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Tudásmenedzsment és Oktatáskutató  
Központ Zrt.



# **Positive Discipline in Action:** Insights from Students and Teachers on PD's Impact in Schools

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T-Tudok Inc.

27 August, 2025, Makó

Positive Discipline in European Schools project – Closing  
conference



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## AGENDA

1. About the research: Quantitative and qualitative modules
2. Results and implications from the **online student survey**
3. Results and implications from the **online teacher survey**
4. Results and implications from the **teacher interviews**
5. Questions and discussion



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## ABOUT THE RESEARCH

The research was organized into **5 MODULES:**

### QUANTITATIVE

- Online student survey (Autumn '24 & Spring '25) ~ **500 students**
- Online teacher survey (Spring '25) ~ **30 teachers**

### QUALITATIVE

- Structured teacher interviews (Spring '25) - **15 teachers**
- 4 student focus group discussions (Spring/Summer '25) ~ **40 students**
- Monitoring visit to Mako (Winter '25) - **2 LifeComp lessons, 4 interviews**



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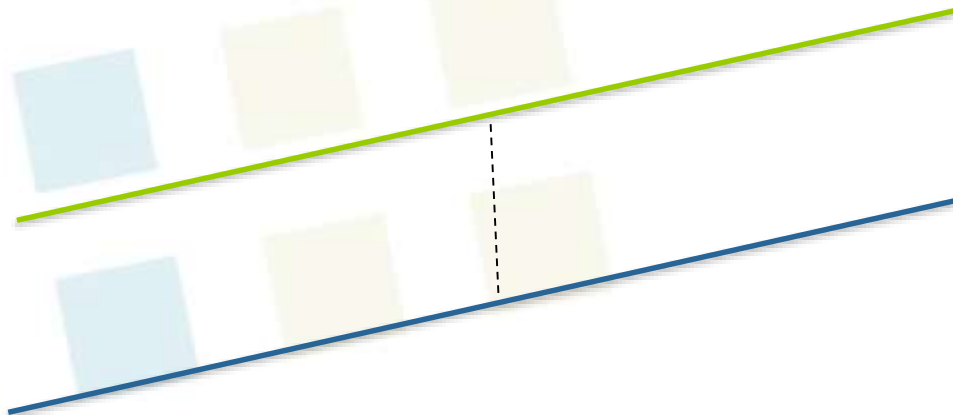


## ONLINE STUDENT SURVEY

~ 700 students participated from 6 countries (Positive Discipline and Control)

**Paired:** 513 (PD: 287, Control: 226)

- What changes in a school year?





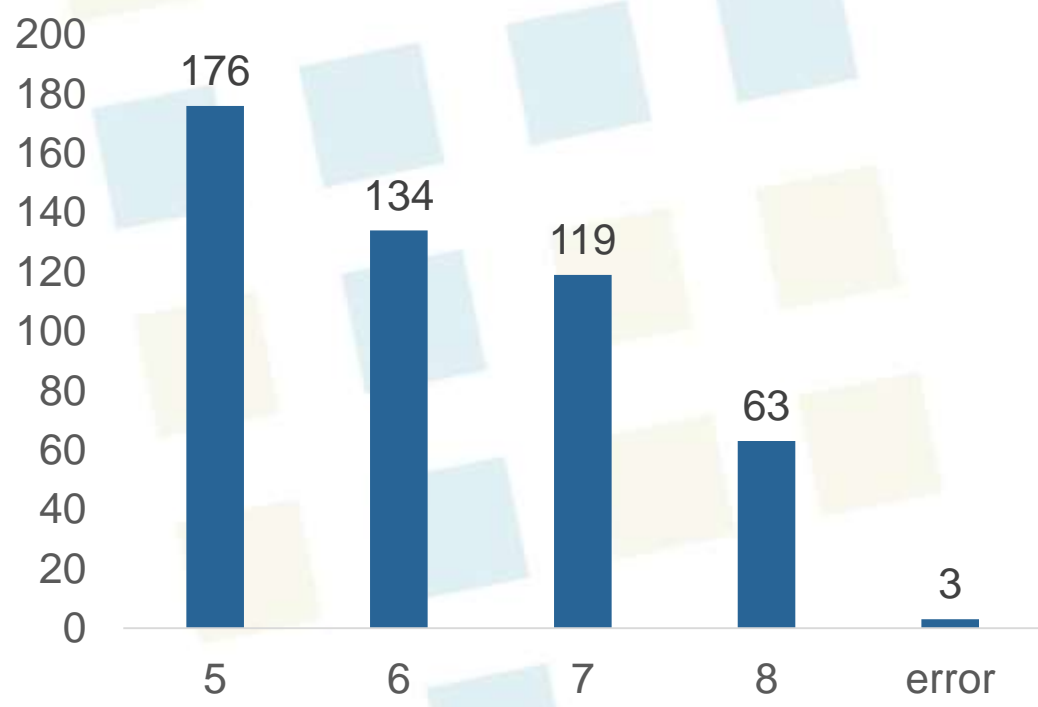
## ONLINE STUDENT SURVEY - DESCRIPTIVE STATS

COUNTRY	POSITIVE DISCIPLINE	CONTROL	SUM
France	72	66	138
Hungary	62	43	105
North Macedonia	24	46	70
Poland	69	13	82
Portugal	33	35	68
Bulgaria	27	23	50
<b>SUM</b>	<b>287</b>	<b>226</b>	<b>513</b>



# ONLINE STUDENT SURVEY - DESCRIPTIVE STATS

GRADE



	CONTROL	PD	
GIRLS	98	141	48%
BOYS	125	136	52%
SUM	223	277	500



## STUDENTS' VOICE: How do you like LifeComp lessons?

**BG:** „I like them because we all talk about interesting things that help me feel better.”

**POR:** „I think it's something that helps us solve our problems better and learn to trust ourselves.”

**PL:** „The teacher and I often talk about problems and try to find a solution that works for everyone.”

**NM:** „I like them a lot because we solve our problems and get advice from the class teacher.”

**HUN:** „I think they're very useful because if something bothers someone, we can talk about it there and maybe we can solve it.”

**FR:** „It's good because we learn self-control. We do cool activities, and it's funny sometimes. I like it when we leave sticky notes on the emotions wall to find out how we feel ”



## CHANGE IN STUDENTS' SOFT SKILLS

**Students answered 34 statements connected to:**

- **Self image:** Significant decrease in Positive Discipline students' negative self-image compared to Control students
- **Social competences:** PD students reported a significantly greater decrease in their perception of being unpopular in class compared to control students.
- **Empathy:** No significant difference.
- **Learning motivation:** Students in the PD group improved significantly in how persistent they were when working on tasks they didn't know the answer to right away.



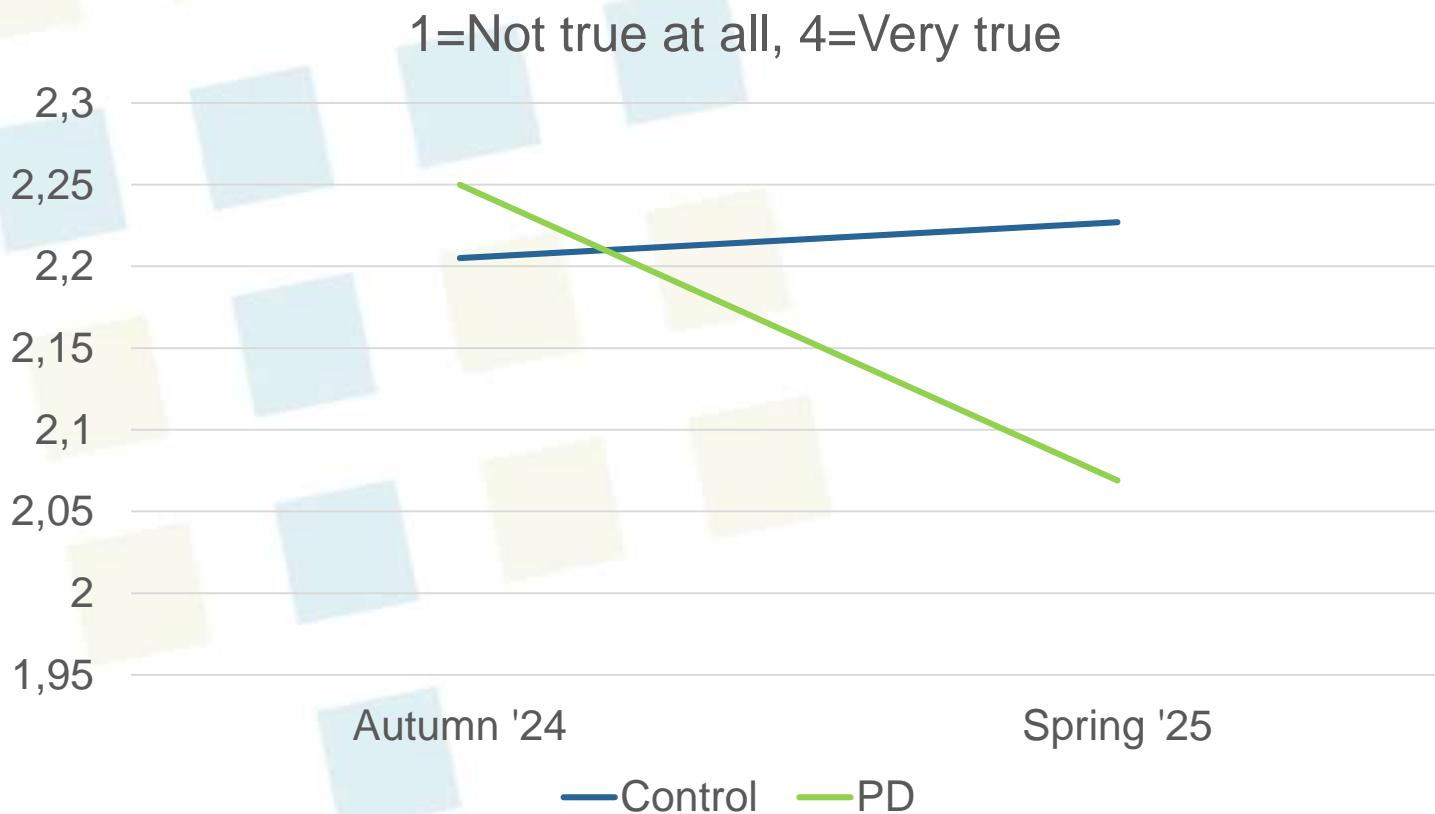


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## „I AM CLUMSY”: Significant decrease in students’ negative self-image





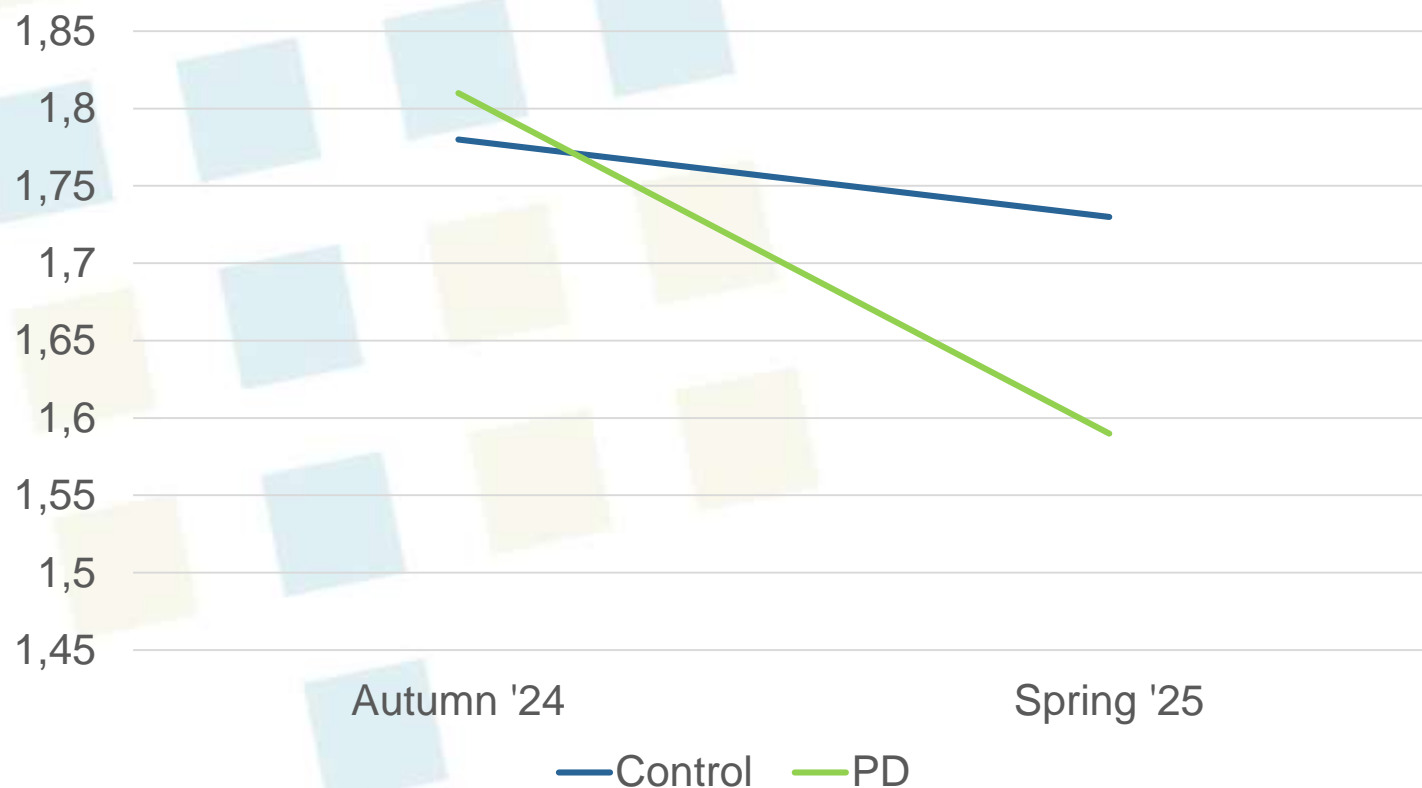
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„THERE AREN'T MANY THINGS I CAN BE PROUD OF.”

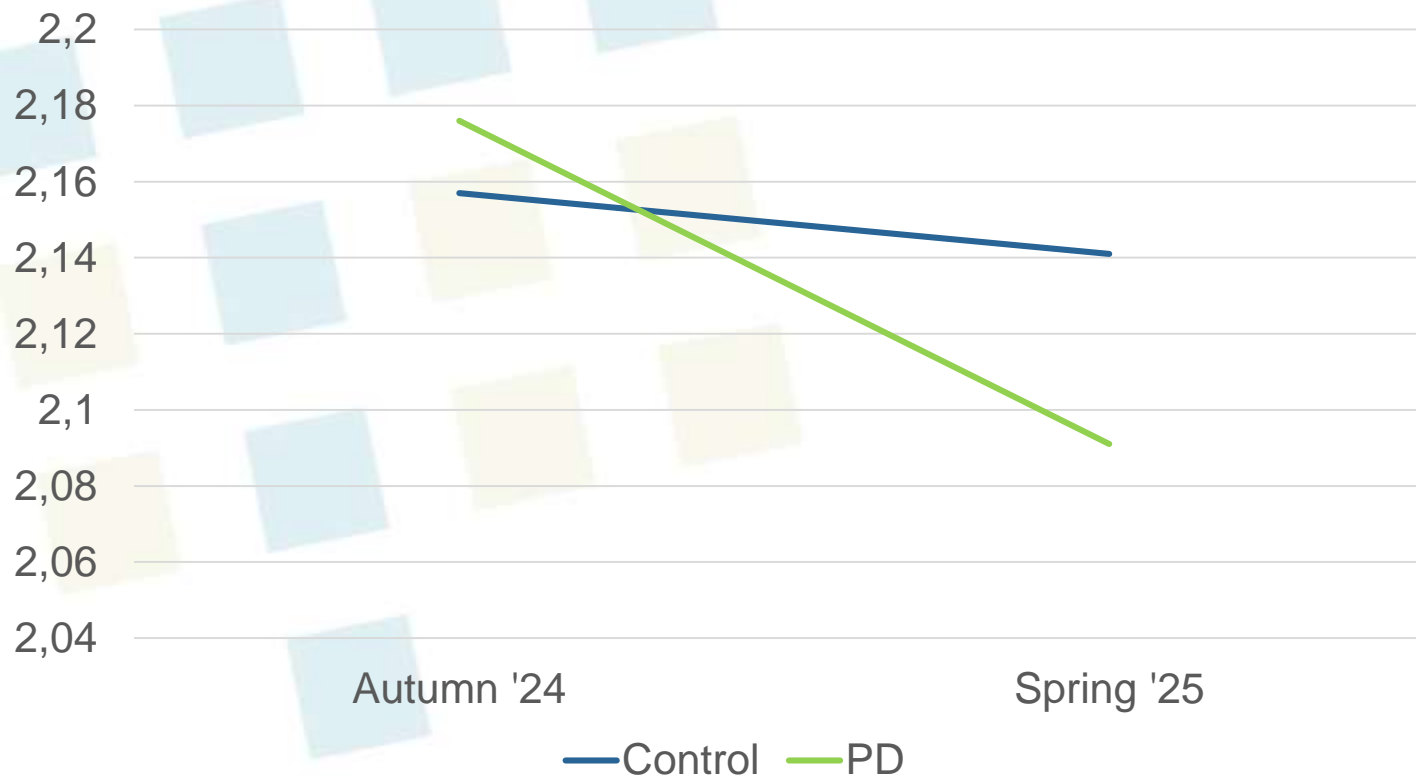
1=Not true at all, 4=Very true





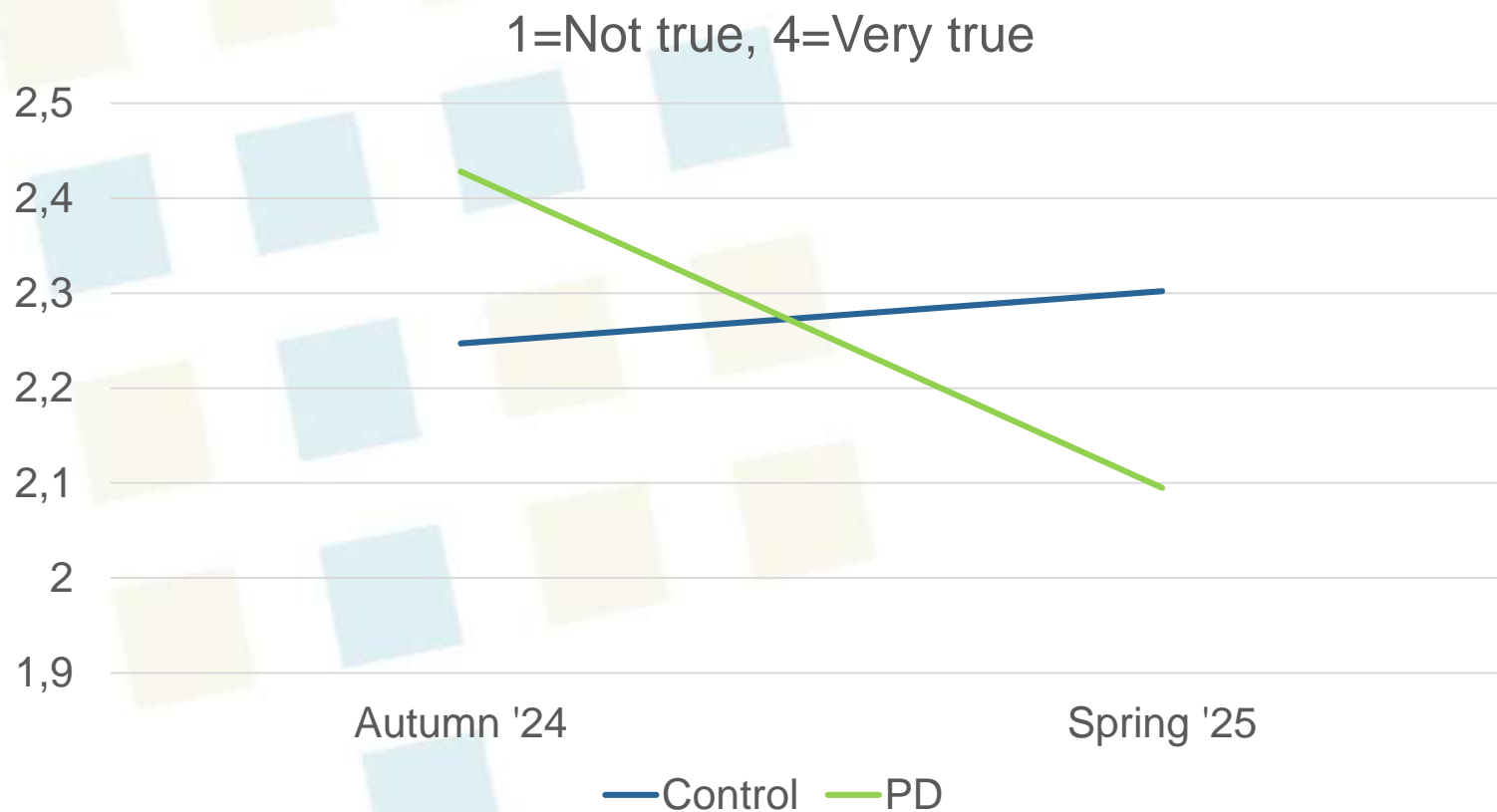
## 5 STATEMENTS TOGETHER ABOUT NEGATIVE SELF-IMAGE

1=Not true at all, 4=Very true





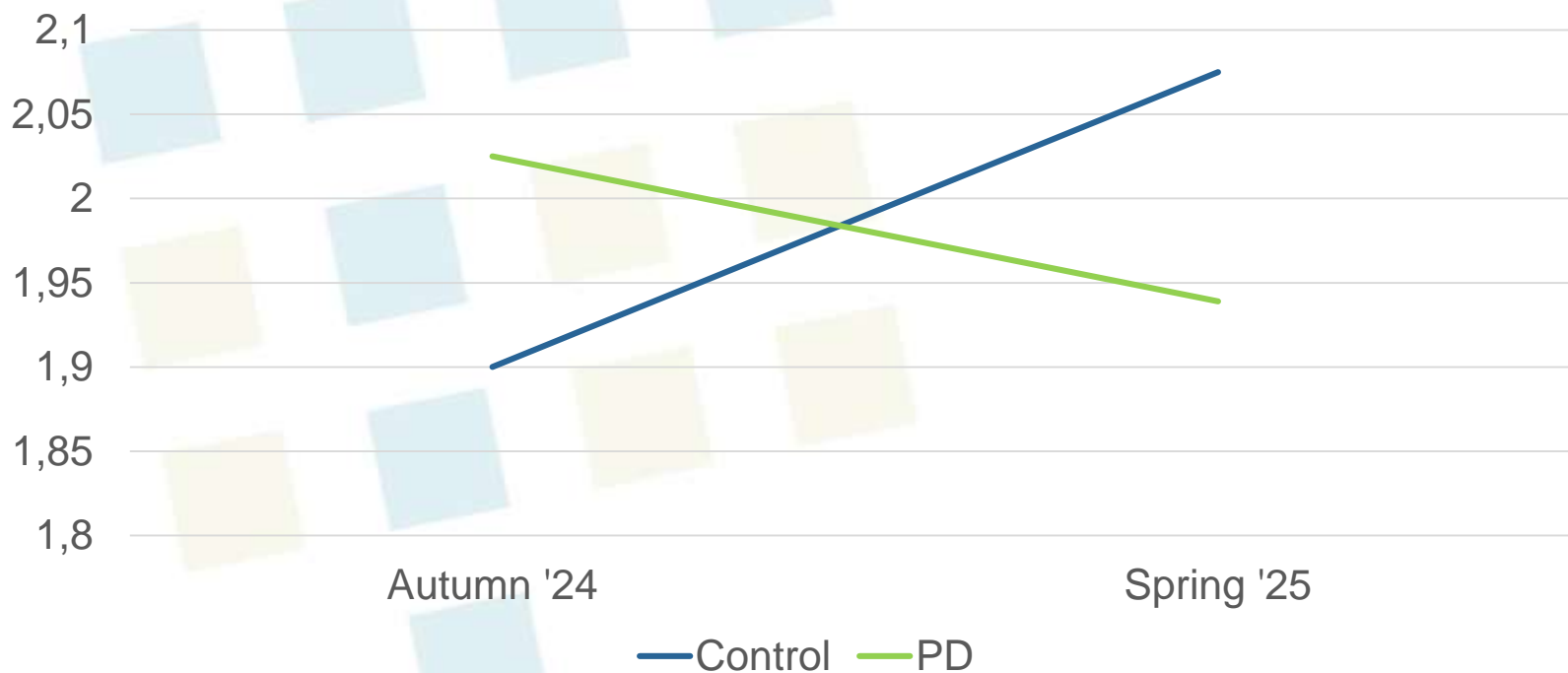
## „I AM NOT POPULAR IN MY CLASS.”





## LEARNING MOTIVATION: „IF I CAN'T SOLVE A TASK, I QUICKLY QUIT.”

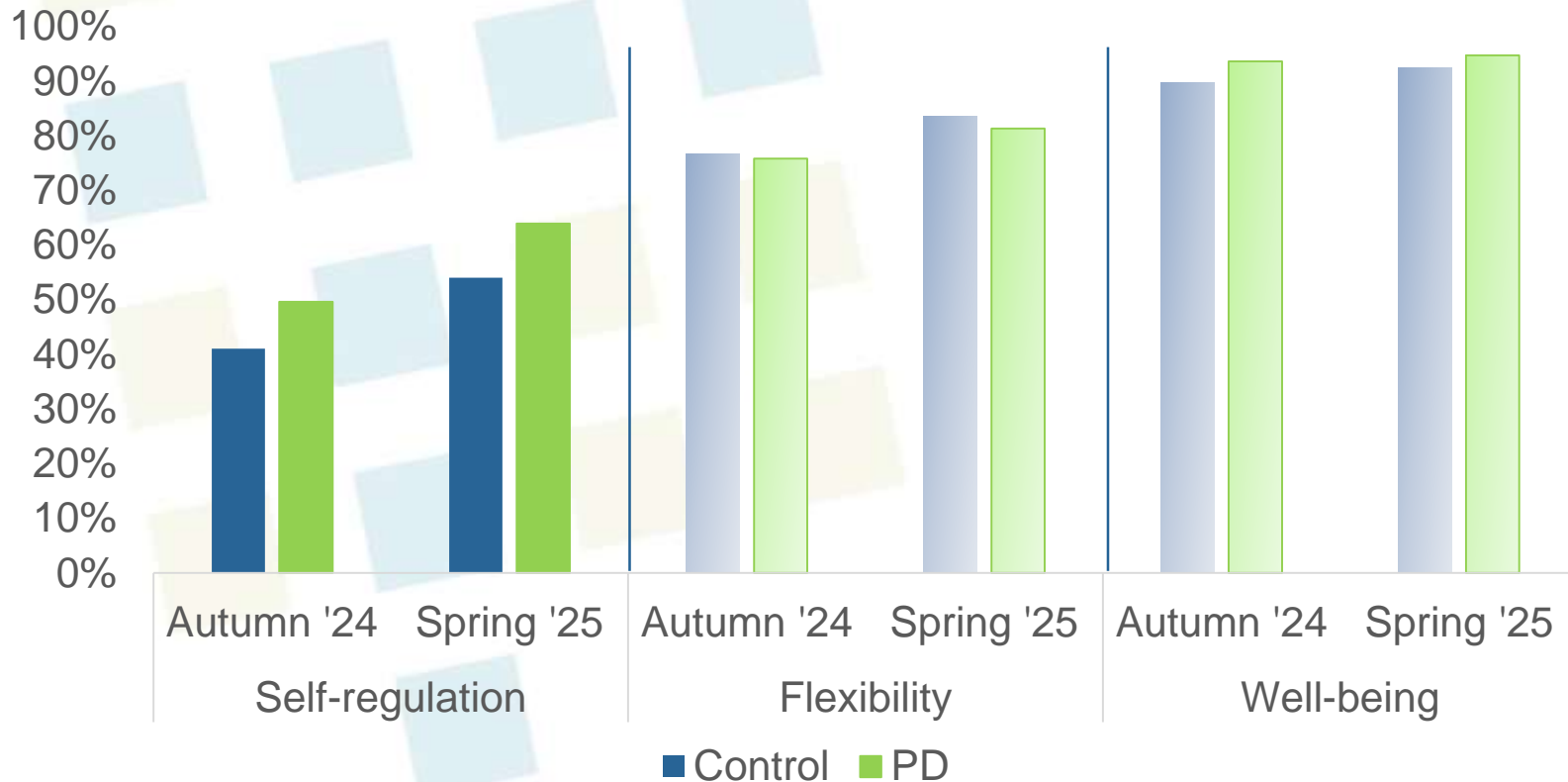
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# FAMILIARITY WITH CONCEPTS CONNECTED TO PD

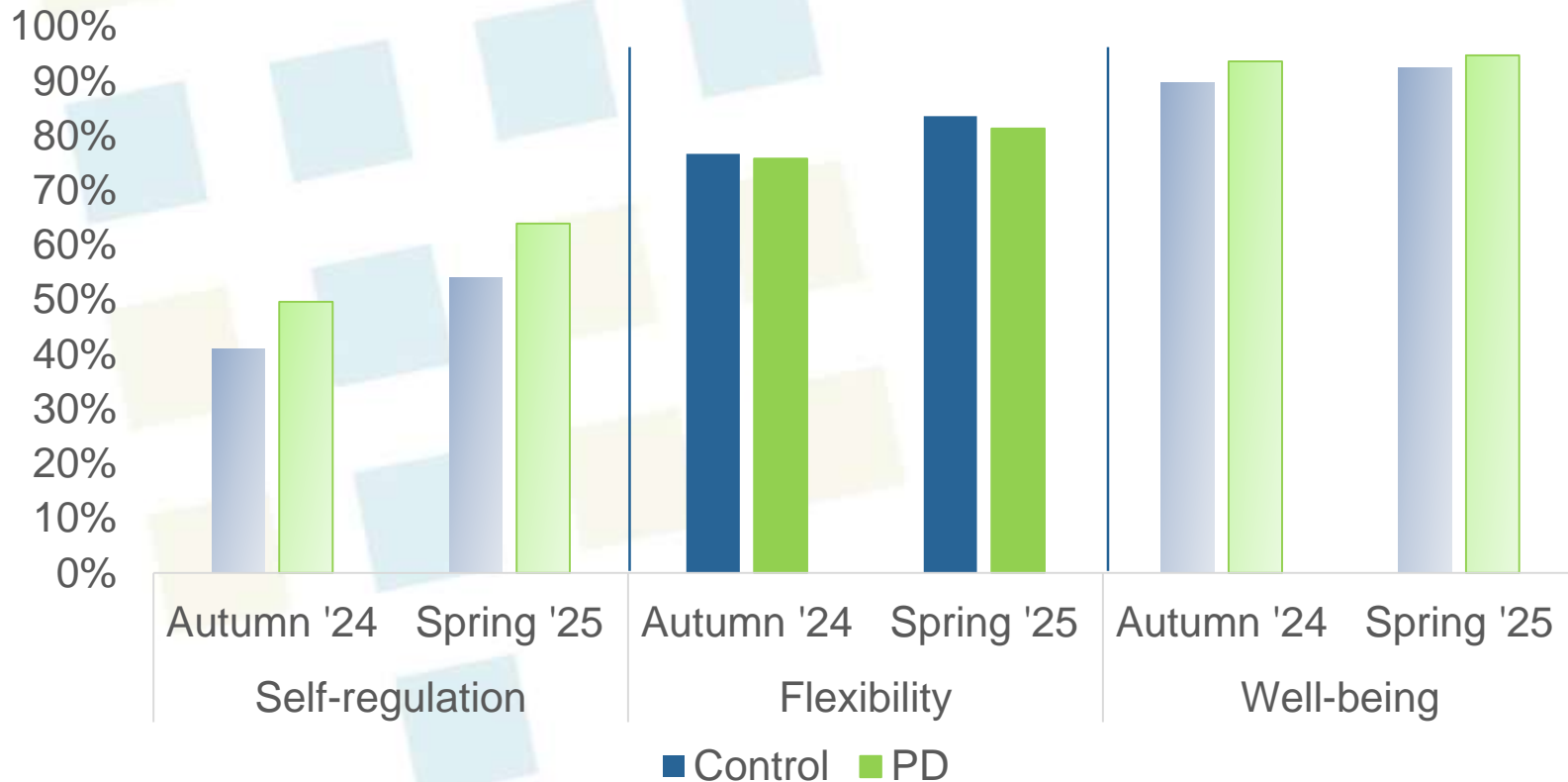
Familiarity with concepts connected to PD - I.





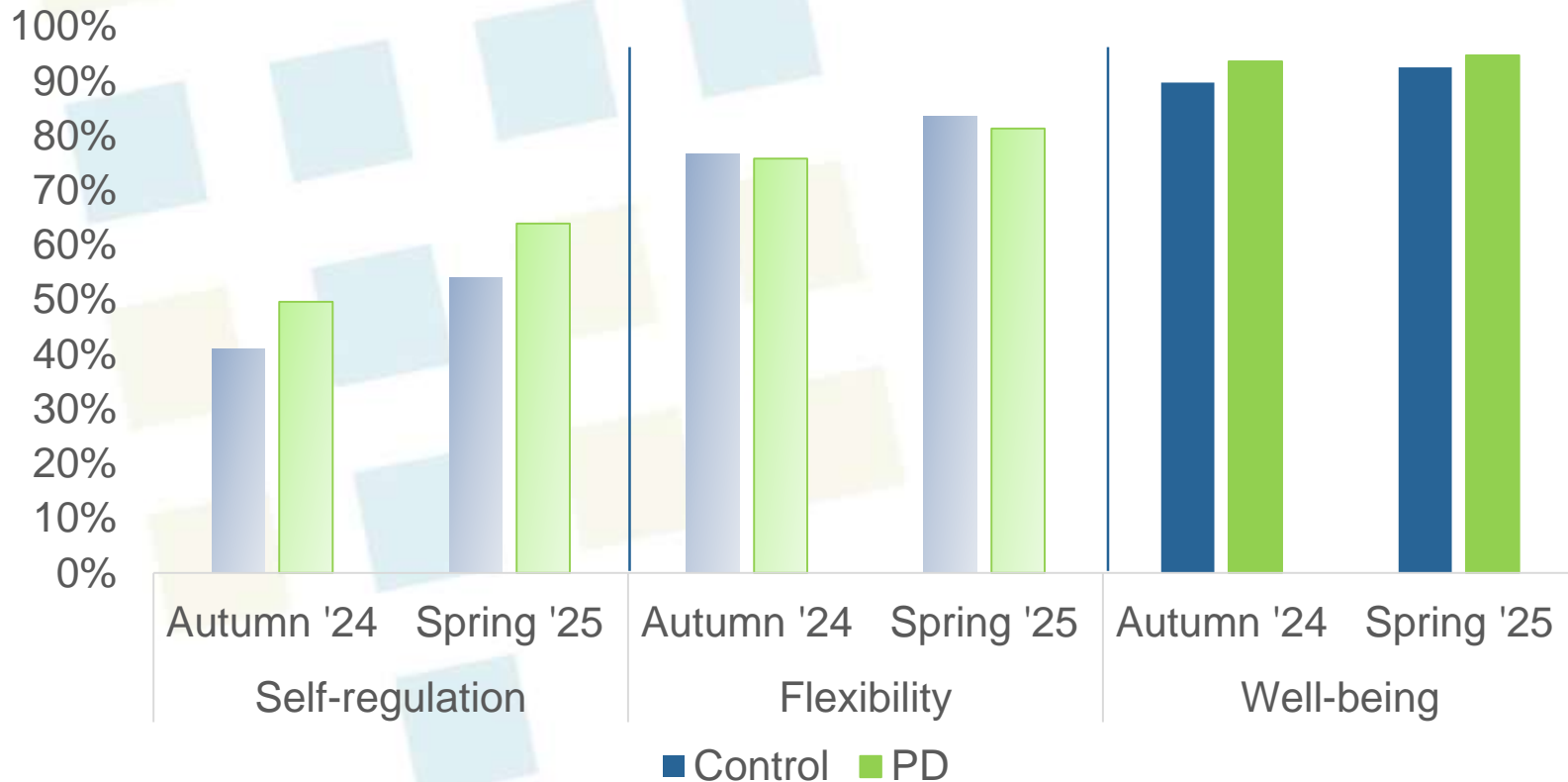
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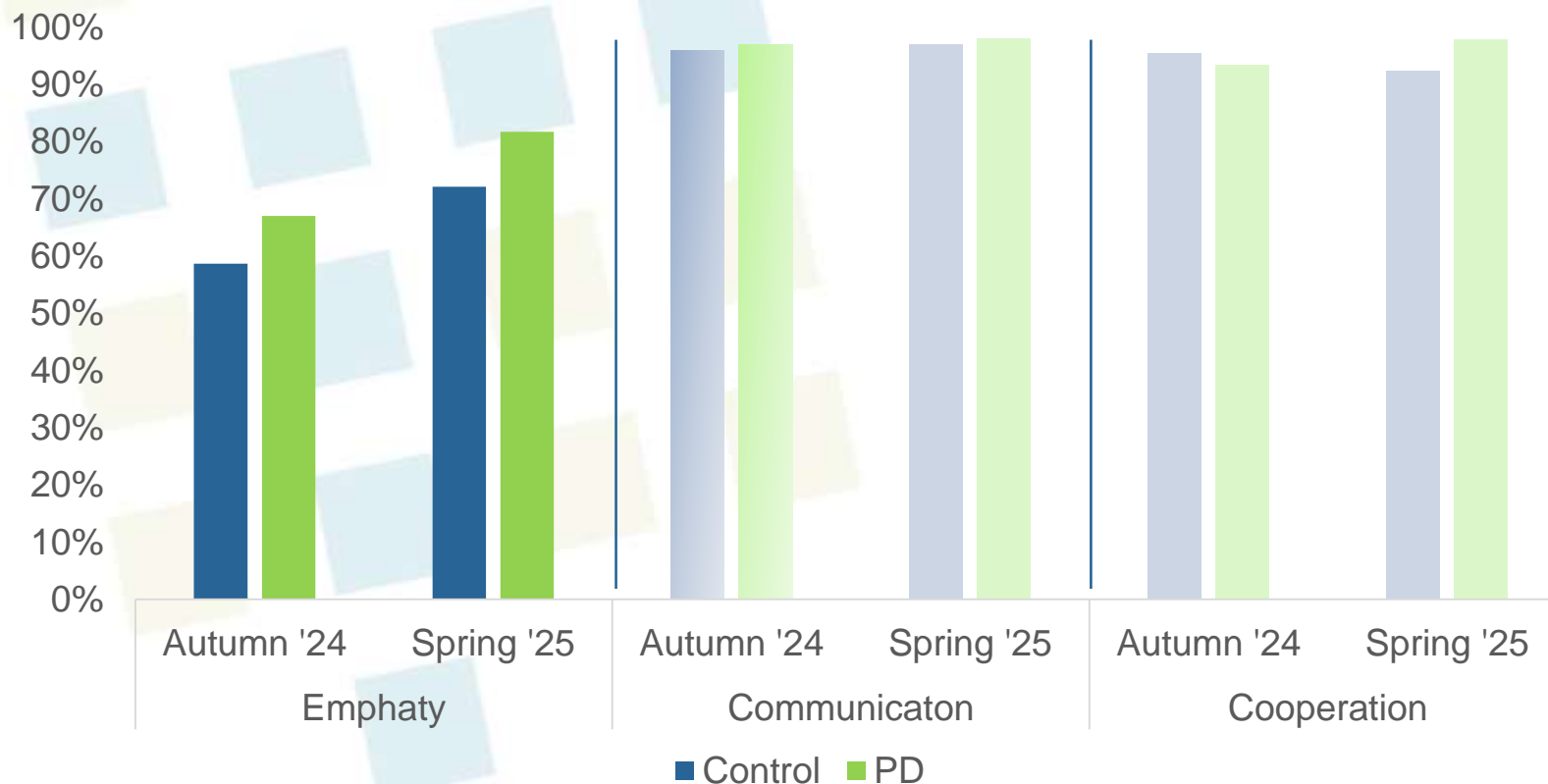






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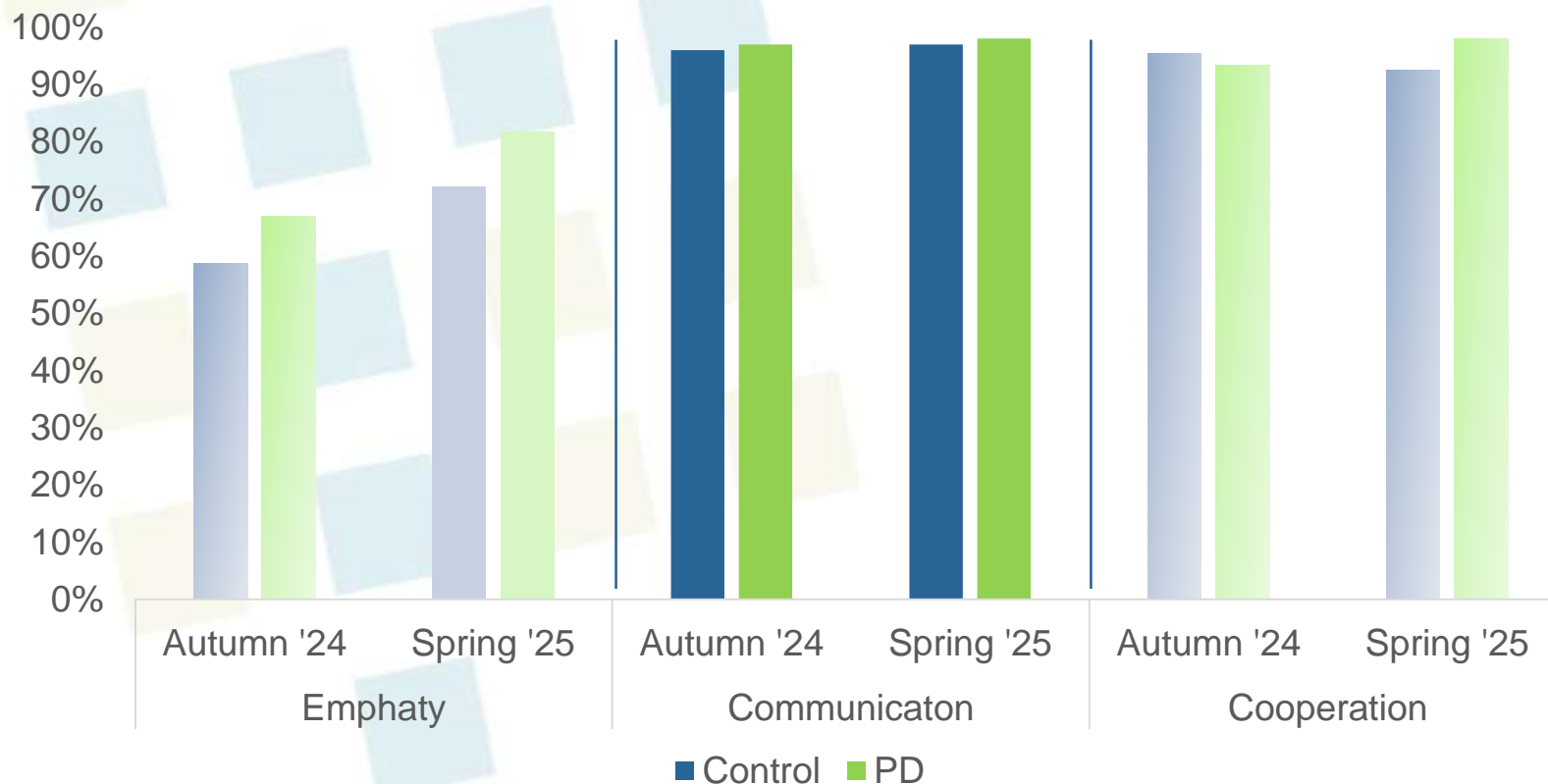
Familiarity with concepts connected to PD - II.





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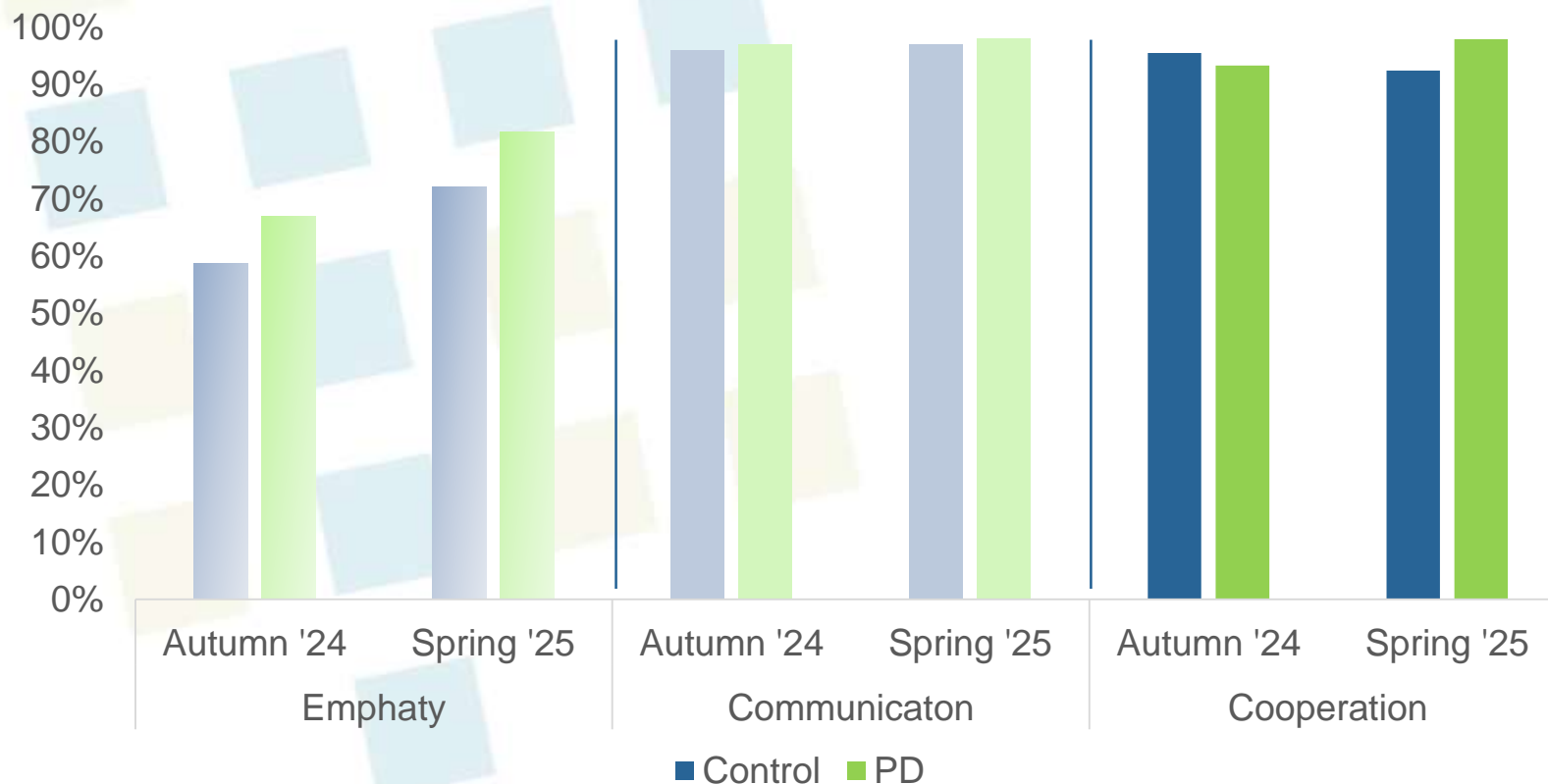
Familiarity with concepts connected to PD - II.





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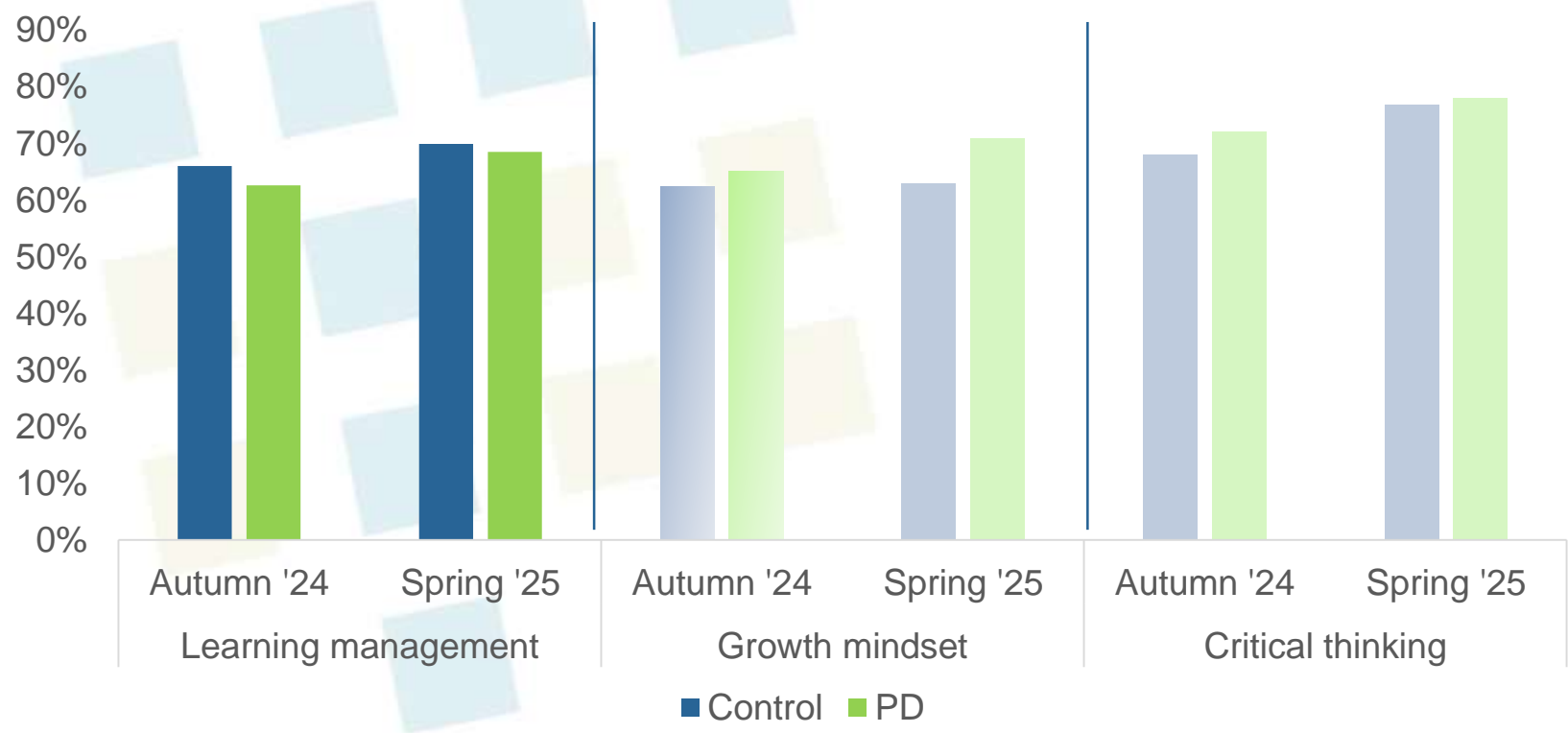
Familiarity with concepts connected to PD - II.





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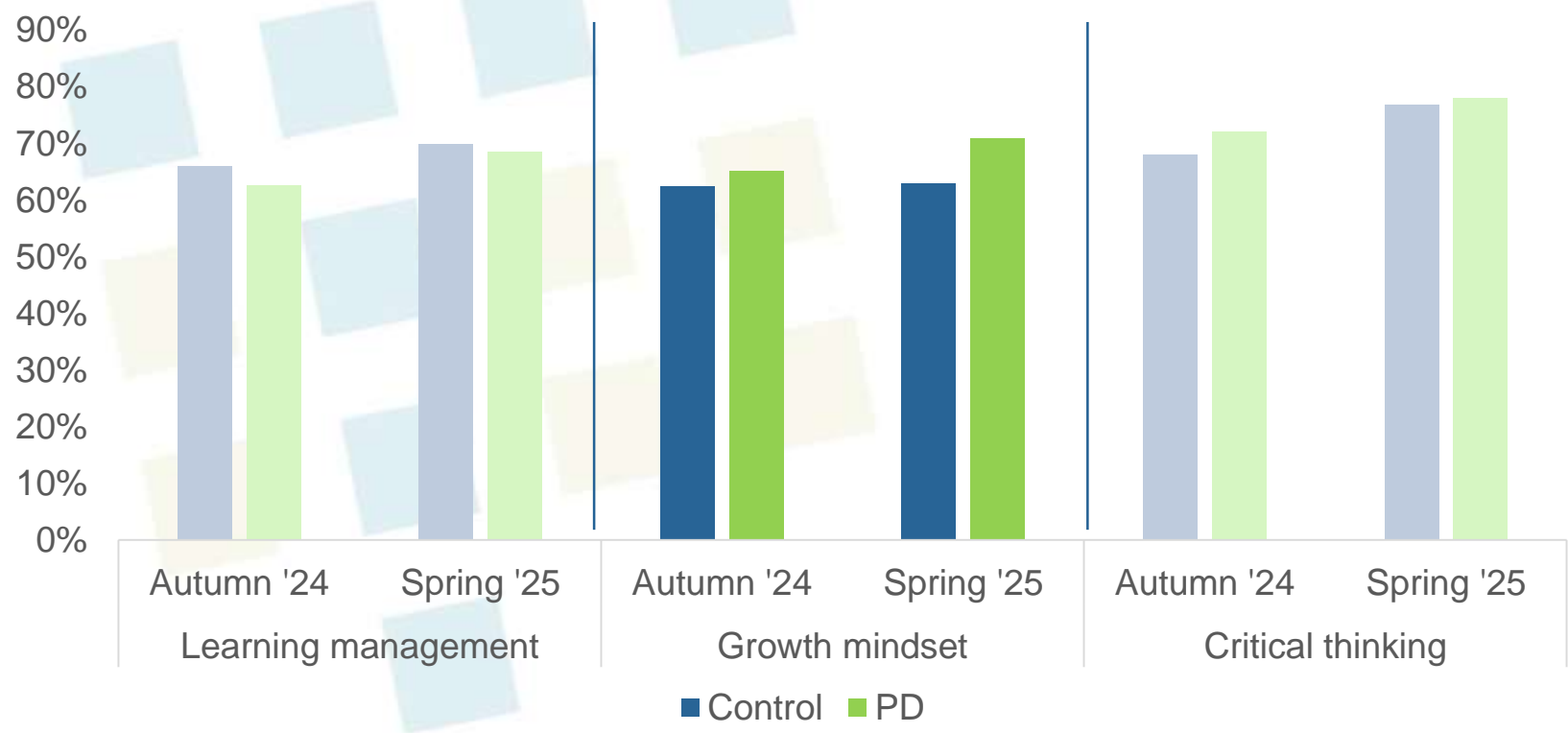
Familiarity with concepts connected to PD - III.





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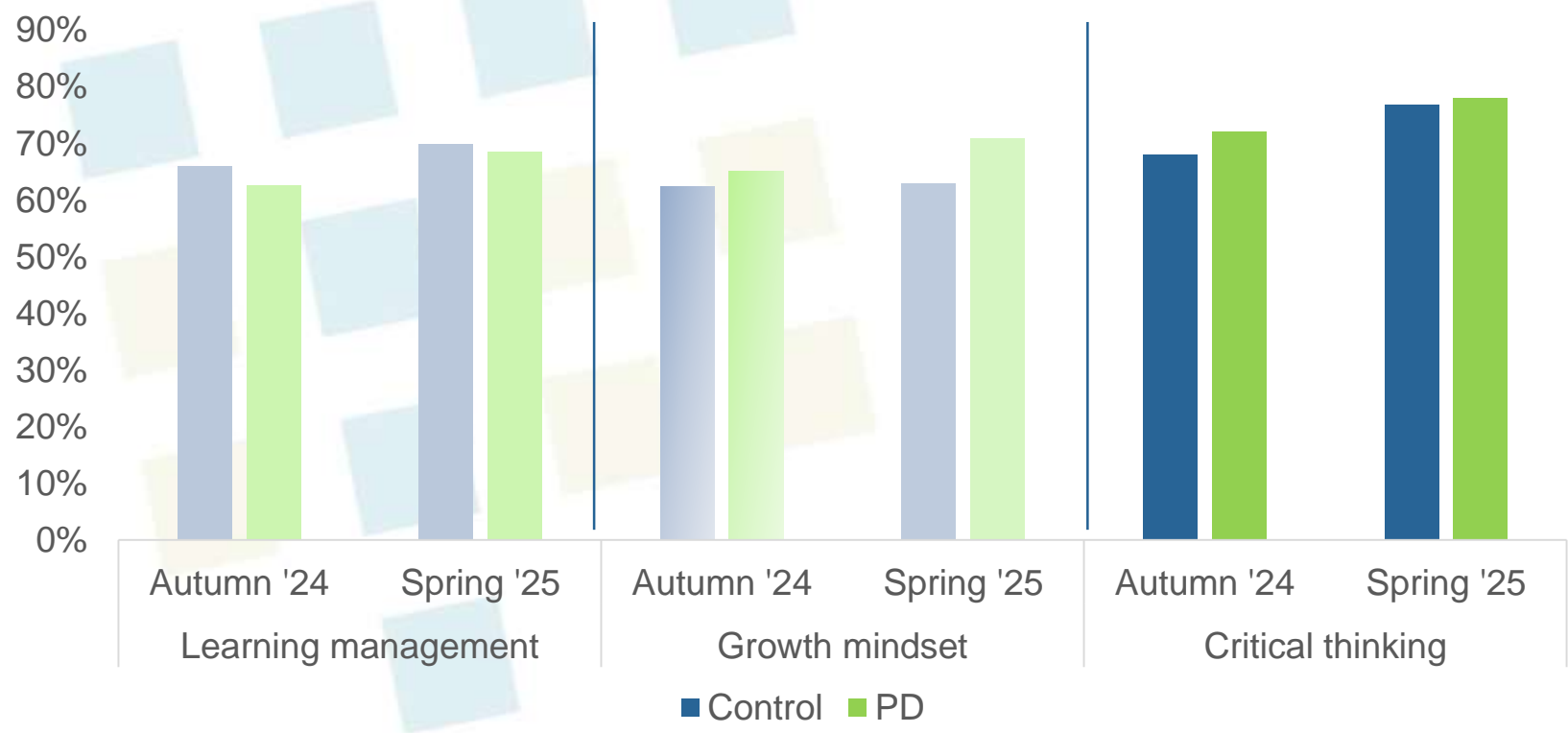
Familiarity with concepts connected to PD - III.





# FAMILIARITY WITH CONCEPTS CONNECTED TO PD

Familiarity with concepts connected to PD - III.





## HOW DO STUDENTS PERCIEVE THE CHANGE?

1. The teacher listens to me if I have a problem or if something is bothering me.
2. We, the students, also help solve problems, and we come up with ideas together. The teacher often says: "Let's solve it together!"
3. In the class, we doesn't look for who made a mistake, but how we can fix it.
4. Everyone has responsibilities and tasks in the class.
5. The teacher encourages us rather than punishes us.
6. The teacher doesn't only praise me when something turns out well, but also when I work hard and try my best.
7. If a test doesn't go well, instead of getting scolded, we talk about it in class to figure out together what we can do to improve.
8. Teachers make mistakes sometimes, but that's okay.
9. The teacher sees our strengths and good qualities.

## HOW DO STUDENTS PERCIEVE THE CHANGE?

### ***Most typical in Autumn 2024:***

- Everyone has responsibilities and tasks in the class.
- Teachers make mistakes sometimes, but that's okay.
- The teacher sees our strengths and good qualities.

### ***Most typical in Spring 2025:***

- The teacher listens to me if I have a problem or if something is bothering me.
- The teacher doesn't only praise me when something turns out well, but also when I work hard and try my best.
- Teachers make mistakes sometimes, but that's okay.
- The teacher sees our strengths and good qualities.

### ***Least typical at both times:***

- If a test doesn't go well, instead of getting scolded, we talk about it in class to figure out together what we can do to improve.





## HOW DO STUDENTS PERCIEVE THE CHANGE?

### **Most significant increase:**

- We, the students, also help solve problems, and we come up with ideas together. The teacher often says: „Let’s solve it together!”
- In the class, we doesn’t look for who made a mistake, but how we can fix it.
- The teacher doesn't only praise me when something turns out well, but also when I work hard and try my best.

### **No or negative change:**

- Everyone has responsibilities and tasks in the class.
- If a test doesn't go well, instead of getting scolded, we talk about it in class to figure out together what we can do to improve.



## HOW DO STUDENTS PERCIEVE THE CHANGE?

### **Most significant increase OUT of LiceComp lessons:**

1. The teacher listens to me if I have a problem or if something is bothering me.
2. We, the students, also help solve problems, and we come up with ideas together. The teacher often says: „Let’s solve it together!”
3. Teachers make mistakes sometimes, but that's okay.
4. The teacher sees our strengths and good qualities.



## HOW DO TEACHERS PERCIEVE THE CHANGE?

### **The 3 statements teachers resonated with the most in May 2025:**

- I listen when a student has a problem or when something is bothering them.
- I don't only praise a student when something turns out well, but also when they work hard and try to do their best.
- I see the students' strengths and positive qualities.

### **And the statement they identified with the least:**

- I make mistakes too as a teacher, and that's not a problem.



# ASSERTIVE PROBLEM SOLVING

- There were 8 situations, each with 3 possible responses.
- How many students shifted to assertive problem-solving from a different response type?



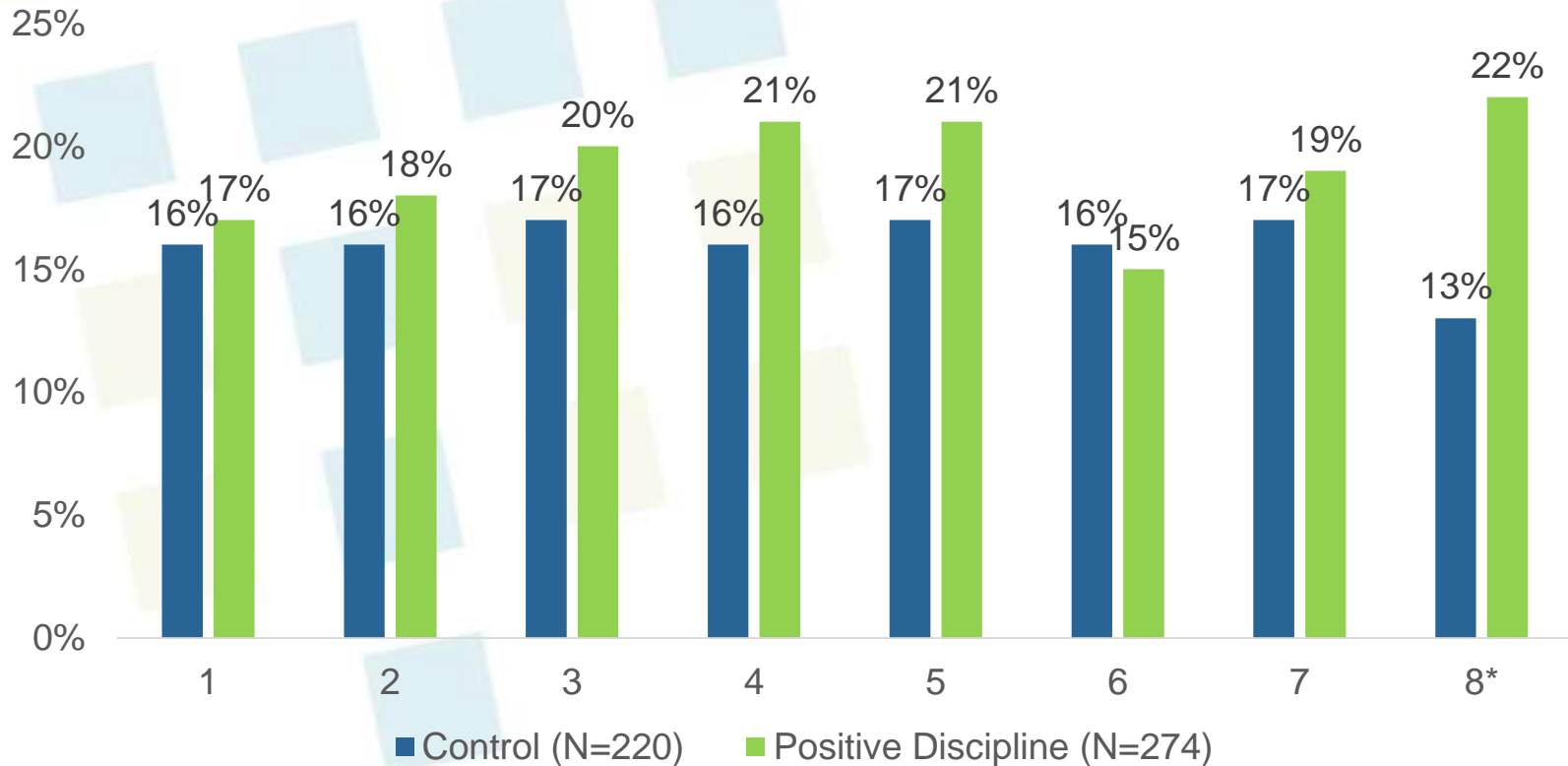
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# ASSERTIVE PROBLEM SOLVING

Percentage of students who switched to assertive problem solving





## SITUATION 8.

Statistically significant difference in the change between PD and control students

**Your friend has called you fat in the swimming pool locker room.  
What do you do?**

- You never talk to him/her again, and you stop being friends with him/her.
- You ask him/her to help you put together a workout schedule.
- You consider not going to the swimming pool with other kids ever again.



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## QUALITATIVE ANALYSIS

The analysis was based on 15 structured one-hour teacher interviews, involving all six participating partners.

**What we wanted to find out:** What are the *main experiences of the implementation of the PD project - according to teachers?*

The responding teachers consider the trial of the program to be fundamentally successful, and several emphasize that the implementation of positive discipline in schools depends not only on individual teacher motivation, but also on institutional-level organization and support.



## STRENGTHS OF THE PD IMPLEMENTATION

**Expansion of  
pedagogical and  
methodological  
tools**

**Teacher attitude  
change**

**Positive conflict  
management**

**Transforming  
the dynamics  
of classroom  
communities**

**Strengthening  
teacher-  
student  
relationships**

**Strengthening  
student empathy**





## WEAKNESSES OF THE PD IMPLEMENTATION

- **Lack of positive teacher attitude** (e.g. different attitudes of faculty members towards the educational principles of the program)
- **Inflexible institutional operation** (e.g. established institutional operations resist change)
- **Structural difficulties** (e.g. busy schedule, lack of time in classes)
- **Resistance from students** (e.g. the negative behavior of some students hinders community engagement)
- **Pedagogical-methodological difficulties** (e.g. story-based activities that are difficult to implement in lower grades)
- **Lack of parental involvement** (e.g. low parental participation rate)



## OPPORTUNITIES FOR ADVANCEMENT

- Provide clearer, age-appropriate materials:
- Create easy-to-follow guides with practical examples, especially for lower-grade teachers.
- Ensure continuous professional support:
  - Maintain consistent methodological guidance beyond initial training phases.
- Establish internal support systems
- Strengthen institutional backing:
  - School management should support PD by adjusting schedules and organizing regular PD-related discussions.
- Involve the whole school community



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Thank you very much for your attention!

Let's discuss!

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