

Research on Educational Discipline based on Ecosystem Theory

Jingtian Xue

School of Education and Psychology, University of Jinan, Jinan, 250024, China.

1531938268@qq.com

Abstract. Education discipline is an indispensable component within the field of education, yet it faces numerous challenges in practical implementation. This paper, grounded in the ecosystem theory, delves into the interaction between various ecosystems and hierarchical levels in the process of educational discipline, ranging from microsystems to macrosystems. Recognizing the subjective nature of educational discipline and taking into account individual variations among students and educators, this study proposes optimization strategies for educational discipline within different ecological system levels, namely teachers, parents, schools, society, and the nation.

Keywords: Ecosystem Theory; Educational Discipline; Optimization Strategies.

1. Introduction

On December 23, 2020, the Ministry of Education issued the "Rules for Discipline in Primary and Secondary Education (Trial)" (referred to as the "Rules" hereafter). The "Rules" define educational discipline as "the educational behavior of schools and teachers, based on educational purposes, to manage, guide, or correct students' violations of rules and discipline in a prescribed manner, with the aim of making students vigilant, recognizing and correcting their mistakes" [1]. Today, the necessity and effectiveness of educational discipline have been widely discussed. However, due to the unique nature of the right to discipline in education, the implementation process is often influenced by factors such as the vague definition of "power" and "rights" at the legal level, the subjectivity of the disciplinary scale, individual differences of the subjects of discipline, and the interests of various stakeholders [2] [3] [4]. As a result, teachers, as the primary implementers of educational discipline, often find themselves in a dilemma where they either "dare not use it" or resort to "excessive corporal punishment" [5]. In the current educational context, some abnormal phenomena have emerged: "Although students violate school rules, teachers often dare not criticize them. There have also been many disputes in society due to teachers' criticism of students, and once disputes arise, schools often find themselves at a disadvantage. Teachers may be required to write self-criticisms, have their salaries withheld, be transferred from their positions, or even be dismissed" [6]. In these common scenarios, the legitimate right of teachers to administer discipline is often constrained by other stakeholders. When teachers "dare to act," but are exposed to professional risks, it greatly affects their proactive implementation of educational discipline [7].

In recent years, in research related to educational discipline, the necessity of the right to discipline in education has been recognized by most scholars [8]. The main research areas include the following five domains: the scale of educational discipline, judicial definitions and rationality of the right to educational discipline, the role of teachers in educational discipline, the current status and improvement of educational discipline procedures, and the physical and mental development of students and the protection of their rights [9]. However, the impact of the ecological system environment in which educational discipline is implemented is rarely explored. In practice, the effectiveness of educational discipline is inevitably influenced by various factors and levels, such as social and cultural factors, media pressure, parental approval of discipline, and more [10]. Therefore, based on the ecosystem theory, this paper analyzes the impact of various factors at different levels within the ecosystem during the implementation of educational discipline, taking into account the existing specific implementation difficulties. It provides concrete optimization strategies to address these challenges.

2. Research on the Challenges of Education Discipline based on Ecological Systems Theory

The suitability of applying ecosystem theory to the field of education has been well established in previous research [11]. In the mid-1930s, British scholar Tansley introduced the concept of "ecosystem," emphasizing that any community in nature does not exist in isolation but forms a unified whole through interactions and interdependence with its environment [12]. Subsequently, American scholar Urie Bronfenbrenner proposed the ecological systems theory from the perspective of developmental psychology. He emphasized that individual behavior is nested within a series of interacting environmental systems and divided the ecosystem into four levels: microsystem, mesosystem, exosystem, and macrosystem [13]. These four levels, from inner to outer, are as follows: Microsystem: This represents the immediate environment where individual activities and interactions take place. It specifically refers to the immediate environments in which children live, such as their families, schools, and neighborhoods. Mesosystem: This refers to the connections or interactions between various microsystems, such as the collaboration between home and school. Exosystem: It represents systems that individuals do not directly participate in but that impact their development indirectly. These are external environments that influence students but do not involve their direct participation, such as their parents' friends or the community they live in. Macrosystem: This level encompasses the cultural, subcultural, and social contexts that influence the three previous systems. It includes broader cultural and societal factors that affect individuals [14-15]. As shown in Figure 1.

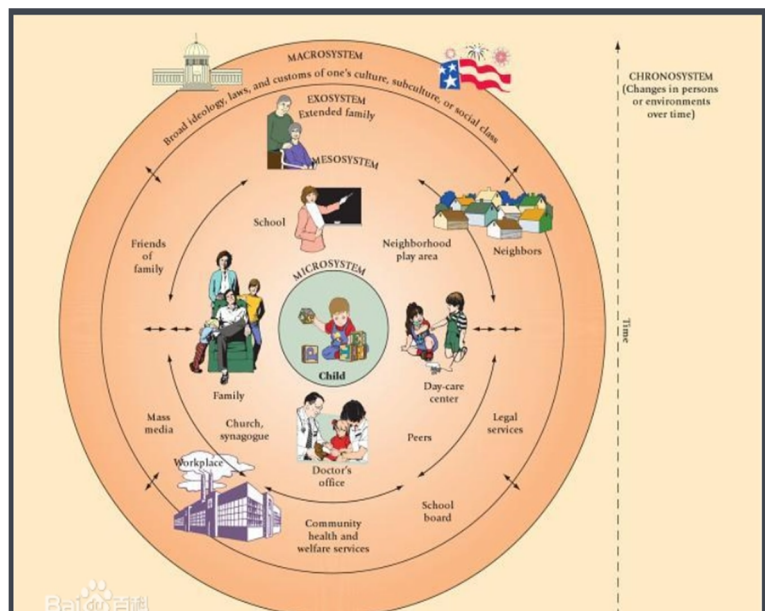


Figure 1. Educational Ecosystem Theory Diagram

Therefore, establishing a relevant ecosystem with students as the theoretical center for educational discipline will help in understanding the roles and influences of stakeholders at various levels on the effectiveness of discipline. Among these levels, since the Exosystem does not have a direct impact on the implementation of educational discipline, this article does not focus on discussing it.

2.1. Microscopic System

Firstly, in the microsystem, primarily refers to the educational environment in which educational discipline takes place, which is the school, and the key actors in the implementation of educational discipline, namely teachers, and significant participants, such as parents. When teachers implement educational discipline on students, it directly affects the students in the microsystem. Similarly, parents who criticize students for their mistakes or comfort those who have been disciplined are also common components of the microsystem. Therefore, in the context of educational discipline, the primary components of the microsystem are the teachers who serve as the specific implementers of educational discipline on students who have made mistakes. This process includes the implementation of educational discipline and the subsequent timely guidance. In the specific implementation, it

mainly refers to teachers as the primary direct actors in implementing educational discipline. They discipline students who are the primary subjects of educational discipline to help them recognize and correct their mistakes, regulate their behavior, and rectify their misconduct, with the aim of cultivating good learning habits in students. One of the main challenges faced by the microsystem is that external pressures often make teachers hesitant to implement educational discipline [11].

Certainly, within the microsystem, it not only includes the disciplinary process itself but also related auxiliary activities such as providing timely psychological counseling to students after discipline or reporting serious incidents to the school. Timely psychological counseling by teachers and comfort from parents are all within the microsystem of educational discipline, and they have direct and concrete effects on the physical and mental health of students, which can be either positive or negative. In the microsystem, teachers, in the process of directly disciplining students, are often subject to constraints and influences from the macrosystem, exosystem, and mesosystem.

2.2. Mesosystem

The mesosystem primarily consists of the educational networks formed by the interaction of various factors from the microsystems. For example, the parent-school relationship is a significant aspect of the mesosystem, with parents being the most crucial stakeholders at this intermediate level. A strong parent-school partnership can lead to better educational outcomes, allowing students to grow in a healthy manner under the joint guidance of teachers, parents, and the school [4]. When parents have a profound understanding of the school's educational philosophy and the teaching methods of teachers, educational discipline can have a more positive and constructive impact. Conversely, if parents hold a negative or dismissive attitude toward educational discipline, refuse to cooperate with the school, or fail to comprehend the teacher's disciplinary actions, this often creates significant obstacles arising from the interaction between the mesosystem and the microsystem[16]. Therefore, the elements within the mesosystem play a vital role in the effectiveness of discipline. Furthermore, parents wield substantial influence within the mesosystem, and how to harness their positive contributions to educational discipline is a significant focus of the mesosystem, making it an innovative aspect of this research.

2.3. Macrosystem

In the macrosystem, educational discipline is subject to the supervision of public opinion and the influence of the socio-cultural environment [17]. Factors such as social customs, laws, mainstream societal values, and more interact to have a lasting and stable impact on educational discipline. They dictate that educational discipline in our country must be guided fundamentally by socialist core values. In the macrosystem, the state's regulation and management of educational discipline grant teachers the right to exercise educational discipline with a certain degree of autonomy. However, this is accompanied by legal provisions and restrictions against excessive punishment or corporal punishment by teachers [18]. On the legal front within the macrosystem, educational discipline should be based on the "Regulations," but the current version of these regulations may not be comprehensive enough. There's a need for further clarification regarding the scale and methods of educational discipline. Providing educational and instructional cases as references could ensure that teachers' fundamental rights are protected at the legal level when implementing educational discipline. For instance, specific implementation details could include provisions for addressing malicious intent, intentional actions, or the spreading of rumors about teachers through online platforms or groups that result in physical or psychological harm to teachers. In such cases, public apologies or compensation for the damages incurred by teachers should be outlined in the regulations. Furthermore, the "Regulations" should also specify mechanisms for recourse available to students in cases of excessive educational discipline or infringement of their basic civil rights [19]. This could include outlining how students can file complaints through legal channels and ensuring transparency in the process to safeguard the individual's interests. Elaborating on these rules, not only provides constraints and oversight mechanisms for educational discipline but also helps protect the basic rights of individuals.

Additionally, social and cultural factors within the macrosystem can also influence the microsystem. As society progresses and evolves, the fundamental rights and status of students in education are increasingly emphasized. The traditional notion of "respect for elders" is gradually being replaced by a more egalitarian societal culture. In this evolving context, teachers need to adapt and ensure that the basic rights of students are upheld when exercising their authority in educational discipline.

3. Research on Optimization Strategies for Education Discipline based on Ecological Systems Theory

3.1. Teacher-level Optimization Strategies

In the microsystem of educational discipline, teachers play the role of specific implementers. Therefore, teachers must take into account other interacting factors within the educational discipline ecosystem, integrate them through their professional competence, and explore the most suitable disciplinary methods and scales for the development of different students. This approach aims to achieve the fundamental educational goal of disciplinary actions, which is to nurture and educate students.

1) In the Microscopic System :

- (1) Teachers should actively learn about relevant aspects of educational discipline, enhance their professional competence, and ensure a student-centered approach. They should be capable of responding promptly to any unforeseen situations arising from disciplinary actions.
- (2) Select appropriate locations for educational discipline, taking into consideration that introverted students may experience adverse psychological consequences when disciplined in front of the entire class.
- (3) Consider adopting a "soft and hard combined" approach to disciplinary actions, combining elements of "soft" and "hard" punishment methods within defined limits[10]. For instance, incorporate physical exercises as a form of discipline, use "soft" methods like copy penalties or verbal reprimands, and "hard" methods like stand in punishment or cleaning tasks. You can also consider turning students' interests or talents into disciplinary measures to reduce mechanical and repetitive punishments, opting for more memorable consequences.
- (4) Offer students a variety of disciplinary choices when they make mistakes, respecting their individuality. This approach can help improve students' acceptance of disciplinary actions.
- (5) Ensure that the severity of the student's mistake corresponds to the degree of punishment, providing a fair and just educational environment for students.

2) Mesosystem :

When teachers are implementing educational disciplinary measures, it is crucial to thoroughly consider the interplay among parents, the school, and other relevant factors within the Mesosystem teachers are tasked with the responsibility of facilitating the engagement of various elements in the educational disciplinary process. Concurrently, the disciplinary actions taken by teachers will be subject to constraints and supervision imposed by these external factors. The subsequent strategies are provided as potential enhancements to disciplinary practices:

- (1) Mobilizing parental involvement in disciplinary actions, actively communicating with parents, explaining the circumstances to them, and engaging them in the educational disciplinary process. For instance, involving parents in disciplinary decisions, allows them to replace labor-intensive penalties imposed directly by teachers with tasks such as household chores[20]. On the one hand, this approach encourages parents to be actively involved in educational disciplinary actions, ensuring their comprehensive understanding of the teacher's disciplinary measures. On the other hand, it broadens the spectrum of disciplinary methods, allowing for the exploration of the most suitable disciplinary approaches for individual students.

(2) Providing timely feedback to the school through weekly work reports and self-reflection in collaboration with evaluations from higher-level authorities such as the grade leader. Ensuring consistency in disciplinary approaches with the school's stance and maintaining the school's support and recognition is essential for making educational disciplinary measures more effective and standardized.

(3) Developing class-specific rules based on the school's regulations and strictly guiding students to adhere to and enforce them. This ensures that educational disciplinary actions take place with the mutual consent of the students. On one hand, it contributes to the development of school regulations and class-specific rules. On the other hand, it ensures that disciplinary rules operate within the framework of the school's regulations, guaranteeing fairness and legality.

(4) Collaborating with parents and the school to establish and refine detailed disciplinary guidelines. Establishing an educational disciplinary feedback system to provide feedback on the implementation of disciplinary measures and evaluating their effectiveness jointly with parents. Involving parents in rule-making aims primarily to increase their acceptance of educational disciplinary measures, making them fully aware of the effectiveness and necessity of such measures in students' growth. Simultaneously, it enables continuous improvement and refinement of disciplinary methods and approaches through timely feedback and the incorporation of suggestions.

(5) Establishing a joint disciplinary oversight mechanism involving parents and the school to ensure that teachers' exercise of disciplinary authority is not abused and remains under supervision. Ensuring transparency and fairness in the punishment process and promptly informing parents at each stage of implementation while reporting to the school. This creates a collaborative educational force across the three-system hierarchy for the cultivation of students [21].

3) Macroscopic System:

In the macro-level system, teachers must have a profound understanding of China's mainstream cultural values and the nation's guiding educational principles. They should also be well-versed in relevant laws and regulations and exercise their disciplinary authority in compliance with the law.

(1) Thoroughly study relevant laws and regulations and, after gaining a full understanding of the school's regulations, apply educational disciplinary measures to students. This ensures that disciplinary actions are systematic and avoid infringing on students' basic civil rights.

(2) Respect the local customs and traditions of students. For instance, when dealing with students from minority ethnic groups, it is essential to respect their existing cultural practices and avoid encroaching upon their traditional customs during disciplinary actions. Simultaneously, through educational disciplinary measures, guide other students to understand and respect the cultural practices of their peers.

3.2. Optimization Strategies of Parent-level Educational Punishment

Within the micro-level system of educational discipline, parents play a crucial role. Often, the degree of parental approval of educational disciplinary measures and their post-reaction can significantly influence the effectiveness of disciplinary actions [21]. For instance, parents who excessively pamper their children may express dissatisfaction with the teacher's disciplinary actions, and such emotions can affect the child's perception of their own mistakes, potentially rendering the disciplinary measures less effective. Alternatively, parents who are overly strict regarding their child's academic performance may continue to scold their child at home after they've been disciplined by the teacher. This results in secondary harm caused by educational discipline and may lead to negative emotions in the child towards both the teacher and the parents. Therefore, understanding how parents can collaborate with teachers in implementing educational discipline is an important area of study.

1) Parents in the Microsystem:

In the microsystem of educational discipline, parents play a crucial role primarily in offering post-disciplinary consolation and engaging in their child's education, serving as a complementary element in the teacher's implementation of educational discipline.

(1) Parents are required to cultivate a conducive atmosphere for family education and actively participate in the post-disciplinary support process. For example, when a student faces disciplinary actions from a teacher following a school-related mistake and subsequently experiences a subdued emotional state, parents should promptly provide psychological intervention to the student. This intervention involves offering comfort and guidance, thus ensuring the sustained efficacy of educational discipline.

(2) Parents need to stay well-informed and maintain a thorough understanding of their child's performance and scholastic status at school in a timely manner. They should provide guidance and educational support to their child regarding their academic endeavors and daily life. This proactive approach can also contribute to reducing the probability of their child facing educational disciplinary measures at school.

2) Mesosystem:

Parents primarily engage in the Mesosystem within the context of educational discipline, particularly through timely communication with teachers and participation in parent-school cooperation. Parental involvement in educational discipline typically encompasses the following aspects: understanding and endorsing reasonable disciplinary actions taken by teachers, monitoring any inappropriate disciplinary behavior by teachers, collaborating with teachers to implement relevant disciplinary measures at home, jointly participating with the school and teachers in the formulation of educational discipline rules, and supervising teachers' disciplinary actions. Therefore, within the Mesosystem parents should:

(1) Promptly follow up on the teacher's disciplinary actions when their child undergoes disciplinary measures, gaining insight into the situation's specifics. This involves questioning any unjustifiable disciplinary measures to safeguard the basic rights of the student and expressing support for reasonable disciplinary actions to bolster the teacher's confidence in implementing educational discipline.

(2) Actively participate in parent-teacher meetings to gain an understanding of the methods and approaches employed by teachers in educational discipline. This engagement allows parents to offer timely suggestions and broaden the spectrum of disciplinary methods employed by teachers.

(3) Cooperate proactively with the school's initiatives. In cases where students breach severe school regulations, parents should collaborate with the school to jointly implement disciplinary measures, aiming to achieve the optimal disciplinary outcome.

(4) Respect the teacher's role as the primary educational agent and actively cooperate with teachers. This entails managing personal emotions objectively and calmly when handling matters related to educational discipline.

(5) Occasionally, parents may need to cooperate with teachers in implementing disciplinary actions. For instance, they can delay the imposition of disciplinary measures for certain mistakes, modify the location for disciplinary actions, or change the individual responsible for implementing the discipline. At home, parents may supervise the student's completion of disciplinary tasks assigned by the teacher.

(6) Participate in the development of specific regulations related to educational discipline. This not only enhances parental acceptance of educational discipline but also encourages parents to contribute creatively to the improvement of disciplinary methods, implementation scenarios, and approaches.

(7) As the primary responsible party for their child's education, parents should promptly receive feedback from teachers regarding educational discipline and oversee the compliance of the entire

disciplinary process.

3) Macrosystem:

In the macro system, parents are influenced by public opinion, laws, regulations, and policies [7]. Therefore, parents should engage in studying relevant laws and regulations pertaining to educational discipline, understand, and support schools and teachers in implementing educational discipline. They should adhere to the law and, when confronted with inappropriate exercise of educational discipline by teachers, learn to express their concerns and file complaints through appropriate and legitimate channels rather than relying on subjective and one-sided perceptions and interventions in educational discipline. Furthermore, they should objectively and dialectically assess public opinion's evaluation of educational discipline, striving to clarify the process of educational discipline implementation rather than blindly fueling public sentiment.

3.3. Optimization Measures of Educational Punishment at the School Level

The school, as another crucial element in the microsystem of educational discipline, plays a significant role in formulating disciplinary guidelines, supporting teachers in their work, and safeguarding their fundamental rights.

1) Microsystem:

Table 1. Delineating educational disciplinary methods and rules based on students' age-related factors

Age Group	Stage-Specific-Student Characteristics	Applicable Disciplinary Types	Specific Disciplinary Methods
Primary School Early Stage (Grades 1-4)	In the primary stage of primary school, students have poor self-control abilities and often need to strengthen the level of educational punishment and intervention. This stage is a key stage for cultivating students' interest in learning and establishing their awareness of rules.	"Hard punishment" is the main approach, with "soft punishment" as a supplement.	Penalty by copying the class rules; Penalty station; Write a review; Mainly through punitive duty and other methods, supplemented by verbal criticism education.
Advanced stage of primary school (grades 5-6)	Students in the advanced stage of primary school often have the basic literacy for learning and need to further cultivate their learning autonomy and correct their learning motivation.	Gradually transitioning from "hard punishment" to "soft punishment". Combine punishment with learning content.	Reciting the text; disciplinary private conversation; Writing a guarantee letter; Increasing the workload appropriately (double the number of tasks not completed promptly); Writing self-criticism letter and reading in public.
Junior high school stage	Middle school students are in their adolescence, and under the background setting of the high school entrance examination goals, they often have psychological conflicts with the characteristics of adolescence. Therefore, this stage should mainly focus on improving students' learning methods, improving their learning efficiency, and developing their learning abilities. At the same time, it should also take into account the shaping of students' excellent character and physical and mental development.	Innovative punishment (can be in the form, location, time, or even from punishing individuals to punishing groups)	A penalty by copying class rules to better adapt to the learning environment of junior high school; Cleverly changing disciplinary locations, such as taking students to open playgrounds for conversations; Confiscate students' illegal electronic products; If male and female classmates are overly intimate, they may engage in separate conversations or switch classroom seats, setting up "dedicated seats", etc. At this stage, it is mainly necessary for teachers to fully exert their subjective initiative and use clever methods to carry out innovative punishment based on actual situations.
High School Stage	High school students face the pressure of the college entrance examination and need to focus on cultivating students to actively respond to exam education and exam pressure.	Psychological counseling is the main approach, supplemented by innovative punishment.	Verbal reminders and criticisms (pay attention to expression methods); After class, talk to each other individually for guidance; Sports discipline (appropriately regulating students' learning pressure); Require students to provide punitive class services; Require students to perform programs based on their interests; In extreme situations (such as student fights), punishment can be increased or upgraded, but psychological comfort should be provided to students promptly.

Firstly, environmental factors within the school, such as its disciplinary policies and the overall learning atmosphere, can influence the implementation and effectiveness of student discipline. Secondly, the school plays a pivotal role in empowering teachers with disciplinary authority and assumes related responsibilities. To create a conducive environment for effective disciplinary measures, the school should consider refining the rules governing disciplinary actions. The following sections will discuss how the school can further specify disciplinary rules based on student's age, personality traits, and temperament differences:

(1) When schools establish disciplinary guidelines, it is imperative to thoroughly consider the individualized factors of students, such as delineating educational disciplinary methods and rules based on students' age-related factors. This entails tailoring disciplinary approaches to align with the developmental stages and unique needs of students, ensuring the appropriateness and effectiveness of the disciplinary measures.

Table 2. According to the different characteristics of students, delimit the methods and rules of educational discipline

Personality	Characteristics of this type of student	Applicable disciplinary types	Specific disciplinary methods
Introverted personality	Thinking about problems in the heart; More closed and willing to share personal information in small groups; Thinking before acting; After careful consideration, there will be a response. This type of student is relatively closed, unwilling to reveal themselves in front of others, and also afraid of being ridiculed and ridiculed by others during punishment.	Punishment in a private environment	Talk to the teacher's office; Increase homework appropriately after class; Complete additional household chores at home; Reduce mandatory disciplinary tasks and replace them with students' independent choice of disciplinary methods. In short, it is necessary to avoid applying mandatory punishment in public as much as possible for such students and to always maintain a psychological safety space where punishment occurs.
Extraverted personality	Be energetic when interacting with others; Action precedes thought; Highly enthusiastic socializing; Quick reaction, likes fast pace. This type of student is often easily influenced by their enthusiastic personality in class and often has strong psychological resilience.	Punishment in public	Allowing students to stand up in class; Having students write reviews and read them aloud in public; Students with lighter plots can combine their interests and have them perform programs in public. In short, such students often need to impose mandatory disciplinary measures, which can ensure class discipline in a timely manner and also warn other students not to make similar mistakes, in order to create a fairer and just teaching environment.
Affective personality	Being perceived as overly emotional, lacking logic, and weak; Accustomed to catering to others; Easily motivated by 'gaining appreciation'; Emphasizing the exceptions of norms, and valuing sympathy and harmony. This type of student often has a delicate and sensitive mind and is prone to non-compliance with rules due to emotional persistence.	Strengthening the combination of rule awareness and psychological education for punishment	Penalty by copying the class rules; Late arrival penalty station; Group discipline (such as collective punishment in groups, fully utilizing their empathy); Verbal criticism education is supplemented by timely guidance and psychological comfort. In short, this type of student has a delicate mind and is often prone to cognitive biases toward the teacher's education and punishment. Therefore, teachers need to provide timely psychological counseling to this type of student after the event. At the same time, this type of student needs to strengthen their awareness of rules, so combining some mandatory methods with detailed rules will make educational punishment more effective.
thinking type of personality	Emphasize values that are logical, fair, and equitable, and demand equal treatment; Believe that honesty is more important; Can objectively analyze and think about problems; It is easy to realize one's own shortcomings. This type of student often has quick thinking, is honest, and tends to be brave enough to admit their mistakes and correct them in a timely manner, simultaneously pursuing fairness.	Disciplinary actions based on rules and issues that are highly related to punishment	Penalty for standing a few minutes late; Skipping sanitation duty requires an additional day of duty; Failure to complete the word-copying assignment on time will result in copying twice the original word count as a penalty; Copy the class rules once for the first mistake, copy twice for the second mistake, etc. In short, this type of student attaches great importance to the fairness and justice of punishment, so punishment based on rules is often more easily recognized by this type of student. At the same time, combining the issue of making mistakes with punishment can make students more aware of their own problems and reflect on them more quickly.

(2) When formulating disciplinary rules, schools need to fully consider students' personalized factors, such as clarifying the methods and rules of educational punishment based on students' personality type factors.

(3) When formulating disciplinary rules, schools need to fully consider students' personalized factors, such as clarifying the methods and rules of educational punishment based on students' temperament type factors:

Table 3. Clarifying the methods and rules of educational punishment based on students' temperament type factors

Temperament type	Characteristics of this type of student	Applicable disciplinary types	Specific disciplinary methods
Sanguine temperament	Enthusiastic, lively, sociable, and flexible in thinking; Simultaneously variable, careless, impulsive, and lacking consistency. At the same time, they are lively, active, sensitive, quick to react, enjoy socializing with people, easy to shift attention, and easy to change interests and emotions. This type of student is often more enthusiastic and extensive, with significant emotional changes, a low level of self-examination towards educational punishment, and tends to avoid punishment	Punishment that combines hard punishment with strengthened rule awareness	Restricting some extracurricular activities for students; Penalty station; Confiscate relevant items; Penalty by copying the class rules; Stay in the classroom after school, etc. This type of student is lively and active, often prone to disrupting classroom discipline and collective activities. Through some hard punishments to strengthen their sense of rules and collective consciousness, often limiting their activities can fully arouse their attention to the problem.
Phlegmatic temperament	Calm, good at restraining and tolerating, living a regular life, not distracted by irrelevant matters, buried in hard work, with endurance, and a serious attitude; But they are not flexible enough, their attention is difficult to shift, they are conservative and lack enthusiasm for learning. This type of student is relatively rigid and generally makes fewer mistakes. Therefore, once it is necessary to implement educational punishment for such students, it is necessary to grasp the effectiveness of the punishment, that is, whether it can stimulate students' self-examination.	Innovative punishment (which can be the way, place, time, or even from punishing individuals to punishing groups)	Assign additional household chores; Sports discipline; Roleplaying (such as having students who disrupt the classroom act as teachers and personally experience their own mistakes); Write a reflective diary; Ask students to draw a mind map of their mistakes and explore the essence and causes of their mistakes from multiple perspectives. Due to traditional educational discipline, it is often difficult to stimulate students of the mucinous type to reflect on their mistakes. Therefore, innovative punishment is very necessary.
Choleric temperament	Emotions occur quickly, strongly, and persistently, and actions also occur quickly and forcefully. People belonging to this type are enthusiastic, straightforward, energetic, irritable, emotionally unstable, and have extraversion. This type of student is prone to excitement and often overreacts with strong emotional fluctuations when facing educational punishment.	Give priority to "soft punishment", supplemented by timely psychological counseling	Verbal criticism (pay attention to the way and tone of expression); Penalty by copying the class rules; Office conversations and post-event psychological counseling; Give these students the right to choose educational disciplinary tasks, and allow them to decide the content of punishment themselves. Students of this type are often prone to conflicts with teachers due to their educational punishment. Therefore, teachers need to fully stand on the students' side, explain their mistakes with appropriate attitudes and tone, and give them the right to choose punishment content to stimulate their introspection.
Melancholic temperament	Has a high degree of emotional sensitivity. Depressive individuals are cautious, thoughtful, and prone to indecision in the face of difficulties. Behaviorally withdrawn, not very sociable, carefully observed, very sensitive, with a shy expression, sensitive, slow-moving, indecisive, and obvious introversion. This type of student is very sensitive but generally makes fewer mistakes. Therefore, when such mistakes are made, teachers need to adopt a gentler educational and disciplinary approach.	Punishments that focus on privacy, care, and high attention, supplemented by timely psychological counseling	Office conversation; Invite parents to come to school for joint tutoring; Assign additional disciplinary household chores; Due to the high emotional sensitivity of these students, they are often prone to cognitive biases when the teacher's implementation of educational discipline (believing that the teacher's punishment of me means negating me). So when implementing educational punishment for such students, teachers should be patient and persuasive, avoid excessive language, and avoid punishing such students in public. The punishment methods mainly focus on privacy and after-school activities, and at the same time, it is necessary to pay attention to and timely guide students' psychological state after the event.

(4) When formulating disciplinary rules, schools need to implement targeted punishment based on the specific mistakes made by students. The following will take the most common mistakes in primary and secondary schools as examples:

Table 4. The most common mistakes in primary and secondary schools

Common mistake	Punishment type	Targeted disciplinary methods
Ten minutes late for class	General punishment (hard punishment)	ten minutes standing penalty
Homework not completed on time	General punishment (soft punishment)	Verbal criticism, timely resubmission and penalty copy of the homework once
Disrupting classroom order during class	General punishment (soft punishment, hard punishment)	Prohibition, verbal criticism, penalty by copying the class rules, writing a guarantee letter, and imposing disciplinary measures in the hallway (hard)
Playing during lunch breaks affects others' rest	General punishment (soft punishment)	A penalty by copying the class rules, writing a review and reading it aloud in public
Sleep in class	General punishment (hard punishment, sports punishment)	Penalty of ten minutes for standing and two laps on the playground
Escape from cleaning duty	General punishment (soft punishment, labor punishment)	Punish two days of cleaning duty and increase corresponding household chores (under parental supervision)
Littering	General punishment (labor punishment)	Clean the book corner for a week
Skipping classes	Moderate punishment(hard punishment)	Notify parents, suspend classes, suspend classes
Fighting with someone in school	Severe punishment (hard punishment)	Notify parents, notify the whole school of criticism, suspend classes, suspend classes, and stay on campus for observation
Cheat on the exam	Severe punishment (hard punishment)	Notify parents, notify the whole school of criticism, suspend school, stay on campus for review, and expel students

(5) When formulating disciplinary rules, schools also need to adhere to the following principles:

1)The formulation of detailed rules should follow the principles of Related, Respectful, Reasonable, and Helpful to improve the effectiveness and effectiveness of their implementation [22]. It is necessary to ensure the correlation between errors and punishment in educational punishment; Respecting students is a prerequisite for educational punishment; Rationality refers to the fact that educational punishment must be legal and compliant, within the scope specified in the detailed rules; Beneficiality refers to the fundamental purpose of educational punishment being to correct students' improper behavior, cultivate students' sound personality, and promote their comprehensive development. Effectiveness refers to whether the disciplinary measures taken can make students aware of mistakes and correct them. Timeliness refers to timely punishment of students who make mistakes, in order to avoid missing the best opportunity for students to engage in self-regretful behavior [23].

2)The degree of punishment is specified in the detailed rules. When the disciplinary rules digitize the specific form and frequency of disciplinary content, it can further ensure the fairness, openness, and transparency of educational disciplinary implementation. The degree of punishment can be commensurate with the number of times students make the same mistake.

3) Sports punishment can be added as one of the punishment methods in the detailed rules, but it needs to be stipulated that the adoption of sports punishment requires guidance and supervision from professional sports teachers and a reasonable amount should be set to avoid excessive "corporal punishment" [24].

4) The detailed rules should adopt a parallel strategy of "hard punishment" and "soft punishment".

2) School and the Mesosystem:

Schools mainly play a pivotal role in the Mesosystem of education and punishment, as well as in the interest groups of teachers, parents, and students. This pivotal role includes supervising the implementation of disciplinary measures by teachers, establishing good communication with parents, and ensuring the standardization of the implementation process. Based on this, the following suggestions are proposed:

(1) When implementing educational discipline, schools need to ensure the standardization of the implementation process:

1) Understanding the situation: Teachers first need to have a comprehensive understanding of students' incorrect behavior, including specific details such as the plot, time, and location, to ensure an accurate understanding of the problem.

2) Gathering Evidence: Teachers should collect evidence related to student misbehavior, such as eyewitness testimonies, records, photographs, and other documentation, to ensure an objective understanding of the incident.

3) Communicate with Students: Engage in private conversations with students to understand their perspectives, motivations, and emotions, thereby gaining a comprehensive understanding of the underlying reasons behind the incident.

4) Weighing Severity: Teachers should assess the seriousness of a student's misconduct, determining whether disciplinary action is necessary and to what extent.

5) Establishing Disciplinary Measures: According to school regulations and policies, teachers should select appropriate disciplinary measures, ensuring that they are reasonable, fair, and proportionate.

6) Informing Students and Communicating with Parents: Teachers must inform students in a clear manner about their misconduct and the impending disciplinary measures, ensuring that students understand the consequences. For more serious misconduct, teachers should communicate with the student's parents, informing them of the situation and seeking their input.

7) Implementing Discipline: Following the school's regulations and policies, executing the corresponding disciplinary measures, ensuring procedural fairness and rigor.

8) Documenting and Reporting: Teachers should maintain detailed records of the disciplinary process, including communication records, disciplinary measures taken, and their effects. For more serious incidents, timely reporting to the school is necessary.

9) Monitoring Student Reactions and Assessing Effectiveness: After discipline has been applied, teachers need to observe students' responses and changes, ensuring that the purpose of discipline is to guide students in correcting their mistakes. If any psychological issues are detected, timely psychological counseling and intervention should be provided. After some time has passed, teachers should assess the effectiveness of the discipline, whether it has achieved the intended goals, and whether further guidance and support are necessary.

10) Protecting Privacy: Throughout the entire process, teachers must respect the privacy of students, avoiding the public disclosure of misconduct to prevent additional psychological harm to the students.

(2) When implementing severe disciplinary actions, it is essential to ensure a transparent and fair process. For example, the implementation of severe discipline should follow a procedure that includes teacher feedback, parent communication, discussions with the school's educational authorities, and

collaborative efforts between the school and parents. Severe discipline should only be applied if a student shows no remorse after these steps and continues to negatively impact the school environment or other students.

(3) Schools bear the primary responsibility for educational discipline and should establish a comprehensive mechanism for students and parents to appeal, ensuring that students have timely avenues for redress after experiencing unreasonable disciplinary actions.

(4) When formulating disciplinary regulations, schools should clearly outline how teachers and parents can participate in educational discipline:

1) Parental Involvement in Educational Discipline: On one hand, the regulations should specify that parents can contribute to disciplinary rules by participating in workshops dedicated to rule development, offering suggestions and insights. On the other hand, it should allow parents to supervise and propose changes to disciplinary measures. This can be facilitated through channels like a principal's hotline or feedback via parent-teacher associations. Additionally, the regulations can stipulate that teachers may temporarily delegate disciplinary authority to parents, enabling parents to carry out disciplinary actions on behalf of the teacher within the home environment.

2) Safeguarding Teachers' Fundamental Rights: The regulations should establish a robust mechanism for monitoring teachers who implement educational discipline. This mechanism can be a collaborative effort between the Department of Moral Education and the Educational Affairs Office, forming a supervisory team to standardize and oversee daily disciplinary actions by teachers. Moreover, the regulations should mandate that teachers provide weekly feedback on the implementation of educational discipline, ensuring transparency throughout the process. The regulations should also specify that teachers must address students' mental well-being promptly through preventive measures and interventions after disciplinary actions have been taken.

(5) Schools, as the intermediaries in the system, should serve as a bridge connecting teachers and parents. They should organize joint activities between families and the school to enhance face-to-face communication between teachers and parents. This helps prevent misconceptions among parents regarding the implementation of educational discipline.

3) School and the Macro System:

The interaction between schools and the external system lies in how schools can create a favorable social public opinion environment for educational discipline. Currently, much of the public discourse surrounding educational discipline tends to be negative. These negative reports often affect the enthusiasm and proactiveness of teachers in implementing educational discipline, making teachers hesitant to apply appropriate disciplinary measures to students. Schools should work to prevent the generation of negative public opinion during the process of educational discipline and promptly address any adverse impacts on the school resulting from public sentiment.

(1) Before the occurrence of public sentiment:

1) Enhance the supervision mechanism for teachers exercising their educational discipline authority to ensure a fair and transparent process, with each instance of educational discipline being recorded with the school.

2) Publicize the educational discipline guidelines through the school's official website and be open to parental oversight.

3) Implement educational discipline in five stages: student error, teacher discipline according to guidelines, timely psychological counseling by school counselors, family discipline, and post-discipline parental guidance. Prior communication with parents is essential at each stage to garner their support and understanding of educational discipline.

4) Provide post-discipline counseling, including psychological counseling for students and timely communication with parents to jointly agree on post-discipline educational methods.

5)Continuously promote positive aspects of educational discipline in daily practice.

(2)After the occurrence of negative public sentiment:

1)Upon the emergence of negative sentiment, promptly understand the process of educational discipline implementation, collect relevant materials, and contact parents to explain the situation, seeking consensus on a resolution.

2) School public relations departments should act swiftly in managing public relations to mitigate the impact of negative public sentiment.

3)Following the emergence of negative sentiment, the school should promptly use official channels such as the school website and official social media to clarify the incident's details to the public and pledge swift resolution of related issues. Additionally, the school should provide regular updates on the progress of handling the situation.

4)Learn from the mistakes that led to the emergence of negative sentiment, continually improve and innovate the methods of educational discipline, and implement discipline in a manner more aligned with societal acceptance to prevent the recurrence of negative public sentiment in similar situations.

In addition, within the macro-level system, laws and regulations have an impact on the formulation and implementation of educational discipline in schools. Therefore, when schools are developing their disciplinary guidelines, they should base them on relevant legal documents such as "Regulations" and the "Compulsory Education Law" to ensure that the implementation of educational discipline is legally safeguarded.

3.4. At the Societal Level:

(1) Regulate the media environment by punishing and restricting those that exaggerate facts [25], such as implementing account suspensions as restrictions. Additionally, take measures to detain and compel rumor-spreading media to provide economic compensation to the victims of false reporting. This ensures an objective media environment for educational discipline and reduces external pressure on teachers when implementing it.

(2) Society should engage in publicizing and educating the public about educational discipline to deepen their understanding of it. This will help the general public consider not only the potential negatives but also the educational value when hearing news related to educational discipline. This approach can also help reduce the spread of negative public opinion.

(3) Encourage non-profit organizations to safeguard the interests of students and teachers during the educational discipline process. For instance, mobilize various educational departments to collaborate with local communities in establishing post-discipline relief and support committees to protect students' basic rights, with government leadership playing a leading role in this effort.

3.5. At the National Level:

(1) Through long-term practice and exploration, refine relevant laws and regulations to provide a clear legal definition of educational discipline. These laws and regulations should serve as safeguards for schools and teachers exercising their right to implement educational discipline.

(2) Enhance the remedial mechanisms to provide legal avenues for students and parents when students' basic civil rights are violated.

(3) Provide proper guidance to domestic public opinion, increasing positive publicity about educational discipline while reducing the generation and spread of negative public opinion.

(4) Establish relevant educational discipline oversight departments at various levels of schools or enhance the supervisory functions of relevant educational departments over the implementation of educational discipline by schools and teachers, ensuring the correct implementation of educational discipline.

4. Conclusion

Through extensive literature review and research, this paper primarily employs the ecosystem theory as its theoretical foundation to explore the impact of various hierarchical ecosystems on the effectiveness of educational discipline in the implementation process. Simultaneously, it conducts analyses from five levels: teachers, parents, schools, society, and the state. It comprehensively discusses the individual differences between students and teachers in the process of implementing educational discipline and proposes specific optimization strategies for its implementation. Teachers need to continuously enhance their professional competence in educational discipline and pedagogical skills. They should combine objective facts with subjective differences and tailor their approaches accordingly. Parents should deepen their understanding and appreciation of the educational discipline, actively engage in the disciplinary process, respect and support the daily work of schools and teachers, and provide objective and unbiased assessments of media coverage. Schools should establish detailed regulations for educational discipline, safeguard the fundamental rights of teachers and students, ensure the supervision and post-disciplinary remedies, create a comprehensive crisis management mechanism, and utilize tripartite communication among teachers, students, and parents to promote collaboration between home and school. Society needs to foster a balanced public opinion environment for educational discipline, penalize and restrict media outlets that sensationalize facts, reinforce the promotion and public understanding of educational discipline, and establish community organizations for post-disciplinary relief. Finally, the state should refine relevant laws and regulations, provide a clear legal definition of educational discipline, establish relevant departments for the supervision of educational discipline, enhance post-disciplinary relief mechanisms for students and parents, and legally safeguard the fundamental rights of schools, teachers, parents, and students.

References

- [1] (2022). Trial Implementation of Rules on Educational Discipline in Primary and Secondary Schools. Government Gazette of the People's Republic of China(03), 21-24.
- [2] Zeng, Y. M. (2023). The Proposal and Confirmation of the "Social Public Power Theory" of Teacher's Educational Disciplinary Behavior. Journal of Dalian University of Technology (Social Sciences Edition)(03), 111-119. doi:10.19525/j. issn1008-407x.2023.03.013.
- [3] Ma, X. Q. (2022). Research on Primary School Teachers' Educational Discipline from the Perspective of Care Theory (Master's thesis, Hangzhou Normal University). <https://kns.cnki.net/ KCMS/ detail/detail.aspx? dbname=CMFDTEMP& filename=1023436871.nh>
- [4] Wu, J., & Han, B. Q. (2023). Educational Discipline Based on Stakeholders: Issues and Governance. Educational Vision(13), 32-36.
- [5] Chen, S. B. (2023). On the Dual Triple Structure of the Right to Educational Discipline. Legal Science (Journal of Northwest University of Political Science and Law)(04), 192-201. doi: 10.16290/j.cnki.1674-5205.2023.04.015.
- [6] Cheng, L. (2023). The "Non-Use," "Misuse," and "Use" of Teachers' Right to Educational Discipline: Connotation Differentiation, Reason Explanation, and Co-Governance Path. Contemporary Teacher Education(02), 16-22. doi: 10.16222/j.cnki.cte.2023.02.014.
- [7] Jin, J. X. (2022). Research on the Current Situation and Countermeasures of Elementary School Teachers' Implementation of Educational Discipline (Master's thesis, Anqing Normal University). <https://kns.cnki.net/ KCMS/ detail/detail.aspx? dbname=CMFD202202& filename=1022628595.nh>
- [8] Pan, J. P. (2023). Effective Study on the Right to Discipline of Primary and Secondary School Teachers under the "Double Reduction" Policy. Teaching Management and Educational Research(07), 123-125.
- [9] Mao, L. (2023). Research Hotspots and Trends in Educational Discipline in China: A Visualization Analysis Based on CiteSpace. Educational Theory and Practice(11), 18-22.
- [10] Yu, J. S. (2022). The Current State and Practical Strategies of Teacher's Educational Discipline: A Field Investigation Based on M Middle School in S City. Journal of Teacher Education(06), 54-62. doi:10.13718/j. cnki. jsjy.2022.06.007.
- [11] Zhang, L. Z. (2022). The Endogenous Logic, Real Dilemmas, and Pathway Optimization of Educational Discipline: Based on Ecosystem Theory. Contemporary Research on Education(12), 11-16.
- [12] Tansley, A. G. (1935). The Use and Abuse of Vegetational Concepts and Terms. Ecology, 1935(3).

- [13] Zeng, Y., & Li, Y. (2022). Interdisciplinary Scientific Research Cooperation Operating Framework and Key Issues Based on Ecosystem Theory. *Information Work*, 2022(3).
- [14] Ceci, S. J. (2006). Urie Bronfenbrenner (1917-2005). *American Psychologist*, 2006(2).
- [15] Liu, J., & Meng, H. M. (2009). On Bronfenbrenner's Developmental Psychology Ecosystem Theory. *Chinese Journal of Health Psychology*, 2009(2).
- [16] Guo, X. X. (2023). Investigation and Research on the Implementation Status of Educational Discipline in Secondary School Class Management (Master's thesis, Kashgar University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1023498214.nh>
- [17] Wu, Y. (2022). Standardization Research on the Implementation Path of Educational Discipline by Primary and Secondary School Teachers (Master's thesis, Donghua University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202301&filename=1022666699.nh>
- [18] Chen, X. N. (2022). On the Exercise of the Right to Educational Discipline in Primary and Secondary Schools in China (Master's thesis, Hainan University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1022647115.nh>
- [19] Chen, B. H. (2022). Limits and Boundaries: Research on Educational Discipline of New Junior High School Teachers (Master's thesis, Xinjiang Normal University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202301&filename=1022485998.nh>
- [20] Ji, H. L., (2023). The Risk of Penalties Without Regret and Educational Responses. *Research on Young Children*(02), 76-83.
- [21] Yang, C. (2023). Analysis of the Practical Obstacles and Countermeasures of Teachers' Exercise of Educational Discipline in Primary and Secondary Schools. *Contemporary Research on Education*(05), 7-11.
- [22] Zhang, W. (2023). Exploration of the Effectiveness of Implementing Educational Discipline by High School Class Teachers under the Principle of 3R1H: Focused on Tracking Individual Cases. *Journal of Anhui Sports Institute*(06), 57-66.
- [23] Zhai, Y. B. (2023). The Risk and Educational Response of Penalties Without Thought of Regret. *Research on Young Children*(02), 76-83.
- [24] Huang, L., & Liu, B. (2022). Research on the Rationality and Implementation Strategies of Physical Exercise as a Means of Educational Discipline. *Journal of Hebei Institute of Physical Education*(06), 57-66.
- [25] Chen, Q. H., Lu, W. K., & Yang, J. S. (2023). Public Opinion Dissemination of Educational Discipline and Its Enlightenment under the Agenda Setting Theory. *Teaching and Management* (06), 17-21.