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Social Survey on the Right to Discipline in Education

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ABSTRACT

Educational discipline is an important right of educators, especially front-line teachers, and an important tool for students to achieve self-improvement and form a good personality. The formation of a scientific understanding of the educational discipline in society at large plays a very important role in the practice of educational discipline in educational work. This study uses literature research, case studies, and individual interviews to conduct a social survey of educational discipline. The study summarizes the problems of educational discipline at the levels of students, teachers, and parents, and proposes corresponding optimization strategies based on previous studies. It is hoped that the scientific understanding of educational discipline by the society at large can be improved, the overall development of students can be promoted, and educational discipline can develop well in the educational path of China.

Key Words: *Educational discipline, Teachers, Students, Parents, Education*

I. INTRODUCTION

1.1 Background and Objectives

In China, as the revision of the Teachers' Law progresses, many specific institutional design issues have become the focus of attention and discussion from all walks of life. Among them, "the right to discipline into the law," the call for a clear right to discipline teachers seems to have been imperative. In the face of the practical problems that teachers are afraid to control, cannot control, do not want to control or excessive discipline, and even corporal punishment, the clarification, standardization, and institutionalization of disciplinary power is indeed a real necessity and urgency. The Ministry of Education released the "Rules for the Implementation of Educational Discipline by Teachers in Primary and Secondary Schools (Draft for Comments)" in 2019 to widely collect suggestions from all walks of life on the legal provisions of educational discipline. The Rules for Educational Discipline in Primary and Secondary Schools (Trial Implementation)", which will be implemented nationwide by the Ministry of National Education on March 1, 2021, how to practically implement the right of educational discipline to teachers and students are the cause of China's educational development. This is an urgent and important strategic task for the development of education in China. At present, the relevant investigations and studies by Chinese scholars mainly focus on the problem of the limits of teachers' use of educational disciplinary power, the dilemmas and solutions encountered in the implementation of educational disciplinary power in China, and the research on the development direction of educational disciplinary laws and regulations in China. In Japan, for example, the right to discipline in education has been emphasized since the beginning of the 20th century, with the Basic Law of Education enacted in 1947 and the Social Education Law enacted in 1949, which established a trinity of school, family and society in the education system at the legislative level. Japan's Ministry of Health, Labour, and Welfare issued a circular in 1998 on the prohibition of abuse of authority related to discipline.

1.2 Significance of the Study

1.2.1 Theoretical significance

The Rules for Educational Discipline in Primary and Secondary Schools (for Trial Implementation) define for the first time the scope of teachers' authority to impose educational discipline. There has not been much research and analysis on the right to discipline in education. The general public does not have a clear understanding of the educational discipline, and the implementation of teachers' right to discipline in education is frequently hindered. This study investigates the current situation of educational discipline through case studies and interviews, draws attention to educational discipline from the perspectives of students, teachers, and parents, and also helps to clarify the rationality of

educational discipline, which not only enriches the content of pedagogy but also triggers educators to reflect on the issue of educational discipline.

1.2. 2Practical significance

This study analyzes the cases found in practice and conducts interviews with parents and teachers to think deeply about the problems in the process of educational discipline at the elementary school level, and then conducts further analysis and makes scientific and reasonable suggestions for educators' reference. It helps teachers to use educational discipline reasonably in carrying out their educational work, so that parents can understand and cooperate more with teachers' educational and teaching work, and teachers can carry out education more smoothly.

1.3Research Methodology

1.3.1Literature Research Method

Through combing and summarizing the literature on the right to discipline in primary and secondary schools, we will sort out and summarize the relevant studies and practices at home and abroad, and summarize and analyze the basis and shortcomings of the existing relevant achievements. The research and exploration of national policies related to the disciplinary power of elementary school teachers will attempt to analyze the basic connotation and characteristics of disciplinary power of education in China from the perspective of students, parents, and teachers, develop conditions and cultivation ideas, and examine the advantages and challenges of the development of disciplinary power of education in China, as well as how disciplinary power of education can be better implemented in the teaching and learning process, and how to bring into full play the disciplinary power of teachers in the teaching and learning process. The purpose of this study is to examine how the right to discipline in education can be better implemented in the teaching and learning process, and how it can play the greatest role in the teaching process.

1.3.2Case Study Method

During the three-month internship, the author observed and recorded many cases of educational disciplinary work, summarized three prominent cases, and discussed and studied them, combined with the laws and regulations related to educational discipline in China to put forward the implementation of educational discipline at the elementary school level with reference and the study will be discussed and researched.

1.3.3Individual interview method

Individual interviews were conducted with school students and current faculty members to collect teachers' perceptions of the educational disciplinary measures implemented in the teaching process and the after-effects they expected to receive after the educational disciplinary measures were analyzed.

II. Literature Review

2.1Research on discipline

The word "punish" means to punish, to punish, and "quit" means to prevent, to quit. The definition of punishment in the Dictionary is "to punish a fault, to warn the future", which means to take it as a warning, to take the fault committed as a lesson[1]. It can be seen that "punishment" is only a means, while "discipline" is the most fundamental purpose. Since ancient times, respect for teachers is a good traditional virtue in China, emphasizing that teachers enjoy greater rights. Su Shi once said, "If you do not change after teaching, you will be punished", which means that if you still do not repent after education, the teacher can take the means of punishment; Lao Kaisheng believes that "discipline" is a sanction to prevent students from misbehaving again [2]. Tan Xiaoyu defines "discipline" as a way to inflict pain on a student who misbehaves in a way that the student can physically and mentally tolerate [3]. To summarize, "discipline" is a way to regulate human behavior. In foreign countries, whether in the ancient two-river basin countries such as India and Egypt or in medieval Europe, simple and harsh methods of discipline were used to achieve domination, but later, with the Renaissance movement, the importance of the human being came to the fore and discipline became relatively mild and based on respect for the human being[4]. As time evolves and society progresses, discipline is an aid to achieving a certain goal and is administered with full respect for the physical and mental health of the person being disciplined.

2.2 Research on the right to discipline in education

Educational discipline is defined in the Dictionary of Education as "the negation or criticism of individual or collective misbehavior to prevent the occurrence of certain undesirable behaviors, which facilitates students to distinguish between right and wrong, good and evil, and to achieve the purpose of reforming[5]." Yang Rundong proposes that correction is the purpose of educational discipline, but not the ultimate purpose, the same as other educational means, educational discipline aims to let students achieve self-improvement so that individuals can achieve the harmonious unity of personality and social relations so that the future of students to life happiness[6]. Li Peiyun suggests that the most important purpose of educational discipline is not to make students afraid to make mistakes but to make them unwilling to make mistakes[7]. This is defined by Fu Xing as "the act of a teacher who, in order to achieve the purpose of education and teaching, imposes a negative sanction on a student for misbehavior to prevent its recurrence and thus promote the production of a conforming behavior[8]. Turgot advocates that educational discipline should be

measured, not punished, and not at the expense of the child's physical health[9]. Comenius, in The Great Pedagogical Theory, had similar views and emphasized that discipline should be based on school discipline to prevent "discipline" from becoming "punishment"[10]. Makarenko emphasizes the collective interest, focusing on the motivation of the student's behavior rather than the outcome, and the purpose of discipline through work and community[11].

Long Changxia investigated the problems of educational discipline in elementary school and concluded that the main problems exist: teachers, students, and parents have a vague concept of educational discipline; teachers' lack of rigor in implementing educational discipline and even excessive discipline undermine students' rights, and ignore the ultimate goal of scientific and reasonable educational discipline; students' lack of clarity about the reasons for their educational discipline; teachers have concerns about implementing educational discipline[12]. Through observations and interviews, Song concluded that there are two main problems in the process of educational discipline, namely, teachers are afraid to discipline and teachers do not know how to discipline, and students are "anti-disciplined"[13]. Yinghui Li suggested that the classroom should establish a system to help teachers and students establish a healthy view of educational discipline and pay attention to the transformation of educational discipline[14].

2.3 Research on educational discipline in primary and secondary schools

The Rules on Educational Discipline in Primary and Secondary Schools (for Trial Implementation) promulgated by the Ministry of Education have been implemented since March 1, 2021. The right to educational discipline is a kind of educational management right given to teachers, which is provided by education law and protected by law. This is of great significance to promoting the construction of the education legal system in China.

However, there is a huge gap between the design of the rule and its actual implementation in the practice of educational discipline. The phenomenon that teachers do not want to control or dare to control their students has not been completely eliminated by the introduction of the institutional text. According to Zhou Yong's survey, 74.5% of primary and secondary school teachers have given up exercising their right to discipline due to the fear of disputes between home and school and the lack of regulations on discipline in education [15]. According to Tong Lipan, the disciplinary behavior of minors is a sensitive topic in itself, and the involvement of parents, and the authority of teachers is challenged. It is necessary to find new ways of evaluation to improve the regulatory system of teacher discipline in primary and secondary schools, to avoid the evaluation process being mixed with human feelings and interests, thus losing the effectiveness of evaluation[16]. Li Junyi summarized the dilemma of teachers' exercise of educational discipline, on the one hand, the existence of the view that discipline should not be used in the educational process due to the prevalence of reward education. On the other hand, parents' petitions and school disturbances have led to the loss of teachers' reputation and profit, prompting them to choose to "protect themselves"[17]. Wu Xiaoshan summarizes the regulations issued by the Ministry of Education in the United Kingdom, which clearly give teachers the right to discipline and the right to discipline students[18]. Shi Guichun conducted an in-depth investigation to understand the implementation of the "Disciplinary Rules for Primary and Secondary Education (Trial)" after its promulgation. The survey found that there are difficulties in the implementation of the regulations, mainly because of concerns and biases in the understanding of educational discipline among teachers themselves, students' parents, and students, as well as excessive media exposure. Some media exposure out of context has brought negative social sentiment and even affected the positive and steady development of the education industry[19].

III. Case presentation and interview outline of the right to discipline in education

This chapter is composed of more typical cases of educational discipline recorded by the author's observation during the internship practice and the interview outline of the personal interview method.

3.1 Case Presentation

3.1.1 Case 1

In October 2022, a female teacher of a sixth-grade elementary school in Zhuhai, Guangdong Province punished her students. Because the students did not complete their homework on time, they were punished in the corridor to copy the corresponding homework content. They could not return to the classroom to continue the lesson unless they finished it. Nearly half of the students copied about half a class period of time after students copied and went back to the classroom one after another. The next bell rang the teacher left class on time.

3.1.2 Case 2

In November 2022, fourth-grade students in an elementary school in Conghua District, Guangzhou City, Guangdong Provincemistakenly thought that the teacher had hijacked their computer class and was displeased. Several mischievous students abused the teacher by writing with chalk on the blackboard and podium. When their head teacher discovered this, she first let the whole class stand up and talked with them. During recess, she called the students who had written chalk and insulted the teacher to the office for another ideological education and made them copy *the code of conduct for primary and secondary school students* 10 times.

3.1.3 Case 3

In December 2022, a second-grade teacher in Dongcheng District, Dongguan City, Guangdong Province, disciplined some students who violated classroom discipline by talking randomly, ignoring the teacher, and even kicking the table and chairs to make noise. To maintain order in the classroom, the teacher commanded the class to stand up and hold the book above their heads with both hands.

3.2 Outline of the interview

3.2.1 Interview outline for teachers

Interviewees: The interviewees were five random elementary school teachers from three elementary schools in Guangdong Province.

(1) Do you know the content of the "Rules for Discipline in Primary and Secondary Education (for Trial Implementation)" issued by the Ministry of Education?

Teacher A: I've heard of it, but I haven't looked into it.

Teacher B: I never hear of it and don't know much about it.

Teacher C: I know about the situation and probably understand it.

Teacher D: I had heard of this regulation being enacted, but did not read the contents carefully.

Teacher E: Yes, I have a look at the official website of the Ministry of Education.

(2) Do you use educational disciplinary powers when you encounter students violating normal teaching or management in the process of education and teaching?

Teacher A: Of course, I can't continue the class if students break the class rules. I usually stop students from affecting the discipline by punishing them or reprimanding them.

Teacher B: I will use educational disciplinary powers. If some students violate the daily management rules, I will make them sweep the school charter area or make them clean the classroom.

Teacher C: I will take educational discipline only when it is very necessary. I am not clear enough about the scope of the educational discipline and more specific techniques, so I dare not cross the line and do not want to get into unnecessary trouble. Even some students can tell me what cannot I do and what cannot I say. In this case, I usually hesitate to take educational disciplinary measures.

Teacher D: I don't usually take educational disciplinary action. If I reach out to parents when a student misbehaves. I ask the student to tell their parents what he or she did and remind the parents to educate their children more.

Teacher E: I will take educational discipline and follow the rules if it is necessary. In my class, there was a student who often fought and was distracted in class, and after repeated teaching and discouragement, he was the same as ever. I handed him over to the vice principal of law, but it still did not work. The principal then gave him a three-day suspension and told the parents to educate the student at home.

(3) What do you think of the purpose of implementing educational discipline in the process of education teaching or management?

Teacher A: Teachers can finish the lesson smoothly and most students can just listen carefully.

Teacher B: Create a good class atmosphere, improve students' sense of discipline, serve the class more, and students not dare to make mistakes.

Teacher C: One of the main purposes of educational discipline is still to educate students and correct their bad behavior.

Teacher D: Educational discipline is a right of teachers, so I think the purpose of educational discipline should be to help teachers carry out their educational work.

Teacher E: The purpose of educational discipline is to correct students' misbehavior and improper behavior so that they do not make mistakes again.

(4) Do you think you have achieved the desired effect after using educational discipline?

Teacher A: The desired effect was achieved. When I took educational discipline, the students were generally quiet enough to let me continue the lecture, and the class was attentive enough to continue listening to the lecture, which served as a warning for correction.

Teacher B: It is not very useful. Some of naughty students think that sweeping the floor is funny and do not feel that it is a discipline, and they are happy to sweep the floor for the class. I have not thought of any more appropriate disciplinary measures to correct students' bad behavior for the time being.

Teacher C: I don't think that discipline is very useful because nowadays students are protective of themselves and they know that the teacher can't violate their rights. Hence, discipline sometimes doesn't work accordingly. In general, I prefer to use rewards to guide students' behavior to the good side, rather than using punishment.

Teacher D: Since I don't use educational discipline very often, I don't understand how effective it can be.

Teacher E: When students who are usually obedient have bad behavior, a little bit of education and discipline is very effective, but for the kind of students who have been very naughty in the class, they may be numb. They think it does not matter.

(5) Do you have concerns when using educational discipline? What do you concern about?

Teacher A: I don't have a lot of concerns because I don't go too far, and I don't make them stand too long in class.

Teacher B: I would be apprehensive because parents nowadays treat their children as babies and can't afford to let them be scolded. After the disciplinary action, I would worry that the students would come home and add fuel to the fire by telling their parents, causing misunderstanding. I would receive complaints that would affect my personal career development.

Teacher C: There are no concerns because I don't use educational discipline very often.

Teacher D: There are many concerns. I am afraid that I will cross the line, so I usually still let the parents supervise the students to correct their misbehavior and strengthen home-school communication and home-school cooperation.

Teacher E: I have concerns, but I will still strictly follow the regulations issued by the Ministry of Education to implement educational discipline. In accordance with the laws and regulations to implement discipline, I can protect myself and at the same time allow students to correct their bad behavior. Students do not make the same mistakes again and can grow up healthy in school.

(6) What do you think is the right proportion and "degree" of educational discipline?

Teacher A: It can't damage the physical and mental health of students and break the law.

Teacher B: I think it's okay as long as parents don't complain and it doesn't harm my interests or the physical and mental health of my students.

Teacher C: I'm not sure about the specific techniques, so I don't understand how the proportionality of educational discipline works.

Teacher D: It should not be possible to harm the mental health of students, to abuse them, to use insulting words and actions, and to violate their human dignity.

Teacher E: Specifically, students should not be beaten or spoken to in an insulting manner, and educational discipline should not be administered because of personal emotions or preferences. Or selectively teach re-sighting, or. Because of personal or a few students' disciplinary violations to punish all students, in general, or according to the regulations to carry out educational discipline.

3.2.2 Interview outline for parents

Interviewees: The interviewees were five random parents of students from three elementary schools in Guangdong Province.

(1) Do you know the content of the "Rules for Discipline in Primary and Secondary Education (for Trial Implementation)" issued by the Ministry of Education?

Parent A: Don't know much about it, haven't heard of it.

Parent B: Don't understand.

Parent C: I've heard of it, but I'm not sure what's in it.

Parent D: I read about it on the news, but didn't pay much attention to what was in it. Parent E: Don't understand.

(2) Do you approve of teachers imposing legal educational discipline on your child? Parent A: Reasonable punishment is okay, but not too much.

Parent B: I agree, but teachers cannot do harm to the physical and mental health of the child.

Parent C: I disagree. Appropriate criticism is fine. Discipline is too over.

Parent D: Since the law is in place, it is acceptable to follow the law for disciplinary purposes.

Parent E: Discipline sounds a bit severe and I don't accept it. Teachers should look for better ways and more patience to guide students instead of chastising them.

(3) Under what circumstances do you think teachers can use educational discipline on students?

Parent A: Appropriate discipline can be used when a child repeatedly fails to control their misbehavior.

Parent B: Children often do not do their homework, or they are distracted and desert in class.

Parent C: Discipline should not be used at any time, as children are at a critical point in their physical and mental development. Discipline can easily make the child have a psychological shadow.

Parent D: The teacher can discipline the child as long as it is in accordance with the law and the teacher has communicated with me in advance and within the limits.

Parent E: I don't think it's okay to discipline children in any situation.

(4) What do you think is the educational effect of discipline on students?

Parent A: It is helpful to keep the child from making the same mistakes again and correct the child's misbehavior.

Parent B: It will make the child realize his mistake and know that it is wrong not to do so so that he can correct his behavior in the future.

Parent C: It's more of a warning so that children know what they can do and what they can't do.

Parent D: There is a certain deterrent effect so that children do not dare to repeat the misbehavior. My child is naughty. Painstakingly teaching him is useless. Appropriate punishment is greater so that he is impressed.

Parent E: I think discipline will hurt the physical and mental health of the child, the educational effect may correct some wrong behavior of the student, but it pays a certain price. I think it is not good.

(5) What do you think is the right proportion and "degree" of educational discipline?

Parent A: First of all, teachers should implement the law, and then they should not punish students excessively, such as punishing them by standing or copying many times beyond the normal limit.

Parent B: Punishment should not be verbally abusive to my child, violate his dignity, or discriminate against him because he has done something wrong, everything is child-oriented, and he should not have a psychological shadow.

Parent C: I think we can only educate our children through oral criticism, instead of beating or scolding.

Parent D: I should be consulted before disciplining my child, and the disciplinary method should be reasonable. At the same time, my child should not be physically traumatized or mentally traumatized, and the discipline should follow legal procedures.

Parent E: I only accept verbal guidance. Too harsh criticism is not very acceptable to me.

IV. Existing Problems, Causes, and Countermeasures of the Right to Discipline in Education

4.1 Existing issues

4.1.1 Students' parents and teachers do not know enough about educational discipline

Teachers do not know enough about educational discipline. Some teachers do not know how to impose educational discipline on students, and it is difficult to grasp the degree and proportion of imposing educational discipline. In many people's perceptions, disciplinary actions are acceptable as long as they do not cause physical or psychological harm to students. Three teachers in the interview also believed that it was acceptable to discipline students without harming their physical or psychological health, one teacher was not sure how to discipline, and only one teacher knew how to discipline students in a reasonable and legal manner. In Case 1, however, the student was made to copy the text outside the classroom before the class could continue. This type of discipline is not harmful to the student's physical health nor does it affect the student's mental health, but it does affect the student's normal classroom and violates the student's rights, which is illegal. This type of discipline is not allowed in the prescribed disciplinary regulations, so the teacher's understanding of educational discipline is not sufficient.

Parents do not have a good understanding of the educational discipline. Many parents believe that discipline is a very serious and dangerous behavior that will definitely damage the student's health and may cause a psychological shadow on the child. In addition, many parents have different educational concepts, and some parents think that it is enough to criticize their children for making mistakes. They are not fully aware of the importance of educational discipline and its impact on the growth and development of their children. Only the correct implementation of educational discipline can achieve good educational results.

4.1.2 Teachers implicate other students when using educational discipline

Collectivist education is mainly practiced in our country, and the interests of individuals and the interests of the collective are closely related. Therefore, when teachers implement educational discipline, it usually happens that they punish the whole class for the mistake of one student in the class. By doing so, the teacher wants to teach the students that an individual mistake will subject the whole class to the same punishment because the individual's behavior harms the collective interest. For example, in Case 3, the whole class was punished because only some students disrupted the class. Only the students in the class who did not violate the discipline were innocent; this group of students did not make noise or disrupt the class. Although they knew they were punished because the class was too noisy, it was something they had no control over. They can control themselves to study seriously, but they can't control other students in the class. They were punished because they were implicated in others' mistakes.

4.1.3 In the process of implementing educational discipline, the phenomenon of students being "anti-discipline" and teachers being afraid to discipline occurs

In Case 2, the student mistook the teacher's hijacking of the computer class for inappropriate behavior to defend his rights, and the interview records of the parents and teacher indicate that there is a status quo of excessive advocacy of rights by students and parents. There are few cases of students and parents over-advocating their rights. Some students, especially those who are not well disciplined, have been disciplined more often than others, and they are more likely to conclude that teachers are not allowed to scold or insult students, so students continue to challenge the authority of teachers by virtue of the law. At the same time, parents usually, in the absence of knowledge, simply assume that their children have been subjected to educational discipline and that the teacher deserves a complaint.

4.1.4 Teachers get little effect after using educational discipline

The effect of educational discipline is timely rather than long-term, as shown in Teacher A's answer to Question 4, where the teacher only wanted to calm the student down for a moment so that he could continue the lesson smoothly,

rather than making the student The goal of educational discipline is to get the student to be quiet and willing to learn and to stop disrupting the class. The purpose of educational discipline is to discourage students from making mistakes again, and it is a long-term developmental process. In actual practice, however, the purpose is not achieved and discipline is not effective. The teacher interviews revealed that each elementary school teacher had a distinct and repetitive personal style of discipline.

4.2 Causes of the problem

4.2.1 Teachers lack understanding of policies related to educational discipline.

"As one of the main subjects of educational discipline, teachers' knowledge and learning ability about the policies and regulations related to educational discipline can directly or indirectly affect the effectiveness of educational discipline. During the interview process, it was revealed that some teachers did not understand the phenomenon of educational discipline and knew little about the Rules of Educational Discipline (for Trial Implementation). I think there are two reasons for this phenomenon, one is that under the background of test-based education, teachers are still focused on how to improve students' performance and spend most of their time on research and teaching activities. Teachers have to have heavy teaching tasks every week and also have to hold various meetings, participate in teaching and research activities, etc. They lack time to interpret new policies. In addition, teachers lack the initiative to learn, and schools pay little attention to educational discipline, neglecting the development of teachers' educational disciplinary wisdom and skills. Due to the lack of understanding of relevant policies, teachers lack science in the process of educational discipline and appear to be empirical, unable to do the specific analysis of specific problems, they will adopt repetitive and simple educational disciplinary measures, and the "one-size-fits-all" phenomenon will arise.

4.2.2 Inadequate implementation details of policies related to educational discipline.

China's laws and regulations on teacher discipline lack detailed regulations on concepts, disciplinary procedures, boundaries and scales of discipline, and reference examples, so they lack operability in practice and do not facilitate effective guidance for teachers in the implementation of discipline. The "Rules of Educational Discipline in Primary and Secondary Schools (for Trial Implementation)" promulgated last year can reflect the progress of educational reform and affirm educational discipline at the jurisprudential level, but the implementation details are not perfect, for example, "appropriate" appears more frequently, which is more abstract and difficult for teachers to grasp the scale, and there are many problems in the implementation of discipline, resulting in Teachers do not want to control and are afraid to control the situation.

4.2.3 Students' awareness of rules needs to be improved

Most of the problems students encounter in school can be traced back to the family education, and without the cooperation of parents, no matter what efforts schools and teachers make, the results achieved may be greatly reduced. Parents have varying levels of education and are generally backward and old-fashioned, believing that if their children are in school, they can just leave them alone and not care about them, and are not very motivated to participate in their children's education process. Due to the differences in parents' age, education level, and educational concepts, as well as some false and distorted media reports, parents' perception of educational discipline is skewed, and they are led by the nose to follow the clouds. In addition, parents are so busy during the day that it is difficult to find the time and energy to pay attention to their children's emotional changes after they return home at night, and they do not care enough about their children's performance at school, and there is a lack of effective communication between parents and schools.

4.3 Corresponding Strategies

4.3.1 Teachers strengthen learning and improve education and discipline ability

Teachers' personal qualities largely determine whether they can correctly exercise their right to discipline in education[20]. The Rules for Educational Discipline in Primary and Secondary Schools (for Trial Implementation) clearly state that "schools should strengthen training for teachers in a targeted manner to promote the renewal of teachers' educational concepts, improve educational methods and approaches, and enhance their awareness and ability to properly perform their duties." In this regard, schools should assist school teachers by reducing their workload so that they can have ample time for self-reflection and self-learning on the one hand, and by inviting scholars or experts related to the education law to provide knowledge through lectures and other lectures on the other. In addition to training organized by the school, teachers can also take the initiative to acquire some knowledge about educational management and educational discipline from the Internet or books. After having a certain knowledge base, they can combine theory and practice, reasonably use the ways and means of educational disciplinary power, and improve the ability of educational discipline, and then they will be willing and reasonable to implement educational disciplinary power correctly.

4.3.2 Accelerate the improvement of laws and regulations on education discipline and clarify the basis

China's legal system is gradually improving, and the right to discipline teachers in education is incorporated into the regulations to provide legal protection for teachers to implement and exercise the right to discipline in education. It is necessary to further refine the content and clarify the implementation details based on existing laws and regulations on educational discipline, including the connotation of the right to educational discipline, the concept of various disciplinary

behaviors, the red line of boundaries, etc. Linlin Zhang scholars also believe that to put educational discipline into practice, the detailed content should be improved to provide teachers with a clear reference basis[21]. Reducing vague terminology and effectively providing institutional safeguards. To make educational discipline play a greater role in specific educational work, the state and relevant departments should extensively research and collect opinions from various parties, such as parents, front-line educators, experts and scholars, and the general public, etc., to take the essence of them and improve the detailed content more. Develop a library of excellent case studies and sample workbooks on educational discipline, with some exceptions, to provide a direct and clear reference basis.

4.3.3 Pay attention to students' differences and establish a good teacher-student relationship

The object of educational discipline is the student, the student is an individual, the teacher in the implementation of educational discipline right, to take into account the student's personality characteristics, age, physical and mental ability to bear, etc., pay attention to the differences of each student, and then take targeted educational discipline way. The implementation of educational discipline needs to master a good measure because discipline is not to punish, but to nurture the heart and educate people[22]. This disciplinary approach should not only reward and punish appropriately but also convince the public, not with selfishness or prejudice. After the implementation of a disciplinary authority, it is necessary to do a good job of communication, so that the student understands what happened and why the teacher disciplined him in education. It is also important to express concern and love for the student and to establish a good teacher-student relationship. Teachers should also combine education and discipline with praise and education, and give recognition and praise to students who actively correct their mistakes.

4.3.4 Home and school reach a consensus and raise the level of awareness

Enhancing communication between home and school and communicating well with parents both before and after disciplinary action can reduce educational misunderstandings[23]. Conflicts can arise if parents and the school do not agree on the concepts of student behavior management and moral code issues at school. Some parents do not understand the school's management style and see some correct and reasonable educational disciplinary measures as illegal operations by teachers. The school and parents should have mutually beneficial relationship and parental support and understanding an important part of the rational implementation of educational discipline, and a consensus between home and school can only promote student growth. First of all, schools can promote the knowledge of educational discipline during parent-teacher conferences, school open days, and other good communication opportunities, so that parents can understand the right to educational discipline, improve their awareness level, and receive some scientific and advanced educational concepts. At the same time, it is also possible to receive feedback and collect parents' opinions on the right to discipline in education, so that we can share our views and achieve a win-win situation. We can also disseminate some articles and cases about the right to discipline through the school's public website and classroom WeChat groups to broaden parents' understanding of the educational discipline. Parents can be informed of the student's school situation in a timely manner so that they can clearly understand the situation, which is more conducive to eliminating misunderstandings and increasing trust.

V. CONCLUSION

In addition to a love of students and education, a teacher must have a wealth of knowledge and experience in managing students. Teachers must not only impart textbook knowledge to their students but also promote the healthy growth of their students physically and mentally. There are many ways to guide students to promote their behavior towards good can be by taking encouragement or by imposing punishment. Our Ministry of Education enacted the "Rules of Educational Discipline in Primary and Secondary Schools (Trial)" bill in 2021, which defines the educational disciplinary power that teachers have. A review of the literature reveals that numerous scholars have conducted relatively little research on the right to educational discipline. This paper uses research methods such as literature exploration and individual interviews to investigate and analyze students', teachers', and parents' knowledge of the right to educational discipline. Under the guidance of the thesis framework, several representative teachers and parents were selected for interviews to understand the teachers' and parents' views on the implemented educational discipline and to collect teachers' and parents' opinions and suggestions. The following problems were found after the survey and analysis: parents and teachers do not know enough about educational discipline; teachers implicate other students when using educational discipline; students are "anti-disciplined" and teachers are afraid to discipline in the process of implementing educational discipline; teachers do not get obvious results after using educational discipline. In response to these problems, the following suggestions were made: teachers should strengthen their learning and improve their ability to discipline; accelerate the improvement of laws and regulations on educational discipline to clarify the basis; pay attention to students' differences and do a good job of communication; and reach a consensus between home and school to raise the level of awareness.

The author has conducted a study on students', teachers', and parents' understanding of the right to discipline in education, but due to various conditions, this paper still has many shortcomings. What can be believed is that the right to educational discipline will be improved as society continues to explore and improve, which in turn will enable the right to educational discipline to play a greater role and allow students to learn and grow better.

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