Positive Discipline	66.02	7394.00	115.24	5647.00	1066.000	7394.000	-6.165	0.000

- By reading the results in the previous table, it is confirm There is a statistically significant difference at level (0.05) between the two groups (Grades 6-12 Students' group, Grades 3-5 Students' group) in positive discipline (PD) at Al-Mi'raj School in favour of (3-5) Group Students.

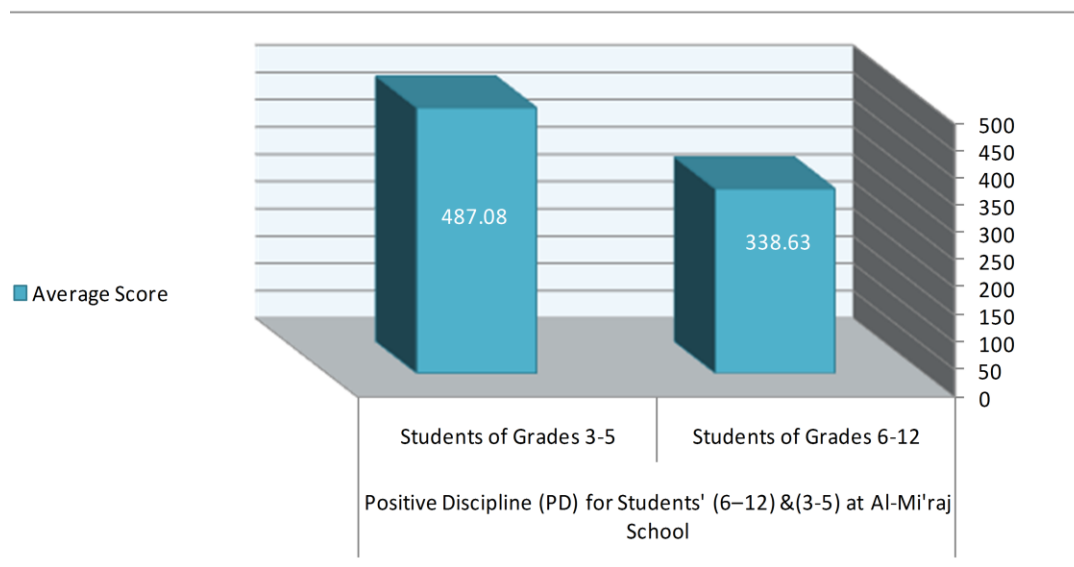 **as illustrated by the following figure (4):**

Figure (4)

Positive Discipline (PD) for Students' (6–12) &(3–5) at Al–Mi'raj School

In order to answer the third question that was mentioned in the research problem, which is: "Does PD implementation have a positive impact on academic achievement at both schools for different study levels?" the researcher verified the following hypothesis:

Fifth : Verify the validity of the Fifth hypothesis of the research

The Fifth hypothesis Stated that " **There is a positive correlation statistically significant between the scores of students in both schools for different study levels on Positive Discipline (PD) and their scores on academic achievement** ".

To test the validity of this hypothesis, researcher used the Pearson correlation coefficient to determine the correlation among students' scores of students in both schools for different study levels in

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positive Discipline (PD), and their scores in academic achievement, as shown In the following table (15):

Table (15)

Correlation Coefficients between positive Discipline & Academic Achievement for Students in both Schools for Different Study Levels

Group	Variables	Positive Discipline (PD)	
		PD Seven Abilities	Total Score of Scale
Oasis School	Academic Achievement	0.845**	0.870**
Al−Mi'raj School	Academic Achievement	0.822**	0.845**

*** Correlation is significant at the 0.05 level (2−tailed)*

- By reading the results in the previous table, it is confirm There is a positive correlation between the scores of students in Oasis School group on Positive Discipline (PD), and their scores on Academic Achievement, where the value of the Pearson correlation coefficient reached (0.870), which is significant at (0.05) level.

- There is a positive correlation between the scores of students in Al−Mi'raj School group on Positive Discipline (PD), and their scores on Academic Achievement, where the value of the Pearson correlation coefficient reached (0.845), which is significant at (0.05) level.

In order to answer the third question that was mentioned in the research problem, which is: "Does PD implementation have a positive impact on academic achievement at both schools from

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one level to another? (Diploma at EIS)" the researcher verified the following hypothesis:

Sixth : Verify the validity of the Sixth hypothesis of the research

The Sixth hypothesis Stated that " **There is a positive correlation statistically significant between the scores of students at both schools from one level to another on Positive Discipline (PD) and their scores on academic achievement** ".

To test the validity of this hypothesis, researcher used the Pearson correlation coefficient to determine the correlation among students at both schools from one level to another in positive Discipline (PD), and their scores in academic achievement, as shown In the following table (16):

Table (16)

Correlation Coefficients between positive Discipline & Academic Achievement for students at both schools from one level to another

School	Group	Variables	Positive Discipline (PD)	
			PD Seven Abilities	Total Score of Scale
Oasis School	(6−12)	Academic Achievement	0.800**	0.825**
	(3−5)	Academic Achievement	0.824**	0.859**
Al−Mi'raj School	(6−12)	Academic Achievement	0.725**	0.818**
	(3−5)	Academic Achievement	0.760**	0.847**

*** Correlation is significant at the 0.05 level (2−tailed)*

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- By reading the results in the previous table, it is confirm There is a positive correlation between the scores of students in Oasis School group $(6-12)$ on Positive Discipline (PD), and their scores on Academic Achievement, where the value of the Pearson correlation coefficient reached (0.825), which is significant at (0.05) level.

- There is a positive correlation between the scores of students in Oasis School group $(3-5)$ on Positive Discipline (PD), and their scores on Academic Achievement, where the value of the Pearson correlation coefficient reached (0.859), which is significant at (0.05) level.

- There is a positive correlation between the scores of students in Al-Mi'raj School group $(6-12)$ on Positive Discipline (PD), and their scores on Academic Achievement, where the value of the Pearson correlation coefficient reached (0.847), which is significant at (0.05) level.

In order to answer the third question, the researcher made Focus Group Interviews with Parents:

Interviews were analyzed using the Qualitative Method, where all the interviews were transcribed and written in details, and each interview was heard three times with the aim of identifying the main points in the interviews, so that a symbol (title) was given for each relevant part of the text, then The interconnected symbols were collected under Themes, and related topics were linked in axes. Symbols were relied upon to indicate the people whose statements were quoted, and the symbols for teachers took the form of (a letter T . a letter from his

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name), for example a reference to a teacher would be: (T.S) and when referring to the Parents, it was as follows (a letter P . a letter from his name). For example, a reference to a Parents would be: (P.A).

The results of each interview are as follows:

Focus Group Interview for Students' Parents of Group Scholaire Oasis (Grades 6-12):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (14) from Students' Parents of Grades (6-12), the interviews were conducted with the Students' Parents directly, and the duration of the interview with Parents ranged from (45) to (60) minutes. at the beginning The reason and objectives of the interview were explained, and during which a group of questions were posed to them about the Positive Discipline, its application and the academic level of their children. (A permission was given to record the interview, with a commitment to use it only for the purposes of scientific research). The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (17) shows the indicators and symbols included in that axis that the Parents referred to:

Table (17)

Parents ' opinions about Positive Discipline Seven Abilities

(Grades 6-12 at Oasis School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Managing Emotions	Being Calm	5	2.14
	Less Conflict	5	2.14

Themes	Codes	Analysis	
		Frequency	Percentage %
Strong Interpersonal Skills	Anger Management	20	8.55
	Control of Emotions	25	10.68
	Convincing	25	10.68
	Effective Negotiation	18	7.69
Taking Responsibility	Sense of Responsibility	35	14.96
	Independence	28	11.97
	Self–Reliance	15	6.41
Decision– Making Capacity	Decision Making	34	14.53
	Ability to Choose	24	10.26
Total of Frequency for Positive Discipline Seven Abilities		234	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Positive Discipline Seven Abilities was (234) Frequency. Sense of Responsibility was In ranked first with Percentage (14.96%), while Being Calm AND Less Conflict in ranked last with Percentage (2.14%).

In this axis one of the participants (P.L) commented on Convincing She said: "Their responses became very convincing".

and also commented (P.B) in point Decision Making Said "Their decision–making ability increased".

Part (2): Approach To Learning (ATL) Skills

Table (18) shows the indicators and symbols included in that axis that the Parents referred to:

Table (18)

Parents ' opinions about Approach To Learning (ATL) Skills

(Grades 6-12 at Oasis School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	30	7.92
	High Level of Communication	28	7.39
	To Express Feelings	15	3.96
Social	Work in a Group	45	11.87
	Collaborate with Colleagues	32	8.44
Thinking	The Ability to Discover	14	3.69
	Problem Solving	15	3.96
	Open-Mindedness	30	7.92
	Rising Awareness	7	1.85
	Logical Response	10	2.64
	Criticism Of Mistakes	18	4.75
Self-Management	Self-Disciplined	50	13.19
Research	Inquiring (many questions)	21	5.54
	Academic Integrity	10	2.64
	Research Integrity	9	2.37
Students' Achievement	Improved Academic Level	25	6.60
	Rich Terminologies	8	2.11
	Using New Vocabulary	4	1.06
	Gaining More Knowledge	8	2.11
Total of Frequency for Approach To Learning (ATL) Skills		379	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Approach To Learning (ATL) Skills was (379) Frequency. Self-Disciplined was In ranked first with Percentage

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(13.19%), while Using New Vocabulary in ranked last with Percentage (1.06%).

In this axis one of the participants (P.O) commented on Communication Theme said: "Students were able to describe their feelings".

and also in Point Rising Awareness Said (P.M) That "The degree of awareness of students differed from the first".

Focus Group Interview for Students' Parents of Group Scholaire Oasis (Grades 3 – 5):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (16) from Students' Parents of Grades (3-5). The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (19) shows the indicators and symbols included in that axis that the Parents referred to:

Table (19)

Parents ' opinions about Positive Discipline Seven Abilities

(Grades 3 – 5 at Oasis School)

Themes	Codes	Analysis	
		Frequency	Percentage %
Managing Emotions	Being Calm	12	3.04
	Less Conflict	4	1.01
	Anger Management	22	5.57
	Control of Emotions	31	7.85
Strong Interpersonal Skills	Convincing	15	3.80

Themes	Codes	Analysis	
		Frequency	Percentage %
	Effective Negotiation	33	8.35
Taking Responsibility	Sense of Responsibility	68	17.22
	Independence	48	12.15
	Self−Reliance	35	8.86
Decision− Making Capacity	Decision Making	72	18.23
	Ability to Choose	55	13.92
Total of Frequency for Positive Discipline Seven Abilities		395	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Positive Discipline Seven Abilities was (395) Frequency. Decision Making was In ranked first with Percentage (18.23%), while Less conflict in ranked last with Percentage (1.01%).

In this axis one of the participants (P.A) commented on taking responsibility Theme She said: "My daughter comes back automatically, she knows what to do, maybe I just follow her from afar". and also in this Point Said (P.S) That " My daughter became her self− reliance with self− Discipline".

and also commented (P.W) in point Sense of responsibility Said "My Daughter Understood That I Have A Specific Budget For Certain Needs".

Part (2): Approach To Learning (ATL) Skills

Table (20) shows the indicators and symbols included in that axis that the Parents referred to:

Table (20)

Parents ' opinions about Approach To Learning (ATL) Skills

(Grades 3 – 5 at Oasis School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	42	5.87
	High Level of Communication	33	4.61
	To Express Feelings	35	4.89
Social	Work in a Group	56	7.82
	Collaborate with Colleagues	45	6.28
Thinking	The Ability to Discover	25	3.49
	Problem Solving	56	7.82
	Open–Mindedness	64	8.94
	Rising Awareness	20	2.79
	Logical Response	28	3.91
	Criticism Of Mistakes	40	5.59
Self–Management	Self–Disciplined	73	10.20
Research	Inquiring (many questions)	48	6.70
	Academic Integrity	25	3.49
	Research Integrity	21	2.93
Students' Achievement	Improved Academic Level	50	6.98
	Rich Terminologies	15	2.09
	Using New Vocabulary	18	2.51
	Gaining More Knowledge	22	3.07
Total of Frequency for Approach To Learning (ATL) Skills			716

By reading the results in the previous table, it is confirm There is the Total of Frequency for Approach To Learning (ATL) Skills was (716)

Frequency. Self−Disciplined was In ranked first with Percentage (10.20%), while Richness of terminology in ranked last with Percentage (2.09%).

In this axis one of the participants (P.F) commented on Communication Theme She said: "My daughter can now express her feelings in different situations".

and also in Point Self−Disciplined Said (P.T) That "Behavior I want this and this and this decreased by 90% and there is a great difference".

in Thinking Theme commented (P.D) Said That "They think in solving problems as their brains have no limits".

and also commented (P.W) Said in Students' Achievement Theme "The girl says new terms and words". and also in this Point Said (P.A) That "My daughter has many words that I learn from her".

Focus Group Interview for Students' Parents of Group Al−Mi'raj School (Grades 6−12):

The results of the interview were reached through qualitative analysis of the in−depth and open interviews with (15) from Students' Parents of Grades (6−12). The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (21) shows the indicators and symbols included in that axis that the Parents referred to:

Table (21)

Parents ' opinions about Positive Discipline Seven Abilities

(Grades 6–12 at Al–Mi'raj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Managing Emotions	Being Calm	6	3.57
	Less Conflict	2	1.19
	Anger Management	18	10.71
	Control of Emotions	15	8.93
Strong Interpersonal Skills	Convincing	15	8.93
	Effective Negotiation	10	5.95
Taking Responsibility	Sense of Responsibility	22	13.10
	Independence	25	14.88
	Self–Reliance	19	11.31
Decision– Making Capacity	Decision Making	21	12.50
	Ability to Choose	15	8.93
Total of Frequency for Positive Discipline Seven Abilities		168	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Positive Discipline Seven Abilities was (168) Frequency. Independence was In ranked first with Percentage (14.88%), while Less Conflict in ranked last with Percentage (1.19%).

In this axis one of the participants (P.B) commented on Independence said: "My daughter became an independent personality".

Part (2): Approach To Learning (ATL) Skills

Table (22) shows the indicators and symbols included in that axis that the Parents referred to:

Table (22)

Parents ' opinions about Academic Achievement through Approach To Learning (ATL) Skills

(Grades 6-12 at Al-Mi'raj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	19	8.88
	High Level of Communication	21	9.81
	To Express Feelings	8	3.74
Social	Work in a Group	30	14.02
	Collaborate with Colleagues	21	9.81
Thinking	The Ability to Discover	5	2.34
	Problem Solving	8	3.74
	Open-Mindedness	19	8.88
	Rising Awareness	31	14.49
	Logical Response	5	2.34
	Criticism Of Mistakes	3	1.40
Self-Management	Self-Disciplined	11	5.14
Research	Inquiring (many questions)	9	4.21
	Academic Integrity	4	1.87
	Research Integrity	3	1.40
Students' Achievement	Improved Academic Level	1	0.47
	Rich Terminologies	3	1.40
	Using New Vocabulary	5	2.34
	Gaining More Knowledge	8	3.74
Total of Frequency for Approach To Learning (ATL) Skills		214	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Approach To Learning (ATL) Skills was (214) Frequency. Rising Awareness was In ranked first with Percentage (14.49%), while Improved Academic Level in ranked   last with Percentage (0.47%).

In this axis one of the participants (P.O) commented on Rising Awareness said: "My son's words have become older than his age".

and also in Point Communication Said (P.A) That "Some teachers do not have the ability to communicate information".

Focus Group Interview for Students' Parents of Group Al-Mi'raj School (Grades 3 – 5):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (18) from Students' Parents of Grades (3-5). The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (23) shows the indicators and symbols included in that axis that the Parents referred to:

Table (23)

Parents ' opinions about Positive Discipline Seven Abilities

(Grades 3 – 5 at Al-Mi'raj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Managing Emotions	Being Calm	10	2.99
	Less Conflict	5	1.50
	Anger Management	17	5.09
	Control of Emotions	21	6.29

Themes	Codes	Analysis	
		Frequency	Percentage %
Strong Interpersonal Skills	Convincing	9	2.69
	The ability to Assess	8	2.40
	Effective Negotiation	15	4.49
Taking Responsibility	Sense of Responsibility	60	17.96
	Independence	41	12.28
	Self–Reliance	33	9.88
Decision– Making Capacity	Decision Making	65	19.46
	Ability to Choose	50	14.97
Total of Frequency for Positive Discipline Seven Abilities			334

By reading the results in the previous table, it is confirm There is the Total of Frequency for Positive Discipline Seven Abilities was (334) Frequency. Decision Making was In ranked first with Percentage (19.46%), while Less conflict in ranked last with Percentage (1.50%).

In this axis one of the participants (P.A) commented on The ability to Assess She said: "My son has a point of view on any topic and has the ability to evaluate that topic".

Part (2): Approach To Learning (ATL) Skills

Table (24) shows the indicators and symbols included in that axis that the Parents referred to:

Table (24)

Parents ' opinions about Approach To Learning (ATL) Skills

(Grades 3 – 5 at Al–Mi'raj School)

Themes	Codes	Analysis	
		Frequency	Percentage %
Communication	Verbal Expression	30	6.77
	High Level of Communication	25	5.64
	To Express Feelings	21	4.74
Social	Work in a Group	45	10.16
	Collaborate with Colleagues	39	8.80
Thinking	The Ability to Discover	12	2.71
	Problem Solving	49	11.06
	Creative Thinking	15	3.39
	Open–Mindedness	32	7.22
	Rising Awareness	8	1.81
	Logical Response	15	3.39
	Criticism Of Mistakes	10	2.26
Self–Management	Self–Disciplined	16	3.61
Research	Inquiring (many questions)	42	9.48
	Academic Integrity	12	2.71
	Research Integrity	8	1.81
Students' Achievement	Improved Academic Level	38	8.58
	Rich Terminologies	9	2.03
	Using New Vocabulary	7	1.58
	Gaining More Knowledge	10	2.26
Total of Frequency for Approach To Learning (ATL) Skills		443	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Approach To Learning (ATL) Skills was (443) Frequency. Problem Solving was In ranked first with Percentage (11.06%), while Using New Vocabulary in ranked last with Percentage (1.58%).

In this axis one of the participants (P.N) commented on Thinking Theme She Said: "My Daughter Created A Folder To Put homework sheets inside it ".

and also in Point creative thinking Said (P.E) That "My daughter created note book for writing school notes".

in Social Theme commented (P.M) Said That "The school system is based on kindergarten on the system of groups and cooperation among them".

In order to answer the fourth question the researcher made Focus Group Interviews with Schools' teachers:

The interviews were analyzed using the Qualitative Method, where all the interviews were transcribed and written in details, and each interview was heard three times with the aim of identifying the main points in the interviews, so that a symbol (title) was given for each relevant part of the text, then The interconnected symbols were collected under Themes, and related topics were linked in axes. Symbols were relied upon to indicate the people whose statements were quoted, and the symbols for teachers took the form of (a letter T . a letter from his name), for example a reference to a teacher would be: (T.S) and when referring to the Parents, it was as follows (a letter P . a

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letter from his name). For example, a reference to a Parents would be: (P.A).

Focus Group Interview for Teachers of Group Scholaire Oasis (Grades 6-12):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (16) teachers of Grades (6-12), the interviews were conducted with the teachers directly, and the duration of the interview with teachers ranged from (45) to (60) minutes. at the beginning The reason and objectives of the interview were explained, and during which a group of questions were posed to them about the Positive Discipline, its application and the academic level of the students. The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (25) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (25)

Teachers ' opinions about Positive Discipline Seven Abilities

(Grades 6-12 at Oasis School)

Themes	Codes	Analysis	
		Frequency	Percentage %
Managing Emotions	Being Calm	2	0.75
	Less Conflict	1	0.37
	Anger Management	28	10.49
	Control of Emotions	40	14.98
Strong Interpersonal Skills	Convincing	14	5.24
	Effective Negotiation	8	3.00

Themes	Codes	Analysis	
		Frequency	Percentage %
Taking Responsibility	Sense of Responsibility	48	17.98
	Independence	41	15.36
	Self–Reliance	22	8.24
Decision– Making Capacity	Decision Making	38	14.23
	Ability to Choose	25	9.36
Total of Frequency for Positive Discipline Seven Abilities		267	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Positive Discipline Seven Abilities was (267) Frequency. Sense of Responsibility was In ranked first with Percentage (17.98%), while Less conflict in ranked last with Percentage (0.37%).

In this axis one of teachers (T.R) commented on taking responsibility Theme She said: "Students now have ability to take responsibility for choice".

and also commented (T.O) Said "Taking responsibility appeared with the students during Covid 19".

Part (2): Approach To Learning (ATL) Skills

Table (26) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (26)

Teachers ' opinions about Approach To Learning (ATL) Skills

(Grades 6-12 at Oasis School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	15	3.93
	High Level of Communication	22	5.76
	To Express Feelings	8	2.09
Social	Work in a Group	45	11.78
	Collaborate with Colleagues	48	12.57
Thinking	The Ability to Discover	20	5.24
	Problem Solving	30	7.85
	Open-Mindedness	42	10.99
	Rising Awareness	6	1.57
	Logical Response	12	3.14
	Criticism Of Mistakes	13	3.40
Self-Management	Self-Disciplined	28	7.33
Research	Inquiring (many questions)	21	5.50
	Academic Integrity	18	4.71
	Research Integrity	11	2.88
Students' Achievement	Improved Academic Level	22	5.76
	Rich Terminologies	8	2.09
	Using New Vocabulary	4	1.05
	Gaining More Knowledge	9	2.36
Total of Frequency for Approach To Learning (ATL) Skills			382

By reading the results in the previous table, it is confirm There is the Total of Frequency for Approach To Learning (ATL) Skills was (382)

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Frequency. Collaborate with Colleagues was In ranked first with Percentage (12.57%), while Using New Vocabulary in ranked last with Percentage (1.05%).

In this axis one of Teachers (T.N) commented said: "PD affected the study as a whole".

Focus Group Interview for Teachers of Group Scholaire Oasis (Grades 3 – 5):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (20) teachers of Grades (3-5). The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (27) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (27)

Teachers ' opinions about Positive Discipline Seven Abilities

(Grades 3 – 5 at Oasis School)

Themes	Codes	Analysis	
		Frequency	Percentage %
Managing Emotions	Being Calm	5	1.24
	Less Conflict	3	0.74
	Anger Management	25	6.19
	Control of Emotions	35	8.66
Strong Interpersonal Skills	Convincing	20	4.95
	Effective Negotiation	28	6.93
Taking Responsibility	Sense of Responsibility	80	19.80
	Independence	55	13.61

Themes	Codes	Analysis	
		Frequency	Percentage %
	Self−Reliance	40	9.90
Decision− Making Capacity	Decision Making	53	13.12
	Ability to Choose	60	14.85
Total of Frequency for Positive Discipline Seven Abilities		404	

By reading the results in the previous table, it is confirm There is the Total of Frequency for Positive Discipline Seven Abilities was (404) Frequency. Sense of Responsibility was In ranked first with Percentage (19.80%), while Less conflict in ranked last with Percentage (0.74%).

In this axis one of the participants (T.A) commented on taking responsibility Theme She said: "With Teaching using PD tools, the child became able to take responsibility, for example, he became responsible for putting the book in the bag without forgetting".

In this axis one of the teachers (T.S) commented on Decision− Making Capacity Theme she said: "Positive education based on choices for the child, it gives the child the ability to choose".

and also commented (T.A) in point Independence Said "In order for students to become independent they need more guidance from a teacher even with a PD".

Part (3): Approach To Learning (ATL) Skills

Table (28) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (28)

Teachers ' opinions about Approach To Learning (ATL) Skills

(Grades 3 – 5 at Oasis School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	35	4.34
	High Level of Communication	40	4.96
	To Express Feelings	28	3.47
Social	Work in a Group	70	8.67
	Collaborate with Colleagues	62	7.68
Thinking	The Ability to Discover	33	4.09
	Problem Solving	68	8.43
	Open−Mindedness	60	7.43
	Rising Awareness	12	1.49
	Logical Response	30	3.72
	Criticism Of Mistakes	42	5.20
Self−Management	Self−Disciplined	75	9.29
Research	Inquiring (many questions)	55	6.82
	Academic Integrity	30	3.72
	Research Integrity	40	4.96
Students' Achievement	Improved Academic Level	52	6.44
	Rich Terminologies	20	2.48
	Using New Vocabulary	25	3.10
	Gaining More Knowledge	30	3.72
Total of Frequency for Approach To Learning (ATL) Skills		807	

By reading the results in the previous table, it is confirming there is the Total of Frequency for Approach To Learning (ATL) Skills was

(807) Frequency. Self-Disciplined was In ranked first with Percentage (9.29%), while Rising Awareness in ranked last with Percentage (1.49%).

In this axis one of the participants (T.N) commented on Social Theme said: "With teaching using PD, students become more cooperative, helping each other and enjoying this cooperation".

In this axis one of the teachers (T.E) commented on Research Theme she said: "The student becomes interested in doing research".

and also commented (T.R) Said in Research Theme "By using PD, we Learn students about academic integrity, who does this part and who helped you with it". and also in this Point Said (T.L) That "Students became able to search in various ways".

Focus Group Interview for Teachers of Group Al-Mi'raj School (Grades 6-12):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (9) teachers of Grades (6-12), The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (29) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (29)

Teachers ' opinions about Positive Discipline Seven Abilities

(Grades 6-12 at Al-Mi'raj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Managing Emotions	Being Calm	5	2.76
	Less Conflict	8	4.42
	Anger Management	19	10.50
	Control of Emotions	25	13.81
Strong Interpersonal Skills	Convincing	8	4.42
	Effective Negotiation	9	4.97
Taking Responsibility	Sense of Responsibility	24	13.26
	Independence	22	12.15
	Self-Reliance	23	12.71
Decision- Making Capacity	Decision Making	20	11.05
	Ability to Choose	18	9.94
Total of Frequency for Positive Discipline Seven Abilities		181	

By reading the results in the previous table, it is confirming there is the Total of Frequency for Positive Discipline Seven Abilities was (181) Frequency. Control of Emotions was ranked first with Percentage (13.81%), while Being Calm in ranked last with Percentage (2.76%).

In this axis one of teachers (T.R) commented on Control of Emotions She said: "The student can control his feelings".

Part (2): Approach To Learning (ATL) Skills

Table (30) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (30)

Teachers ' opinions about Approach To Learning (ATL) Skills

(Grades 6–12 at Al–Mi'raj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	11	4.44
	High Level of Communication	18	7.26
	To Express Feelings	5	2.02
Social	Work in a Group	30	12.10
	Collaborate with Colleagues	33	13.31
Thinking	The Ability to Discover	17	6.85
	Problem Solving	21	8.47
	Open–Mindedness	25	10.08
	Rising Awareness	5	2.02
	Logical Response	7	2.82
	Criticism Of Mistakes	5	2.02
Self–Management	Self–Disciplined	14	5.65
Research	Inquiring (many questions)	18	7.26
	Academic Integrity	10	4.03
	Research Integrity	7	2.82
Students' Achievement	Improved Academic Level	12	4.84
	Rich Terminologies	5	2.02
	Using New Vocabulary	3	1.21
	Gaining More Knowledge	2	0.81
Total of Frequency for Approach To Learning (ATL) Skills			248

By reading the results in the previous table, it is confirming there is the Total of Frequency for Approach to Learning (ATL) Skills was (248) Frequency. Collaborate with Colleagues was In ranked first with Percentage (13.31%), while Gaining More Knowledge in ranked last with Percentage (0.81%).

In this axis one of Teachers (T.N) commented on Inquiring said: "The student asked how and why, did not accept the information without asking about it".

Focus Group Interview for Teachers of Group Al-Mi'raj School (Grades 3 – 5):

The results of the interview were reached through qualitative analysis of the in-depth and open interviews with (9) teachers of Grades (3-5), The following are the findings:

Part (1): Positive Discipline Seven Abilities

Table (31) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (31)

Teachers ' opinions about Positive Discipline Seven Abilities

(Grades 3 – 5 at Al-Mi'raj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Managing Emotions	Being Calm	7	2.36
	Less Conflict	4	1.35
	Anger Management	20	6.73
	Control of Emotions	27	9.09
Strong Interpersonal Skills	Convincing	17	5.72

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Themes	Codes	Analysis	
		Frequency	**Percentage %**
	Effective Negotiation	21	7.07
Taking Responsibility	Sense of Responsibility	56	18.86
	Independence	40	13.47
	Self–Reliance	32	10.77
Decision– Making Capacity	Decision Making	41	13.80
	Ability to Choose	32	10.77
Total of Frequency for Positive Discipline Seven Abilities		297	

By reading the results in the previous table, it is confirming there is the Total of Frequency for Positive Discipline Seven Abilities was (297) Frequency. Sense of Responsibility was In ranked first with Percentage (18.86%), while Less conflict in ranked last with Percentage (1.35%).

In this axis one of the participants (T.O) commented on taking responsibility Theme said: "The student is responsible for preparing and organizing the student's conference".

In this axis one of the teachers (T.S) commented on Decision–Making Capacity Theme said: "The student can now choose".

Part (3): Approach To Learning (ATL) Skills

Table (32) shows the indicators and symbols included in that axis that the Teachers referred to:

Table (32)

Teachers ' opinions about Approach To Learning (ATL) Skills

(Grades 3 – 5 at Al−Meraj School)

Themes	Codes	Analysis	
		Frequency	**Percentage %**
Communication	Verbal Expression	20	4.90
	High Level of Communication	22	5.39
	To Express Feelings	12	2.94
Social	Work in a Group	45	11.03
	Collaborate with Colleagues	52	12.75
Thinking	The Ability to Discover	18	4.41
	Problem Solving	39	9.56
	Open−Mindedness	18	4.41
	Rising Awareness	8	1.96
	Logical Response	8	1.96
	Criticism Of Mistakes	9	2.21
Self−Management	Self−Disciplined	32	7.84
Research	Inquiring (many questions)	35	8.58
	Academic Integrity	15	3.68
	Research Integrity	20	4.90
Students' Achievement	Improved Academic Level	31	7.60
	Rich Terminologies	7	1.72
	Using New Vocabulary	9	2.21
	Gaining More Knowledge	8	1.96
Total of Frequency for Approach To Learning (ATL) Skills		408	

By reading the results in the previous table, it is confirming there is the Total of Frequency for Approach To Learning (ATL) Skills was

(408) Frequency. Collaborate with Colleagues was In ranked first with Percentage (12.75%), while Rich Terminologies in ranked last with Percentage (1.72%).

In this axis one of the participants (T.H) commented on Social Theme said: "The student deals with his colleagues in the group on the basis that we are here to help each other".

In this axis one of the teachers (T.E) commented on Communication Theme she said: "The child in KG2 expresses everything by drawing".

Discussion and Findings:

Taking into consideration that both schools come from different socioeconomic backgrounds, the researcher was trying to read between the lines about the factors that affect decisions made by parents regarding the implementation of positive discipline at school and beyond school and how they perceive these differences in relation to academic achievements.

Contextual Differences

There was an evident gap between educational context at the two schools as shown in table (9) that analyzed demographic differences between families of the two schools. The average annual income of OIS parents was almost 12 times higher than that of the EIS parents. Similarly, there were differences in number of siblings per family. This has led to the difference of educational contexts, image about education and academic achievement that is closely related to their aspirations to join university. Although schools are in the same district of Maadi in

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Cairo, the school neighborhood reflects social class it is targeting. Size of school building, quality of education facility (school theatre, playgrounds, sports equipment, laboratories, library, multimedia, furniture) differs significantly. Teachers' salaries at the international private school are in average more than ten times salaries of teachers at the public international school, thus attracting best teachers with French language level of proficiency. This resulted in the recruitment of foreign teachers from French speaking countries who fulfil criteria for working at the International private school, where teachers at the public international school are all Egyptian nationals working as civil servants for the Egyptian government and government by the salary scale allocated by the Egyptian government for this type of school nature. In short, contextual differences could be easily spotted in the two schools.

University Admission Pressures

One of them Main difference is highlighted was university admission which is the basic concern for any parent. parents at Class A schools are seeking the best higher education opportunity for their children worldwide. Thus, they were keen to improve the capacities of their children to be able to join their world class university. this includes a well−rounded personality, global citizen features, and ability to live in a non−Egyptian context. for them, a personality building program is as important as academic achievement. Personality building program or what is called character education represented in the positive discipline program the focus of this research is the tool to achieve that. parents were very keen that their children live positive discipline experience both

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at school and at home. Hence, there was consistency in the value system, practices, and expectations anywhere student can be. Positive discipline 7 qualities as well as academic achievement are equally developing at Oasis International School at all levels of education. Students were given the space to practice, learn through trial and error with a level of tolerance and support from parents and teachers. Parents at Class C schools are also seeking the best higher education opportunity for their children in Egypt at public universities where they can afford expenses related to higher education. Consequently, they are forced to join the race for university admission which is very competitive at public universities in Egypt especially that holders of International Baccalaureate are subject to a certain quota of 5% among all others international certificates who can be admitted to public higher education institutions. this has led to a lot of stress at diploma level and a big focus on academic achievement over any other personality building programs. Thus, parents and students' response to positive discipline implementation was seen as a burden that they are not ready for at this critical point in their career and life. a disconnect in the value system is evident specially when decisions related to university admission are to be made. now students have no say and parents are to decide what is best for their children. The problem of private tutoring emerged at the diploma level to have better scores that helped them gain an opportunity at university since and university tuition fees at a private university is almost 10 times what they pay at school, which is beyond their financial capacity. Although EIS is an International Baccalaureate system and not

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a Thanawaya Amma school, the panic associated with the end of secondary cycle graduation highlighted in the study conducted by (Nakhla, 2017) has migrated to EIS because of the bottleneck admission to public universities where even graduates of Thanaweya Amma have wider pool of admission compared to graduates of international (Foreign) certificates.

Divergent PD Practices

Implementation of PD was closely related to believing in it. This only happens by practicing PD strategies over a period to realize its effective return on children as well as adults. Hence, Oasis school had a better chance for experiencing positive discipline for longer period and starting to believe in it while witnessing how independent and responsible their children have become. This was reflected at the level of intensity and diversity of PD activities used at school and at home. The case at EIS Al Meraj was different where it was evident through discussions that parents think that positive discipline sounds to be a good approach but still believe that an authoritarian parenting style is needed in many incidents. Similarly, teachers at EIS Al Meraj think that in turn reflect divergent practices of PD at school and at home.

Vision about future

Socioeconomic backgrounds of parents had a significant impact on their vision about the future of their children, potential university degrees, their aspirations for future jobs and career path. Class A families strive for independency and entrepreneurship type of education where their children can establish their own businesses and use the knowledge,

they invested in for a rewarding career path, whereas Class C families envision their children as white−collar bureaucrats working at local or multinational business institutions like National Bank of Egypt of telecommunication companies.

Parents᾽ concept about a "good child"

Parents of OIS have identified in their discourse some criteria they share for the "good child" they wish to see in their sons and daughters that could be summed up in being independent, cooperative, respects others specially with differences, persistent and creative. Whereas parents of EIS have identified in their discourse the criteria they have for the "good child" they wish to see in their sons and daughters that could be summed up in being obedient, hardworking, academically successful, cooperative, and caring. This scheme about a good child might conflict with decisions that could be taken by students both in relation to their careers and that would threaten the "authoritarian" image of the parent who should be obeyed when it comes to strategic decisions in life.

Recommendations:

Given the research findings highlighted in the current research, and number of recommendations could be given for a more successful implementation of positive discipline at Egyptian schools of all types that can have a positive impact on academic achievement and students will being that could be identified in the following:

1− Extensive and continued capacity development activities are needed to support the implementation of positive discipline at the Egyptian International School that would impact the school culture

and beliefs of stakeholders about the efficacy of positive discipline in different situations as well as its impact on students' academic achievements at all levels.

2- Awareness seminars are to be given to parents explaining the advantages of International Baccalaureate program compared to other systems and the possibility of securing a place at public universities if needed using actual data for graduates of the school.

3- Tracer studies are needed to follow up on students' academic performance at university identifying their long-term impact of positive discipline on student's personality and achievements beyond schools.

4- Further research is needed on the implementation of positive discipline at different types of schools public and private ones.

5- Comparative studies on different types of character education at schools including positive discipline and other programs is to be conducted how along several years.

6- The establishment of a professional learning community within schools is critical in the development of capacities for teachers and staff. the model adopted by OIS needs to be exported to EIS using the same methodology of engagement and communication among teachers.

7- Teachers should be encouraged to conduct action research in classroom about positive discipline and its relevance to academic achievement in different academic subjects.

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8– Schools are better to partner with universities within their local geographic outreach for research purposes.

9– Pre and post studies are to be conducted on any interventions related to the implementation of positive disciplines at school and in classrooms.

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