

Review of the research literature on Chinese teacher education and punishment in the past ten years

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Abstract: *With the need of education management in primary and secondary schools, schools, teachers and the society have more and more calls for educational punishment. Educational punishment has become a hot research issue in the field of domestic education in recent years. Through "the Chinese network" of the paper of the past decade, the paper summarizes the focus of the main focus of the debate: about the concept of teacher education punishment, the subject of the nature of teacher education punishment, about the abuse and use, and the relief of education punishment, summarizes the research characteristics of the problem. On this basis, summarize and reflect on the current shortcomings of Chinese educational punishment, and then discuss the future research trend of educational punishment, so as to provide better help for the research of scholars in the later stage.*

Keywords: *punishment; educational punishment; literature review; Chinese teachers; Teacher Education Punishment; Review of the research literature*

1. Foreword

Educational punishment refers to the educational behavior in which schools and teachers manage, discipline or correct students in prescribed ways, so as to encourage students to take lessons, understand and correct mistakes. In recent years, the problem of educational punishment has been concerned and discussed by educational circles and educational practitioners. At present, on the basis of extensive preliminary research and public consultation, the Ministry of Education has formulated and promulgated the "Rules for Punishment for Primary and Secondary Education (Trial)" (referred to as "Educational Punishment Rules"), which was promulgated on December 23, 2020 and took effect on March 1, 2021.^[1] Based on the Knowledge Network of China (CNKI) database, the time range is set to 2010-2020. In the advanced search page, the theme = "educational punishment" is searched, the source category selected all journals, and a total of 774 Chinese documents were searched. After manual screening of documents that did not meet the research criteria, 422 valid documents were finally selected as data samples for this study. This paper will analyze 422 articles on educational punishment published in domestic journals. Through the analysis of these 422 documents, we try to summarize and summarize the existing problems and deficiencies of educational punishment, and predict the development trend of future research, so as to help scholars' better research on educational punishment.

2. Literature analysis of educational punishment research

China's research on educational punishment is not long for a long time. After the founding of the People's Republic of China, some scholars paid attention to this issue, but few people studied it, and the research topics were also very limited. However, in recent years, with the development of education, some problems have also emerged, and educational punishment has become a more sensitive and highly concerned problem.^[2] More and more scholars began to engage in this aspect of research, and the research situation can be roughly divided into the following aspects:

2.1. The number of literature studies is on the rise

The data show (shown in Figure 1), from 2010 to 2013, Chinese educational researchers issued educational punishment smoothly; from 2014 to 2017, researchers' attention to educational punishment

fluctuated slightly and then stabilized, because a school caused students to fear class, which attracted the attention of the general public. From 2017 to 2020, more and more educational punishments occurred, and policies were introduced. For example, Qingdao Primary and Secondary School Management Measures was implemented in Qingdao in March 2017; In June 2019, the Justice Department of Guangdong Province issued the School Safety Regulations of Guangdong Province [3]; On June 23, 2019, the CPC Central Committee and the State Council issued Opinions on Deepening Compulsory Education Quality ("Opinions"). Overall, in recent years, the number of papers in educational punishment has been on the rise. However, to sum up, the research has not constructed a detailed and feasible operation path for the use of teachers' educational punishment power, and the implementation of educational punishment has not been effective. This shows that the research related to educational punishment will continue to develop, and it is also gradually entering the hot research field of educational research in China.

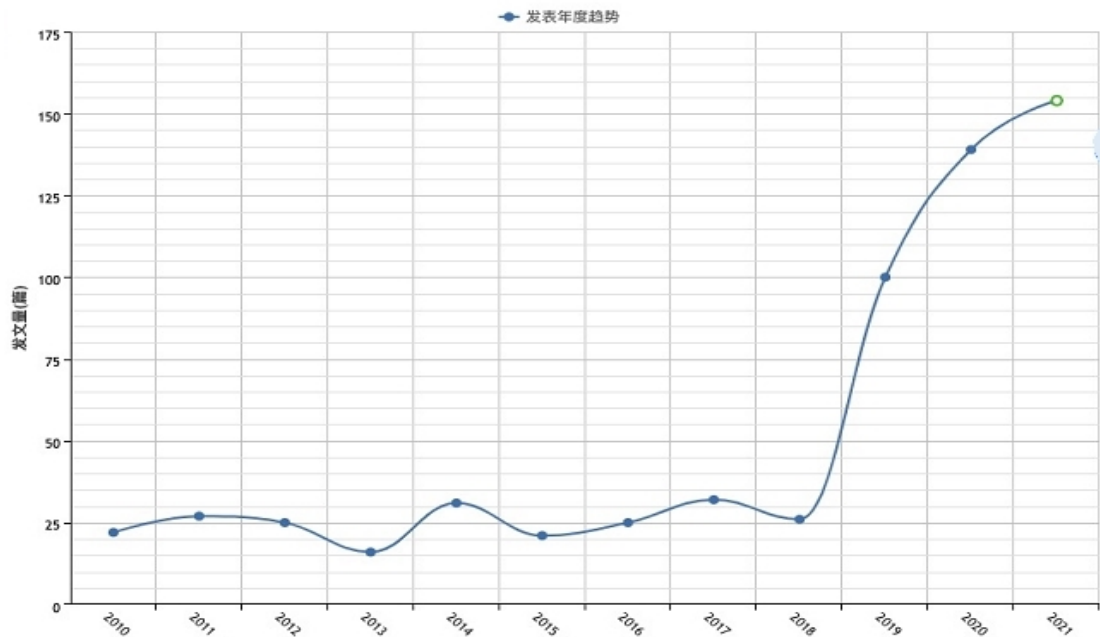


Figure 1: Trend of Educational Punishment (2010-2020)

2.2. Literature Keyword analysis

From the perspective of the distribution of research keywords in the literature, educational punishment, educational punishment power, corporal punishment, punishment education, disguised corporal punishment, primary and secondary school teachers and punishment, and other keywords have high frequency and strong center, which is the main focus of educational punishment research in China in the past decade. As shown in Table 1:

Table 1: Keyword of educational punishment

order number	keyword	centrality	frequency
1	Educational punishment	0.57	157
2	corporal punishment	0.35	32
3	Educational punishment power	0.27	80
4	Punishment education	0.26	30
5	Teachers' power of punishment	0.18	39
6	corporal punishment in disguised form	0.15	14
7	Primary and secondary school teachers	0.15	9
8	punish sb. to teach him a lesson	0.13	22

3. The focus of the debate by some research scholars

According to the introduction of the policy, experts and scholars have provided corresponding opinions and feasibility analysis on educational punishment in various forms such as papers, works, reports and so on. It has attracted wide attention from the government, the society and other scholars. Experts and scholars mainly make suggestions on the power of educational punishment from the following aspects.

3.1. About the concept of teacher education and punishment.

The definition research of concept is the first step in the study of educational punishment, and occupies an important position in the whole research. Therefore, through the combing of relevant documents, it is concluded that Chinese scholars have not clearly defined the concept of "educational punishment", so the understanding of the concept of "educational punishment" has not reached an agreement in the academic circle, leading to the diversity of people's cognition of the concept of educational punishment. It is clear that Chinese scholar Ren Haitao put forward that the superior concept of educational punishment is administrative punishment, which belongs to the legal category.^[4] The application of educational punishment in educational undertakings should belong to the category of education, which reflects the comprehensive nature of the concept of educational punishment.

Due to the comprehensiveness of the concept of educational punishment, many scholars have different perspectives. Some scholars start from the superior concept of educational punishment, Based on the administrative perspective, Considering that educational punishment is essentially a management means, As Chen Guisheng believes that punishment is essentially a restrictive behavior, Educational punishment restricts the students' behavior, Unable to effectively reverse the students' inner motivation, Therefore, it cannot be used as a means of education;^[5] Some researchers, from an educational perspective, Putting the essence of educational punishment as educational means, As Liu Yan pointed out that in the need to build a comprehensive educational punishment value system, Let educational punishment become an effective means to maintain the order of campus teaching activities and the justice of moral education;^[6] Mi Lin, Zhang Jinfang and others believe that educational punishment is not only a educational means of timeliness, And it is a means of moral education rather than intellectual education.^[7] The definition of the concept is quite controversial, and the main reason is that scholars from different backgrounds have different understandings of educational punishment. From the perspective of literature reading, scholars with educational background generally believe that educational punishment is an educational means; scholars with administrative law generally believe that educational punishment is a kind of management means. Whether educational punishment is regarded as an educational means or a management means, these views enrich the connotation of the concept of educational punishment and provide more research perspective for scholars.

3.2. The subject of the implementation of teacher education and punishment.

The dispute on the power subject of educational punishment mainly involves teachers, schools, moral education workers or other educational institutions. Lao Kaisheng believes that the power subject of educational punishment is the school rather than the teacher, and the power of educational punishment of teachers comes from the entrustment of the school, and the nature varies according to the nature of the entrustment. Duan Binbin and Yang Xiaomin also believe that the subject of educational punishment should be teachers performing their educational and teaching duties and schools with educational management authority.^[8]

Some scholars believe that other educational institutions can also be regarded as the subject of educational punishment, but in fact, in terms of the subject of educational punishment, the author believes that as long as those who teach the educated should be the subject of education and should abide by the content stipulated by the rules of educational punishment.

3.3. The nature of teacher educational punishment.

For example, Professor Zhou Hongyu believes that the academic discussion on the nature of educational punishment can be roughly divided into "power theory", "power theory" and "power-power composite theory". The scholars holding "right theory" believe that the right to perform educational duties as professionals is that the educational punishment is the inferior concept of administrative

punishment, the extension of the state right of education, or related to "compulsory will"; the scholars holding "right-power combination" believe that the educational punishment is a powerful right, or that educational punishment has the compound property of right, power and obligation.^[9] Due to the different angles, there are some advantages in the subject of educational punishment power, the cognition and the difference of the scope of educational punishment.

Many scholars generally believe that public power should belong to a kind of teachers' educational punishment power, which is not only a basic right of teachers, but also a professional power of teachers. In view of the education punishment behavior deviation, single way, excessive punishment, some scholars to control within the reasonable framework of discipline, write written self criticism, isolation, confiscation, cancel privileges, increase homework, reflection, stay, and other diversified disciplinary way, provide operational reference for teachers' disciplinary rules.^[10]

3.4. Research on the abuse and common use in teacher education punishment.

The unclear boundary of educational punishment is easy to lead to the problem of abuse and common use of educational punishment. A survey found that only 39.5 percent of teachers said they could accurately distinguish between punishment from corporal punishment, 33 percent could not accurately distinguish between punishment, and another 27.5 percent said they were not clear.^[11] Research shows that the boundary of teachers' educational punishment is very vague, Li Yun puts forward a dilemma in reality, one is difficult to clarify the boundary of "degree" in "excessive punishment"; the second is the ambiguity of "power" in "infringement punishment"; so "abuse" and "abuse".^[12] Liu Mingbo, Zhang Xiaohu believes that some schools and teachers "dare not manage" or "unwilling to manage" faced with the misconduct of educators; on the contrary, "abuse" of educational punishment power also emerges. The polarization trend of "fear" and "abuse" is becoming increasingly prominent.^[13]

As for the scope of the boundary, some scholars also think that corporal punishment is also within it, and of course, some scholars do not agree with corporal punishment within the educational punishment. The issue of the dispute is that corporal punishment is a kind of violence that destroys students' physical and mental health and causes great harm to the inclusion of corporal punishment, corporal punishment can effectively affect students' anomie behavior and is a management means of teacher teaching and should not be completely denied.

3.5. Research on the relief issues in educational punishment

Scholars generally believe that the due rights and interests of teachers should be protected in accordance with the law. Among them, Li Xiaoyan and Chen Guiping believe that teachers should exercise the power of punishment in accordance with laws and regulations: improve relevant laws and regulations, effective guidance of education administrative departments, school support and encouragement and parents' understanding and support, these are the necessary conditions for teachers to exercise the power of punishment.^[14] Liu Yu believes that in guaranteeing teachers' educational punishment, teachers should be provided with legal guarantee; second, and finally.^[15] The issue of relief has been mentioned by many scholars. The importance of relief is to effectively help the people injured in the educational punishment and ensure that they get the corresponding relief measures in law.

4. Research outlook

Educational punishment has the characteristics of educational nature, which is the essence of teachers' punishment behavior.^[16] Considering the particularity of education punishment in the process of education teaching implementation, should standardize the scope of education punishment, the implementation of education punishment scale, perfect the relief mechanism of education punishment, to develop scientific and professional education punishment rules to guide and standardize education punishment implementation, reasonably maintain the safety of teachers and students, improve the level of teacher education punishment, to ensure the education significance, thus effectively reduce the punishment anomie in education punishment.

4.1. Standardize the scope of educational punishment

According to the reading and sorting of the relevant policy documents of educational punishment,

the application scope of educational punishment is mostly primary and secondary school stage or compulsory education stage, and the object of punishment is usually primary and secondary school students. However, by 2019, the Rules (Opinions) proposed that the rules should apply to ordinary primary and secondary schools, secondary vocational schools and special education schools. In 2020, the Ministerial meeting of the Ministry of Education deliberated and adopted the Rules on Educational Punishment, making the rules applicable to ordinary primary and secondary schools and secondary vocational schools. Compared with the Draft of Education Punishment, the Rules of Education Punishment narrow the scope of application of educational punishment. The Ministry of Education pointed out in the Rules of Education Punishment that the factors of intelligence, understanding ability and physical conditions were considered, and special education did not include special education in the scope of application. Although it can reflect humanistic care, but it lacks legal guarantee. Educational punishment is not only the legal power of teachers, but also the protection of the legitimate rights and interests of students. Educational punishment not only gives teachers the legal compliance power, but also puts forward the corresponding supervision and requirements for them. Due to the particularity of students' identity, especially for students in special education, kindergartens and compulsory education, educational punishment can effectively supervise the "abuse" and "overuse" of teachers' punishment power, and is the umbrella for students' legitimate rights and interests. In the study of educational punishment, more attention should be paid to children, special education and college education punishment to provide feasible plans for their development.

4.2. To stipulate the implementation ruler of educational punishment

Educational punishment is a means of education, and more attention should be paid to its education in the implementation. Educational punishment aims to promote the benign development of students, and should not be a tool for teachers or schools to "vent their anger". Therefore, many scholars distinguish educational punishment from corporal punishment and disguised corporal punishment, and divide "red lines" between teachers and schools in the process of implementing educational punishment. Nowadays, with the release of relevant documents on educational punishment, the phenomenon of "abuse" of educational punishment among teachers gradually changes into "fear to use" educational punishment, because of the implementation of educational punishment without a reasonable classification standard. Although the "educational punishment Rules" set three levels and categories for the implementation of educational punishment, it is still impossible to accurately measure and measure the affordability of parents and students by teachers and schools, which makes it particularly necessary to reasonably and standardize the scope of application of the implementation of educational punishment. Before this, scholars have had some research on the concept and implementation subject of educational punishment, but they have paid less attention to the implementation of the hierarchical classification of educational punishment. After the introduction of relevant laws and regulations on educational punishment, we should pay more attention to the existing implementation of educational punishment, study the implementation scope of reasonable educational punishment in practice, and build a "ruler" for educational punishment. To provide the basis for the rational use of educational punishment and dare to use educational punishment, so that educational punishment can better "take root".

4.3. Improve the relief mechanism of educational punishment

When teachers encounter anomie behaviors in education and teaching, they do not know how their punishment degree is. Some teachers are afraid of excessive punishment, and some teachers are afraid of psychological impact on students after punishment, resulting in the phenomenon of "fear" and "abuse".^[17] Moreover, in view of the transmission of public opinion in the development of new media, teachers at this time are vulnerable to unfair treatment, and at this time, teachers can only accept grievances, no door to complain. In the long run, when teachers are in the face of students' anomie behavior, teachers will fear their hands and feet and even be afraid of the use of reasonable educational punishment power. Therefore, when teachers receive unfair treatment to exercise educational punishment, the corresponding legal relief mechanism is needed to protect the legitimate rights and interests of teachers. In addition, after the promulgation of the education punishment rules, clear teachers and schools for the education punishment status, but for the school relief mechanism less scholars mentioned, schools in the face of education punishment without corresponding legal protection, it is difficult to make the corresponding education punishment, schools will be afraid of parents "school". In educational research, we should also pay attention to the relief and guarantee of school subjects so as to protect the school. At the same time, we should not ignore the subject of

teachers to avoid unreasonable charges caused by teachers and schools in the reasonable exercise of educational punishment and punishment, and the reasonable rights and interests of teachers and schools are violated and cannot get corresponding relief.

5. Conclusion

Educational punishment is not punishment, but a way of education. Its purpose is not only to help teachers manage students' behavior, but also to promote the growth of students.^[18] It emphasizes the educational nature of educational punishment, which is an effective support for schools and teachers to exercise the right of education, management and evaluation. State-owned state laws, family rules, the school has the school discipline, no rules and no circumference. "Broken window theory" to the enlightenment of education is that if some students made anomie behavior and education managers are not timely control, this anomie behavior is likely to be imitated by other students, and breed more anomie behavior, even induce crime, therefore, moderate punishment can be beneficial to promote the healthy growth of students. The trial implementation of this rule gives teachers the right to exercise educational punishment in reasonable and compliance while completing the teaching tasks. From the existing literature, with the deepening of research, the current theoretical research of educational punishment shows a vigorous development trend, but most of the existing research results tend to be qualitative analysis, with strong subjectivity.

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