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## Research Article

# *Power of Positivity: Exploring the Experiences of Senior High School Teachers and its Impact to Learners*

### ABSTRACT

This study focused on exploring the experiences of Senior High School teachers in integrating the positivity approach in their classroom and the experiences of SHS learners in these teachers' classes. This study is qualitative in nature and used qualitative-phenomenological approach. Participants of the study included fifteen teachers who have taught in the Senior High School department of Bolinao School of Fisheries for three school years. The interview sessions were done via phone calls with the researchers as the interviewer. Meanwhile, 40 SHS learners were included as students-respondents. Questionnaires were floated and were retrieved via social media platform. The narrated stories of the teachers-participants revealed that they applied similar methods to integrate positivity approach in the classroom to ensure the provision of warmth, structure, and setting of long-term goals. The teachers felt overwhelming fulfillment, satisfaction and rewarding experiences in seeing the impact of their effort to apply positivity approach in their classes as they witnessed improved academic performances, higher levels of engagement, transformed academic and non-academic behavior of learners, the success of the students' even beyond senior high school, and established friendships with the SHS learners. The data gathered from the learners validated the teachers' use of positivity methods in the classroom. School administrations, in all levels, including those at the tertiary levels, must enforce and sustain a "strengthened" policy to implement and monitor the use positivity approach in classrooms.

### KEYWORDS

*Learning, Long-Term Goals, Positivity Approach, Qualitative-Phenomenological Approach, Teaching*

### CITE THIS ARTICLE AS:

Soriano, A.T., & Soriano A.C. (2022). Power of Positivity: Exploring the Experiences of Senior High School Teachers and its Impact to Learners. *ASEAN Multidisciplinary Research Journal*, Vol 10 (1)

## INTRODUCTION

The twenty-first century has brought in more conveniences in living and doing things. It has likewise offered digitalized leisure and packaged entertainments. Individuals seem to be more amused and fulfilled as portrayed by the daily picture and meme posts they place in social media platforms. While enjoying the products of innovative minds and advanced technology, more people are wanting well-being and happiness.

The [World Health Organization](#) report of 800,000 deaths from suicides each year is a gruesome reality and depicts a crucial need to look into the matter of mental health and wellness of individuals and groups in the society ([De Santos, 2019](#)). This is not surprising if one considers the corresponding cases of depression from around the world. In the United States alone, an estimated 16.2 million adults experienced at least one depression episode in the year 2016 ([National Institute of Mental Health, cited in "Depression: Facts, Statistics and You", 2018](#)).

The Philippines is not a safe ground for such alarming conditions. Celebrity and non-celebrity personalities succumbed to their personal pitfalls. The Department of Health reported a total 3.3 Million cases of depression in the country. Of these number, about 2.5% of males and 1.7% of females in every 100,000 have suicidal tendencies ([de Santos, 2019](#)).

Though not all cases of depression result to suicide or suicidal attempts, its adverse effects interfere in the normal psycho-social functioning of individuals that may retard their daily activities at home, work, or school. The accompanying symptoms of major depression such as overwhelming sadness, loss of interest, attention or pleasure in one's daily routine ("[Depression", n. d.](#)).

The school, as the breeding ground to nurture individuals for life and career skills, may inadvertently become a stressor to learners as it demands from them humungous time, energy, physical and mental effort. When compounded with academic problems such as failing grades, bully learners, inconsiderate teachers, and parental pressures, school-related stress can become unbearable to some learners and may thus push them to their mental and emotional limits.

On the other hand, other learners may be able to meet the arduous requirements of formal schooling but may nevertheless fail to realize and experience a purposeful education that could empower them to apply wisdom and skills beyond academics. Learners may equate their school life to the submission of projects, papers, reviewing and passing tests, and delivery of reports – nothing more, nothing less. While this type of education adds and enhances technical competencies and knowledge to the learners, it nevertheless neglects its primal role in developing a well-rounded individual, with holistic sets of skills to make him a living and meaning out of life and career.

Responsive education therefore should integrate in its vision, mission and curriculum the nourishment of learners towards well-being, even in the midst of all the challenges that so characterize the twenty-first century living. Well-being, as defined by the Issue 64 of [Sing Teach \(2018\)](#), refers to a state where individuals and groups experience success and positive emotions that allow them to grow, live meaningfully and purposively.

To help learners achieve a highly satisfying and well-functioning life inside and outside the school, the challenge therefore is for teachers to create a positive and engaging classroom with an education that

allows them to find meaning in life and develop among their learners' resilience to prepare them to face the realities of adolescent and would-be adult life.

Integrating positivity and experiences in schools to lead learners to states of emotional well-being is regarded as relevant and responsive in so far as it has high potential of addressing and/or contributing to the possible proactive solutions to the rising negativities and complications of life. It is likewise research-based as it is primarily anchored on the research works of Office of Education Research, National Institute of Education (NIE), Singapore through Sing Teach, its E-magazine ([Sing Teach, 2018](#)).

Integrating positivity concepts and experiences in the classroom though, can seem daunting for teachers. A background on the foundation of positive psychology and its role in leading individuals to a better state of functioning would then be imperative to discuss in this paper.

Positive psychology, according to [Peterson \(2008\)](#) “refers to the scientific approach that includes the study of the strong points of human thoughts, feelings and behavior in order to achieve a satisfying life” ([cited in Ackerman, 2019](#)). The scope of positive psychology includes positive experiences, positive states and traits, and positive institutions ([Ackerman, 2019](#)).

For positive psychology to perform its works, an individual needs to live within the perspective of optimism, pertaining to one's socially desirable perception/evaluation of what the future holds, creating opportunities for feelings and attitude of pleasure ([Peterson, 2006, as cited in Nicholson, 2010](#)). With optimism, individuals are lead to think life in its best thereby giving them the chance to experience a better life. Combined with positive illusion, optimism is seen to greatly contribute to one's personal well-being ([Nicholson, 2010](#)).

This personal well-being, becomes the outcome goal of positive psychology based education. Dr. Imelda Caleon, Research scientist at the Office of Education Research at the National Institute of Education in Singapore ([Sing Teach, 2018](#)) expounds on the meaning of what learner well-being involves. To achieve a state of well-being, a learner should feel good and is able to function well. While the formers connote positive emotional states such as joy, pleasure and life satisfaction, the latter implies that one has a well-defined, clear purpose and self-realization. Accordingly, when a learner possesses a personal well-being, he is assured of attaining overall success and that he is empowered to have better academic and life outcomes, inside and outside the perimeters of the school ([Sing Teach, 2018](#)).

In the Philippines, this is the very core of the formal educational system of every Filipino learner. The Department of Education envisions ever learner to “...realize (his/her) full potential and contribute meaningfully to building the nation” (Department of Education, n. d.) To this end, it must ensure that its instructional design is built upon sound philosophical, psychological, and sociological basis that creates learning activities and experiences that will enhance the positive qualities of each learner.

Consequently, the Department's mission to foster a “motivating environment” for its learners in the basic education calls to mind the integration of child-friendly classroom lessons where learners experience fun, comfort, and sense of achievement.

[Section 5 \(b\) of Republic Act 10533](#), or the Enhanced Basic Education Act of 2013 stipulates that the curriculum to be offered to learners must be relevant, responsive, and research-based (The Law Phil Project, n. d.). This means the curriculum is never a fixed instructional guide but a continuously improving



and developing sequence and framework to make learning experiences suitable to the needs of the learners and contextualized on the social-political conditions of the time.

In the primer *Positive Discipline in Everyday Teaching* published by the Department of Education, E-Net Philippines and [Save the Children \(2015\)](#), Former Undersecretary Atty. Alberto T. Muyot underscored how vital the roles of teachers are shaping the lives of children. He urged teachers to work and strive for the delivery of an education that is both nurturing and safe (*Positive Discipline in Everyday Teaching a Primer for Filipino Teachers*, 2015).

Moreover, among the basic tenets of *Positive Discipline in Everyday Teaching (PDET)* include fostering love of learning, maintaining mutual respect and empowering the learners in facing and managing their academic challenges and difficult situations. To provide such type of discipline, it is essential that teachers provide warmth where the learners feel they are physically and emotionally safe in the school and in the classrooms. Where the learners feel a sense of acceptance and respect, they are affirmed of their personal integrity and are ready to participate fully in their learning.

As part of the Department of Education, the schools in Bolinao support the advocacy that promote PDET in classroom management. Teachers in the municipality prioritize among others this program, as they recognize that the learners entrusted to them need to feel accepted, respected, and loved. They are like flowers that need the warmth and light of the sun to bloom, and the right soil and amount of water to grow and be productive.

This is very much true in Bolinao School of Fisheries likewise, where the secondary learners have, as per based on observation and actual encounters, varying issues and concerns as adolescents that need to be addressed in a climate where the learners need to feel a genuine sense of acceptance and mutual trust as teachers strive to help them develop holistically. Most of the problems that these learners bring to school include among others family problems, low self-esteem and confidence in their capabilities to succeed in school, academic difficulties and challenges, relationship problems with classmates and schoolmates, bullying, and romantic relationships. These inadvertently affect their sense of personal well-being and hence, their capability to adjust to school works and make meanings out of the activities and experiences they encounter as part of their journey in accomplishing their secondary education.

This research therefore aimed to determine how integrating positivity concepts and experiences enable teachers assist Senior High School learners in Bolinao develop emotional wellness. The narrative accounts of teachers integrating such concepts and experiences likewise allowed the researchers to evaluate how teachers feel when they are able to accomplish the intended goal of creating a positive and engaging classroom. Meanwhile, the experiences of the SHS learners as a result of such integration of positivity approach were included to account for the actual experienced effects of the positivity approach on the lives of the clients the teachers and school serve.

In order to identify the experiences of fifteen senior high school teachers from Bolinao School of Fisheries in integrating positivity approach in their classrooms, the following research questions were raised in this study:

1. What methods were used by the teachers in integrating the power of positivity in their classrooms?
2. How do the SHS learners describe their experiences in the teachers' use of the power of positivity in their personal and academic life?
3. How do the teachers describe their experiences in implementing the power of positivity to SHS learners?

## METHODOLOGY

This study is qualitative in nature. It aims to explore the experiences of fifteen senior high school teachers from Bolinao School of Fisheries in integrating positivity approach in their classrooms. According to Christensen, Johnson, and Turner, as cited in [Simon \(2011\)](#), the qualitative phenomenological approach can be used to analyze the actual and lived experiences of a particular phenomenon (integration of positivity approach) as interpreted by individuals or groups (SHS teachers).

**Participants.** The participants of the study were 15 SHS teachers and teachers in the JHS level with SHS teaching loads of Bolinao School of Fisheries. The classes under them, namely four sections in Grade 11 level and the four sections in Grade 12 level. They were chosen through purposive sampling method based on certain criteria; Grade 11 and Grade 12 learners.

For the teachers, the inclusion criteria include the following:

1. They must have taught in the Senior High School classes during the school years 2017-2018, 2018-2019, and 2019-2020.
2. They must have an experience in using/applying activities related to positivity approach in the classroom during the school years 2017-2018, 2018-2019, and 2019-2020.
3. They have applied such kind activities described in no. 2 criteria in teaching subjects that are for Grade 11 or Grade 12 learners.

On the part of the learners, the inclusion criteria were:

1. They must have enrolled in the Senior High School level, either in Grade 11 or Grade 12 for the school year 2019-2020. Since the Grade 12 learners have graduated already, they were asked to answer the questionnaires distributed via their email addresses or social media accounts. The same method of data gathering method was done for the Grade 11 learners as face-to-face classes were deferred due to the COVID-19 situation.
2. They were under the mentorship of the selected Senior High School teachers-participants.

The number of participants from the teachers was determined using point of saturation. According to Walker (cited in Ferrer, 2019), this tool is “used for ensuring that adequate and quality data are collected to support the study”. In qualitative studies, saturation is achieved when similar and/or repetitive responses are

solicited from participants who are interviewed. In other words, when several participants give the same experiences and impressions on the impact of positivity approach in their academic life and even in their well-being, such saturation, or duplicated responses is already achieved (Jaggi, cited in Ferrer, 2019).

In selecting the respondents from the population, that is the Grade 11 and Grade 12 learners enrolled during the school year 2019-2020, a Non-Probability Sampling method was used. This method is deemed appropriate as it allowed the researcher to select a group of respondents from the target population of the study. In this method, the researcher is allowed to generate a sample using subjective judgment based on the needs of the study ("Non-probability sampling | Lærd Dissertation", n.d.).

In addition to purposive sampling used to ensure that the parameter characteristics are met by the learners-respondents, a proportional quota sampling was used as basis for determining the number of group. The aim was to come up with a sample which are proportional to the population being studied. The strata or grouping is based on the Senior High School tracks enrolled in by the respondents, namely, Academic Track and Technical-Vocational track ("Quota sampling | Lærd Dissertation", n.d.). However, because of the availability of the respondents, as many of them were already busy in their online study during the time of data collection, the actual/ideal proportion was not 100% followed.

**Data Collection.** For the teachers-participants, online interviews were conducted to obtain information about their lived experiences in integrating positivity approach in their classrooms. Meanwhile, for SHS learners, questionnaires were floated to them to gather information as to the impact of the integrated positivity approach in their academic and personal lives. Informed consent and confidentiality of the data gathered were assured to the respondents.

**Data Analysis.** The audio-recorded data, transcribed verbatim or word per word were categorized and organized according to the emerging patterns and similarities which is anticipated to occur from similar responses of the learners. These recurring responses, as a gauge or indicator of data saturation was coded to lend themselves for thematic analysis. This is a systematic method where the gathered and then coded qualitative data was broken down and organized by making categories based on the similarity of responses and clustering these coded responses into significant themes (Rosala, 2019).

For the responses of the learners-participants, they were depicted using bar graphs. These responses were likewise interpolated right after the discussion on the teachers' described application of methods of positivity approach to validate whether such methods coincided with the actual experiences of their learners.

**Validity.** The researchers applied member checking in which the data, interpretation and conclusion were shared with the participants. This way, the participants were given opportunities to check and clarify if there are some errors, omissions, or additions in the data, and hence, such can be corrected to ensure data credibility. A research expert from the research panel member was requested to do the task of external audit to establish confirmability, and dependability of findings of the study, including the evaluation of themes and conclusions of the research.



## RESULTS AND DISCUSSIONS

The data gathered on the use of positivity approach in classrooms were gathered through interviews with 15 teachers from Bolinao School of Fisheries. To ensure the anonymity of the teachers-participants, a code was used in place of their real identities. They were described in the following, to wit:

Teacher A is a female, Teacher II Senior High School Teacher from Lingayen, Pangasinan but has chosen to live in Bolinao with a newly erected house in one of the barangays near Bolinao School of Fisheries. Among her common subject loads include Cookery, Filipino sa Piling Larangan and Oral Communication.

Teacher B is a male Teacher II in Senior High School from Culang, Bolinao. As a Math teacher, he handles subjects such as General Mathematics, Statistics and Probability, Pre-Calculus and Basic Calculus.

Teacher C is another female Teacher II Senior High School who hails from Concordia, Bolinao. She teaches Food and Beverage Servicing and Bread and Pastry Production for Grade 11 learners. She is also given other academic subjects such as Entrepreneurship and Filipino sa Piling Larangan.

Teacher D is a female Teacher II in Senior High School from Balingasay, Bolinao. She is a former Teacher III from Junior High School but opted to teach in SHS, with subjects aligned to her baccalaureate specialization. These include among others General Biology 1, General Biology 2, Earth and Life Science, Earth Science. She also handles academic subjects such as Practical Research 2 and Personal Development.

Teacher E is a male Teacher II in Junior High School from Arnedo, Bolinao. He taught Computer Systems Servicing both in Grade 11 and Grade 12, as well as Media and Information Literacy, and Applied Economics.

Teacher F is a male Teacher I in Junior High School from Luna, Bolinao. He has been cross-teaching in Senior High School for the last two school years teaching subjects such as Physics for Grade 11, Media and Information Literacy, and Personal Development for Grade 12.

Teacher G is a female Teacher I in Junior High School from Catungi, Bolinao. She has been cross-teaching in Senior High School for the last three school years with the following range of subjects loads: Earth and Life Science, 21<sup>st</sup> Century Literature from the Philippines and the World, and Disciplines and Ideas in the Social Sciences.

Teacher H is another female Teacher I from Junior High School from Binabalian, Bolinao. She has been teaching subjects in Senior High School, including *Komunikasyon sa Pananaliksik*, Filipino sa Piling Larang, English for Academic and Professional Purposes, and 21<sup>st</sup> Century Literature from the Philippines and the World.

Teacher I is a female Teacher III in Junior High School from Luciente I, Bolinao. She has been cross-teaching in Senior High School for the last three school years with teaching loads such as Reading and Writing, English for Academic and Professional Purposes.

Teacher J is a male Teacher I in Junior High School from Dasol, Pangasinan. He has been given subjects in Senior High Schools for the last two school years such as Earth and Life Science, Understanding Culture, Society and Politics, and Personal Development.

Teacher K is a male Teacher III in Junior High School from Anda, Pangasinan. He has been cross-teaching in the Senior High School for the last three school years with subjects such as Earth and Life Science, Applied Economics and Understanding Culture, Society and Politics.

Teacher L is a female Teacher III in Junior High School from Concordia, Bolinao. She has been teaching in Senior High School for the last three school years with subject loads such as *Komunikasyon sa Pananaliksik*, Pagbasa at Pagsuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik, and Filipino sa Piling Larang.

Teacher M is another female Teacher III in Junior High School from Arnedo, Bolinao. She has been cross-teaching in Senior High School for the last three school years with subjects such as Computer Systems Servicing and Physical Education and Health.

Teacher N is a male Teacher III in Junior High School from Luciente I, Bolinao. He has been cross-teaching in Senior High School for the last three school years with subject such as General Mathematics, Contemporary Arts from the Regions, and Physical Education and Health.

Teacher O is a female Teacher I in Senior High School from Infanta, Pangasinan. She has been cross-teaching in Senior High School for one school year with the subject Physical Education and Health.

Meanwhile, the learners-participants who were asked to share their experiences and impressions on the positivity approach activities in the classroom are among those from the following sections:

Grade 11 – Academic Track/STEM

Grade 11 – Academic GAS

Grade 11 – TVL/CSS

Grade 11 – TVL/Home Economics

Grade 12 – Academic Track/STEM

Grade 12 – Academic GAS

Grade 12 – TVL/CSS

Grade 12 – TVL/Home Economics



The following table reflects the distribution of the respondents in terms of the ideal and actual proportion in accordance to their grade level and track:

Table 1. Distribution of learners-respondents

Senior High School Track	Number of Enrollees SY 2019-2020	Ideal Proportion of Respondents	Actual Number of Respondents
Academic Track Grade 12	19	4	8
TVL Track Grade 12	72	16	12
Academic Track Grade 11	24	6	7
TVL Track Grade 11	61	14	13
Total	176	40	40

### Methods used by the Teachers in Implementing the Power of Positivity in their Classrooms

#### *For integrating warmth*

Based on the narrative experiences of the participants, the following methods were applied in integrating warmth – provision of orientation during the opening of the school year, provision of words of encouragement to boost the confidence of the learners, making follow-up sessions, providing activities where learners enjoy, providing specific instructions to guide the learners, providing opportunities for collaboration, providing activities that allow learners to move and have fun in the classroom and providing incentives based on the learners’ outputs. Some of the verbatim responses of the participants along this building block of positivity approach are as follows:

#### Build Me Up

*“I build authority from the start, where I build a good relationship with them but put a distinct line up to what point it could be, so the students feel at ease. When I achieve this, they follow, they obey, and I take advantage of this to encourage them, especially the first batch I handled in senior high school. I used this approach with them and it worked.”*(Teacher D, 39, Female, Date of Interview – September 17, 2020, Interview via audio call)

*“Before the class... we would catch up with each other..., We chat a bit, then I ask them to evaluate themselves regarding about our subject, lessons and which points they are having a hard time on...”*(Teacher E, 37, Male, Date of Interview – September 22, 2020, Interview via audio call)

Meanwhile, on the part of the learners, majority either strongly agree or agree that the teachers used methods in their classroom that promoted warmth in their classrooms. and enhance self-respect, courtesy/respect for others, empathy for others, have This means they actually experience the benefits from the teachers' usage of methods that allowed them to practice fun in learning, and expressed/communicate their sentiments while the teachers actively listened to them.

With the use of the method provision of warmth on these aspects, the educational experience of the learners are bound to be positive affected. For one, researches show that the established caring relationship can help learners to be academically more successful. Learners are also able to transpose their positive attitude towards others as they are shown to be capable of practicing pro-social behavior. One key aspect in the experience of the students in school is the presence of teachers who listen as these help them to overcome their difficulties and therefore, will keep them from dropping out of school (Zakrzewski, 2012).

With the teachers and learners responses on the matter of provision of warmth in the classroom, it can be concluded that the teachers indeed practice the criterion of the building block, providing warmth, in their effort to practice positive discipline in teaching students. Hence, with the methods, both teachers and learners are able to build the relationship founded on trust and respect (cited in Stevens-Fulbrook, 2019).

#### *For integrating structure*

To provide structure to the class activities, the participants applied one-on-one sessions to the learners to address personal and behavioral concerns, involved significant others like peers, reverse psychology to encourage learners to come around and strive to do the opposite of the challenging behavior, provided opportunities for merit, collaboration, meeting deadlines, and related class activities to the preparation for the learners' future. Some of the verbatim responses of the participants along this building block of positivity approach are as follows:

#### You are Merited

*“Just like before starting the activity, I give them reminders, and tell them the points that they will get if they participate”* (Teacher I, 29, Female, Date of Interview – September 20, 2020, Interview via audio call)

*“I establish an environment where the child can be confident... Sometimes, they bully each other in class so they are hesitant to recite, so what I do is point out that everyone make mistakes, but we start with a clean slate”* (Teacher D, 39, Female, Date of Interview – September 17, 2020, Interview via audio call)

Meanwhile, on the part of the learners, majority either strongly agreed or agreed that the teachers also employed methods in their classroom that promoted structure in their classrooms. Of the different methods for this building block, the aspects where more learners acknowledged they experienced help is in the aspects having the skills to work out conflict with others, feeling safe inside the school, having clear instructions in their activities during their lessons, and in aspects such as their involvement and understanding of the rules in class, in feeling safe inside the classroom, and in being respected even if they commit or display inappropriate behaviors.

These experiences manifest that teachers have succeeded in fostering an effective environment as the methods are pre-requisites to empowering students in facing and overcoming challenges, including those involving interpersonal issues, and more importantly in giving them clear directions in their learning with the setting of classroom rules and specific instructions for them to know what is expected of them (cited in Young, n.d.).

With the use of the method provision of structure on these aspects, the educational experience of the learners are bound to be also positive affected. Through a structured classroom, learners had the opportunity to experience personal and academic growth (Meadow, 2019). Learners are thus are guided to be actively involved in their own learning and opportunities for improvement, both behaviorally and academically (*Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers, 2015*).

#### *For integrating setting of long term-goals*

Teachers used private conversations in order to listen to the concerns and worries of the students, validating their feelings and providing the opportunity for the students to realize that they can trust their teachers who are willing to listen to them. With these affirmations, they learn to accept and make sense of their experiences, which are very crucial steps in the process of problem-solving. The skill is deemed very crucial for the learners to practice resiliency amid the different challenges and concerns they will encounter in life. Some of the verbatim responses of the participants along this building block of positivity approach are as follows:

#### Family Connect

*“I give them advice when I talk to them... I see that they feel better... they realize they have someone to approach and tell their problems to and offer them advice... the learner may feel at times that she is not give attention in their house... and the learner is already affected... so in school as their second family.. we strive to make them feel that someone listens to them.”* (Teacher H, 28, Female, Date of Interview – September 20, 2020, Interview via audio call)



*“During the card day, the mother noticed that the student’s grades were dropping, ...I asked her to monitor the child’s phone usage so the child won’t be sleepy at school.”* (Teacher I, 29, Female, Date of Interview – September 20, 2020, Interview via audio call)

#### Pray and Listen to God

*“This is one of the things I do before starting class, I pray for and with the students...”* (Teacher K, 29, Male, Date of Interview – September 20, 2020, Interview via audio call)

Meanwhile, on the part of the learners, majority strongly agreed that their teachers are able to teach them skills that are usable for their career or work, while half them expressed that they agree on teachers’ provision of this aspect. These skills, such as communication skills, problem-solving skills, critical-thinking, practical or hard skills, are deemed very significant as these are essential requirements in seeking employment, studying in college or middle-level skills courses, and starting a business of their own – the four curriculum exits after senior high school.

## CONCLUSIONS

Based on the findings, the participants apply different methods in providing warmth, proving structure and setting long-term goals. Participants describe their fulfillment and satisfaction in applying such methods as they witness the improved performances of their learners. These include among others, higher levels of engagements, more open communication, relationships established on trust and respect, learner’ gratefulness and appreciation, better habits and higher levels of determination to strive in academics even after senior high school graduation. They themselves are also benefitted by the use of these methods of positivity approach as they feel and affirm the essence of their profession, share the success of their learners and establish friendships that linger even beyond the academic years of these learners.

The Grade 11 and 12 respondents acknowledged that they were able to benefit from the different methods applied by their teachers in providing warmth, structure, and setting of long term goals. In fact, these benefits go beyond the academic aspect, as they are able to experience not just satisfaction, safety and fun in the classroom, but they are able to build and rebuild their self-respect, confidants, practice and enhance skills for everyday and future/career work. With these enhanced virtues, they may yet live not just a responsible and productive, but a celebrated life as described by Dr. Rose Fuentes (*Discovery to Dream, 2018*).

The exploration of experiences of the teachers-participants reveal that teachers are not just aware but are keen and enthusiastic in applying positivity approach in the classroom. They used several methods that are designed to make the learners feel they are important, accepted and nurtured. Such application of methods and

their success stories should be documented by the schools of Department of Education as testimonies that the program Positive Discipline in Everyday Teaching is very much practice in the field. Then again, further training and workshops may also be designed to further enhance teachers' approaches in line with positivity approach to reach and benefit as many, and if at all possible, all learners in the educational system.

The teachers-participants were also very eager to share their experiences and realized in the process that there are no opportunities for them to to share these stories which are affirmations of their professional effectiveness. They may be given seminar workshops on writing journal entries that can serve the purpose of doing documentation and professional reflection.

Since this qualitative study involved only 15 teachers-participants and 40 SHS learners within the context of Bolinao School of Fisheries, other researchers may replicate the study in their own setting to explore likewise on the experiences of both teachers and learners when it comes to the use of positivity approach in the classroom.

A model on the use of positivity methods in classroom may be followed based on the following themes and sub-themes that emerged after the data from the participants (teachers) have been transcribed, categorized, analyzed and interpreted:



Figure 1 – Model for Integrating Positivity Methods in the Classroom

This recommended model espouses the utilization of the utilized methods in integrating warmth, structure, and setting of long-term goals. These methods overlap with each of the building blocks of positivity approach, yet they serve the same purpose of assisting the learners experience the feeling of being affirmed, empowered, and motivated towards meaningful learning within and beyond the boundaries of the classroom.

The use of this model may be contextualized according to the unique needs and demographic profile of learners as may be deemed appropriate by the classroom teachers.

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