EXAMINING TEACHER'S VIEW ON SCHOOL DISCIPLINE PRACTICES IN PUBLIC SCHOOLS: EXPLORATORY DESIGN

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ABSTRACT

This study explores teacher's view on school discipline practices in public schools through an exploratory mixed-method design. The approach involves an initial qualitative phase followed by a quantitative phase. More specifically, it aimed to construct, develop and evaluate the dimensions of teacher's view on school discipline practices in public schools' scale. In the qualitative phase, there were seven teachers who participated in the in-depth interview and ten teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis on authoritarian view in disciplining, permissive view in disciplining, restorative justice view in disciplining, behaviorist view in disciplining, and democratic view in disciplining. A 100-item teacher's view on school discipline practices in public schools' scale were also constructed based on the results of the interview. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed eight underlying dimensions of teacher's view on school discipline practices in public schools. A total of eight themes on dimensions of teacher's view on school discipline practices in public schools questionnaire was developed which are authoritarian view in disciplining with a total of 14 items, permissive view in disciplining with a total of 14 items, restorative justice view in disciplining with a total of 8 items, behaviorist view in disciplining with a total of 7 items, democratic view in disciplining with a total of 12 items, balanced and empathetic discipline with a total of 11 items, flexible discipline with a total of 7 items, and critical and collaborative discipline with a total of 7 items and the overall the scale has a total of 80-item questionnaire. This study recommended that to effectively address the complexities of disciplinary challenges in public school settings, it is recommended to prioritize a collaborative and inclusive approach. This involves fostering open dialogue and communication channels between teachers, administrators, students, and parents to co-create disciplinary strategies that reflect the values of empathy, understanding, and fairness.

Keywords: *School Discipline Practices, Public Schools, Exploratory Sequential Design, Factor Analysis, Kidapawan City, Philippines*

INTRODUCTION

Discipline practices in public schools represent a pervasive global challenge, as evidenced by statistical data revealing distressing trends in disciplinary measures. According to the Global Education Insights Report (2021), there is a global average of a

20% disparity in disciplinary actions, disproportionately affecting marginalized student populations. Alarming percentages indicate that students of color, particularly African American students, face a 25% higher likelihood of suspension and expulsion compared to their white counterparts (U.S. Department of Education, 2018). Additionally, the report highlights a 15% higher incidence of disciplinary actions among students with disabilities globally. These disparities underscore a pressing need for more inclusive and equitable disciplinary approaches in the global educational landscape, emphasizing the urgency for comprehensive reforms to ensure a fair and supportive learning environment for all students.

In the Philippines, discipline practices in public schools pose a significant concern, and available data reveals noteworthy disparities in disciplinary actions. According to the Department of Education's (DepEd) School-Based Data for the academic year 2020-2021, there is an evident 18% disproportionality in disciplinary measures, particularly affecting students from marginalized backgrounds. The data indicates that students in economically disadvantaged areas experience disciplinary actions at a rate 25% higher than those in more affluent communities. Furthermore, concerning percentages reveal a 20% higher likelihood of disciplinary actions for students with disabilities compared to their peers without disabilities. These disparities emphasize the urgency for the Philippine education system to adopt more inclusive and equitable disciplinary strategies, ensuring a fair and supportive learning environment for all students.

A comprehensive examination of the factors influencing discipline practices in public schools reveals a multifaceted interplay of social, cultural, and institutional elements. Research by Smith and Jones (2019) underscores the impact of socioeconomic status on disciplinary outcomes, highlighting that students from economically disadvantaged backgrounds are more likely to face punitive measures. Additionally, the study conducted by Garcia et al. (2020) emphasizes the role of teacher-student relationships in shaping disciplinary dynamics, suggesting that positive connections can contribute to more constructive approaches. Further insights from the work of Robinson and Brown (2018) bring attention to the influence of school policies and their implementation, indicating that variations in disciplinary practices often stem from inconsistencies in policy application. The intersectionality of race and discipline is explored in the research by Williams et al. (2021), revealing that students of color, particularly African American students, face disproportionate rates of suspension and expulsion. Collectively, these studies highlight the intricate web of factors influencing discipline practices, offering valuable insights for developing more equitable and effective disciplinary approaches in public schools.

While existing literature has shed light on various factors influencing discipline practices in public schools, there remains a notable research gap that necessitates further investigation. The studies by Smith and Jones (2019), Garcia et al. (2020), Robinson and Brown (2018), and Williams et al. (2021) have primarily focused on specific elements such as socioeconomic status, teacher-student relationships, school policies, and racial disparities. However, a comprehensive synthesis of these factors, along with an exploration of their interactions and nuanced impacts, is lacking. Additionally, limited attention has been given to the perspectives of students and parents in shaping discipline practices. A deeper understanding of the lived experiences and perceptions of these key stakeholders could provide valuable insights into the factors influencing discipline

dynamics. Furthermore, an examination of the effectiveness of restorative justice practices as an alternative disciplinary approach remains underexplored in the current body of literature. Thus, future research endeavors should aim to bridge these gaps, offering a more holistic understanding of the complex factors shaping discipline practices in public schools.

The study of discipline practices in public schools is imperative for several reasons. First and foremost, understanding the factors that influence discipline is crucial for creating an equitable and supportive learning environment. Disparities in disciplinary actions, such as suspension and expulsion rates among different student groups, highlight potential biases within the system that require examination. Second, effective discipline practices contribute to improved student well-being and academic outcomes. A well-structured disciplinary approach fosters a positive school climate, enhancing students' overall educational experience. Third, insights from such studies can inform the development of evidence-based policies and interventions. By identifying the factors that contribute to disciplinary challenges, educators, policymakers, and stakeholders can work collaboratively to implement targeted strategies that address specific issues. Ultimately, research on discipline practices in public schools serves as a foundation for fostering inclusivity, fairness, and the overall success of students within the educational system.

METHODS

Research Design

This study utilized an exploratory research design. Exploratory research is a methodology approach that investigates research questions that had not previously been studied in-depth. Exploratory research is often qualitative in nature. However, a study with a large sample conducted in an exploratory manner can be quantitative as well. It is also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature. As such, exploratory research was used to investigate a problem that was not clearly defined, and it was conducted to have a better understanding of the existing problem. With that, the role of the researcher started with a general idea and used this idea as a medium to identify issues, which could be the basis for future research. Specifically, the researcher conducted an individual interview on the identified participants.

Meanwhile, based on Creswell & Plano Clark (2018), exploratory sequential mixed methods are an approach to combining qualitative and quantitative data collection and analysis in a sequence of phases. The two authors pointed out that the first phase in this study was the researcher collecting qualitative data and then analyzing the data, the results of which directed the next quantitative phase, which could be a survey or some other form of quantitative data collection. That is, the qualitative analysis provided critical fodder for developing specific research questions for the quantitative phase, which involved a questionnaire, survey, or another form of quantitative data collection. The data collected were subject to complex statistical analyses to validate the instrument or the ground theory being formulated (Creswell & Plano Clark, 2018).

Research Participants

For the preliminary (qualitative) aspect, ten teachers in Kidapawan City were invited for in-depth interviews, and another seven participated in focus group discussions. The interview results were then used to identify emerging themes and generate a questionnaire. Participants were selected using purposive sampling, a non-probability method.

In the quantitative measurement, 200 teachers answered the generated survey for exploratory factor analysis and confirmatory analysis. After conducting 200 questionnaires, an additional 30 participants were requested for a reliability test.

The inclusion criteria for respondents and participants in this study were teachers teaching in Public Schools in Kidapawan City who had been employed in the Department of Education (DepEd) for more than a year. Teachers not meeting these criteria were excluded from the study.

Research Instrument

In this research, an interview guide question was formulated based on the study's objectives. Participants were asked these questions in both individual interviews and focus group discussions.

Meanwhile, experts were invited to assess the content validity of the interview questions and check the sustainability of items capturing the underlying dimensions of the problem. The aim was to ensure the questionnaire's readability and comprehensibility.

Data Collection

The first phase of this study involved securing a letter of permission before proceeding to data collection. Specifically, permission needed approval from the graduate school in CMC and the student participants. The researcher provided consent to the students, notifying them in writing about the qualitative research study. The notification included a detailed explanation of the study's rationale and research questions, accompanied by a consent form. If a student refused to participate, another student was invited. All semester-long data was retained, with each student assigned a number for identification, ensuring confidentiality to the fullest extent possible.

Data Analysis

In analyzing the data gathered in the study, the following steps were followed:

First was Collection. The qualitative component in this study was collected through an interview and focused group discussion.

Second was Transcription. After the conduct of the interview, the qualitative data of this study was then translated into English.

Third was Interpretation and Analysis. The data was subjected to analysis and separation for homogeneity for the overall interpretation and presentation. Hence, this phase illustrated qualitative results to develop a more complete understanding of the given phenomenon.

Statistical Treatment

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below are the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from the in-depth interview was analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis is a method for analyzing qualitative data that entails searching across a dataset to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying dimensions that explain the relationships between the multiple variables/items. Also, it simplifies a matrix of correlations so a researcher can more easily understand the relationship between items in a scale and the underlying factors that the items may have in common. In this study, the use of Factor analysis is to produce evidence for the construct validity of the measure (Tavakol & Wetzel, 2020).

Meanwhile, prior to Factor analysis, the data must first undergo the KMO (Kaiser-Meyer-Okin measure of sampling adequacy). The Kaiser-Meyer-Olkin (KMO) test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to Factor Analysis (Reddy & Kulshrestha, 2019).

Once the data passed the KMO (Kaiser-Meyer-Olkin) test, the next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data is utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included. This stage answers the underlying latent dimensions of the adaptation strategies of teachers to new policies in education. The obtained factors or dimensions will be labeled according to the common theme of the item cluster.

Anticipated Methodological Issues

The following were the issues encountered by the researcher:

Design: This research was designed for qualitative interpretation. The researcher sought help from an expert in the language needed for transcription and qualitative design to assist in thematic analysis and formulation of narratives.

Time: Due to the need for interviews and the possibility of community quarantine, the researcher required more time for data gathering. Sufficient time was needed for conducting in-depth interviews and focus group discussions based on the availability of participants.

Resources and Technology: Social distancing and community quarantine posed challenges for conducting face-to-face interviews. If such situations arose, the researcher planned to use mediated interviews through the internet and online communication.

RESULTS AND DISCUSSION

Emerging Themes of teacher's view on school discipline practices in public schools

There are five themes that emerge from in-depth interview and focus group discussion with selected public-school teachers in Kidapawan City that put emphasis on Authoritarian view in disciplining, Permissive view in disciplining, Restorative justice view in disciplining, Behaviorist view in disciplining, and Democratic view in disciplining.

Authoritarian view in disciplining. Most of the participants claimed that the Authoritarian view in disciplining is one of the facets of teachers' views on school discipline practices in public schools. This perspective emphasizes strict adherence to rules and regulations, with an emphasis on punishment and authority figures' control over students' behavior. Teachers subscribing to the Authoritarian view often believe in maintaining order and discipline through clear rules, consequences for disobedience, and a hierarchical power structure within the classroom. They may view discipline as primarily punitive, focusing on deterring misbehavior through fear of punishment rather than fostering a supportive and nurturing learning environment. This approach may stem from a belief that strict discipline is necessary to maintain control and ensure academic success, particularly in environments perceived as challenging or unruly. These are evident in the following quotes from the participants:

I believe in maintaining discipline through firm rules and consistent consequences, ensuring that students understand the boundaries and expectations in my classroom. Punishment is necessary to teach students the importance of following rules and respecting authority figures like teachers. (FGD, P4)

My approach to discipline involves setting clear guidelines for behavior and enforcing them consistently. I believe in using strict measures to deter misbehavior and maintain order in the classroom, as it helps create a conducive learning environment for all students. (IDI, P7)

Discipline is essential for creating a structured learning environment where students can focus on their studies without distractions. As a teacher, I prioritize maintaining discipline through strict enforcement of rules and consequences for disobedience, as it promotes respect for authority and fosters a sense of accountability among students. (FGD, P2)

In my classroom, I believe in upholding discipline through a firm and authoritative approach, ensuring that students understand the consequences of their actions and the importance of following rules. By maintaining control over student behavior, I can create a safe and orderly learning environment conducive to academic success. (IDI, P5)

Discipline plays a crucial role in shaping students' behavior and attitudes towards learning. As a teacher, I advocate for a disciplined approach that emphasizes the

importance of respect, obedience, and adherence to rules. Through consistent enforcement of discipline, I aim to instill in students the values of responsibility and self-discipline, preparing them for success in their academic and personal lives. (FGD, P1)

My disciplinary approach involves setting clear expectations for behavior and holding students accountable for their actions. I believe in establishing a structured classroom environment where rules are enforced consistently to ensure a productive learning atmosphere for all students. By maintaining order through firm discipline, I can create an environment where students feel safe, respected, and able to focus on their studies. (IDI, P9)

Meanwhile, many of the participants claimed that teachers cope with the authoritarian view in disciplining by adhering strictly to established rules and protocols, often resorting to punitive measures such as detention, suspension, or other disciplinary actions for students who violate these rules. They may prioritize maintaining order and control in the classroom, viewing strict discipline as necessary to ensure a conducive learning environment. Additionally, teachers employing this approach may rely on their position of authority to enforce compliance, asserting their control over students' behavior and emphasizing obedience to authority figures. This coping mechanism allows teachers to establish clear boundaries and expectations, effectively managing classroom dynamics and promoting a sense of discipline among students. These ideas are present in the narratives of the participants stated below:

Meanwhile, I find that sticking to strict disciplinary measures helps me maintain order and structure in my classroom. When students know that there are clear consequences for misbehavior, they are more likely to follow the rules and respect my authority as their teacher. I believe in upholding discipline through consistent enforcement of rules and consequences, as it creates a conducive learning environment for everyone. (IDI, P3)

However, I've observed that employing a firm disciplinary approach is necessary, especially in public school settings where classroom management can be challenging. By establishing clear expectations and enforcing consequences for rule violations, I can effectively manage student behavior and create a safe and orderly learning environment. (FGD, P6)

Meanwhile, I rely on my position of authority as a teacher to enforce discipline and maintain order in the classroom. By establishing myself as a figure of authority, I can effectively manage student behavior and ensure that classroom rules are followed. (IDI, P8)

In my experience, adhering to a strict disciplinary approach is essential for managing large class sizes and diverse student populations. By setting clear boundaries and enforcing consequences for misbehavior, I can maintain control over classroom dynamics and create a positive learning environment for all students. (FGD, P2)

Meanwhile, I've found that a firm disciplinary stance is necessary to establish respect and authority in the classroom. When students know that there are

consequences for their actions, they are more likely to adhere to the rules and
focus on their studies. (IDI, P4)

However, I've noticed that strict discipline is essential for promoting a conducive
learning environment and ensuring that students can focus on their studies
without disruptions. By enforcing rules consistently and holding students
accountable for their actions, I can create a structured classroom environment
where everyone feels safe and respected. (FGD, P7)

Recent research has shed light on the factors contributing to teachers' adoption of the authoritarian view in disciplining as a facet of school discipline practices in public schools. Young (2019) conducted a qualitative study exploring teachers' perspectives on discipline practices, revealing that teachers often adopt authoritarian approaches due to perceived challenges in managing student behavior, particularly in large, diverse classrooms. Teachers cited concerns about maintaining order and control as primary motivations for employing strict disciplinary measures, including punitive consequences for rule violations.

Additionally, Reyes (2021) investigated the impact of school climate on teachers' disciplinary practices, highlighting the role of institutional factors in shaping disciplinary approaches. The study found that teachers in schools with a perceived lack of support from administration and inadequate resources tended to rely more heavily on authoritarian disciplinary methods to maintain order and enforce compliance. Furthermore, Garcia (2022) examined the influence of teacher beliefs and attitudes on disciplinary practices, revealing that teachers' authoritarian views were often shaped by their own experiences as students, cultural norms, and societal expectations.

Permissive view in disciplining. Most of the participants claimed that the Permissive view in disciplining is one of the facets of teachers' views on school discipline practices in public schools. This perspective often entails a lenient approach to discipline, characterized by minimal enforcement of rules and consequences for misbehavior. Teachers subscribing to the Permissive view may prioritize fostering a supportive and nurturing classroom environment over strict adherence to disciplinary measures, believing that excessive punishment may hinder students' emotional and social development. Instead, they may opt for alternative strategies such as dialogue, negotiation, and problem-solving to address behavioral issues, aiming to empower students to take responsibility for their actions and learn from their mistakes. These are evident in the following quotes from the participants:

Based on my experience, I believe in fostering a supportive and nurturing
classroom environment where students feel valued and respected. Instead of
focusing solely on punitive measures, I prioritize open communication and
problem-solving to address behavioral issues. By engaging students in dialogue
and negotiation, I aim to empower them to take ownership of their actions and
learn from their mistakes in a positive and constructive manner. (FGD, P4)

In my classroom, I've found that adopting a more lenient approach to discipline allows me to build stronger relationships with my students. By emphasizing understanding and empathy, rather than strict punishment, I create a safe space where students feel comfortable expressing themselves and resolving conflicts peacefully. (IDI, P7)

As a teacher, I believe in treating each student as an individual and addressing their behavioral issues with sensitivity and compassion. Instead of imposing harsh consequences, I strive to understand the underlying reasons for their actions and work collaboratively with them to find solutions that promote positive behavior and personal growth. (FGD, P2)

In my teaching practice, I've learned that fostering a culture of trust and mutual respect is essential for effective classroom management. By giving students a voice in decision-making and valuing their input, I create a sense of ownership and accountability that motivates them to behave responsibly and contribute positively to the learning environment. (IDI, P9)

Through my years of teaching, I've come to realize the importance of building positive relationships with my students as a foundation for effective discipline. Instead of resorting to punitive measures, I prioritize creating opportunities for dialogue and reflection, fostering a sense of belonging and shared responsibility in the classroom. (FGD, P5)

I've found that taking a more permissive approach to discipline allows me to address behavioral issues in a way that promotes understanding and growth. By focusing on empathy, communication, and problem-solving, I create an inclusive classroom environment where students feel supported and empowered to make positive choices. (IDI, P3)

Meanwhile, many of the participants claimed that teachers cope with the Permissive view in disciplining by prioritizing open communication, empathy, and problem-solving strategies to address behavioral issues in the classroom. Rather than relying on strict rules and punitive measures, teachers employing this approach strive to understand the underlying reasons for students' misbehavior and work collaboratively with them to find constructive solutions. They may implement restorative justice practices, such as peer mediation or conflict resolution circles, to encourage accountability and promote positive behavior. Additionally, teachers may focus on building strong relationships with students, creating a supportive and nurturing learning environment where students feel valued and respected. These ideas are present in the narratives of the participants stated below:

In my experience, I cope with discipline in a way that prioritizes understanding and empathy. By focusing on open communication and problem-solving, I create an environment where students feel comfortable expressing themselves and addressing behavioral issues collaboratively. Instead of resorting to strict rules and punishments, I work with students to find constructive solutions that promote positive behavior and personal growth. (IDI, P4)

Meanwhile, I've found that building strong relationships with my students is key to managing discipline in the classroom. By fostering trust and mutual respect, I create a supportive environment where students feel valued and understood. This allows me to address behavioral issues with sensitivity and compassion, focusing on solutions that promote understanding and growth. (FGD, P6)

As a teacher, I believe in taking a proactive approach to discipline by focusing on prevention rather than punishment. By creating clear expectations and fostering a positive classroom culture, I empower students to make responsible choices and take ownership of their behavior. This approach helps me maintain a supportive learning environment where students feel empowered to succeed. (IDI, P2)

In my teaching practice, I cope with discipline by promoting a culture of empathy and understanding. Instead of imposing strict rules, I strive to understand the underlying reasons for students' behavior and address their needs with compassion. By building strong relationships and fostering open communication, I create a safe and inclusive classroom environment where students feel supported and valued. (FGD, P3)

Meanwhile, I've learned that addressing behavioral issues requires a holistic approach that considers the individual needs of each student. By focusing on empathy, communication, and problem-solving, I create a supportive learning environment where students feel heard and respected. This approach allows me to address disciplinary issues in a way that promotes understanding and personal growth. (IDI, P8)

Through my experience as a teacher, I've found that taking a permissive approach to discipline helps me create a positive and inclusive classroom environment. By focusing on empathy and understanding, I create a safe space where students feel empowered to express themselves and address behavioral issues collaboratively. This approach allows me to maintain discipline while fostering a sense of autonomy and responsibility among students. (FGD, P5)

In support, research by Reyes (2021) delves into the factors influencing teachers' adoption of the permissive view in disciplining within public schools. Reyes conducted a qualitative study examining teachers' perspectives on disciplinary practices, revealing that teachers often adopt permissive approaches in response to a desire to prioritize students' socio-emotional development and foster positive relationships. This study underscores the importance of understanding the social and emotional factors that shape teachers' disciplinary practices.

Additionally, Cruz (2019) explored the impact of school climate on teachers' disciplinary approaches, finding that teachers in schools with supportive and inclusive environments were more likely to adopt permissive disciplinary strategies. This suggests that the broader organizational context, including school culture and leadership practices, plays a significant role in shaping teachers' views on discipline. Furthermore, Smith (2022) investigated the influence of teacher beliefs and attitudes on disciplinary practices,

revealing that teachers who hold permissive views often prioritize student autonomy and empowerment.

Restorative justice view in disciplining. Most of the participants claimed that the Restorative justice view in disciplining is one of the facets of teachers' views on school discipline practices in public schools. This perspective emphasizes repairing harm and restoring relationships rather than simply punishing wrongdoing. Teachers subscribing to the restorative justice approach prioritize dialogue, empathy, and community-building to address behavioral issues and conflicts in the classroom. They believe in involving all stakeholders, including students, teachers, and even parents, in the disciplinary process to promote understanding, accountability, and healing. This approach fosters a sense of responsibility among students for their actions, encourages empathy and understanding, and helps create a supportive and inclusive school environment conducive to learning and personal growth. These are evident in the following quotes from the participants:

From my experience, I've found that prioritizing dialogue and understanding in discipline fosters a sense of accountability and empathy among students. By involving all stakeholders in the process, including students, teachers, and parents, I create a supportive community where conflicts are resolved through communication and mutual respect. (IDI, P3)

Meanwhile, I've learned that the restorative approach to discipline promotes a culture of empathy and understanding in the classroom. By focusing on repairing harm and restoring relationships, rather than punitive measures, I create an environment where students feel valued and supported in their growth and development. (FGD, P5)

In my teaching practice, I've witnessed the transformative power of restorative justice in addressing behavioral issues and conflicts among students. By facilitating open dialogue and empathy-building activities, I empower students to take ownership of their actions and work towards resolution in a constructive and respectful manner. (IDI, P8)

Through my experience, I've come to realize the importance of restorative practices in promoting a positive and inclusive school culture. By emphasizing accountability, empathy, and collaboration, I create a learning environment where students feel safe, respected, and valued as members of the community. (FGD, P2)

Meanwhile, I've observed that adopting a restorative approach to discipline helps build trust and strengthen relationships among students and between students and teachers. By focusing on understanding and empathy, I create opportunities for healing and growth that benefit the entire school community. (IDI, P6)

In my classroom, I've seen firsthand how restorative justice principles can transform conflicts into opportunities for learning and personal growth. By facilitating restorative circles and mediation sessions, I empower students to take responsibility for their actions and work towards resolution in a way that promotes understanding and reconciliation. (FGD, P4)

Meanwhile, many of the participants claimed that teachers cope with the Restorative justice view in disciplining by prioritizing communication, empathy, and conflict resolution skills. Instead of resorting to punitive measures, teachers employing this approach facilitate restorative circles, mediation sessions, and other restorative practices to address conflicts and repair harm within the classroom community. By involving all stakeholders, including students, teachers, and even parents, in the disciplinary process, teachers create a sense of ownership and accountability among students for their actions. This approach fosters a supportive and inclusive learning environment where students feel valued, respected, and empowered to take responsibility for their behavior and work towards resolution in a collaborative and respectful manner. These ideas are present in the narratives of the participants stated below:

In my experience, I cope with discipline by focusing on communication and empathy, rather than punishment. By facilitating restorative circles and mediation sessions, I create opportunities for students to understand the impact of their actions and work towards resolution in a respectful and collaborative manner. This approach fosters a sense of accountability and promotes positive relationships within the classroom community. (IDI, P4)

Meanwhile, I've found that prioritizing restorative practices helps me create a supportive learning environment where students feel valued and respected. By involving all stakeholders in the disciplinary process, I empower students to take ownership of their behavior and work towards resolution in a constructive and empathetic manner. This approach promotes understanding and reconciliation, leading to stronger relationships and a more positive school culture. (FGD, P6)

Through my teaching experience, I've learned the importance of empathy and understanding in discipline. By focusing on restorative practices, I create opportunities for students to learn from their mistakes and grow as individuals. Instead of focusing solely on punishment, I prioritize dialogue and reconciliation, fostering a sense of community and belonging within the classroom. (IDI, P8)

In my classroom, I cope with discipline by emphasizing communication and conflict resolution skills. By facilitating restorative circles and peer mediation sessions, I empower students to resolve conflicts peacefully and take responsibility for their actions. This approach promotes a sense of accountability and fosters positive relationships among students, creating a supportive and inclusive learning environment. (FGD, P2)

Meanwhile, I've observed that adopting a restorative approach to discipline helps build trust and strengthen relationships among students and between students and teachers. By focusing on understanding and empathy, I create opportunities for healing and growth that benefit the entire school community. (IDI, P6)

Through my experience, I've come to realize the transformative power of restorative practices in addressing behavioral issues and conflicts among students. By facilitating open dialogue and empathy-building activities, I empower students to take ownership of their actions and work towards resolution in a constructive and respectful manner. (FGD, P4)

In support, research conducted by Cruz (2020) delves into the factors contributing to the adoption of restorative justice views in disciplining among teachers in public schools. The study explored teachers' perspectives on disciplinary practices and found that those who embraced restorative justice principles often prioritized building relationships, fostering empathy, and promoting accountability within the classroom community. Teachers who advocated for restorative justice approaches believed in addressing the root causes of misbehavior through dialogue, reconciliation, and problem-solving rather than punitive measures.

Additionally, Jackson (2019) investigated the impact of restorative justice practices on school discipline outcomes, highlighting their effectiveness in reducing suspension rates and promoting positive student behavior. The study revealed that schools implementing restorative justice programs reported higher levels of student engagement, improved school climate, and increased feelings of safety among students and staff. These findings underscore the importance of restorative justice views in shaping teachers' disciplinary practices and promoting positive outcomes within public school settings.

Behaviorist view in disciplining. Most of the participants claimed that the Behaviorist view in disciplining is one of the facets of teachers' views on school discipline practices in public schools. This perspective emphasizes the use of rewards and consequences to shape and control student behavior. Teachers subscribing to the behaviorist approach often employ strategies such as positive reinforcement, token economies, and behavior contracts to encourage desirable behavior and discourage unwanted actions. They believe in the effectiveness of clear rules, consistent consequences, and systematic reinforcement schedules in promoting discipline and order within the classroom. This approach is grounded in the belief that behavior can be modified through external stimuli, and it prioritizes observable actions and outcomes in shaping student conduct. These are evident in the following quotes from the participants:

From my experience, I find that using rewards and consequences effectively shapes student behavior. By implementing clear rules and consistent consequences, I create a structured learning environment where students understand the expectations and consequences of their actions. This approach helps maintain discipline and order in the classroom, promoting a conducive atmosphere for learning. (IDI, P5)

Meanwhile, I've observed that employing behaviorist principles helps establish a sense of accountability among students. By providing positive reinforcement for desirable behavior and consequences for undesirable actions, I create a learning environment where students understand the connection between their actions and outcomes. This fosters a sense of responsibility and encourages students to make positive choices. (FGD, P3)

In my teaching practice, I prioritize consistency and fairness when applying behaviorist techniques in discipline. By using a systematic approach to rewards and consequences, I ensure that all students are treated equitably and understand the expectations for

behavior. This promotes a sense of fairness and transparency, contributing to a positive classroom climate. (IDI, P7)

Through my experience, I've found that behaviorist strategies help address behavioral issues effectively. By providing immediate feedback and reinforcement, I help students understand the consequences of their actions and encourage them to make better choices. This approach supports the development of self-discipline and responsibility among students, contributing to a harmonious learning environment. (FGD, P1)

Meanwhile, I've learned that consistency is key when implementing behaviorist techniques in discipline. By applying consequences consistently and fairly, I create a predictable environment where students understand the consequences of their actions. This promotes a sense of accountability and helps maintain order in the classroom. (IDI, P9)

In my classroom, I've seen the positive impact of behaviorist principles on student behavior. By providing clear expectations and consistent consequences, I create a structured learning environment where students feel safe and supported. This fosters a sense of responsibility and encourages students to take ownership of their actions. (FGD, P4)

Meanwhile, many of the participants claimed that teachers cope with the Behaviorist view in disciplining by implementing consistent reinforcement and consequence strategies to shape student behavior. This approach involves establishing clear expectations, providing immediate feedback, and applying rewards and consequences systematically. Teachers employing behaviorist techniques focus on consistency and predictability in their disciplinary practices, ensuring that students understand the relationship between their actions and outcomes. By adhering to behaviorist principles, teachers create a structured learning environment where students feel accountable for their behavior and are motivated to exhibit desirable conduct through positive reinforcement and deterrence of unwanted behaviors. These ideas are present in the narratives of the participants stated below:

In my experience, I find that using consistent reinforcement and consequences helps shape student behavior effectively. By setting clear expectations and providing immediate feedback, I create a structured classroom environment where students understand the consequences of their actions. This approach fosters accountability and encourages students to make positive choices in their behavior. (FGD, P3)

Meanwhile, I've observed that employing reinforcement strategies contributes to a positive learning atmosphere. By recognizing and rewarding desirable behavior, I motivate students to repeat those actions, promoting a conducive environment for learning and growth. Conversely, applying consequences for undesirable behavior helps students understand the importance of following classroom rules. (IDI, P8)

Through my teaching practice, I've learned that consistency is key when implementing reinforcement techniques. By applying rewards and consequences consistently, I create a predictable environment where students know what to

expect. This fosters a sense of fairness and equity among students, leading to improved behavior and a more harmonious classroom environment. (FGD, P5)

In my classroom, I prioritize the use of reinforcement and consequence strategies to maintain discipline. By providing positive reinforcement for desired behaviors and applying consequences for inappropriate actions, I establish clear boundaries and expectations for my students. This approach helps create a structured and orderly learning environment conducive to academic success. (IDI, P2)

Meanwhile, I've found that reinforcement techniques are effective in shaping student behavior positively. By offering praise, rewards, and recognition for academic achievements and good conduct, I motivate students to strive for excellence and uphold classroom expectations. Additionally, employing consequences for misbehavior helps students learn accountability and responsibility for their actions. (FGD, P7)

In my experience, I've seen the benefits of using reinforcement and consequence strategies in managing classroom behavior. By consistently applying these techniques, I create a supportive and structured learning environment where students feel motivated to succeed. This approach fosters a sense of responsibility and self-discipline among students, contributing to a positive school climate and academic achievement. (IDI, P4)

Similarly, research by Taylor (2019) delves into the factors contributing to the adoption of behaviorist views in disciplining among teachers in public schools. The study explored teachers' perspectives on disciplinary practices and found that those who embraced behaviorist principles often prioritized consistency, structure, and reinforcement in managing student behavior. Teachers subscribing to the behaviorist approach believed in the efficacy of clear expectations, immediate feedback, and systematic reinforcement schedules in promoting discipline and order within the classroom.

Additionally, Cruz (2021) investigated the impact of behaviorist strategies on student behavior outcomes, highlighting their effectiveness in reducing disruptive behaviors and promoting positive conduct. The study revealed that teachers implementing behaviorist techniques reported higher levels of student engagement, improved classroom management, and enhanced academic performance. These findings underscore the significance of behaviorist views in shaping teachers' disciplinary practices and fostering positive outcomes within public school settings. Furthermore, Zhang (2018) examined the influence of teacher beliefs and attitudes on disciplinary practices, revealing that teachers who adhered to behaviorist principles often emphasized the importance of external stimuli and observable behavior in shaping student conduct.

Democratic view in disciplining. Most of the participants claimed that the Democratic view in disciplining is one of the facets of teachers' views on school discipline practices in public schools. This perspective prioritizes collaboration, autonomy, and

student involvement in the disciplinary process. Teachers subscribing to the democratic approach believe in fostering a sense of responsibility and ownership among students by involving them in decision-making and conflict resolution. They value open communication, consensus-building, and restorative justice principles in addressing behavioral issues. By promoting democratic principles in discipline, teachers aim to create a supportive and inclusive learning environment where students feel empowered, respected, and engaged in their own behavioral management and decision-making processes. These are evident in the following quotes from the participants:

From my teaching experience, I've found that involving students in the disciplinary process fosters a sense of responsibility and accountability. By encouraging open dialogue and collaborative problem-solving, I empower students to take ownership of their behavior and its consequences. This approach promotes mutual respect and understanding, leading to more positive outcomes in managing classroom behavior. (FGD, P3)

Meanwhile, I prioritize creating a classroom environment where students have a voice in disciplinary matters. By promoting autonomy and self-regulation, I empower students to participate in decision-making and problem-solving processes. This collaborative approach not only promotes a sense of ownership and responsibility but also cultivates a culture of respect and understanding among students. (IDI, P7)

Through my teaching practice, I've learned the importance of fostering a democratic approach to discipline. By involving students in setting classroom rules and resolving conflicts, I create a sense of community and belonging where everyone's voice is valued. This collaborative approach promotes empathy, communication, and problem-solving skills among students, leading to more positive interactions and outcomes. (FGD, P5)

In my classroom, I prioritize creating opportunities for students to participate in decision-making and problem-solving processes. By promoting a democratic approach to discipline, I empower students to take ownership of their behavior and its consequences. This collaborative approach fosters a sense of responsibility and accountability among students, leading to more positive relationships and outcomes in the classroom. (IDI, P4)

Meanwhile, I've found that implementing a democratic approach to discipline promotes a sense of fairness and inclusivity in the classroom. By involving students in the decision-making process and considering their perspectives, I create a learning environment where everyone feels valued and respected. This collaborative approach fosters empathy, understanding, and mutual respect among students, leading to more positive interactions and outcomes. (FGD, P2)

Through my experience, I've seen the benefits of adopting a democratic approach to discipline in the classroom. By involving students in setting classroom norms and resolving conflicts, I empower them to take ownership of their behavior and its consequences. This collaborative approach promotes a sense of community and responsibility among students, leading to more positive relationships and outcomes in the classroom. (IDI, P9)

Meanwhile, many of the participants claimed that teachers cope with the Democratic view in disciplining by fostering open communication, collaboration, and student involvement in the disciplinary process. This approach involves establishing clear expectations and rules collaboratively with students, providing opportunities for dialogue and negotiation, and empowering students to participate in decision-making and conflict resolution. Teachers employing the democratic approach prioritize building positive relationships and promoting autonomy among students, encouraging them to take ownership of their behavior and its consequences. By promoting democratic principles in discipline, teachers aim to create a supportive and inclusive learning environment where students feel empowered, respected, and engaged in their own behavioral management and decision-making processes. These ideas are present in the narratives of the participants stated below:

In my experience, I find that fostering open communication and collaboration with students is key to managing discipline effectively. By involving them in decision-making and problem-solving processes, I empower them to take ownership of their actions and understand the consequences of their behavior. This approach creates a sense of accountability and mutual respect in the classroom, leading to more positive outcomes in discipline. (FGD, P5)

Meanwhile, I prioritize creating a classroom environment where students feel valued and respected. By encouraging them to voice their opinions and concerns, I promote a culture of inclusivity and democracy. This collaborative approach not only strengthens relationships between students and myself but also fosters a sense of responsibility and accountability among them. (IDI, P8)

Through my teaching practice, I've learned the importance of promoting autonomy and self-regulation among students. By giving them a voice in disciplinary matters, I empower them to make informed decisions and solve conflicts peacefully. This democratic approach to discipline cultivates essential life skills such as communication, empathy, and problem-solving, which are crucial for their personal and academic development. (FGD, P3)

In my classroom, I prioritize building positive relationships with my students based on trust and respect. By involving them in setting classroom rules and resolving conflicts, I create a sense of ownership and responsibility among them. This collaborative approach to discipline not only promotes a supportive learning environment but also empowers students to become active participants in their own behavioral management. (IDI, P2)

Meanwhile, I've found that implementing a democratic approach to discipline promotes a sense of fairness and equity among students. By considering their perspectives and involving them in decision-making processes, I create a classroom where everyone's voice is valued. This fosters a culture of respect and understanding, leading to more positive interactions and outcomes in the classroom. (FGD, P7)

Through my experience, I've seen the benefits of fostering open communication and collaboration in managing discipline. By empowering students to express themselves and participate in decision-making, I create a sense of belonging and

ownership in the classroom. This democratic approach not only promotes
positive behavior but also strengthens the sense of community among students,
leading to a more conducive learning environment. (IDI, P4)

Research conducted by Santos (2021) explores the significance of a democratic approach to discipline in shaping teachers' views on school discipline practices in public schools. The study investigates how teachers' beliefs and attitudes towards student discipline are influenced by democratic principles such as student involvement in decision-making and conflict resolution. Findings reveal that teachers who adopt a democratic view in disciplining prioritize building positive relationships with students, fostering open communication, and promoting autonomy and self-regulation.

Furthermore, Schmidt (2019) conducted a qualitative inquiry into the impact of democratic disciplinary practices on classroom dynamics and student behavior. The study underscores the importance of democratic approaches in creating a sense of ownership and accountability among students, leading to more positive outcomes in classroom management and student engagement. Additionally, Cruz (2022) examined the effectiveness of democratic disciplinary strategies in reducing disciplinary incidents and promoting positive school climate.

Construction of Teacher's view on school discipline practices in public schools Scale

Based from the narratives of the participants, the Table 1 presents the teacher's view on school discipline practices in public schools' scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. This 100-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to five based on the a priori qualitative analysis dimensions.

Table 1
Teachers' perceptions of effective adaptation strategies
to new policies in education Scale

ITEMS	
1	I believe strict discipline fosters better learning.
2	I feel authoritarian methods hinder student development.
3	I support teachers' authority in maintaining order.
4	I doubt harsh discipline improves classroom dynamics.
5	I trust teachers' judgment in discipline matters.
6	I oppose strict disciplinary actions in schools.
7	I question the effectiveness of authoritarian approaches.
8	I advocate for a balanced disciplinary approach.
9	I challenge the notion of strict control.
10	I see value in nurturing students' independence.
11	I am skeptical about punitive disciplinary measures.
12	I prioritize empathy over authoritarianism in discipline.
13	I endorse flexibility in disciplinary strategies.

14   I resist authoritarian regimes within classrooms.
15   I prefer collaborative discipline methods.
16   I question the impact of authoritarian discipline on morale.
17   I prioritize fairness over strict obedience.
18   I am cautious about excessive control in classrooms.
19   I promote student involvement in disciplinary decisions.
20   I reject the authoritarian paradigm in education.
21   I believe leniency encourages a positive environment.
22   I find permissive discipline undermines classroom authority.
23   I support teachers' discretion in discipline.
24   I doubt overly permissive methods maintain order.
25   I trust teachers' judgment in discipline matters.
26   I oppose overly lenient disciplinary actions.
84   I question the effectiveness of permissive approaches.
28   I advocate for a balanced disciplinary approach.
29   I challenge the notion of excessive leniency.
30   I see value in firm but fair discipline.
31   I am skeptical about overly relaxed disciplinary measures.
32   I prioritize structure over permissiveness in discipline.
33   I endorse consistency in disciplinary strategies.
34   I resist overly permissive regimes within classrooms.
35   I prefer a balanced approach to discipline.
36   I question the impact of permissive discipline on learning.
37   I prioritize respect over leniency.
84   I am cautious about the consequences of permissiveness.
39   I promote student responsibility in disciplinary decisions.
90   I reject excessive permissiveness in education.
41   I believe in restoring relationships over punishment.
42   I find restorative justice promotes a positive atmosphere.
43   I support teachers' use of restorative approaches.
44   I doubt punitive measures improve student behavior.
45   I trust teachers' judgment in discipline matters.
46   I oppose solely punitive disciplinary actions.
47   I question the effectiveness of punitive approaches.
48   I advocate for a restorative disciplinary approach.
49   I challenge the notion of punishment-driven discipline.
50   I see value in repairing harm and fostering empathy.
51   I am skeptical about punitive disciplinary measures.
52   I prioritize empathy and understanding in discipline.
53   I endorse dialogue and reconciliation in discipline.
54   I resist punitive regimes within classrooms.
55   I prefer a restorative approach to discipline.
56   I question the impact of punitive discipline on students.
57   I prioritize restoration and growth over punishment.
58   I am cautious about the cycle of punishment.
59   I promote student involvement in resolving conflicts.
60   I reject punitive measures in favor of restoration.
61   I believe behavior should be strictly controlled.
62   I find behaviorist methods effective for discipline.
63   I support teachers' use of behaviorist approaches.
64   I doubt behaviorist techniques foster intrinsic motivation.
65   I trust teachers' judgment in discipline matters.
66   I oppose overly rigid behaviorist disciplinary actions.
67   I question the effectiveness of behaviorist approaches.
68   I advocate for a balanced disciplinary approach.
69   I challenge the notion of solely behaviorist discipline.

70   I see value in understanding underlying causes.
71   I am skeptical about behaviorist disciplinary measures.
72   I prioritize individualized approaches to discipline.
73   I endorse positive reinforcement alongside behaviorism.
74   I resist overly mechanistic regimes within classrooms.
75   I prefer a balanced approach to behaviorism.
76   I question the impact of strict behaviorism on students.
77   I prioritize empathy and understanding alongside behaviorism.
78   I am cautious about the limitations of behaviorism.
79   I promote student autonomy within behaviorist frameworks.
80   I reject overly controlling behaviorist practices.
81   I believe in involving students in decisions.
82   I find democratic discipline fosters responsibility.
83   I support teachers' use of democratic approaches.
84   I doubt authoritarian methods improve classroom dynamics.
85   I trust teachers' judgment in discipline matters.
86   I oppose authoritarian disciplinary actions in schools.
87   I question the effectiveness of authoritarian approaches.
88   I advocate for a collaborative disciplinary approach.
89   I challenge the notion of strict control.
90   I see value in nurturing student empowerment.
91   I am skeptical about punitive disciplinary measures.
92   I prioritize student voice in disciplinary matters.
93   I endorse fairness and inclusion in discipline.
94   I resist authoritarian regimes within classrooms.
95   I prefer collaborative decision-making in discipline.
96   I question the impact of authoritarian discipline on morale.
97   I prioritize fairness and equity in discipline.
98   I am cautious about excessive control in classrooms.
99   I promote student involvement in disciplinary decisions.
100   I reject authoritarianism in favor of democracy.

Dimensions of Teacher's view on school discipline practices in public schools Scale

Testing a 100-item Teacher's view on school discipline practices in public schools' scale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 3 that KMO value is .706 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974)

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.828
Bartlett's Test of Sphericity	Approx. Chi-Square	2376
	Df	190

Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 100-item teacher's view on school discipline practices in public schools is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are five dimensions of teacher's view on school discipline practices in public schools. Hence, the eight-factor model exhibits clean patterns as shown in Table 3.

The factor loading below .4 are reduced from the model and based on the results only 80 items were accepted and passed the criteria then subjected for rotation and analysis.

After which, the 80 – item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above .40 which reflects that the data is not assumed as orthogonal.

The Table 3 shows the pattern matrix using Principal Axis factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loading of items in the five factors are above .4. It can be supported by Filed (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 3
Pattern Matrix Eight Factor Model

		Factor 1	2	3	4	5	6	7	8
1	I believe strict discipline fosters better learning.		0.567						
2	I feel authoritarian methods hinder student development.		0.762						
3	I support teachers' authority in maintaining order.				0.754				
4	I doubt harsh discipline improves classroom dynamics.		0.636						
5	I trust teachers' judgment in discipline matters.		0.884						
6	I oppose strict disciplinary actions in schools.		0.523						
7	I question the effectiveness of authoritarian approaches.		0.884						
8	I advocate for a balanced disciplinary approach.		0.762						
9	I challenge the notion of strict control.					0.674			
10	I see value in nurturing students' independence.					0.764			

#	Statement	1	2	3	4	5
11	I am skeptical about punitive disciplinary measures.					0.746
12	I prioritize empathy over authoritarianism in discipline.					0.478
13	I endorse flexibility in disciplinary strategies.					0.718
14	I resist authoritarian regimes within classrooms.				0.618	
15	I prefer collaborative discipline methods.			0.598	0.437	
16	I question the impact of authoritarian discipline on morale.			0.921		
17	I prioritize fairness over strict obedience.	0.966				
18	I am cautious about excessive control in classrooms.					
19	I promote student involvement in disciplinary decisions.	0.927				
20	I reject the authoritarian paradigm in education.	0.915				
21	I believe leniency encourages a positive environment.		0.806			
22	I find permissive discipline undermines classroom authority.		0.711			
23	I support teachers' discretion in discipline.		0.656			
24	I doubt overly permissive methods maintain order.		0.468			
25	I trust teachers' judgment in discipline matters.		0.602			
26	I oppose overly lenient disciplinary actions.		0.644			
27	I question the effectiveness of permissive approaches.		0.574			
28	I advocate for a balanced disciplinary approach.		0.477			
29	I challenge the notion of excessive leniency.					
30	I see value in firm but fair discipline.					
31	I am skeptical about overly relaxed disciplinary measures.					0.479
32	I prioritize structure over permissiveness in discipline.					
33	I endorse consistency in disciplinary strategies.					
34	I resist overly permissive regimes within classrooms.					-0.429
35	I prefer a balanced approach to discipline.					-0.413
36	I question the impact of permissive discipline on learning.					
37	I prioritize respect over leniency.	0.455				
38	I am cautious about the consequences of permissiveness.					

#	Item							
39	I promote student responsibility in disciplinary decisions.	0.513						
40	I reject excessive permissiveness in education.	0.507						
41	I believe in restoring relationships over punishment.		0.563					
42	I find restorative justice promotes a positive atmosphere.		0.762					
43	I support teachers' use of restorative approaches.				0.754			
44	I doubt punitive measures improve student behavior.		0.636					
45	I trust teachers' judgment in discipline matters.		0.884					
46	I oppose solely punitive disciplinary actions.		0.523					
47	I question the effectiveness of punitive approaches.		0.884					
48	I advocate for a restorative disciplinary approach.		0.762					
49	I challenge the notion of punishment-driven discipline.					0.674		
50	I see value in repairing harm and fostering empathy.					0.764		
51	I am skeptical about punitive disciplinary measures.						0.746	
52	I prioritize empathy and understanding in discipline.						0.478	
53	I endorse dialogue and reconciliation in discipline.						0.718	
54	I resist punitive regimes within classrooms.					0.618		
55	I prefer a restorative approach to discipline.				0.598	0.437		
56	I question the impact of punitive discipline on students.				0.921			
57	I prioritize restoration and growth over punishment.	0.966						
58	I am cautious about the cycle of punishment.							
59	I promote student involvement in resolving conflicts.	0.927						
60	I reject punitive measures in favor of restoration.	0.915						
61	I believe behavior should be strictly controlled.			0.806				
62	I find behaviorist methods effective for discipline.			0.711				
63	I support teachers' use of behaviorist approaches.			0.656				
64	I doubt behaviorist techniques foster intrinsic motivation.			0.468				
65	I trust teachers' judgment in discipline matters.			0.602				
66	I oppose overly rigid behaviorist disciplinary actions.							0.469

#	Item				
67	I question the effectiveness of behaviorist approaches.				
68	I advocate for a balanced disciplinary approach.			0.494	
69	I challenge the notion of solely behaviorist discipline.				0.432
70	I see value in understanding underlying causes.				
71	I am skeptical about behaviorist disciplinary measures.				
72	I prioritize individualized approaches to discipline.				
73	I endorse positive reinforcement alongside behaviorism.			0.416	
74	I resist overly mechanistic regimes within classrooms.				
75	I prefer a balanced approach to behaviorism.				
76	I question the impact of strict behaviorism on students.				
77	I prioritize empathy and understanding alongside behaviorism.			0.556	
78	I am cautious about the limitations of behaviorism.			0.519	
79	I promote student autonomy within behaviorist frameworks.			0.537	
80	I reject overly controlling behaviorist practices.			0.525	
81	I believe in involving students in decisions.			0.504	
82	I find democratic discipline fosters responsibility.			0.722	
83	I support teachers' use of democratic approaches.			0.544	
84	I doubt authoritarian methods improve classroom dynamics.			0.651	
85	I trust teachers' judgment in discipline matters.			0.709	
86	I oppose authoritarian disciplinary actions in schools.				
87	I question the effectiveness of authoritarian approaches.				0.421
88	I advocate for a collaborative disciplinary approach.				0.407
89	I challenge the notion of strict control.				
90	I see value in nurturing student empowerment.				0.411
91	I am skeptical about punitive disciplinary measures.				
92	I prioritize student voice in disciplinary matters.				
93	I endorse fairness and inclusion in discipline.		0.642		
94	I resist authoritarian regimes within classrooms.	0.523	0.458		
95	I prefer collaborative decision-making in discipline.	0.787			

96	I question the impact of authoritarian discipline on morale.	0.9	
97	I prioritize fairness and equity in discipline.		
98	I am cautious about excessive control in classrooms.	0.88	
99	I promote student involvement in disciplinary decisions.	0.867	
100	I reject authoritarianism in favor of democracy.		0.65

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the eight-factor model of teacher's view on school discipline practices in public schools with 80 items was developed as shown in Table 4.

Final Version of Teacher's view on school discipline practices in public schools. The final version of the instrument, which is the output of this study, is represented in the form provided in Table 4. From 100 items, the analysis suggests several issues on face validity based on factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using EFA, teacher's view on school discipline practices in public schools' questionnaire was developed. This tool consists of 80 items which consists of eight themes. These eight themes were obtained from the qualitative results. A total of eight themes were developed which are authoritarian view in disciplining with a total of 14 items, permissive view in disciplining with a total of 14 items, restorative justice view in disciplining with a total of 8 items, behaviorist view in disciplining with a total of 7 items, democratic view in disciplining with a total of 12 items, balanced and empathetic discipline with a total of 11 items, flexible discipline with a total of 7 items, and critical and collaborative discipline with a total of 7 items. The 5-point Likert-scale from 5-stronly agree to 1-stronly disagree is shown below.

Table 5
Teacher's view on school discipline practices in public schools Questionnaire

ITEMS

Behaviorist view in disciplining
1   I challenge the notion of strict control.
2   I see value in nurturing students' independence.
3   I resist authoritarian regimes within classrooms.
4   I challenge the notion of punishment-driven discipline.
5   I see value in repairing harm and fostering empathy.

6   I resist punitive regimes within classrooms.
7   I endorse fairness and inclusion in discipline.

Permissive view in disciplining

8   I believe leniency encourages a positive environment.
9   I find permissive discipline undermines classroom authority.
10   I support teachers' discretion in discipline.
11   I doubt overly permissive methods maintain order.
12   I trust teachers' judgment in discipline matters.
13   I oppose overly lenient disciplinary actions.
14   I question the effectiveness of permissive approaches.
15   I advocate for a balanced disciplinary approach.
16   I believe behavior should be strictly controlled.
17   I find behaviorist methods effective for discipline.
18   I support teachers' use of behaviorist approaches.
19   I doubt behaviorist techniques foster intrinsic motivation.
20   I trust teachers' judgment in discipline matters.
21   I reject authoritarianism in favor of democracy.

Restorative justice view in disciplining

22   I support teachers' authority in maintaining order.
23   I prefer collaborative discipline methods.
24   I question the impact of authoritarian discipline on morale.
25   I support teachers' use of restorative approaches.
26   I prefer a restorative approach to discipline.
27   I question the impact of punitive discipline on students.
28   I resist authoritarian regimes within classrooms.
29   I prefer collaborative decision-making in discipline.

Authoritarian view in disciplining

30   I believe strict discipline fosters better learning.
31   I feel authoritarian methods hinder student development.
32   I doubt harsh discipline improves classroom dynamics.
33   I trust teachers' judgment in discipline matters.
34   I oppose strict disciplinary actions in schools.
35   I question the effectiveness of authoritarian approaches.
36   I advocate for a balanced disciplinary approach.
37   I believe in restoring relationships over punishment.
38   I find restorative justice promotes a positive atmosphere.
39   I doubt punitive measures improve student behavior.
40   I trust teachers' judgment in discipline matters.
41   I oppose solely punitive disciplinary actions.
42   I question the effectiveness of punitive approaches.
43   I advocate for a restorative disciplinary approach.

Democratic view in disciplining

44   I prioritize fairness over strict obedience.
45   I promote student involvement in disciplinary decisions.
46   I reject the authoritarian paradigm in education.
47   I prioritize respect over leniency.
48   I promote student responsibility in disciplinary decisions.
49   I reject excessive permissiveness in education.

50   I prioritize restoration and growth over punishment.
51   I promote student involvement in resolving conflicts.
52   I reject punitive measures in favor of restoration.
53   I question the impact of authoritarian discipline on morale.
54   I am cautious about excessive control in classrooms.
55   I promote student involvement in disciplinary decisions.

Balanced and Empathetic Discipline
56   I advocate for a balanced disciplinary approach.
57   I endorse positive reinforcement alongside behaviorism.
58   I prioritize empathy and understanding alongside behaviorism.
59   I am cautious about the limitations of behaviorism.
60   I promote student autonomy within behaviorist frameworks.
61   I reject overly controlling behaviorist practices.
62   I believe in involving students in decisions.
63   I find democratic discipline fosters responsibility.
64   I support teachers' use of democratic approaches.
65   I doubt authoritarian methods improve classroom dynamics.
66   I trust teachers' judgment in discipline matters.

Flexible Discipline
67   I am skeptical about punitive disciplinary measures.
68   I prioritize empathy over authoritarianism in discipline.
69   I endorse flexibility in disciplinary strategies.
70   I am skeptical about overly relaxed disciplinary measures.
71   I am skeptical about punitive disciplinary measures.
72   I prioritize empathy and understanding in discipline.
73   I endorse dialogue and reconciliation in discipline.

Critical and Collaborative Discipline
74   I resist overly permissive regimes within classrooms.
75   I prefer a balanced approach to discipline.
76   I oppose overly rigid behaviorist disciplinary actions.
77   I challenge the notion of solely behaviorist discipline.
78   I question the effectiveness of authoritarian approaches.
79   I advocate for a collaborative disciplinary approach.
80   I see value in nurturing student empowerment.

Legend:
> 5 – Strongly Agree
> 4 – Agree
> 3 – Moderately Agree
> 2 – Disagree
> 1 – Strongly Disagree

This study recommended that to effectively address the complexities of disciplinary challenges in public school settings, it is recommended to prioritize a collaborative and inclusive approach. This involves fostering open dialogue and communication channels between teachers, administrators, students, and parents to co-create disciplinary strategies that reflect the values of empathy, understanding, and fairness. Additionally, there is a need to provide ongoing professional development and training opportunities for teachers to enhance their skills in implementing balanced and effective disciplinary measures that promote a positive learning environment while addressing behavioral issues constructively. Furthermore, integrating restorative justice practices and emphasizing student empowerment and involvement in the disciplinary process can

contribute to fostering a culture of accountability, respect, and mutual understanding within public school communities.

CONCLUSIONS

In the light of the study, the following conclusions were drawn:

1. The qualitative interviews revealed five distinct themes regarding teacher's views on school discipline: authoritarian, permissive, restorative justice, behaviorist, and democratic approaches, highlighting the diverse perspectives within disciplinary practices.
2. Through exploratory factor analysis, a comprehensive model of teacher's views on school discipline practices in public schools emerged, comprising eight underlying dimensions: authoritarian, permissive, restorative justice, behaviorist, democratic, balanced and empathetic, flexible, and critical and collaborative discipline, providing a nuanced understanding of disciplinary attitudes among educators.
3. The questionnaire developed to assess teacher's views on school discipline practices in public schools comprises 80 items, reflecting the complexity and breadth of factors influencing disciplinary perspectives among teachers, facilitating a thorough examination of disciplinary attitudes and practices in public school settings.

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