

Research on teachers' disciplinary power from 2000 to 2024: In-depth Analysis under the Three-dimensional Framework Model

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Abstract: To systematically review the research findings related to teachers' disciplinary power, this paper constructs a three-dimensional framework model covering educational stages, disciplinary methods, and teaching types. Using this as a tool, a comprehensive analysis is carried out on the core documents included in CNKI from 2000 to 2024. The research results show that the research process of teachers' disciplinary power can be divided into three stages. In the initial stage, the academic community mainly discussed the rationality and legitimacy of teachers' disciplinary power. In the middle stage, the research focus gradually shifted to the methods and measurement of teacher discipline. In the later stage, the research focus was on the disciplinary subjects and legislation. Further in-depth analysis from each dimension of the three-dimensional framework model reveals that, in the dimension of educational stages, research on disciplinary measures in higher education is relatively weak compared with the rich research results on disciplinary measures in primary education.

Keywords: Teachers' Disciplinary Power; Disciplinary Methods; Legislation; Three-dimensional Framework Model

1. Introduction

In 2020, the “Rules on Educational Discipline in Primary and Secondary Schools (for Trial Implementation)” were officially promulgated. This rule provides an accurate and clear definition of teachers' disciplinary power: schools and teachers, with the purpose of education, carry out management work, implement guidance measures for students who violate school rules and regulations, or correct students' behaviors in the ways clearly specified in the rules. The core purpose is to enable students to learn from their mistakes, deeply understand their own problems and correct them. Essentially, this is an education-oriented behavior. The introduction of this rule not only clearly defines the essential attributes of educational discipline, specifies the scope of objects and specific methods for implementing educational discipline, but also emphasizes that the entire educational disciplinary behavior has a clear and positive educational purpose, and is by no means wanton punishment^[1].

Teachers' disciplinary power is an important power that teachers legally possess in the process of educational and teaching activities. When students violate school regulations, such as being repeatedly late for school, leaving early, or damaging campus public facilities; seriously disrupting the normal teaching order, like making loud noises in class, walking around at will and affecting others' listening; or engaging in behaviors that damage the overall interests of the school, such as maliciously slandering the school's reputation and undermining the harmonious campus atmosphere, etc., teachers have the right to take appropriate and reasonable punishment measures in accordance with relevant regulations and educational principles to correct students' inappropriate behaviors, guide them to establish correct behavior norms and values, and ensure that educational and teaching activities can be carried out orderly and efficiently ^[2-3].

Teachers' disciplinary power, as one of the key means for teachers to fulfill their educational responsibilities in accordance with the law, is an effective mechanism for promoting the realization of educational justice^[4]. It plays a non-negligible role in maintaining a good educational order, effectively protecting students' rights and interests, and facilitating students' healthy growth^[5]. Xi and Qiu

analyzed teachers' disciplinary power from the three dimensions of historical logic, realistic logic, and policy logic, pointing out that the current problems of teachers' disciplinary power, such as broad concept definition and ambiguous attributes, are important factors leading to difficulties in its implementation process^[6-7]. Yang and Qi focused on the implementation of teachers' disciplinary power in the context of primary and secondary school education^[8]. The research found that the imperfect legislative system is the root cause of confusion among disciplinary subjects and the abuse of disciplinary power. Ma deeply analyzed the deviations in the understanding of discretion, safety, and technicality of teachers' disciplinary power, and proposed that teachers' disciplinary power should be reconstructed from three aspects: collective justice and individual justice, student safety and teacher safety, and behavioral technology and psychological technology^[9]. The above-mentioned studies have explained teachers' disciplinary power from different perspectives and sorted out and integrated the existing research results. However, there is currently a relative lack of systematic literature reviews on teachers' disciplinary power. In view of this, it is particularly necessary and urgent to conduct a comprehensive review and summary of the current research status of teachers' disciplinary power.

On this basis, the article comprehensively uses database retrieval and the snowball method to comprehensively review relevant literature, striving to cover the published core research results. By constructing a three-dimensional framework model that includes educational stages, disciplinary methods, and teaching types, this article systematically summarizes the research on teachers' disciplinary power from different perspectives, such as primary education and higher education, physical activity-based discipline and psychological influence-based discipline, in-school teaching and out-of-school training, and also looks ahead to the future research directions.

2. Method and Research Framework

2.1. Data Sources

The literature retrieval adopts a comprehensive method combining database search and backward snowballing. In the database search stage, well-defined search strings such as “educational discipline”, “disciplinary power”, “psychological influence based discipline”, and “physical activity based discipline” are used to search for relevant literature. In this study, the core journal database of the China National Knowledge Infrastructure (CNKI) is used as the main source of data statistics. The backward snowballing method involves further searching for relevant literature from the reference lists of the retrieved documents. As a powerful supplement to the database search, this method can, based on a set of documents obtained from the database search, screen newly discovered documents with the above-mentioned keywords, thus obtaining more comprehensive information required for the research.

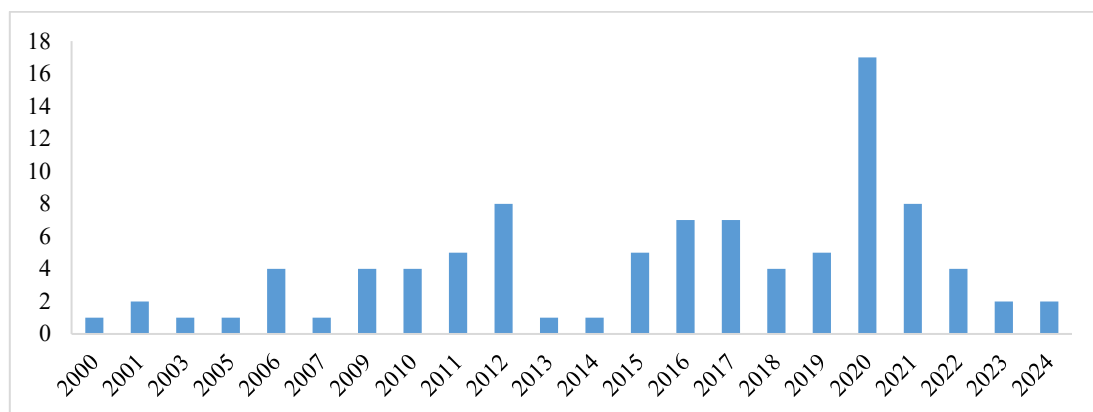


Figure 1: The research of teachers' disciplinary power from 2000 to 2024

Through the comprehensive use of various methods, a total of 443 related studies were retrieved. After screening, 94 core peer-reviewed papers were selected for in-depth analysis. These papers are mainly from core journals such as *Teaching and Management*, *Journal of the Chinese Society of Education*, *People's Education*, *Primary and Secondary School Management*, and *Fudan Education Forum*. When reviewing these literatures, the researchers not only carefully considered the abstracts but also studied the full texts of the articles to avoid omissions that may occur when analyzing the right of educational discipline based solely on the abstracts. Based on the collected literature data, the changing trend of the number of published papers over the years is presented, as shown in Figure 1. Since 2000,

the statistics of core literature on the research of the right of educational discipline have officially started. In the subsequent research process, there were intermittent research peaks in 2001, 2006, 2012, 2016, and 2020, with a cycle of approximately five years.

2.2. Keyword Analysis

After conducting a comprehensive statistical analysis of the retrieved literature, we are able to obtain the distribution of keywords within the publicly published literature spanning from 2000 to 2024. When we delve deeper into the keywords in different years, it becomes evident that the research on teachers' disciplinary power exhibits distinct characteristics in various stages.

2000 - 2015: Principles of Rationality and Legality

In the first stage, the research spotlight was fixed on the rationality and legality of teachers' disciplinary power. In the realm of educational activities, the exercise of teachers' disciplinary power serves as an indispensable measure for maintaining normal teaching order. Nevertheless, during the actual implementation, a host of problems surfaced. For instance, the demarcation lines between punishment and physical activity-based discipline became indistinct. There were also prevalent phenomena like teachers' abuse of disciplinary power and the absence of proper disciplinary actions^[10-13]. As a result, it became a pivotal concern to regulate the reasonable exercise of disciplinary power by teachers while safeguarding students' legitimate rights and interests. Consequently, expediting the legislation of teachers' disciplinary power became an extremely pressing matter^[14].

2016 - 2020: Disciplinary Methods and Measurement

In the second stage, the research primarily centered on the methods and measurement of teachers' disciplinary behaviors. During the educational process, to rectify students' non-standard behaviors, reasonable disciplinary approaches like physical activity-based discipline and psychological influence-based discipline were frequently employed. Currently, though, the definition of disciplinary measurement remains ambiguous^[15]. This has given rise to the thorny issue of how to establish criteria to differentiate between punishment and physical activity-based discipline. Only by making a clear distinction between them can a balanced restraint between teachers' disciplinary power and students' rights be attained^[16-18].

2021-Present: Disciplinary Subjects and Legislation

In the third stage, the core of research gravitates towards the disciplinary subjects of teachers and legislation. When students exhibit misbehaviors, teachers carry out disciplinary actions. However, not every instance of misbehavior warrants punishment, and the question of whether teachers possess the corresponding disciplinary authority also demands clarification^[19]. To address these issues, it is essential to gain a profound understanding of the interaction between teachers and students from the perspective of intersubjectivity^[20].

During the primary and secondary school education phase, the main agents of educational discipline are individual teachers or teacher collectives. Nevertheless, in real-world teaching scenarios, misdeeds of individual teachers, once exposed by the media, have precipitated a crisis of teachers' credibility. This has led to a transfer of some teachers' disciplinary power to parents^[21]. Simultaneously, teachers often rely on class cadres to help manage classroom order, resulting in the transfer of part of the disciplinary power to these student representatives.

The root cause of the ambiguity in disciplinary subjects lies in the fact that the law does not explicitly confer disciplinary power on teachers and fails to offer detailed implementation guidelines and operating procedures^[8]. Teachers' disciplinary power has a distinct power-related attribute. Hence, on the basis of this attribute, the legal system concerning teachers' discipline should be enhanced. This involves clearly demarcating the scope of discipline, standardizing proper procedures, and clarifying liability norms^[22-24].

2.3. Research Framework

By integrating the definition of teachers' disciplinary power with the characteristics manifested in the keywords of existing research literature, this study meticulously constructs a three-dimensional framework model. This model serves as a powerful analytical tool, enabling an in-depth inductive analysis of research pertaining to teachers' disciplinary power from three distinct dimensions: the educational stage, disciplinary approach, and teaching type. The detailed configuration of this model is vividly presented in Figure 2.

In this model, the educational stage dimension encompasses two areas: primary and secondary education, as well as higher education. The disciplinary approach dimension includes two common approaches: physical activity-based discipline (such as certain forms of physical education-related discipline) and psychological influence-based discipline. The educational type dimension is divided into two categories: in school and out-of-school. In-school teaching refers to regular classroom teaching, while out-of-school teaching mainly targets off-campus training institutions. Through this framework model, we comprehensively organize and summarize the existing research findings. Subsequently, we find that there are still some aspects of current research that require further exploration.

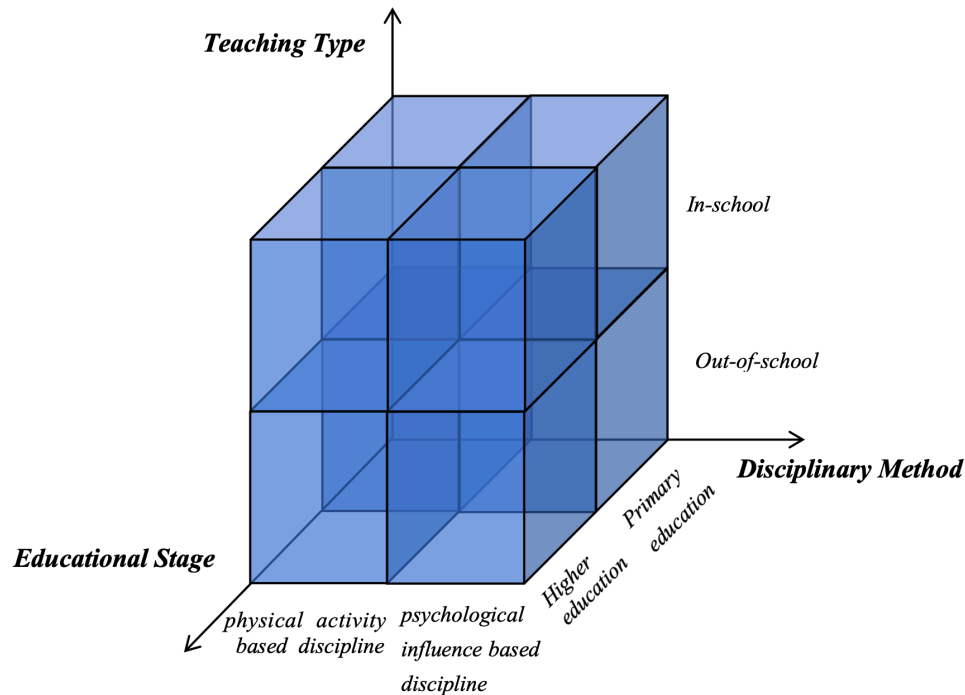


Figure 2: Three - dimensional framework model

3. Analysis Based on the Three-Dimensional Framework of Educational Stage-Disciplinary Method-Teaching Type

3.1. Educational Stage

The dimension of educational stage predominantly encompasses primary and higher education. In accordance with the features specific to different educational stages, scholars have carried out extensive and profound discussions regarding the definition of the scope, the control of the degree, and the difficulties encountered during the implementation process of teachers' educational discipline^[8,20,25].

Many scholars have carried out extensive and in - depth research on the disciplinary power of primary school teachers^[27-30]. Tang et al. found through large - sample analysis that there is a significant deviation between the subject's cognition and the actual implementation of teachers' disciplinary power^[27]. Parents with different educational backgrounds and students in different grades have different views on teachers' implementation of disciplinary power. The low participation of parents, coupled with the lack of clear regulations on the specific behaviors, locations, and methods of educational discipline implemented by primary and secondary school teachers, makes it difficult to effectively implement teachers' disciplinary power^[28]. Yu discussed the issue of educational discipline for students with no capacity for civil conduct, proposing to construct an internal and external appeal mechanism to protect students' rights^[29]. At the same time, in terms of educational legislation, specific measures for educational discipline and disciplinary sanctions should be refined, and disciplinary and sanction means should be applied at different levels to further standardize the disciplinary measures in primary and secondary schools^[30].

Different from primary education, the objects of higher education are mainly adults. At this time, the subject of implementing educational discipline changes to college teachers, who are professionals fulfilling the responsibilities of teaching and educating. College students have a strong sense of self -

awareness and a certain degree of rebellious psychology. When tempted by bad social factors, they are likely to make mistakes. The rational use of educational discipline can maintain good teaching order, protect students' legitimate rights and interests, and guide students to establish correct values and outlooks on life^[31]. Dai proposed that higher education discipline has two sides^[31]. To give full play to its positive role, it is necessary to improve the power of setting educational discipline from the legislative level. In the specific implementation process, the principle of proportionality and the principle of due process should be introduced to prevent improper infringement of students' rights [32]. Qin and Zhang believed that the relationship between colleges and universities and students should be defined as a special administrative legal relationship, clarifying the administrative sanction nature of the educational disciplinary power, clearly defining the concept, types, etc. of this power, and then providing judicial relief based on this ^[33-34].

3.2. Disciplinary Method

The methods of teachers' implementation of discipline mainly include physical activity-based discipline and psychological influence-based discipline [25, 35]. Among them, psychological influence based discipline is a means by which teachers use emotional neglect, denial, and rejection to manage students' misbehaviors, but this method often fails to achieve the educational purpose[35]. Xia et al. examined the teacher-student relationship in the compulsory education stage from the dual perspectives of appreciation education and disciplinary education, exploring the reasonable entry point of educational disciplinary power to clarify its development direction[36]. Wen and Chen proposed that a comprehensive disciplinary governance system integrating school discipline, family discipline, and judicial discipline can be constructed through legislation to solve problems such as the difficulty of judicial discipline intervention, the lack of teacher discipline, and the superficiality of parental discipline in the governance of campus bullying[37].

On the other hand, in terms of physical activity-based discipline, due to the lack of precise legislative provisions on its measurement, two adverse phenomena of "excessive discipline" and "abandonment of discipline" exist simultaneously[25, 38]. Ren and Long suggested that physical activity-based discipline should follow the principles of health first, measurability, and non-contact, and accordingly divided the scale of physical activity-based discipline into three levels: general, heavier, and severe[25]. Luo and Qiu found that physical activity based discipline is a commonly used management method[38]. They pointed out that physical activity-based discipline should be implemented in accordance with pre-established agreements.

3.3. Teaching Type

The implementation scenarios of teachers' educational discipline are not limited to in-school classroom teaching; out-of-school training institutions also have such situations [39]. Gong and Li found that out-of-school training institutions often aim for profit, resulting in uneven quality of their teaching staff [40]. The teaching order is chaotic, and in such an environment, disciplinary behaviors are likely to lose their rationality[41]. out-of-school training institutions usually focus on a certain subject area or specific topic, not paying attention to the systematisms and integrity of teaching content, overly emphasizing professionalism and pertinence, which to a certain extent hinders students' personalized development and all-round growth. Moreover, influenced by the market orientation, out-off school training violates the public welfare nature of education, not only damaging the quality of education but also having an adverse impact on educational equity[42]. Zhu suggested that out-of-school training institutions create an atmosphere of educational anxiety in pursuit of profits, resulting in a significant reduction in the physical exercise time of primary and secondary school students[43]. The long-term training and learning seriously damage students' physical and mental health.

4. Conclusions and Future Research

By conducting a systematic review of the research on teachers' educational disciplinary power with the aid of the constructed three-dimensional framework model, the following are the main conclusions and prospects:

4.1. Conclusions

Educational Stage Dimension

From the perspective of the educational stage dimension, existing research has delved into the scope and scale of the implementation of teachers' disciplinary power in primary education and higher education, respectively. The research on teachers' discipline in primary education has been rather comprehensive. In the compulsory education phase, students generally have limited self-restraint capabilities, making them more susceptible to teachers' disciplinary management. Nevertheless, during this process, primary and secondary school teachers may encounter two polar scenarios when exercising their disciplinary power: the absence of discipline and the abuse of discipline.

Conversely, research on the disciplinary power of higher education teachers is comparatively scarce. Currently, the majority of research efforts center on enhancing the establishment of teachers' disciplinary power from a legislative standpoint. This may be due to the more autonomous nature of higher education students, which leads to a different set of challenges and considerations regarding teacher-student interactions and disciplinary actions.

Disciplinary Method Dimension

In the disciplinary method dimension, physical-activity-based discipline ranks among the most frequently employed disciplinary approaches by teachers. Nevertheless, at present, neither the methods nor the measurement standards of physical activity-based discipline have been clearly defined at the legislative level. This lack of clear-cut regulations can lead to ambiguity in its implementation, causing confusion for teachers and potential concerns for students and parents.

When compared with physical activity-based discipline, psychological-influence-based discipline often falls short of attaining the educational objectives anticipated by teachers. Psychological-influence-based discipline, such as criticism and isolation, aims to correct students' behaviors through mental and emotional impacts. However, it frequently fails to yield the desired results. Additionally, over-reliance on psychological-influence-based discipline may trigger students' psychological issues. For instance, constant harsh criticism might undermine students' self-esteem, and deliberate isolation could lead to feelings of depression and anxiety among students. These negative consequences not only harm students' mental health but also exert a negative influence on teacher-student relationships and home-school cooperation. Tense teacher-student relationships can impede students' learning enthusiasm, while strained home-school cooperation may weaken the overall educational support system for students.

Teaching Type Dimension

When analyzed from the teaching type dimension, teachers' disciplinary behaviors in in-school classroom teaching are more conspicuous and readily observable. In the regular classroom environment, every action of teachers, including disciplinary measures, is under the scrutiny of students, parents, and school management.

Conversely, the disciplinary behaviors of teachers in out-of-school training institutions are seldom brought to light and have not attracted adequate attention from scholars. Out-of-school training institutions are plagued by a series of issues. First, there is a lack of systematization and integrity in teaching content. Courses are often designed to focus on short-term improvement of test scores rather than comprehensive knowledge building and skill development. Second, the quality of the teaching staff varies widely. Some instructors may not have sufficient professional qualifications or teaching experience. Moreover, there is an even more concerning phenomenon of these institutions encroaching on students' physical exercise time, which is crucial for students' physical and mental health.

To make matters worse, the legislative management system addressing these problems is far from perfect. There is a lack of clear regulations regarding the scope and limits of teachers' disciplinary power in out-of-school training institutions. This regulatory gap not only fails to protect students' legitimate rights and interests but also hampers the healthy development of the out-of-school training market.

4.2. Future research

Drawing on existing research, future inquiries into teachers' disciplinary power should focus on several key directions. First, research should pay more attention to diverse educational groups, such as higher education and special education. For instance, future studies could explore how disciplinary measures in universities help prevent academic misconduct, like plagiarism, and examine how tailored strategies can address the unique needs of special education students.

Second, there is a need to enhance research methods. While most existing studies rely on qualitative analysis, further field investigations and case studies across different educational settings are essential.

Such research can capture the nuances of disciplinary practices in various contexts and provide robust data to guide improvements in both legislation and practice.

Finally, given that educational discipline involves multiple stakeholders—including the state, schools, teachers, students, and parents—future research should promote collaborative projects among these groups. By strengthening communication channels and joint efforts, researchers can develop more effective and fair disciplinary practices that ultimately support the all-round development of students.

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