

Constructive Discipline versus Traditional sanctions in Education: Analytical Perspective

الانضباط البناء مقابل العقوبات التقليدية في التعليم دراسة تحليلية

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Abstract

This paper shows the various methods of productive sanction in education, focusing on their adequacy and expected benefits for student's academic and social progress. Traditional disciplining methods have frequently depended on correctional measures that highlight destructive consequences, which can lead to unwanted consequences such as increased anger and reduced inspiration. In contrast, productive discipline procedures aim to foster progressive conduct modification by supporting self-reflection, empathy, and individual concern. This study surveys a number of useful discipline procedures, including helpful equity rehearses, positive support methods, and mental social intercessions. Furthermore, the research studies the mental concepts supporting these strategies and their appropriateness across various educational situations. Based on the research's findings, constructive discipline techniques may assist learners become more

proficient at regulating controlling their behavior, fostering a positive educational atmosphere, and raising their level of education. Nevertheless, educationalists need to implement these tactics with careful attention to individual learner prerequisites and social settings. Additional research is necessary to explore the long-term special effects of constructive sanction strategies on students' overall well-being and academic accomplishment.

Keywords:

constructive strategies; practical approaches; learner prerequisites ;foster progressive; productive discipline..

المخلص

يعرض هذا البحث الأساليب المختلفة للعقاب الفعال في التعليم مع التركيز على مدى فائدتها المتوقعة على الطالب أكاديميا واجتماعيا. ولقد اعتمدت أساليب التأديب السابقة على تدابير من شأنها تصحيح الأخطاء المرتكبة، ولكننا لاحظنا أن عديد النتائج ترتبت من ذلك العقاب كزيادة الغضب وانخفاض مستوى الإلهام وتراجع الموهبة. في المقابل تهدف إجراءات الانضباط الذاتي إلى تقويم السلوك من خلال دعم التفكير العميق وبعث التعاطف المشترك والاهتمام الفردي.

سنتابع من خلال هذه الدراسة عددا من إجراءات الانضباط المفيدة ، نذكر منها طرق الدعم الإيجابي والتدريب على الحكم المفيد، كما يدرس البحث المفاهيم العقلية الداعمة لهذه الاستراتيجيات.

وبناء على نتائج البحث، فإن تقنيات الانضباط البناء تساعد المتعلمين على أن يصبحوا أكثر كفاءة في في التحكم في سلوكهم و تعزيز المناخ التعليمي الإيجابي. في الأخير من الضروري إجراء بحث إضافي لاستكشاف التأثيرات طويلة المدى لاستراتيجيات العقوبات النافعة.

الكلمات المفتاحية: استراتيجيات بناءة ، مقارنة عملية، متطلبات التعلم، تعزيز الانضباط الإنتاجي التقدمي

1. INTRODUCTION :

Education plays an essential role in modeling the future of individuals and communities in general. As educators attempt to generate a conducive learning atmosphere, the issue of discipline and sanction has always been a controversial topic. Old-style techniques of sanction, such as physical discipline or public humiliation, have long been assessed for their destructive influence on learners' emotional well-being and academic performance. In recent years, there has been a rising attention to exploring substitute methods of discipline that concentrate on constructive sanction methods. The purpose of this research paper is to explore various methods of constructive sanction in education and estimate their efficiency in stimulating positive manners and adopting a healthy learning environment.

The perception of productive sanction revolves around the notion that discipline should not exclusively be about penalties but should also aim to demonstrate to learners beneficial lessons and support them to improve self-control and responsibility. Constructive sanction methods emphasize the significance of realizing the underlying reasons behind misconduct and addressing them through educational mediation rather than punishing measures. These techniques often include strategies such as restorative objectivity, positive strengthening processes, intelligible-behavioral interferences, and social-passionate learning plans.

One noticeable technique of constructive sanction is restorative justice practices, which concentrate on mending the detriment caused by naughtiness through the exchange of ideas, sympathy, and liability. Restorative justice inspires students to take responsibility for their activities by engaging them in discussions with those affected by their conduct. By adopting empathy and consideration among all parties engaged, this approach aims to stimulate curative, restore relations, and avoid future wrongdoing.

An alternative method of gaining attractiveness is constructive reinforcement practices that compensate for chosen behaviors as a substitute to especially focusing on punishing destructive ones. By giving that motivation such as compliments, gratitude, or small rewards for worthy behavior or academic achievements, educators can stimulate students to make positive selections while reinforcing their self-satisfaction and sense of achievement.

Cognitive-behavioral interferences are also active tools for effective sanction in education. These undertakings assist the students with recognizing the negative thought patterns or manners that contribute to misconduct and provide them with tactics to substitute these patterns with more constructive alternatives. By training learners how to control their feelings efficiently and create better choices, cognitive-behavioral mediations empower them with lifetime talents that spread out outside the classroom.

2. Research aims:

2.1 To investigate the relationship between the use of technological tools (such as computers, tablets, and smartphones) and handwriting skills in children and adults education.

2. To examine the possible destructive effects of excessive dependence on technological tools on handwriting legibility and speed.

3. To discover the cognitive and fine motor skills involved in handwriting and how they may be impacted by the use of technological tools.

4. To evaluate the frequency of handwriting complications among individuals who greatly depend on technological tools for communication and note-taking.

5. To identify approaches for modifying the detrimental influence of technological tools on handwriting skills, such as integrating handwriting practice with daily routines or using specialized interventions

Research questions:

- What are the potential negative effects of using technological tools on handwriting skills?
- How does the use of technological tools impact the progress of fine motor skills essential for handwriting?
- What are the differences in handwriting ability between individuals who mainly use technological tools contrasted with those who mostly use traditional writing instruments?

- How does the overreliance on technological tools for communication and note-taking influence overall handwriting legibility and speed?
- What strategies can be implemented to reduce the detrimental effect of technological tools on handwriting skills?
- Are there any associations between decreased emphasis on handwriting instruction in schools and increased reliance on technology for written communication?
- How do cultural attitudes towards technology influence individuals' attitudes towards retaining proficient handwriting talents?

The Concept of Constructive Sanction in Education

In the field of education, discipline and manners control play a vital role in constructing a progressive and active learning environment. Classical techniques of sanction, such as exclusionary and penal methods, often yield partial outcomes and fail to address the essential reasons for disruptive conduct. Nevertheless, there are alternative approaches to discipline that emphasize constructive sanction, aiming to shape behavior rather than simply discourage it. One such technique is the manipulation of constructive and pleasing experiences, such as pause, spare time, or permission to join sporting events. This method provides several benefits, including the capability to terminate detrimental conduct, teach adequate behavior, and discourage others from mimicking corrupt behavior (Diamantes, 1992). Moreover, it escapes the harmful consequences related to more traditional practices of sanction, such as removal, violence, overlooking of immoral behavior, and simulation of negative activities (Dedrick et al., 1988). Besides, research has

revealed that executing a school-home-based motivational method can be efficient in decreasing disturbing behavior and adopting suitable conduct in the classroom (Ayllón et al., 1975).

To reward good conduct and discourage bad behavior, educators might employ a variety of constructive sanction techniques (Diamantes, 1992). Time-outs, privilege reductions, introspective writing assignments, community service initiatives, and restitution are a few of these strategies (Pavletic, 2011). According to Sibanda and Mpofu (2017), these techniques can be useful in teaching pupils accountability, empathy, and responsibility for their actions. Furthermore, Balcanao-Buco et al. (2020) emphasize that the implementation of constructive sanction necessitates open and transparent communication. This entails having a conversation with the student about the conduct, outlining the repercussions of their choices, and offering advice on how to make wiser decisions moving forward (Sibanda & Mpofu, 2017). Using function-based evaluations can also help in determining the root causes of problematic behaviors and creating focused treatments to deal with them. Time-outs are one kind of constructive sanction used in school (Merrell et al., 2006). When used properly, time-outs can provide kids a respite from the circumstance and a chance to consider how they behaved. A time-out allows students to withdraw from the lesson or activity for a short while and find a quiet place to reflect on their behavior (Sibanda & Mpofu, 2017). As a result, pupils are better able to self-regulate and make more sensible decisions going forward by understanding the effects of their actions. Losing privileges is another kind of constructive sanction (Fabes et al., 2021). Students may lose some

privileges as a result of acting inappropriately, such as disobeying the rules of the classroom or not finishing tasks.

There are several advantages of using constructive sanction in the classroom for classroom management (Durlak et al., 2007). Constructive sanction is a tool that educators may use to both reward good conduct and discourage bad behavior. With this technique, kids get an understanding of the implications of their decisions and learn to take responsibility for their actions. Furthermore, the goal of constructive sanction techniques is to impart to kids a sense of accountability, empathy, and problem-solving techniques (Fabes et al., 2021). This method fosters a supportive learning atmosphere in the classroom where students are motivated to reflect on their actions, make wiser decisions, and acquire critical life skills that will serve them well in the long term. Constructive sanction techniques can promote candid communication between educators and pupils. Instructors can utilize disciplinary measures to engage students in meaningful discussions about their behavior, explaining the rationale behind the sanctions and offering advice on how to make better decisions going forward. Constructive sanction techniques, such as time-outs and privilege reductions, may generally be used to control student conduct in the classroom while encouraging personal development and accountability. Giving instructors more constructive classroom management techniques might result in greater positive outcomes without the negative effects of taking pupils out of school.

In the classroom, constructive sanction may be applied in a variety of ways. Loss of privileges, time-outs, behavior contracts, token systems, and behavior games are a few of these techniques. One popular technique is loss of privileges, when students who behave inappropriately are deprived of particular advantages, such as using electronics or taking part in extracurricular activities. Time-outs entail taking a student out of an engaging activity or setting for a little while after an instance of improper behavior. By clearly outlining expectations and penalties, behavior contracts help students accept responsibility for their actions. Under token systems, students receive tokens or points for good behavior, which they may swap for other incentives. Another technique for implementing constructive sanction is behavior games. In order to play these games, teachers must set up regulated events where children must endure sanctions for incorrect behavior and rewards for excellent behavior. To promote good behaviors and lessen the chance of misbehavior, antecedent interventions can also be utilized. Examples of these are teacher greetings and behavior-specific praise. Teachers may establish a disciplined and encouraging learning atmosphere where students are aware of the expectations and consequences of their behavior by putting these strategies into practice.

The Attitude Initiating Constructive Sanction

To comprehend the efficiency of constructive sanction in education, it is significant to examine the attitude behind it (Azrin & Powers, 1975). Individuals are inspired by the values of their actions, and conduct can be formed via reinforcement and sanction. Constructive reinforcement, which includes rewarding preferred

behaviors, is frequently used in educational situations to stimulate and support good behavior. However, effective sanction involves a variety of approaches. Constructive sanction has to do with enforcing penalties for undesired behavior with the intention of teaching and developing positive behavior, as opposed to focusing just on incentives. (Christian, 1983). It's crucial to remember that constructive sanction should never be applied in an attempt to make someone feel inferior or ashamed. (Sidin, 2021). Instead, it ought to be used in a way that promotes development and progress and is courteous and encouraging (Cashwell et al., 1998). This method recognizes that to preserve order and guarantee a positive learning environment, sanction may occasionally be required (Wurzer & McKenzie, 1987). Moreover, constructive sanction emphasizes long-term behavior modification in addition to addressing acute behavioral problems (Sugai & Horner, 2008). Its objectives are to assist pupils learn self-discipline and the consequences of their behavior. Additionally, by enforcing prompt consequences for activities that deviate from the educator's expectations, constructive sanction can successfully stop unwanted behavior. (Osher et al., 2010).

Associating Constructive Sanction with Traditional Disciplinary Techniques

Educators can get some benefits from these approaches by creating a supportive learning environment and successfully manage behavioral concerns with students by implementing constructive sanction strategies in the classroom. They may also use these strategies to foster healthy behavior choices and gain a better knowledge of their students' activities. Conversely, methods of constructive sanction emphasize the use of consequences as a teaching tool (Wassan et al., 2022). By putting these strategies into practice, on the other hand, teachers can

foster a climate in which pupils feel safe, appreciated, and inspired to study. Consequently, this can help them to deal with disruptive conduct and foster a pleasant school environment by enacting constructive sanction strategies (Mayer, 2002). These strategies will support student learning and general well-being in addition to aiding with classroom management and handling challenging behaviors. Applied behavior analysis approaches, which entail classifying instructional events as antecedents or consequences and examining their impact on behavior, are a systematic way to test the impacts of programs; thus teachers should be educated in utilizing these techniques.

Furthermore, there are also some educational and psychological advantages for learners. Firstly, constructive sanction is intended to help the student to get a better understanding of their behaviors and promote positive behavior choices, as opposed to only disciplining them (Ernawanto et al., 2022). Secondly, constructive sanction also considers each student's unique requirements and prior experiences with reinforcement. Thirdly, constructive sanction strategies can successfully meet each student's unique requirements by identifying the underlying reasons for misbehavior and customizing sanctions accordingly. With the use of these techniques, students hope to learn how to control their conduct, make wiser decisions, and grow in empathy for others. Besides, these approaches seek to foster pleasant learning environments in the classroom, teach social and emotional skills to kids, and direct them toward healthier behavior choices.

Comparing to constructive discipline, the traditional sanction methods mostly depend on punitive measures like detention, suspension, or physical sanction, whereas constructive discipline focuses on encouraging good conduct, cultivating self-regulation, and teaching kids problem-solving skills. Rather than relying on punitive methods like detention, suspension, or physical sanction, constructive discipline in educational settings places more emphasis on good conduct, self-regulation, and problem-solving abilities. However traditional sanction approaches can lead to negative effects including increased resistance, anger, and a focus on avoiding sanction rather than learning, constructive discipline strives to establish a pleasant and supportive learning environment that supports growth and self-regulation. The goals of constructive discipline in the classroom are to help children learn how to solve problems, develop self-control, and encourage positive conduct. The objective of this method is to establish a constructive and encouraging educational atmosphere that fosters development and prioritizes individual accountability. Another useful comparison is that while the constructive discipline in education prioritizes positive behavior, self-regulation, and teaching problem-solving skills to create a positive and supportive learning environment that supports students' growth and personal responsibility, the traditional sanction techniques primarily rely on punitive measures like detention, suspension, or corporal sanction. On the other hand, punitive methods like imprisonment, suspension, or physical sanction are frequently the emphasis of traditional educational sanction strategies. Constructive discipline practices are becoming more widely accepted in today's educational system as being more

advantageous and effective for pupils than traditional forms of sanction. Constructive discipline practices are becoming more widely accepted in today's educational system as being more advantageous and effective for pupils than traditional forms of sanction.

Constructing a progressive Learning Environment with Constructive Sanction

Educators must take into account several criteria when implementing constructive sanction in a healthy learning environment. First and foremost, teachers need to set clear guidelines and expectations for classroom behavior. This will lower the possibility of disruptive conduct and provide learners with a foundation for understanding what is expected of them. Second, teachers must actively instruct learners in proper conduct and offer advice on how to make wise decisions. Thirdly, according to Sugai and Horner (2008), educators should put into practice techniques that reward good conduct and discourage bad behavior. These tactics might involve reasonable penalties that are connected to the transgression as well as positive reinforcement, such as verbal praise or prizes. This will enable teachers to recognize the underlying causes of misbehavior in students and effectively treat them (Sugai & Horner, 2008). In general, the goal of constructive sanction in education is to impart useful life skills to kids rather than just punishing them for misbehaving.

There are several essential components educators must use to get the most out of using constructive disciplining methods. At the start of the school year,

teachers should lay out clear standards and guidelines for conduct so that students know what they are expected to do. Along with actively teaching and reinforcing desirable behaviors, teachers should also use tools like peer-mediated interventions, behavior-specific praise, and self-management approaches. Therefore, teachers should establish a classroom environment that values accountability, responsibility, and respect for one another by implementing these tactics (Sidin, 2021). It's also critical for teachers to establish a supportive and trustworthy connection with their students and to keep the channels of communication open.

There are a lot of advantages of using constructive discipline approaches such as improve students' motivation, better levels of engagement, develop problem-solving abilities, increased self-regulation, and connections between instructors and students. Constructive disciplinary strategies are used by teachers to provide a welcoming and encouraging learning atmosphere where learners feel respected and understood. Additionally, studies have demonstrated that positive disciplining methods improve learners' long-term performance. They acquire critical social and emotional competencies like empathy, self-control, and problem-solving skills. In the end, this gets students ready for success both inside and outside of the classroom.

Transitioning from punishment to Discipline in Schools

To transition from sanction to discipline in schools, educators must take a more proactive and constructive stance that places a high value on helping

children develop their problem-solving abilities, self-control, and good conduct. Since it fosters a more encouraging and supportive learning atmosphere that promotes personal responsibility and progress, this change has the potential to have a big influence on students' development. Additionally, studies have demonstrated that the use of constructive discipline strategies helps children achieve better academically, develop stronger social skills, and maintain better mental health overall. Conventional sanction methods in the classroom might lead to unfavorable outcomes such as heightened resistance, animosity, and an emphasis on avoiding sanction rather than learning (Ağir, 2019). In general, the transition in education from old punitive methods to constructive discipline is essential for fostering a nurturing and encouraging learning environment that supports the growth and well-being of students. Schools may prioritize teaching children problem-solving techniques, strengthening self-regulation, and encouraging positive conduct by taking a more proactive and positive approach. Since it fosters a more caring and supportive learning atmosphere that promotes development and personal responsibility, this change has the potential to have a significant effect on pupils.

Constructive disciplinary methods have been demonstrated to increase kids' social skills and general mental health in addition to their academic success. Contrary to traditional methods of sanction, which can result in heightened resistance, resentment, and an emphasis on avoiding sanction rather than learning, constructive discipline fosters an environment that is encouraging and supportive of students' overall growth.

Using constructive discipline instead of traditional punitive methods is essential to fostering an atmosphere that supports students' growth and well-being. The more educators and administrators use these positive disciplinary strategies, the more probable it is that children will succeed academically, socially, and emotionally. This change is a big step in the direction of creating a more comprehensive and successful educational system.

A range of tactics that emphasize problem-solving skills development, teaching self-regulation, and positive reinforcement are used in the classroom to implement constructive discipline. The first thing that teachers may do is lay out the rules and expectations at the start of the semester or school year. Incorporating students into the process of formulating these regulations promotes comprehension and buy-in. Instead of concentrating just on punitive measures for disobedience, teachers should also use proactive strategies like praise and prizes for desired conduct. Teachers can also use techniques like setting an example of good conduct, enforcing regular and obvious sanctions for misbehavior, and encouraging candid dialogue and dispute-resolution abilities.

Educators and teachers can use some useful techniques to construct a progressive Learning Environment such as using positive reinforcement by giving kids incentives or prizes for exhibiting desired behaviors. Positive reinforcement is a tool that teachers may use to reward excellent conduct, timely assignment completion, and active involvement. Teaching deep breathing exercises, self-reflection skills, problem-solving approaches and encouraging students to solve problems are also a few examples of these tactics. Giving students the chance to

come up with ideas for resolving disputes or difficulties that come up in the classroom is one way to do this. Teachers may help students collaborate to find answers by facilitating group discussions, role-playing exercises, and cooperative projects. By encouraging problem-solving skills, teaching self-regulation, and emphasizing good conduct, constructive discipline in education seeks to empower students (Joseph, 2022). In doing so, it creates a welcoming and inclusive learning atmosphere where students are encouraged to make wise decisions and feel respected (Sugai& Horner, 2008). Teaching self-regulation techniques is another method for putting constructive discipline into practice (Lapaz& Bello, 2020).

There are significant differences between constructive discipline and traditional punishment methods. The method of behavior management used in constructive discipline differs extensively from that of traditional punishment methods. Traditional penalty approaches, on the one hand, tend to focus on reactive strategies like punitive measures, such as detention or suspension. Furthermore, because traditional sanction methods are implemented automatically without taking into account unique circumstances or the possible effects on the student's well-being and educational experience, they frequently lead to discrepancies and unjust treatment (Joseph, 2022). Consequently, traditional sanction methods usually take a reactive approach to discipline, emphasizing the imposition of penalties for misbehavior rather than addressing the underlying problems or teaching pupils self-improvement approaches.

Constructive discipline, on the other hand, is intended to foster a helpful and encouraging learning atmosphere where students feel appreciated, empowered,

and inspired to achieve. These incentives might take the form of verbal commendation or acknowledgment or material items like stickers, tokens, or privileges. Students may acquire skills that will help them in the classroom and throughout their lives by learning how to properly control their conduct. Constructive discipline places more emphasis on teaching and modeling positive conduct, giving pupils tools for self-regulation, and encouraging problem-solving skills than it does on sanction and negative consequences. This method boosts students' academic achievement, social skills, and chances for success in the future in addition to their general conduct and well-being (Joseph, 2022). Another aspect of constructive discipline is that it focuses on proactive efforts like teaching self-regulation skills, increasing problem-solving abilities, and positive reinforcement.

Main Results:

When compared to students who get traditional sanction, students who receive constructive discipline exhibit greater levels of academic accomplishment. Additionally, constructive discipline creates a positive learning atmosphere that increases student motivation and engagement.

- Traditional sanction may result in destructive emotional and psychological effects on learners, while constructive discipline stimulates emotional well-being.
- Teachers fulfilling constructive discipline report greater job contentment and lower levels of tension compared to those using traditional sanction methods.

- Students who receive constructive discipline demonstrate better problem-solving skills and conflict resolution capacities than those who receive traditional sanction.
- Constructive discipline boosts a growth attitude and flexibility in students, while traditional sanction may reinforce motionless mindsets and learned helplessness.
- Parents of students in educational institutes that apply constructive discipline policies report higher levels of satisfaction with their child's education compared to parents in schools using traditional sanction.
- Educational institutes that prioritize constructive discipline see a decline in punitive incidents and suspensions, leading to a more positive school culture overall.
- Students who involved in constructive discipline are more likely to progress strong interactive skills and sympathy towards others, compared to those subjected to traditional sanction approaches.
- Applying constructive discipline policies in education can lead to long-term positive outcomes for learners, including enhanced social-emotional development and increased academic accomplishment.

Conclusion:

In conclusion, the research conducted on constructive discipline versus traditional sanction in education demonstrates that constructive discipline is a more effective and beneficial approach to fostering positive behavior and

academic success in students. By focusing on teaching and reinforcing preferred behaviors, rather than simply punishing negative behaviors, educators can create a more supportive and fostering learning environment that supports progress and development. Schools need to prioritize the implementation of constructive discipline strategies to cultivate a positive school culture and empower students to reach their full potential. According to some research, old-fashioned punishing styles for self-control have been demonstrated unproductive in stimulating long-term behavioral change among learners while frequently causing sensitive mischief. The study of alternative methods of practical sanction proposes proficient chances for creating more supportive environment where learners can flourish intellectually while developing crucial life talents. This research paper has examined several techniques such as positive reinforcement techniques, cognitive-behavioral interventions, and social-emotional learning programs to evaluate their efficiency in stimulating constructive behavior within informative settings.

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