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MASTER in EDUCATION MANAGEMENT

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**Title: A Study of Sustainable Discipline Management in
Primary Schools of Chifeng, China**

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Declaration

I hereby declare that this thesis is my own work and effort and that it has not been submitted anywhere for any award. Where other sources of information have been used, they have been duly acknowledged.

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Abstract

Healthy and harmonious discipline management not only plays a key role in the development of students' self-management habits, but is also one of the core elements of moral education in schools (Fulton, 2018).

Discipline management facilitates students' socialisation by equipping them with norms of behaviour that are recognised and endorsed in many contexts (Song, 2018). It also contributes to the integrity and perfection of students' personality, enabling them to cope with constant social expectations and demands and to develop more mature personality qualities such as self-confidence and self-control (Xiu, 2017).

This paper is a quantitative study of discipline management in primary schools in Chifeng.

Firstly, the researcher conducted a survey on discipline management in some primary schools in Chifeng, and the survey data were counted. Secondly, the researcher analysed the discipline management in Chifeng primary schools to find out its influencing factors. Thirdly, the researcher used relevant theories as a guide to make recommendations, which also referred to Tony Bush's theory of educational management.

This study contributes to improving the sustainability of discipline management in Chifeng Primary School. It is a reference for optimising the effectiveness of teachers' discipline management and improving the quality of teaching and learning. It is conducive to creating positive primary classrooms and promoting the overall healthy development of primary school students.

Keywords: Primary school, Discipline management, Educational management, China

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Chapter 1 Introduction

1.0 Overview

Chapter one highlights the overall insight of the research. This chapter also includes the Problem Statement which is determined by the Researcher and will follow the Research Objectives, Research Questions and Operational definitions that relate to the Research Problem.

1.1 Background

Classroom discipline management is defined as: in order to ensure the smooth progress of classroom teaching, schools and teachers formulate relevant regulations and restrict the behaviour of teachers and students in the classroom according to the regulations (Song, 2018). The main content of classroom discipline involves the following aspects: first, maintain the normal classroom teaching order, and firmly grasp the teaching rhythm, so that classroom teaching activities can be completed in a relatively harmonious atmosphere; second, stop or warn students and their behaviours that disturb the classroom order, so that they can abide by certain rules and regulations; third, according to the corresponding classroom management standards, complete normal teaching activities, and stop and punish students who make loud noises or whisper (Wang, 2021).

Classroom discipline management is an important part of class management and an important support for improving student learning efficiency (Kalin, Peklaj and Pecjak, 2021). Through the research of classroom discipline management, this paper can encourage students to learn in a good atmosphere, and consciously abide by classroom discipline, and protect students' own learning

environment from being damaged. This is helpful for improving students' learning enthusiasm and the great promotion effect can also provide a certain reference and reference for classroom discipline management (Li, 2019).

Dr. Margaret C. Wang believes that among the 28 factors that have an impact on students' classroom learning, one of the most direct factors is classroom management, and the key component of classroom management is classroom discipline management (MacDonald, 2018). It can be seen that the importance of classroom discipline issues should not be underestimated, because of this, this research focuses on disciplinary management. It can be more specific and clearer to explore and discover what are the factors influencing disciplinary management (Smale-Jacobse, Meijer, Helms-Lorenz and Maulana, 2019).

Due to the developmental characteristics of primary school students, most of them are active, curious about many things, unable to concentrate for long periods of time and lacking in self-control (Sun and Franklin, 2017). It is these characteristics of primary school children that pose a great challenge to teachers in managing discipline in the classroom, and the way in which teachers deal with discipline issues can have a profound influence on students' development. It is for this reason that this study focuses on discipline management, exploring and discovering what factors influence discipline management in a more specific and definitive way (Song, 2018).

Primary school is an important stage in the formation of a stable personality for primary school students, as well as the formation of their sense of right and wrong and values (Liu, Wimpenny, DeWinter and Harrison, 2021). Therefore, teachers should strictly manage students' classroom discipline and strictly discipline their behaviour in the classroom, so that students can develop good classroom habits and lay a good foundation for their future learning and development. At the same time, classroom discipline management is an

important link in the realization of school teaching management, and it is also an important guarantee for increasing the enrolment rate (Li, 2019).

Through this research, it can provide certain reference opinions for the school's overall teaching management, so that it can formulate a teaching management system that suits its own development, and at the same time pay attention to the effect of classroom discipline management to improve the overall teaching quality of the school (Kalin, Peklaj and Pecjak, 2021).

1.2 Problem Statement

In schools, students' study time is limited, and the school has certain regulations on time. Teachers are really used for teaching, and the time students really use for learning will only be less than the time stipulated by the school (Song, 2018). As shown below, Dembo Myron (1994) divides teaching time into four levels.

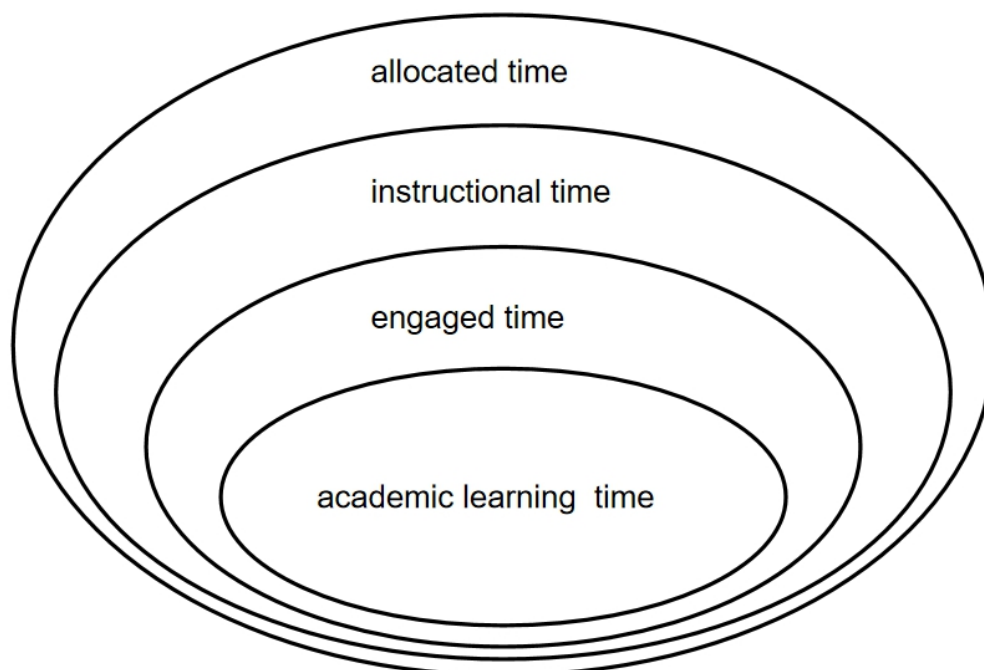


Figure 1.2 The Level of Instructional Time

Source: Dembo (1994)

Students' learning effectiveness will be influenced by their learning time. The purpose of discipline management is to gain more learning time for students, and its true meaning is to let students invest in valuable learning activities, thereby improving the quality of time. Therefore, it can be explained that school factors play an important role in disciplinary management (Wang, 2017).

Suhomlinsky (1982) said: "The two educators, the school and the family, must not only act in concert and ask children to make the same demands, but they must also be like-minded, hold the same belief, and always proceed from the same principles. Regardless of the purpose, process, or means of education, there should be no disagreements. "

The researcher (Wang, 2018) conducted a survey on home-school cooperation in his city. The researcher distributed more than 300 questionnaires and obtained the following data: 58.9% of parents care about their children's subject score, followed by students' behavioural habits, which account for 21.6%, only 10.8% and 8.7% of parents, focused their attention on children's mental health and interpersonal communication. This shows that more than half of parents only pay attention to their children's subject score. However, only when students have good behaviour habits and consciously abide by classroom discipline can the learning effect be improved, so it shows that the family factor plays a very important role in disciplinary management.

The researcher Pan (2018) conducted a survey and research on the discipline management of teachers in two schools. A total of 219 questionnaires were distributed, and it was concluded that 78% of teachers would remind and criticize

students for disciplinary management issues; at the same time, in the behaviour of students in violation of discipline, 43.9% of students imitate TV shows or online games.

Former deputy director of the State Education Commission Liu said: Quality education has three main elements, one is for all students, the second is all-round development, and the third is to allow students to take the initiative to develop. It is not advisable to get rid of the traditional serious classroom content format and to overemphasize quietness in the classroom (Song, 2018).

American educator Dr. Hamming explained that the classroom should be inspiring. It is far from being as simple as making the classroom quiet, He proposed that an inspiring classroom needs to have five qualities: a clear sense of dignity, a flow of relaxed vitality, autonomy, a sense of collective and awareness (Wu and Liu, 2017).

From a school perspective, teachers should improve classroom discipline and encourage students to learn actively, easily and happily; from a family perspective, parents should give their children the necessary incentives and supervision, so it is necessary to create a good learning and living environment for children and schools (Xu and Gao, 2017).

Primary education management refers to the specialised activities of school administrators to maximise the effectiveness of the school's human, financial and material resources through the role of organisation and coordination. According to the survey, this study found that Chinese education is heavily influenced by traditional culture, with a strong emphasis on respecting teachers and valuing teaching. This model of education reflects the absolute authority of the teacher and also, to a large extent, the absolute obedience of the students above, so that the management model of primary school education in China is teacher-centred (Liu, Wimpenny, DeWinter and Harrison, 2021).

Tony Bush's six models of educational management reflect the multifaceted perspectives of Western educational management theory and the diversified and expanding scenarios of educational management practice, and represent a new level of Western educational management research (Lemos, 2017). Drawing on Tony Bush's research ideas, it is not a bad idea to explore new horizons and new ways to improve the management of primary education in China. The researcher started with a survey of Chifeng, combined with the educational management model proposed by Tony Bush, and analysed the relevance and degree of correlation between his theory and the management of primary school education (Bush, Abdul Hamid, Ng and Kaparou, 2018).

1.3 Research Objectives

The objectives of this research are to:

RO1: To find out the influence of school factors on sustainable discipline management in primary schools in Chifeng.

RO2: To find out the influence of family factors on sustainable discipline management in primary schools in Chifeng.

RO3: To find out the demographic details between school factors and family factors on sustainable discipline management in primary schools in Chifeng?

1.4 Research Questions

Following are the research question for this study:

RQ1: Does school factors influence on sustainable discipline management in

primary schools in Chifeng?

RQ2: Does family factors influence on sustainable discipline management in primary schools in Chifeng?

RQ3: What the demographic details between school factors and family factors on sustainable discipline management in primary schools in Chifeng?

1.5 Significance of the study

1.5.1 Significance to the academic

The results of this study will provide other researchers with more information about the current state of discipline management in primary school in Chifeng. In addition, this study will enable researchers, especially those in Chifeng, to better understand the factors that influence discipline management in Chifeng primary schools.

The findings of the study will provide recommendations for better ways to improve discipline management in primary schools from the perspective of teachers and parents. In conclusion, this study will highlight the current status of discipline management in primary school in Chifeng and shed light on identifying the influencing factors of discipline management in primary school in Chifeng. Basically, the findings of the study will provide more opinions and strategies for teachers and parents.

1.5.2 Significance to the government

This study will provide information and access to the current status of discipline

management in primary school in Chifeng, China to the government and the Education Bureau, and ultimately help the local government, Education Bureau, and schools to properly develop supportive and appropriate policies. In addition, the local government, Education Bureau and schools will be able to see the current status of discipline management in primary school in Chifeng and its influencing factors and develop relevant policies.

1.5.3 Significance to the industry

From the perspective of the education industry, this study explores and analyses the current situation of discipline management and its influencing factors in primary school in Chifeng, and proposes ways to improve discipline management in primary school to provide a reference for helping students to relax properly and learn better. This not only helps teachers to improve classroom management, but also helps schools to improve educational management.

1.6 Operational definition

Table 1.6 Operational Definitions Table

Constructs / Factors	Definitions
-------------------------	-------------

Discipline	Foucault believes that "discipline" makes it possible for people to carefully control the operation of the human body, continuously conquer the various forces of the human body, and impose a tame-utilitarian method on these forces (MacDonald, 2018). It stipulates how people control other people's bodies, through the selected technology, according to the predetermined speed and effect, so that the latter not only in terms of 'what to do', but also in terms of 'how to do' meet the wishes of the former (Foucault, 1977).
Discipline Management	Lemlech believes that discipline management is an activity that provides a good classroom life that can tap students' potential skills and encourage students to learn, and is an activity that maximizes their effectiveness (Wang, 2017).
Education Management	Educational management refers to the cooperation of educational administration, educational institutions and organisations in the process of education, through the rational use of management techniques and management methods, to manage resources such as human resources, time, space, funds and equipment in a comprehensive manner, so that the utilisation of educational resources can be effectively improved in the educational work and the educational work can be better completed (McKimm and Swanwick, 2018).
School Factors	School factors refer to an organization in which educators carry out systematic educational activities for the educated in a planned and organized manner (Song, 2018).

Family Factors	Family factors refer to a social life unit formed on the basis of a marriage relationship, a blood relationship or an adoption relationship, with emotion as a bond, and formed by relatives (Li and Qiu, 2018).
Primary Schools	Primary schools in China provide formal basic education from grade 1 to grade 6 for children about 6 to 12 years old (Sun and Franklin, 2017).

1.7 Organization of chapters

The study has been designed with five chapters to allow for structure and organization.

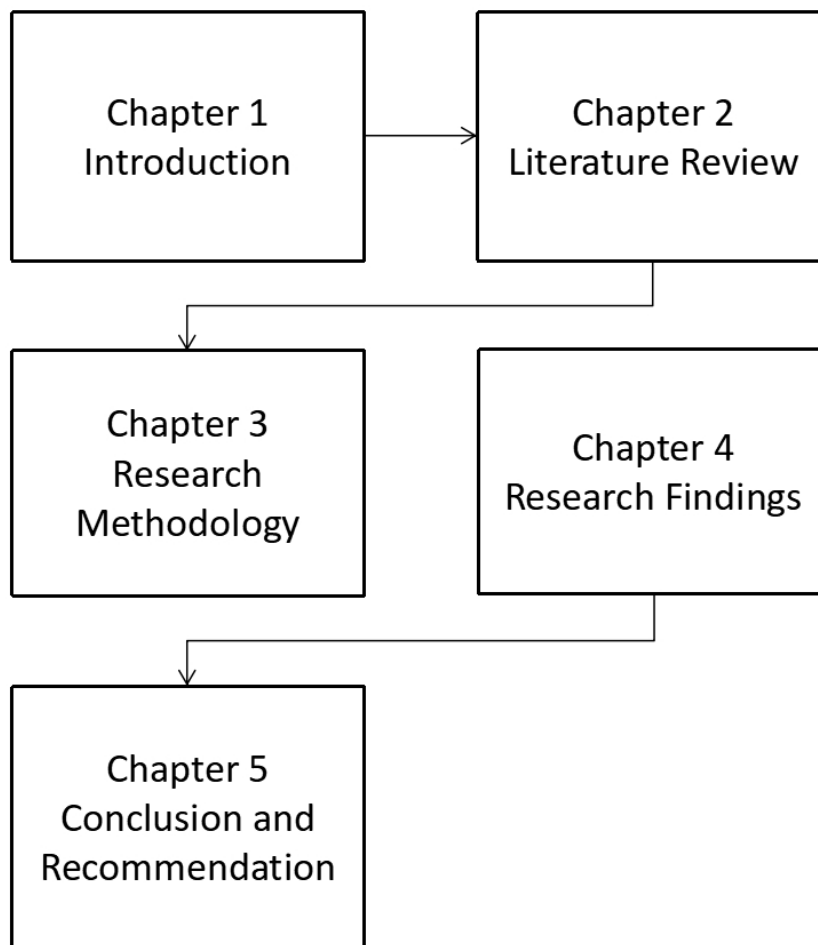


Figure 1.7: Flowchart of the Research

Chapter One - Introduction

This chapter is an introduction to the context of the study, including the setting of the study, the problem statement, the objectives of the study and the research questions. The meanings of the study are also given in this chapter to give the reader a better understanding of the main objectives and the issues investigated.

Chapter Two - Literature Review

This chapter is used to support the research through the use of literature. This chapter provides different theories and perspectives from previous studies by different researchers. The information and literature was collected from CNKI, Google Scholar and Science Direct.

Chapter Three - Research Methodology

This chapter on research methods will focus on the techniques, tools and procedures used to collect data throughout the study. This chapter also covers the research design and strategy, sampling techniques, data collection methods and the interpretation of the data used for testing in this research.

Chapter Four - Data Analysis and Findings

The data analysis and findings is presented in this chapter, which contains the figures and tables of the study. From the survey all data collected was analysed through the software and the findings are presented in the form of figures and graphs. In this way, appropriate discussion and explanation of the data will also be provided to support the statistics.

Chapter Five - Conclusion and Recommendation

This is the concluding chapter of the research and it includes a detailed discussion of the overall findings and results of the study. In this chapter, recommendations and future research directions will also be provided for other to expand their research in the further future.

Chapter 2 Literature Review

2.0 Overview

In the chapter one, after evaluating and discussing the research objectives and problem statement, this particular chapter will focus on the various theories that will become the foundation for this study. Literature review delineates the theories and studies that have been discussed previously by various scholars. This chapter also provides the clear understanding of the importance of discipline management effectiveness in primary schools of Chifeng. Moreover, this chapter also provides the framework based on the discussion findings.

2.1 Discipline Management

Discipline management is one of the most serious issues in many countries' educational systems. Discipline management refers to the various activities and measures taken by teachers in order to effectively use time, create a good learning environment, and reduce bad behaviours (Asbari et al., 2019). It involves organizing classroom activities and teaching, creating physical and social environments, formulating rules, preventing and dealing with classroom problem behaviours. This refers to the time and conduct control of students in classroom discipline management (Liu, Wimpenny, DeWinter and Harrison, 2021). Classroom discipline contributes to the socialization of students as it enables students to understand the code of conduct that is approved or acquiesced in various situations. It also helps students to mature their personality, so that students can respond to continuous social requirements and expectations. Develop mature personality qualities such as independence, self-confidence, self-control, persistence and endurance of setbacks. To carry out effective discipline management, the classroom must be regarded as a whole, an ecosystem; otherwise pure discipline management will become meaningless (Valente et. al., 2018).

According to the way of formation, discipline management can generally be divided into the following four categories: teacher-induced discipline, collectively-generated discipline, self-generated discipline, and task-generated discipline (Li, 2019). Good discipline management is an important condition for the smooth progress of classroom teaching. Discipline management has three characteristics: restraint, standard and self-discipline. The implementation of discipline management helps to realize the contemporary development of students, can promote the continuous growth of classroom teaching, and also help the coordination between the school and the society (Asbari et al., 2019).

The purpose of discipline management is to build a positive and constructive environment, not to let students quietly and tamely observe discipline. Scientific and effective discipline management can not only maintain classroom order, but also enhance classroom effects. It can not only improve the quality of classroom teaching, but also promote the healthy development of students (Ning, 2017).

Generally speaking, discipline management has the following three important goals: to strive for more learning time, to strive for more students to invest time and to help students manage themselves (Wang, 2018).

Dembo (1994) believes that students' academic study time directly influenced their learning effects. Discipline management aims to gain more learning time for students, and its true meaning is to let students invest in valuable learning activities, thereby improving the quality of time spent.

Emmer believes that every classroom activity has some rules of participation, some of these rules have been clearly stated by teachers, but some rules have not been clearly stated, they may belong to some invisible rules for participating in classroom activities (Song, 2018). Teachers and students may not realize that they follow different invisible rules in different activities (Wang, 2021). In order for all students to participate in learning activities smoothly, teachers must ensure

that each student knows how to participate in each specific activity, the rules of the activity, and some hidden rules that are not explained (Xiu, 2017).

One of the important purposes of discipline management is to let students learn to manage independently (Li, 2019). Classroom discipline management should not only require students to obey blindly, but should transform to teach them self-management and self-control. Students demonstrate responsibility through self-management, fulfilling their own needs without interfering with the power and needs of others (Ning, 2017).

2.1.1 Global Perspective

No teacher or classroom can avoid the influence of the school's overall atmosphere (MacDonald, 2018). The central task of discipline management is to implement teaching activities in a harmonious and orderly manner. Phenomena such as distraction, booming, riots, etc. are considered to be manifestations of improper discipline management in the education circles of all countries (Li and Qiu, 2018).

Relevant research based on the International Student Evaluation Project shows that there are national differences in discipline management and its influence on students' academic performance (McKimm and Swanwick, 2018). In different countries and regions, the improvement of discipline management will not only help improve the quality of school teaching, but also help reduce the gender gap in student academic performance and improve the social balance of student academic performance (Kalin, Peklaj and Pecjak, 2021). In most countries, students with a good socio-economic and cultural background are more likely to have good academic performance and improving the academic standards of disadvantaged children is a topic of general concern in the education circles of all countries (Liu, Wimpenny, DeWinter and Harrison, 2021). Existing research results show that students with good socio-economic and cultural backgrounds

have good academic literacy, to a certain extent, because these students tend to have good behaviours, and their gathering helps to form a good discipline management (Medwell et. al., 2017).

Ning (2017) systematically combed the relevant research on discipline management by scholars from various countries from the perspective of school performance, including the conceptual basis of classroom discipline, cultural differences, and its influence on students' academic performance. The benchmark data compiled in the literature includes East Asian countries and regions represented by China, Japan and Singapore. The subjects of comparison mainly include English-speaking countries represented by the United Kingdom and the United States, Nordic countries represented by Finland, and Latin American countries represented by Brazil. At the same time, the researcher Ning also combed the main characteristics of the school discipline management in Eastern Europe, Western Europe, Southern Europe, and Arab Muslim traditional countries. In order to maximize the consistency of comparison standards, the key data are derived from related research based on the PISA conceptual framework (Vannette and Krosnick, 2017).

Through research, it is found that students from various countries may have different perceptions and evaluation methods for the same concept of discipline management. Considering that students from different countries have different ways of responding to the same attitude scale, researchers should adopt a more cautious attitude to construct and interpret discipline management in different countries (Richardson, 2017).

In today's world, some developed countries attach great importance to cultivating talents that are compatible with modernization (Liu, Wimpenny, DeWinter and Harrison, 2021). Former US President Clinton believed that the core policy of the new administration is the education policy (Kalin, Peklaj and Pecjak, 2021). In order to improve international competitiveness, educators must

start by cultivating high-quality talents with outstanding qualities, so it can be seen that in the United States, moral education has been placed in a very important position (Asbari et al., 2019).

All-round development is the highest goal of human development proposed by Marx (Li, Yongzhi, Eryong and Zhou, 2019). Marx pointed out: The purpose of social production is to create conditions to continuously reform people themselves, to enrich and perfect people's connotations, and to make people's personalities and groups develop in an all-round way. That is to say, the all-round development of human beings is not only the full and free development of physical strength and intelligence, but also the full and free development of human nature; it is not the all-round development of a few people, but the all-round development of all members of society; not only the all-round development of individuals, but also Individuals and society develop in a coordinated and unified manner, so this is the all-round development of human body and spirit (Conceição and Assa, 2019).

Marx's theory of the all-round development of human beings is a summary of the inevitable trend of the development of human society, and it plays a realistic guiding role in the educational practice of socialist countries (Gilabert and O'Neill, 2019).

2.1.2 China's Perspective

Chinese scholars have done a lot of research on discipline management in recent years, mainly including two aspects, one is reflected in the teaching goal, and the other is reflected in the classroom behaviour (Li, 2019).

Scholar Tian Huisheng defines discipline management as the process by which teachers coordinate various factors in the classroom in order to achieve

predetermined teaching goals (Xu and Gao, 2017).

Scholar Chen Qi pointed out that discipline management is some behaviours and activities that teachers use to encourage students to learn in the classroom (Li and Qiu, 2018).

Based on the above scholars' explanations of discipline management, Chinese scholar Du Ping defines it as: discipline management refers to the fact that teachers and students in the classroom abide by certain rules, so as to effectively deal with the various factors that influence teaching activities in the classroom, and the relationship between them, to promote the smooth progress of classroom teaching to ensure the improvement of teaching effect (Liu and Fang, 2017).

For a long time, China has implemented relatively strict "disciplinary" education, and some schools have formulated some harsh school regulations. Such as raising and lowering the national flag students must wear school uniforms and school badges; girls are not allowed to wear long hair; they must sit upright during class (Liu, Wimpenny, DeWinter and Harrison, 2021). In order to ensure the implementation of the rules, teachers and students will also check and formulate relevant punishments (Li and Qiu, 2018). However, in the previous classroom, students were unusually quiet. In the past, the teacher managed the classroom too much, which was not conducive to the development of the students' personality, and the students did not dare to express their opinions freely (Bragg, Herbert, and Brown, 2020).

Under the advocacy of quality education, especially after the Ministry of Education of China issued the "Basic Education Curriculum Reform Guidelines" in 2001, China's classroom teaching has undergone great changes (Bell and Liu, 2019). Especially after the use of multimedia teaching, in primary school classrooms, students gradually become lively, active and proactive (Song, 2018).

To be vivid, the diversification and interest of teaching methods arouse great enthusiasm of students, but at the same time it also puts forward higher requirements on the discipline management of students (Li, 2019).

In addition, higher requirements and challenges are put forward for teachers' discipline management ability requirements. Too much "management" is afraid of influencing students' enthusiasm and personality development. Too much "releasing" is not conducive to accomplishing the teaching goals (Asbari et al., 2019). Teachers are stuck in the dilemma of grasping the degree between "managing" and "releasing". In an active classroom, behaviours like interrupting and leaving the seat to walk around are not uncommon, which also creates more classroom discipline problems (Zhou and Liu, 2019).

In the classroom, great attention has been paid to the active and participation of students, which on the one hand increased students' interest in learning and emphasized the student's dominant position; on the other hand, it weakened the classroom order and gradually increased the level of disorganization in the classroom (Wu and Liu, 2017). There are more people doing small movements when the teacher is not paying attention. Students with a good foundation and love to behave are better displayed, but students with weak foundations and poor expression will become more and more marginalized, which will increase the violation of classroom discipline the behaviour of (Liu, Wimpenny, DeWinter and Harrison, 2021).

Discipline management can effectively promote classroom teaching activities. Classroom occupies most of the students' school life (Li and Qiu, 2018). School training and educating students are mainly completed through classroom teaching, and effective discipline management can ensure the smooth progress of teaching activities (Xiu, 2017).

For a long time, the academic circle has mainly focused on discussing the reform

of teaching content, strategies and methods, and there is a lack of teacher management behaviour that occurs in the classroom at the same time (Wang, 2018). This research is based on discipline management issues at the core of classroom management, trying to deepen people's understanding of discipline management and promote classroom teaching (Liu and Fang, 2017).

China's new curriculum reform has been implemented for 15 years, and it is time to reflect on the influence and changes after implementation (Wu and Liu, 2017). This research starts with the influencing factors of discipline management in primary schools, and reflects the teacher-student relationship teacher education concept after the implementation of the new curriculum reform, whether the spirit of the new curriculum reform has been truly implemented and implemented, and it will contribute to the further deepening of the curriculum reform (Bell and Liu, 2019).

2.2 Factors under Study

On the issue of primary school discipline management, students are the main body. When students are in primary schools, they need better guidance and education, so school factors, and family factors must be integrated. When these three factors penetrate each other and complement each other, can they effectively promote the development of children and improve the level of discipline management in primary schools (Asbari et al., 2019). This section discusses these factors.

2.2.1 School Factors

Discipline management is an important part of classroom management. However, the subject of discipline management is the teacher, and the indirect influence on discipline management is school management (Xu and Gao, 2017).

As a teacher, it is very necessary to have one's own quality, especially in education, teaching and classroom management (Medwell et. al., 2017). There are some teachers who are overweight in authority (Liu, Wimpenny, DeWinter and Harrison, 2021). In their consciousness, only "absolutely obedient and absolutely obedient to the teacher" is the standard for a good boy and a good student. Many teachers believe that students obey the teacher's discipline because the teacher has a wealth of knowledge, rich teaching experience, and social life experience. In such a teacher-student relationship, the students are in a passive position, the students lack a pioneering spirit, and the teacher becomes the leader of discipline management. At this time, students will violate discipline (Bell and Liu, 2019).

Some teachers are not good at accepting new educational concepts, teaching methods, and teaching methods (Bell and Liu, 2019). For several semesters, even years, these teachers used a set of lesson plans. It does not pay attention to new management methods and management theories, let alone participate in training on discipline management methods (Medwell et. al., 2017).

Some teachers' educational management concepts are still at the same level as a few years ago, and some primary school teachers do not even have discipline management concepts at all. Many teachers have not received certain professional knowledge training, which has also become the teacher's management in the classroom (Richardson, 2017).

A difficulty encountered in management. Pedagogy knowledge includes not only professional knowledge of this subject, but also psychology and philosophy knowledge related to pedagogy (Liu, Wimpenny, DeWinter and Harrison, 2021). The lack of pedagogical knowledge of primary school teachers will lead to the consequences of not understanding the characteristics of students' physical and mental development, and teachers cannot explain the problematic behaviours of students in the classroom. Teachers can only use adult moral standards to judge

students' behaviour in the classroom, and mischaracterize students' behaviour, creating obstacles to the implementation of discipline management (Xiu, 2017).

Teachers who lack pedagogical knowledge will only regard students as the objects of management, thus influencing the smooth progress of disciplinary management. Under this kind of classroom management, discipline management often can only focus on teaching tasks (Asbari et al., 2019). When students' problem behaviours occur in the classroom, because teachers are only concerned with whether students have knowledge, teachers often use persuasive education to deal with, will not conduct in-depth analysis of problem behaviours, and ignore the guidance and enlightenment to students. In such a classroom environment, it will be difficult for teachers to manage discipline (Wang, 2017).

Some schools are influenced by all aspects. School leaders do not pay enough attention to the school's classroom management (Bell and Liu, 2019). These leaders only complete the work, they are not really responsible for the work, and they also lack sufficient understanding and care for students and teachers. The school environment, the construction of educational facilities and the construction of school culture have not attracted enough attention (Xiu, 2017).

Under this kind of school management, teachers and students cannot think about it, especially if a system to assist teachers in managing discipline has not been formed. Under such circumstances, some schools will still have poor academic performance and poor behaviour (Liu, Wimpenny, DeWinter and Harrison, 2021). Classes and these poorly-performing classes have been in a lax state for a long time, and there are serious problems in discipline management (Medwell et. al., 2017).

2.2.2 Family Factors

As the cradle of education, family education is the foundation of school education, and is the first link in shaping people's souls.

The family is the student's first school, and the parents are the student's first teacher. Therefore, the influence of family on students is often huge, and family education has more of a foundation and orientation role in the growth of students (Bragg, Herbert, and Brown, 2020).

Family and school education concepts should be connected. The interactive education of school, teacher and family is crucial to the formation of good habits of students, but at present, many families only educate students unilaterally, and there is not enough communication with the school (Liu, Wimpenny, DeWinter and Harrison, 2021). When children reflect their performance in school to their parents, they often instinctively expand the content that is beneficial to the teacher's words or requirements, and narrow or conceal the unfavourable content (Magabe, 2020).

As parents, they should actively communicate with teachers in a timely manner, understand the teacher's requirements and children's performance, carefully listen to the teacher's opinions and suggestions, actively cooperate with the teacher's work, and jointly discuss the content and methods of educating children, and be good at discovering the formation of children's bad habits So as not to miss the opportunity of education (Liu and Fang, 2017). Families should also maintain the same educational philosophy as the school, and form a consensus in order to support the school's series of training measures for students (Richardson, 2017).

Therefore, parents should always keep in touch with schools and teachers (Li,

2019). For example, parents can pair up with teachers to discuss ways to cultivate students' good habits, or use the school's network platform to timely report students' performance at home and existing problems to the school, so as to obtain timely help or guidance from school teachers to promote students' well-being Habit formation (Boonk, Gijsselaers, Ritzen and Brand-Gruwel, 2018).

Strengthen the interaction between family and family. Some children have good family education, so these children have also developed good habits (Bell and Liu, 2019). If every parent can attach importance to the cultivation of children's good habits and can be a caring person, then strengthen the connection with the children and classmates (Asbari et al., 2019). There will be many unexpected gains, for example: parents can use communication tools to communicate with each other, learn from each other's strengths, and make full use of the parenting resources of successful families. Always keep in touch with and communicate with the families of children who have good behaviours and take good children as an example, so that the children will not forget the cultivation of good habits in their daily communication and the educational concepts for family members must be consistent (Medwell et. al., 2017).

Family members must have consistent educational thoughts and attitudes. At present, most families in China have only one child, and the caregiver does not necessarily have the correct educational philosophy, so it may inevitably spoil the children, especially the grandparents (Bell and Liu, 2019). Grandparents and young parents will have two completely different educational thoughts; the most direct consequence is that the children show many bad behaviours and habits (Liu, Wimpenny, DeWinter and Harrison, 2021). Therefore, the educational thoughts and attitudes of family members must be consistent to help develop children's good behaviour habits (Boonk, Gijsselaers, Ritzen and Brand-Gruwel, 2018).

The school factor is the mainstay and the family factor is the foundation, both of

which need to work together. So it is very necessary for the two to implement it together and coordinate to create a good environment for children's physical and mental development, so that they can grow up healthily and happily, thereby improving the discipline management of the primary school (Yao and Wang, 2020).

2.3 Gaps in the Literature

Although a large number of studies have focused on primary school students' maladaptive behaviours, there is no separate study on classroom discipline management of primary school students (Zhou and Liu, 2019); (Wang, 2018); (Li, 2019). Most previously published studies focus on a specific subject classroom management, but do not consider influences from school and family (Xiu, 2017); (Xu and Gao, 2017); (Ning, 2017); (Li and Qiu, 2018).

In this study, the researcher will attempt to fill this gap in the literature by analysing the issues related to discipline management in the context of Chifeng City. In the context of Chifeng, discipline management is analysed in the light of the principles of practicality, suggesting recommendations that would facilitate discipline management.

At present, theoretical research on discipline management in Chinese primary schools is much borrowed from and introduced to foreign countries, but little independent research of its own, with more theoretical research and less practical research (Zhou and Liu, 2019); (Wang, 2018); (Li, 2019). Most of the research on discipline management is focused on specific curricula, with little research on discipline management in a particular school period, and most of the research is focused on students' classroom behaviour (Xiu, 2017); (Xu and Gao, 2017); (Ning, 2017); (Li and Qiu, 2018).

2.4 Discipline Management and Education Management Models

2.4.1 Discipline Management

Durkheim believes that morality includes three major elements: discipline is the primary element of morality, the secondary element of morality is attachment to social groups, and the third element is autonomy or consciousness. Therefore, it is necessary to improve the moral level of students. First of all, we should start with cultivating the spirit of discipline (Medwell et. al., 2017). Schools generally implement the management of students through rewards and punishments, and rewards and punishments are only external stimuli to students. Their effects are often only temporary and will not make disciplinary behaviours disappear forever. Some students may be affected (Asbari et al., 2019). The opposite effect, on the contrary, stimulates the students' rebellious psychology, causing disgust towards teachers and school discipline management. Only by internalizing discipline into the conscious behaviour of students can we truly improve students' moral standards and become qualified citizens of society (Yao and Wang, 2020).

According to Piaget's basic outline of the development of children's moral judgments, Kohlberg found that children's moral development generally experienced three levels and six stages, and proposed a comprehensive stage model (MacDonald, 2018).

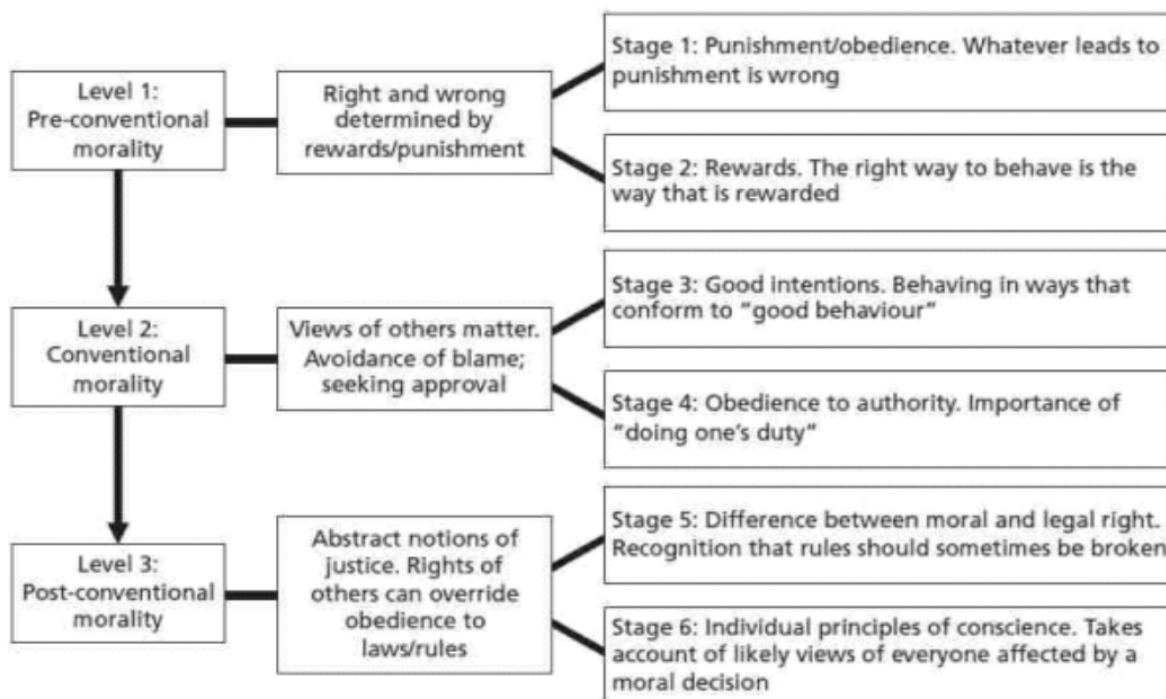


Figure 2.4.1 Kohlberg's Theory of Moral Development

Source: Kohlberg (1985)

The formation of classroom discipline is not achieved overnight; it often has to go through a development process. Kohlberg's theory of stages of moral development divides the level of discipline development of children at different ages into the following stages (Medwell et. al., 2017).

Stage 1	Rebellious behavior stage	<p>Children before 4-5 years old are mostly at this stage. Children at this stage often show antagonism in their behavior, refusing to follow instructions and requirements, and require a lot of attention. They rarely have their own rules, but are afraid of rebuke and may follow the requirements of others. In the school education stage, there are also some students at this level. The performance is that when the teacher is staring at them, they will behave quite well, but if they are not paying attention, they will lose control.</p> <p>At this stage, what can play a role in maintaining discipline is the imbalance of rights between children and authority figures. When teachers or parents show strong control to children, children's bad behavior can be effectively restrained. Otherwise, they may continue to show bad behavior.</p>
Stage 2	Self-service behavior stage	<p>Children aged 5-7 are mostly at this stage. Students at this stage are self-centered, but they are easier to manage in class because they are concerned about the behavioral consequences 'what does it mean to me', reward or punishment. In terms of moral development, they are in the stage of reward and punishment. These students make certain behaviors, either because they want to get certain rewards, such as candy, rest time, etc.; or because they don't like the consequences of violating discipline.</p> <p>Students at this stage rarely have a sense of self-discipline. They may perform well in this class and lose self-control in another class. Like children in stage 1, in order to avoid disciplinary problems, teachers need to monitor them continuously.</p>
Stage 3	Interpersonal Discipline Stage	<p>Most middle school students are at this stage. The behavior orientation of students at this stage is to establish a mutual interpersonal relationship. The behaviors they make are often associated with how can I please you". They do this because you ask him to do so. they care The image of yourself in the minds of others, and hope that others like yourself.</p> <p>Students at this stage have formed a sense of discipline. If you let them calm down, they will calm down; they basically don't use strong discipline to restrain themselves, but they need slight hints.</p>
Stage 4	Self-discipline stage	<p>Students at this stage seldom get into trouble, because they can distinguish right from wrong, understand the meaning of observing discipline, and can also exercise self-discipline. Teachers can leave the classroom for 20 to 30 minutes, and find that they are still learning very quietly when they come back. They did it because they knew it was right and they should do it. Although many middle school students can reach this level, only a part of them can stably maintain this level.</p> <p>Students at this stage do not appreciate arbitrary discipline. In the classroom, if some classmates force teachers to spend a lot of time dealing with disciplinary issues, they will be bored.</p>

Figure 2.4.2 Kohlberg's theory of discipline development

Source: Kohlberg (1985)

The above-mentioned Kohlberg's development theory of moral cognition and discipline development have important reference value for teachers to maintain discipline management, and they also have certain enlightenment for education (Zhang and Zhao, 2017). Because students of different ages have different causes of discipline problems, teachers should take different guidance and intervention measures (Bragg, Herbert, and Brown, 2020). Therefore, teachers'

expectations of children's moral thinking and behaviour levels should be in line with the children's age. Second, teachers can organize students to discuss dilemmas in class to help students develop moral reasoning, thereby improving students' moral standards, internalizing discipline into students' conscious behaviour, and improving the effectiveness of discipline management in primary schools (Yao and Wang, 2020).

2.4.2 Education Management Model

Management is often seen as a practical activity (Magabe, 2020). The definition of objectives, the allocation of resources and the evaluation of effects all require the involvement of action (Valente et. al., 2018). Educational management refers to the cooperation of educational administration, educational institutions and organisations in the process of education, through the rational use of management techniques and management methods, to manage resources such as human resources, time, space, funds and equipment in a comprehensive manner, so that the utilisation of educational resources can be effectively improved in the educational work and the educational work can be better completed (McKimm and Swanwick, 2018).

The subjective model proposes that, in terms of organisational goals, the subjective model emphasises the goals of the individual, and that the goals of the individual with the most power in the organisational structure are the goals of the organisation (Bush, Abdul Hamid, Ng and Kaparou, 2018). This model emphasizes the important role of the subjective will of leaders in determining organizational goals (Bush, 2017). Leaders can exert control over members of the organization by stating organizational policies that are consistent with their own interests and requiring them to follow explanations. The above is Tony Bush's definition and explanation of the subjective model (Lemos, 2017).

In China, influenced by traditional culture, education has long placed too much

emphasis on respect for teachers, resulting in students being unable to demonstrate their own subjectivity in the process of being educated (Xiu, 2017). The traditional primary school education model is mainly based on the teacher's teaching; usually the teacher will instill the content of the textbook to the students in a step-by-step manner, in order to complete the teaching objectives in the teaching, and does not take the students as the main concept of teaching (Liu and Fang, 2017). The teacher's educational management model is entirely prescriptive and more one-sided (Li, 2019). In this process, the teacher's emphasis on individual goals coincides with the subjective model's emphasis on individual goals. With teacher-centered educational management, the teacher will emphasize specific educational goals and the teacher's own authority to make students obey the teacher (Asbari et al., 2019). The subjective model emphasizes the goals of the individual and his or her subjective will, and it can be seen that the teacher-centered model of educational management is perfectly in keeping with the characteristics of the subjective model (Bush, 2017).

In summary, combined with Tony Bush's theory of educational management models, China's teacher-centered educational management model is a subjective model. However, there are currently attempts to reform China's educational management model in an attempt to change the traditional teacher-centered model of educational management, which will be analysed and suggested in this paper based on the actual situation (Wu and Liu, 2017).

2.5 Conceptual Framework

The theoretical framework is an indispensable part of the research process because it involves the development of research questions, concepts in the literature review, and the emphasis on theory-driven thinking (Kivunja, 2018). The theoretical framework can also be defined as the application of a series of concepts derived from theories and provide explanations for research questions.

Based on literature review and solid theory, this research will study classroom discipline management in primary schools. A theoretical framework was developed, which contained three independent variables, which were considered school factors, family factors and a dependent variable, namely discipline management. As shown below.

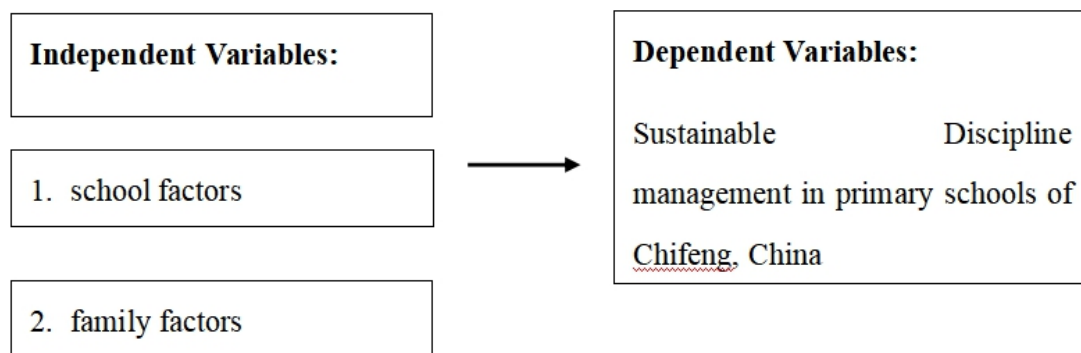


Figure 2.5: Conceptual framework

2.6 Research Hypotheses

A hypothesis is a form of statement that can make reasonable guesses for the researcher (Shelke, 2019). The type of research design for the study will be influenced by the research hypotheses, and the research hypotheses should be supported by the research questions (Cohen, Manion and Morrison, 2018). The following hypotheses can be reached:

H1: The school factors have a significant influence on sustainable discipline management in primary schools in Chifeng.

H2: The family factors have a significant influence on sustainable discipline management in primary schools in Chifeng.

2.7 Chapter Conclusion

Through literature review, the following conclusions can be drawn: In Chinese primary schools, school factors and family factors will influence classroom discipline management (Liu and Fang, 2017); (Xiu, 2017). The second chapter discusses the background of discipline management, related theories and influencing factors. The hypotheses are proposed on the basis of the theoretical framework. The next chapter will discuss the research methods.

Chapter 3 Research Methodology

3.0 Overview

This chapter will focus on the research methods adopted in this research. The researcher is a primary school teacher in Chifeng, China. Therefore, this study focuses on the researcher's city. Based on the researcher's observations and insights, she found the importance of discipline management. Therefore, she posed the question about discipline management. The researcher designed a questionnaire related to discipline management, after defining this topic. At the same time, in order to collect authentic and valid information, the researcher obtained many attitudes and ideas from teachers and parents through questionnaires. Combined with relevant educational psychology theories, this chapter will explain the research design with reference to the research framework. This chapter will review sampling design and questionnaire design. In order to improve the appropriateness of the data, this study will conduct reliability and validity tests to ensure that the collected data are relevant to subsequent analysis.

3.1 Research Design

A research design is a plan to be followed when conducting a study and a strategy for using data to answer research questions. Creating a research design means deciding on the overall objectives, methodology, type of design, sampling methods or criteria, data collection methods and analysis methods. The quantitative studies are generally conducted in order to produce statistical results for a given population of research subjects (Cohen, Manion and Morrison, 2018).

The purpose of this study is to discuss and analyse the current situation of

discipline management and its influencing factors in primary schools in Chifeng, China. This paper will use a quantitative research method to collect the ideas and attitudes of teachers and parents. The researcher hopes to gain a comprehensive and broad understanding of discipline management in primary schools in Chifeng. This study has limited time to investigate and the researcher is conducting the research alone. Therefore, the researcher in this paper chose to use a quantitative research approach to the survey. The quantitative research methods provide a deeper understanding and a more complete collection of data (Vannette and Krosnick, 2017).

Based on the purpose of this study, the study is to determine the influence of school factors and family factors on discipline management of primary school students by conducting questionnaires and analysing the useful data collected from teachers and parents.

3.2 Research Population and Sample

A population is a unique group of individuals, whether that group consists of a country or a group of people with common characteristics. An aggregate is a collection of individuals from which a statistical sampling is drawn for the purpose of study. Thus, any selected group of individuals grouped together by a common characteristic can be said to be a population.

Sampling is the process of taking an element from a population. When the researcher is taking a sample, they are looking at the characteristics of a subset of individuals selected from a larger group in order to understand the characteristics of that larger group. After the researcher has determined the characteristics of the sample, they then generalise from the sample to the total. In short, the researcher uses their findings on the sample to make judgements about the total. Because sampling saves time and money, the sample size is usually smaller than the overall population (Cohen, Manion and Morrison, 2018).

The aim of this study was to determine the influence of school and home factors on discipline management of primary school students, so it was decided to obtain valid data and information from teachers and parents through questionnaires. In a research study, the unit of analysis is the object of the study. The unit of analysis is the main entity analysed in the study. Types of units of analysis include individuals, groups, organisations, communities, and social products (Cohen, Manion and Morrison, 2018). The unit of analysis are individuals due to the research is on discipline management in primary school in Chifeng. The respondents are therefore primary school teachers and parents of primary school students, and the group they represent is the population to be studied (Vannette and Krosnick, 2017).

In order to determine the number of parents to be surveyed, the number of primary school pupils needs to be determined. According to the Chifeng Education Bureau, the total number of primary school teachers in Chifeng is approximately 20,000 and the total number of primary school students is approximately 40,000, so the number of primary school students equates to a number of parents to be surveyed of 40,000. So the sample size for the study population would be 384, as suggested by Morgan's sample size chart. In other words, the number of teachers and the number of parents that the researcher would need to survey would logically be 384. The table below shows the sample size determined from a specific population (Cohen, Manion and Morrison, 2018).

Table 3.2: Table of determining sample size from a given population

Source: Krejcie & Morgan (1970)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

3.3 Questionnaire Preparation

3.3.1 Questionnaire Design

The data collection method is done by distributing the questionnaire online based on the sample size. Questionnaire, also known as questionnaire or inquiry form, is a printed copy of systematically recording the survey content in the form of questions (Vannette and Krosnick, 2017).

There were two different questionnaires because the target population for this study was teachers and parents. The beginning section of each questionnaire contains demographic base information, including gender, age and educational background. The questionnaire given to teachers is divided into three sections: classroom management, teacher-student relationship and environmental factors. The questionnaire sent to parents was divided into three sections: parent-child relationship, interpersonal relationship and individual factors. The questions in each section of the questionnaire are Likert scale questions. These questions all investigate the respondent's level of agreement with the statement on four levels: strongly disagree, disagree, agree and strongly agree. The following is a summary of the questions asked in each section of the generated questionnaire.

Table 3.3.1: Questionnaire Design

Section	Description	Statement	Scale Type	Source
A	Demographic Profile	For Teachers 1. Your gender A. male B. female 2. Your age bracket A. 22-30 B. 31-40 C. 41-50 D. 51 years and above 3. Your education level A. Certificate B. Diploma C. Degree D. Masters and above 4. Your teaching experience A. Below 5 years B. 6-10 years C. 11-20 years D. 21-30 years and above	Statement 1,2,3 and 4:	not applicable
		For Parents 1. The gender of your child A. male B. female 2. The grade of your child A. First grade B. Second grade C. Third grade D. Fourth grade E. Fifth grade F. Sixth Year 3. How is your child's academic performance? A. Poor B. Pass C. Good D. Very good E. Excellent 4. Your education level A. Certificate B. Diploma C. Degree D. Masters and above	nomin al scale	not applicable

B	School Factor	<p>For teachers</p> <p>Please select the statement that comes closest to the response you expect.</p> <p>Classroom Management</p> <ol style="list-style-type: none"> 1. Classroom discipline management is in the service of teaching and learning. 2. You place great emphasis on classroom discipline management. 3. The management style you usually adopt in classroom management is democratic. 4. The behaviour of students in the classroom needs to be neat and tidy. 5. Students in the classroom need to be strictly obedient to the teacher. 6. Disciplinary behaviour of students in the classroom needs to be dealt with quickly. 7. Disciplinary behaviour in the classroom must be dealt with strictly. <p>Student-teacher interaction</p> <ol style="list-style-type: none"> 8. You do not pay too much attention to students who are not concentrating in the classroom but are not disturbing others. 9. You like to ask students questions other than to teach the basics. 10. Students always respond positively when you ask a question. 11. The most common form of discipline management you use in the classroom is to praise other students. 12. Interaction between teachers and students in the classroom is often very pleasant and relaxed. 13. Student-to-student interaction in the classroom is often very pleasant and relaxed <p>Environmental factors</p> <ol style="list-style-type: none"> 14. Tables and chairs in the classroom need to be kept in place. 15. Classroom teaching methods are chosen to cater well for the learning needs of different students. 16. Classroom content is presented in a way that caters well for the learning needs of different students'. 17. Classroom management systems or norms are developed to allow for student participation. 	<p>Statement 1-17: ratio scale</p> <p>Likert Scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree)</p>	<p>(Maga be, 2020) (Jiang , 2018)</p>
C	Family Factor	<p>For Parents</p> <p>Please select the statement that comes closest to the</p>	<p>Statement</p>	<p>(Jiang ,</p>

	<p>response you expect.</p> <p>Parent-child relationship</p> <p>1. When your child makes a mistake, you hit your child.</p> <p>2. When your child makes a mistake, You will only reprimand your child verbally.</p> <p>3. When you discipline your child, he or she rebuffs you.</p> <p>4. Your child does not obey or reluctantly obeys you.</p> <p>5. You do not scold your child when your child makes a mistake.</p> <p>6. Your child enjoys talking to you.</p> <p>Interpersonal relationships</p> <p>7. Your child has many good friends.</p> <p>8. Your child enjoys playing with classmates.</p> <p>9. Your child often gets into fights when playing with others.</p> <p>10. Your child is often criticized by teachers.</p> <p>Individual factors</p> <p>11. Your child is very interested in learning.</p> <p>12. Your child really enjoys school.</p> <p>13. Your child lacks self-motivation and needs to learn under your supervision.</p> <p>14. Your child is able to complete homework on time every day.</p> <p>15. Your child is able to follow the school routine strictly every day.</p>	1-15:ratio scale Likert Scale(1=strongly disagree,2=disagree,3=agree,4=strongly agree)	2018) (Salleh and Rosli, 2019)
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3.3.2 Pre-Testing

The questionnaire was aimed primarily at Chinese teachers and parents and therefore needed to be translated into Chinese. The English and Chinese versions of the questionnaire for this study were translated and validated by Jenni Liang of INTI International University. She is the Assistant Manager at INTI International University. She is fully conversant in both English and Chinese (Mandarin). She helped the researcher to translate the questionnaire and provided the Chinese version. With Ms. Liang's help, the researcher made the appropriate changes.

The pre-test was designed to determine whether the respondent was able to

truly understand the questions and whether there was a need to modify the format. The results showed that some respondents suggested that they were neutral on some issues, yet they could only choose to agree or disagree with the available options. To address this issue, the researcher added the option of 'unsure'. Some respondents who answered both the teacher and parent questionnaires suggested that the two questionnaires should have the same components so that the comparison would be more palpable. To address this issue, the researcher reorganized the components of the questions.

Table 3.3.2: Questionnaire Design

Section	Description	Statement	Scale Type	Source	Why
A	Demographic Profile	For Teachers 教师 1. Your gender 性别 A. male 男 B. female 女 2. Your age bracket 年龄 A. 22-30 B. 31-40 C. 41-50 D. 51 years and above 51 岁以上 3. Your education level 教育水平 A. Certificate 大专以下 B. Diploma 大专 C. Degree 本科 D. Masters and above 研究生	Statement 1-4: nominal scale	not applicable	Add Chinese (Feedback from Ms. Liang)
		For Parents 家长 1. Your gender 性别 A. Male 男 B. Female 女 2. Your age bracket 年龄 A. Below 30 30 岁以下 B. 30-39 C. 40-49 D. Above 50 50 岁以上 3. Your education level 教育水平 A. Junior College Education 大专 B. Bachelor's Degree 本科 C. Master's Degree 硕士 D. Ph.D. and higher 博士及以上	Statement 1-6: nominal scale	not applicable	
B		For teachers		(Mag	

	School Fzctors	Disciplinary behaviour	<p>1. What are some of the problem behaviours that students can exhibit when you are managing discipline in the classroom?? (Multiple choice choose at least 1 answer)当教师在课堂上管理纪律时，学生会表现出哪些问题行为? (多选题，至少选择 1 项)</p> <p>A. Dozing off 打瞌睡 B. Eating snacks 吃零食 C. Doing homework in other subjects 做其他学科作业 D. Reading extracurricular books 看课外书 E. Making small movements 做小动作 F. Wandering 走神 G. Talking in a low voice 小声讲话 H. Lottering around 随意离开座位 I. Arguing with classmates 与同学争执 J. Arguing with the teacher 与老师顶嘴 K. Being late 迟到</p>	Statement 1: nominal scale	abe, 2020) (Jiang , 2018)	
		<p>2. To what extent do you agree with the following statements in relation to student behavior during discipline management? (Single-choice question)您在多大程度上同意以下与纪律管理期间学生行为有关的说法? (单选题)</p> <p>2.1 Students usually listen very carefully and quietly. 学生们通常都非常认真和安静地听讲。 2.2 Students are often distracted during lectures. 学生在讲课时经常分心。 2.3 Students often whisper to their classmates while listening. 学生在听课时经常和同学们窃窃私语。 2.4 Students actively follow the teacher's instructions. 学生积极听从老师的指示。 2.5 Students sometimes doze off during lessons. 学生在上课时有时会打瞌睡。</p>	Statement 2.1-2.5: ratio scale Likert Scale(1=strongly disagree, 2=disagree, 3=unsure, 4=agree, 5=strongly agree)		Add on 'unsure' (Feedback from teachers and parents as it is difficult for them to make a choice.)	
Views and measures of classroom discipline		To what extent do you agree with the following statements? (choose only 1 answer)你在多大程度上同意以下说法? (单项选择题)	Statement 1-20: ratio scale Likert Scale(1=strongly			
	The views of classroom discipline management 对课堂纪律管理的认识 1. It is the teacher's responsibility to manage students. 管理学生是老师的责任。	Scale(1=strongly				

		<p>2. Students do not understand the good intentions of the teacher. 学生不理解老师的良苦用心。</p> <p>3. Good emotional performance of students is more important than control within the classroom. 学生的良好情绪表现比课堂内的控制更重要。</p> <p>4. Teachers must maintain their authority. 教师必须保持权威。</p> <p>5. You sometimes bring their bad feelings into the classroom. 你有时把不良情绪带到课堂上。</p> <p>6. You gradually loses patience with teaching. 你渐渐对教学失去耐心。</p> <p>7. You often feel frustrated in your work. 你在工作中经常感到挫折。</p> <p>8. You will prefer students who listen carefully and follow the rules. 你会更喜欢那些认真听讲、遵守规则的学生。</p> <p>9. You always prepare lessons carefully before starting them. 上课之前您总是认真备课。</p> <p>10. You are not very satisfied with the effectiveness of classroom management. 你对课堂管理效果不是很满意。</p>	<p>ly disagree, 2=disagree, 3=unsure, 4=agree, 5=strongly agree)</p>		
		<p>The measurements of classroom discipline management 课堂纪律管理的措施</p> <p>11. The physical classroom environment has a great impact on teaching and management. 课堂物理环境对教学和管理有很大的影响。</p> <p>12. You often use positive language to encourage students. 您经常会用积极语言表扬鼓励学生。</p> <p>13. You will follow criticize and forcibly prohibit discipline when you find it. 当您发现违纪现象时, 会严加批评并强行禁止。</p> <p>14. You will consider the students' psychological feelings first when dealing with discipline in the classroom. 当您面对课堂违纪时, 会首先考虑学生的心理感受。</p> <p>15. You encourage students to express different ideas from the teacher in class. 您鼓励学生在课堂上说出与老师不同的想法</p> <p>16. Teaching focuses on both what students learn and how they learn it. 教学中既注重学生学什么, 更注重学生怎么学。</p> <p>17. Activities are often used to stimulate students' interest in learning. 您常常采用一些活动激发学生</p>			

			<p>对学习的兴趣。</p> <p>18. You often fail to get students to pay attention to the classroom.您常常没有办法使学生集中注意力听讲。</p> <p>19. Treats students fairly and equally in the classroom.课堂上对待学生公平公正。</p> <p>20. You often feel tense and overwhelmed in class.在课上，您经常会感到紧张压抑。</p>		
C	Family Factors	For parents			
		Disciplinary behaviour	<p>1. What are some of the problem behaviours that children can exhibit when teacher are managing discipline in the classroom?? (Multiple choice choose at least 1 answer)当教师在课堂上管理纪律时，你的孩子会表现出哪些问题行为? (多选题，至少选择 1 项)</p> <p>A. Dozing off 打瞌睡</p> <p>B. Eating snacks 吃零食</p> <p>C. Doing homework in other subjects 做其他学科作业</p> <p>D. Reading extracurricular books 看课外书</p> <p>E. Making small movements 做小动作</p> <p>F. Wandering 走神</p> <p>G. Talking in a low voice 小声讲话</p> <p>H. Lottering around 随意离开座位</p> <p>I. Arguing with classmates 与同学争执</p> <p>J. Arguing with teacher 与老师顶嘴</p> <p>K. Being late 迟到</p>	Statement 1: nominal scale	(Jiang, 2018) (Salleh and Rosli, 2019)

		<p>2. To what extent do you agree with the following statements in relation to your child behaviour during discipline management? (Single-choice question)你在多大程度上同意以下说法? (单选题)</p> <p>2.1 Your child usually listen very carefully and quietly.您的孩子通常非常认真和安静地听讲。</p> <p>2.2 Your child are often distracted during lectures.您的孩子在听课时经常分心。</p> <p>2.3 Your child often whisper to their classmates while listening.你的孩子在听课时经常和同学窃窃私语。</p> <p>2.4 Your child actively follow the teacher's instructions.你的孩子积极听从老师的指示。</p> <p>2.5 Your child sometimes doze off during lessons.你的孩子有时在上课时打瞌睡。</p>	<p>Statement 2.1-2.5: ratio scale Likert Scale(1 =strong ly disagre e,2=dis agree, 3=unsu re,4=ag ree, 5=strong ly agree)</p>	
	<p>Views and measure s of classro om discipline</p>	<p>To what extent do you agree with the following statements? (choose only 1 answer)你在多大程度上同意以下说法? (单选题)</p> <p>The views of classroom discipline management 对课堂纪律管理的看法</p> <p>1. I hope the teacher will change the way he/she teaches and manages the classroom.我希望老师能改变他/她的教学和管理课堂的方式。</p> <p>2. Your child can't keep up with the class, which makes he/she very anxious.你的孩子跟不上进度,这让他/她非常焦虑。</p> <p>3. Your child feel depressed and uncomfortable in class.你的孩子在课堂上感到压抑和不舒服。</p> <p>4. Teachers will bring dissatisfaction into the classroom and take it out on the students.教师会把不满带到课堂上, 并把它发泄到学生身上。</p> <p>5. The biggest trouble in class is the dull atmosphere of the classroom.课堂上最大的麻烦是课堂气氛沉闷。</p> <p>6. Your child often worry about whether behaviour is against the rules or discipline.你的孩子经常担心行为是否违反规则或纪律。</p> <p>7. The teacher seems impatient in teaching.老师在教学中显得不耐烦。</p> <p>8. The teacher's lack of lively lectures is the main</p>	<p>Statement 1-20:rat io scale Likert Scale(1 =strong ly disagre e,2=dis agree, 3=unsu re, 4=agre e,5=strong ly agree)</p>	

		<p>reason for students' discipline.老师讲课不生动是导致学生违纪的主要原因。</p> <p>9. Teachers don't understand your child feelings. 老师不理解你孩子的感受。</p> <p>10. Your child have almost no teacher friends.你的孩子几乎没有老师的朋友。</p>			
		<p>The measurements of classroom discipline management 课堂纪律管理的措施</p> <p>11. The physical environment will have a great impact on your child.教学中的物理环境对你的孩子有很大影响。</p> <p>12. The teacher rarely pays attention to your child in the class.老师在课堂上很少关注您的孩子。</p> <p>13. The teacher is too demanding and restrictive in class, so your children don't like the class.老师在课堂上要求太高，限制太多，所以您的孩子不喜欢。</p> <p>14. The teacher must remain authoritative.老师必须保持权威性。</p> <p>15. The teacher did not prepare the lesson well and often made mistakes in the class.老师没有好好备课，在讲解时经常出错。</p> <p>16. The teacher allows children to interrupt his lectures with questions.老师允许孩子们用问题来打断他的讲课。</p> <p>17. The class was not interesting enough, but your children had to listen in order to take the exam.课堂不够有趣，但为了考试，你的孩子不得不听。</p> <p>18. Students seldom participate in the development of classroom management norms.学生很少参与课堂管理规范的制定。</p> <p>19. Teachers are not fair in dealing with disciplinary incidents in the classroom.老师在处理课堂上的违纪事件时不公平。</p> <p>20. The teacher focuses on communication with your child.老师注重与你的孩子的沟通。</p>			

3.4 Data Analysis

3.4.1 Instrument

Data analysis is the process of analysing large amounts of data collected using proper statistical analysis methods, summarising and understanding them and digesting them in order to maximise the usefulness of the data (Cohen, Manion and Morrison, 2018).

Statistical Packages for Social Science (SPSS) is a combined software package that combines data entry, collation and analysis functions in one package. The basic functions of SPSS include data management, statistical analysis, graphical analysis, output management, etc. The data analysis tool in this paper is the use of SPSS.

3.4.2 Descriptive analysis

The data will be arranged, sorted and computed according to the SPSS. Then use descriptive analysis to analyse the frequency of demographics and variables to get an overall feel. Descriptive analysis is used to describe the quantitative data as a whole. In this study, descriptive analysis was used to conduct a preliminary analysis of various indicators such as age, gender and educational background of the sample in order to understand the characteristics of the overall population (Kirkwood, 2018).

3.4.3 Regression analysis

Regression analysis refers to a method of statistical analysis that determines the quantitative relationship between two or more interdependent variables.

Regression analysis refers to a statistical analysis method for determining the quantitative relationship between two or more variables that are dependent on each other. There needs to be a certain association or probability between the elements of interest in order to perform a regression analysis (Cohen, Manion and Morrison, 2018).

The researcher can start with a set of data to determine the relationship between variables. In a relationship where multiple independent variables together influence a dependent variable, regression analysis can determine which independent variable's influence is significant and which is insignificant (Daoud, 2017). So in this paper, the independent variables are school factors and family factors and the dependent variable is discipline management in primary schools. The researcher conducted a multiple regression analysis in order to investigate whether school factors and family factors influenced discipline management in primary schools (Cohen, Manion and Morrison, 2018).

3.5 Analytical Framework

This research was conducted to identify the factors influencing sustainable discipline management in primary school of Chifeng. To illustrate the organisational structure of this research, the summative analytical framework is demonstrated by the table below.

Data Source	Data Type	Statistical Test
Questionnaires	Quantitative	SPSS
Research Objectives		
1. To find out the influence of school factors on sustainable discipline management in primary schools in Chifeng.		
2. To find out the influence of family factors on sustainable discipline management in primary schools in Chifeng.		
3. To find out the demographic differences between school factors and family factors on sustainable discipline management in primary schools in		
Research Questions		
1. Does school factors influence on sustainable discipline management in primary schools in Chifeng?		
2. Does family factors influence on sustainable discipline management in primary schools in Chifeng?		
3. What the demographic details between school factors and family factors on sustainable discipline management in primary schools in Chifeng?		
Research Hypotheses		
1. The school factors have a significant influence on sustainable discipline management in primary schools in Chifeng.		
2. The family factors have a significant influence on sustainable discipline management in primary schools in Chifeng.		

3.6 Chapter Conclusion

In summary, based on the research objectives and questions, this study adopted a quantitative research and identified the use of a questionnaire for the survey. The reliability and validity of the questionnaire was tested through a pre-test. The researcher decided to use SPSS as the data analysis software. In the next chapter, the researcher will discuss the analysis of the data collected and test the research hypothesis to determine the factors influencing sustainable discipline management in primary schools in Chifeng..

Chapter 4 Research Finding

4.0 Overview

Following the discussion in Chapter 3, the data analysis is carried out based on the methodology. In Chapter 4, the data acquired from the questionnaires will be analysed, and the results of the study will be interpreted. The SPSS software will be used to do the analysis.

4.1 Pilot Test

A pilot test is a small-scale study that needs to be conducted before the start of a formal study in order to assess feasibility and stability. The results can also improve the formal research program (Cohen, Manion and Morrison, 2018). Since the target population range was 150-200, a pilot test was conducted with data from 30 respondents to test the feasibility of the questionnaire. Cronbach's alpha is the most commonly used reliability assessment tool in educational tests. In general, the degree of agreement of the items is related to the content of the measure, and a larger value of Cronbach's alpha coefficient suggests greater internal consistency (Daoud, 2017). A pilot test has concluded that a Cronbach's alpha coefficient greater than 0.7 can be considered a good consistency of the questionnaire. Analysis by SPSS yielded an alpha value of 0.789 for the teacher version of the questionnaire and 0.882 for the parent version. It shows that the Cronbach's alpha values of both questionnaires are higher than 0.7. This indicates that the two questionnaires have good feasibility and internal consistency for further use in large-scale analysis.

4.2 Reliability analysis

Reliability analysis is used to measure the reliability of the sample's response

results and also to analyse whether the sample has answered the scale type questions truthfully (Daoud, 2017). For example, in the measurement of the same object, the results of multiple measurements are close, it is considered that the result is credible and true, that is, the reliability is high (Shelke, 2019). If the results of each measurement are very different, the reliability is low. The alpha reliability coefficient method is used here. Generally, the alpha coefficient is acceptable between 0.7 and 0.8; the reliability coefficient of the scale should preferably be above 0.7, while 0.6-0.7 is acceptable (Daoud, 2017). Above 0.6, the scale should be revised, but it still has its value; if it is below 0.6, the researcher should consider reformulating the questionnaire (Cohen, Manion and Morrison, 2018). The following table is output by SPSS, which shows that the number of valid questionnaires for the teacher questionnaire is 162 and the number of valid questionnaires for the parent questionnaire is 177, and the alpha values of both types of questionnaires are higher than 0.7, which shows that both types of questionnaires are valid and acceptable, and the questionnaires have good internal consistency and stability.

Table 4.2.1 Case Processing Summary

Teacher Questionnaire Case Processing Summary

		N	%
Cases	Valid	162	100.0
	<u>Excluded^a</u>	0	.0
	Total	162	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4.2.2 Reliability Statistics

Teacher Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.763	49

Table 4.2.3 Case Processing Summary

Parent Questionnaire Case Processing Summary

		N	%
Cases	Valid	177	100.0
	Excluded ^a	0	.0
	Total	177	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4.2.4 Reliability Statistics

Parent Questionnaire Reliability Statistics

Cronbach's Alpha	N of Items
.798	56

4.3 Factor analysis

SPSS provides to determine whether the original variables are suitable for factor analysis, so KMO test is performed. When performing factor analysis, the KMO statistic is taken as a value between 0 and 1 (Shelke, 2019). A large KMO measure value supports performing factor analysis. When the sum of squared

simple correlation coefficients among all variables is much larger than the sum of squared partial correlation coefficients, the closer the KMO value is to 1, it means the stronger the correlation between variables and the more suitable the original variables are for factor analysis; when the sum of squared simple correlation coefficients among all variables is close to 0, the closer the KMO value is to 0, it means the weaker the correlation between variables and the less suitable the original variables are for factor analysis (Daoud, 2017). In general, a KMO values more than 0.5 means that factor analysis can be performed, while a value above 0.7 is satisfactory (Cohen, Manion and Morrison, 2018). The figure below is output from SPSS and the KMO values of the questionnaire are 0.785 and 0.857, which are both greater than 0.7, indicating that the sample of the questionnaire is adequate and the validity of the questionnaire is good, acceptable and suitable for further analysis. Where the sig values are all 0.000, this indicates that the variables are highly correlated and sufficient to provide a reasonable basis for factor analysis (Daoud, 2017).

Table 4.3.1 KMO and Bartlett's Test

Teacher Questionnaire KMO and Bartlett's Test		
<u>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</u>		.785
<u>Bartlett's Test of Sphericity</u>	Approx. Chi-Square	2071.288
	<u>df</u>	435
	<u>Sig.</u>	.000

Table4.3.2 KMO and Bartlett's Test

Parent Questionnaire KMO and Bartlett's Test



Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.857
Bartlett's Test of Sphericity	Approx. Chi-Square	2426.236
	df	435
	Sig.	.000

4.4 Descriptive analysis

4.4.1 School factors that influence discipline management in primary schools of Chifeng (RQ1)

4.4.1.1 The gender of teachers

Table 4.4.1.1 the gender of teachers

	No.	Percent
A. Male	46	 28.4%
B. Female	116	 71.6%
Total	162	

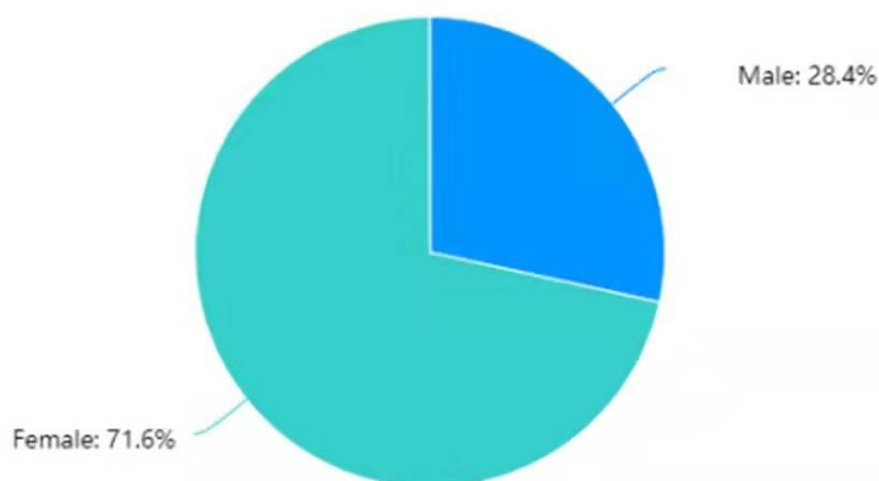


Figure 4.4.1.2: The gender of teachers

As shown in the table, 28.4% were male teachers and 71.6% were female teachers, it can be seen that the highest percentage of female teachers and the highest number of female teachers. The ratio of male to female teachers is close to 1:4, and male teachers are much lower than female teachers, indicating a gender imbalance in the primary school teaching force.

4.4.1.2 The age group of teachers

Table 4.4.1.2 The age group of teachers

	No.	Percent
A. 22~30	77	47.53%
B. 31-40	57	35.19%
C. 41-50	17	10.49%
D. 51years and above	11	6.79%
Total	162	

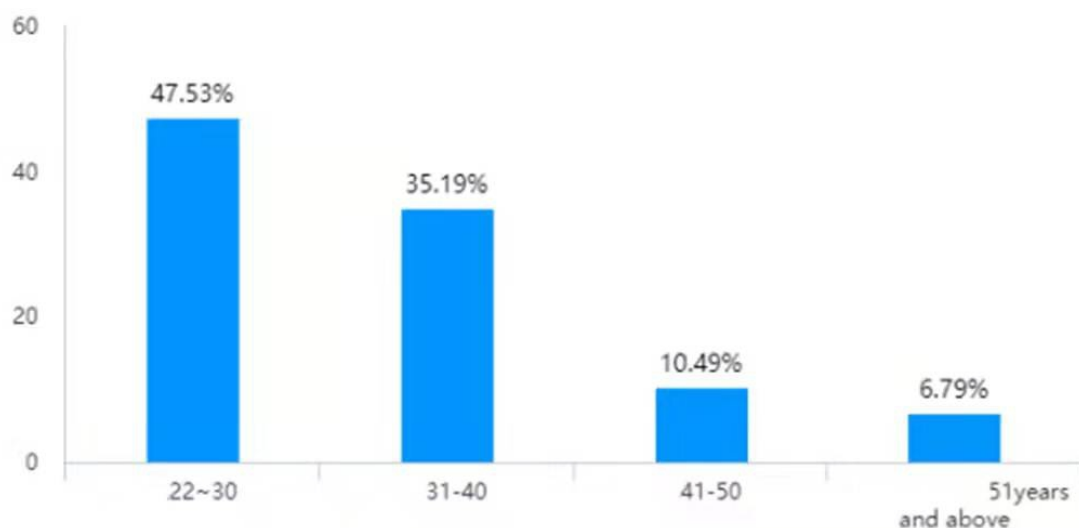


Figure 4.4.1.2 The age of teachers

In the age distribution, 47.5% of the teachers were between 22 and 30 years old, the highest percentage and the largest number of respondents in this age group, followed by 35.2% of the teachers between 31 and 40 years old, 10.5% of the teachers between 41 and 50 years old, and 6.8% of the teachers over 51 years old, the least number of respondents in this age group. This shows that the majority of the primary school teacher population are young teachers between the ages of 22 and 30, with teachers between the ages of 31 and 40 accounting for the second highest percentage of young teachers. It can be concluded that the primary school teacher population is relatively young.

4.4.1.3 The education level of teachers

Table 4.4.1.3 the education level of teachers

	No.	Percent
A. Junior College Education	20	12.35%
C. Bachelor's Degree	119	73.46%
D. Master's Degree	22	13.58%
E. Ph.D. and higher	1	0.62%
Total	162	

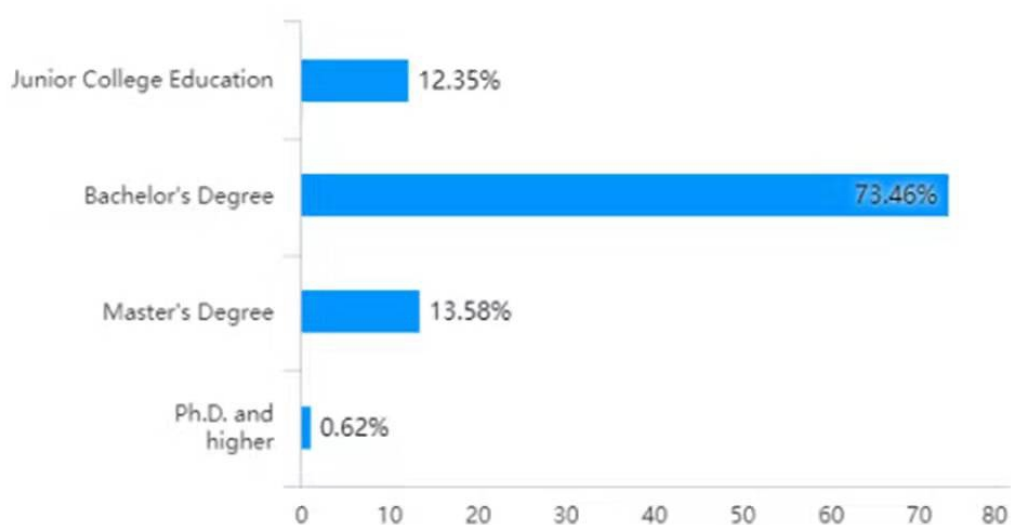


Figure 4.4.1.3 The education level of teachers

In the distribution of education levels, 12.3% of teachers have junior college education, 73.5% have a bachelor's degree, 13.6% have a master's degree, and only 0.6% have a Ph.D. or higher. This shows that the vast majority of teachers have Bachelor's Degree, the proportion of teachers with Bachelor's Degree is more than five times that of teachers with Master's Degree, and the number of teachers with Master's Degree is similar to the number of teachers with Junior College Education. In terms of educational level, teachers with a bachelor's degree are the main component, and master's degrees are also becoming more numerous, which also implies an increase in the quality of the primary school

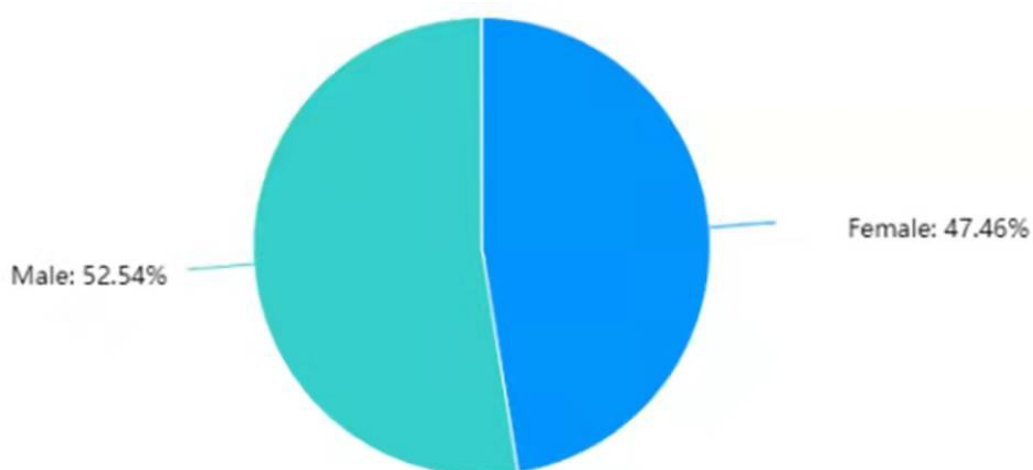
teaching force.

4.4.2 Family factors that influence discipline management in primary schools of Chifeng (RQ2)

4.4.2.1 The gender of parents

Table 4.4.2.1 the gender of parents

	No.	Percent
A. Male	93	52.54%
B. Female	84	47.46%
Total	177	



In the gender distribution, 52.5% of the respondents were male parents and 47.5% were female parents, which show that there are more male parents among the respondents.

4.4.2.2 The age of parents

Table 4.4.2.2 The age of parents

	No.	Percent
A. 22~30	24	13.56%
B. 31-40	92	51.98%
C. 41-50	42	23.73%
D. 51years and above	19	10.73%
Total	177	

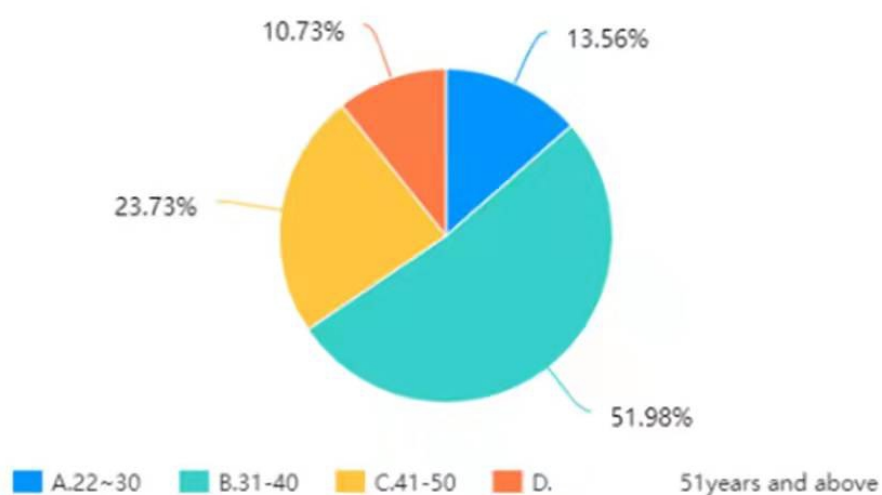


Figure 4.4.2.1 The age of parents

In terms of age distribution, the highest percentage of respondents was between 31 and 40 years old, indicating that the largest number of parents in this age group, followed by 23.7% of respondents between 41 and 50 years old, 13.6% of respondents between 22 and 30 years old, and 10.7% of respondents over 51 years old.

4.4.2.3 The education level of parents

Table 4.4.2.3 The education level of parents

	No.	Percent
A. Below junior College Education	28	15.82%
B. Bachelor's Degree	95	53.67%
C. Master's Degree	49	27.68%
D. PhD. and higher	5	2.82%
Total	177	

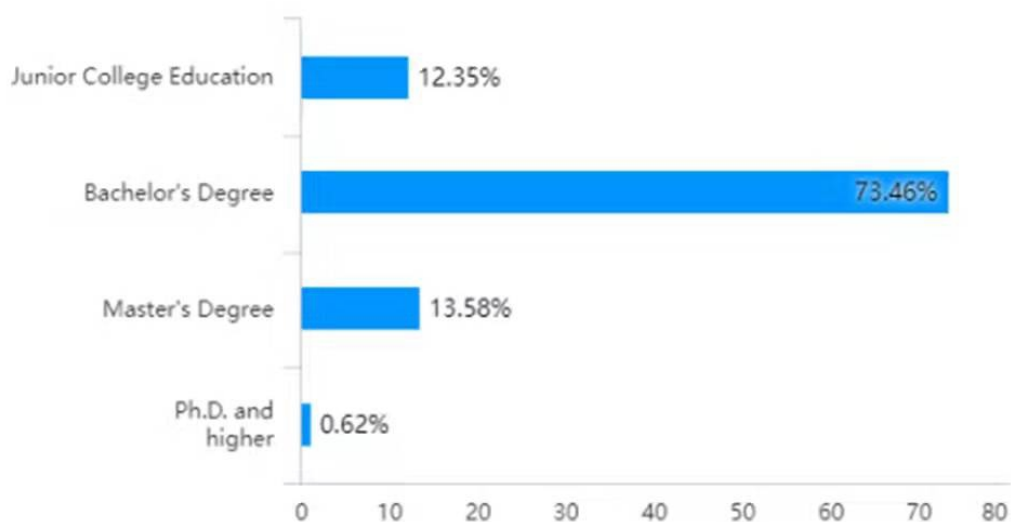


Figure 4.4.2.2 The education level of parents

In the distribution of education level, 53.7% of the respondents are Bachelor's Degree, which indicates that the number of respondents with Bachelor's Degree is the largest, followed by respondents with Master's Degree, accounting for 27.7%, of which the proportion of respondents whose education is Below junior College Education is 15.8, while only 2.8% of Only 2.8% of the respondents

have PhD. and higher degrees.

4.5 Discussion

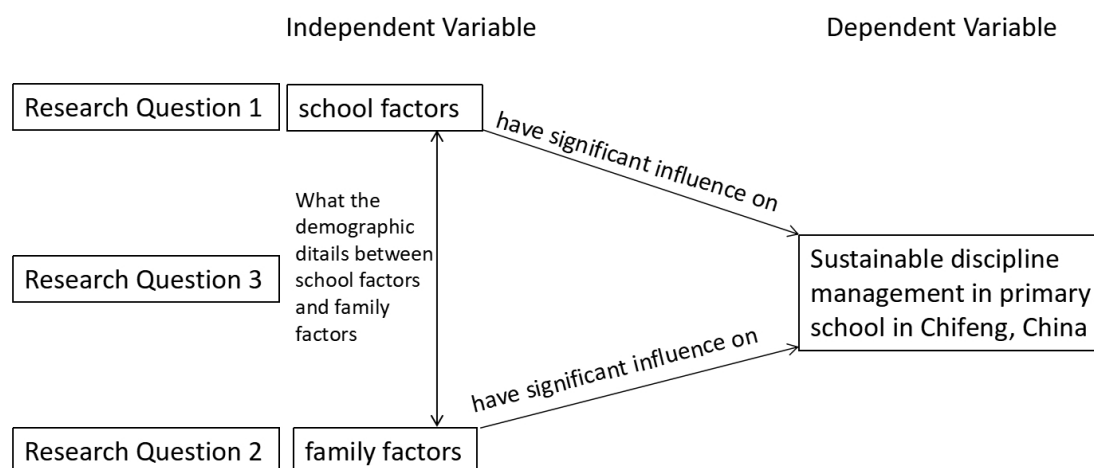


Figure 4.5 Conceptual Framework

As shown in figure above, this section discusses the research question. Before the research question, the independent variable needs to be found out, which means that the current situation of discipline management in primary schools in Chifeng needs to be discussed. It was only after exploring the current situation that the researcher was able to analyse the influence of school factors and family factors on discipline management in primary schools in Chifeng be analysed.

4.5.1 Discipline management of primary schools of Chifeng

4.5.1.1 The profile of discipline problems

Table 4.5.1.1 Problem behaviours

Problem behaviors in classroom discipline		
Items	Teacher	Parent
A.Dozing off	64.2	24.9
B.Eating snacks	29.6	11.3
C.Doing homework in other subjects	35.2	17.5
D.Reading extracurricular books	3.58	32.8
E.Making small movements	66.1	59.3
F.Wandering	79	66.7
G.Talking in a low voice	59.9	39
H.Leaving the seat at will	7.4	14.7
I.Arguing with classmates	18.5	5.1
J.Talking back to the teacher	18.5	6.8
K.Being late	29	17.5

From the questionnaire for teachers, the top four most common problem behaviours in classroom discipline management in order of percentage were wandering, making small movements, nodding off, and whispering, and from the questionnaire for parents, the top four most common problem behaviours in classroom discipline management in order of percentage were doing wandering, making small movements, whispering, and reading extracurricular books. It is clear that there is some agreement between teachers and parents.

They both agree that the children's problem behaviours can include wandering, dozing and whispering. It is evident that the children's movements of this behaviour are small, subtle and not easily detected by the teacher. These behavioural displays are very subtle. This also illustrates the differential physical

and mental developmental characteristics of primary school children with low attention spans (Li, 2019). On the other hand, this also reflects the fact that the pupils may not have developed good study habits. Objectively, this also reflects that the teacher's classroom is not sufficiently engaging for the students' attention (Song, 2018). Thus it becomes evident that the teacher has a direct influence on discipline management.

4.5.1.2 The normality test of sustainable discipline management

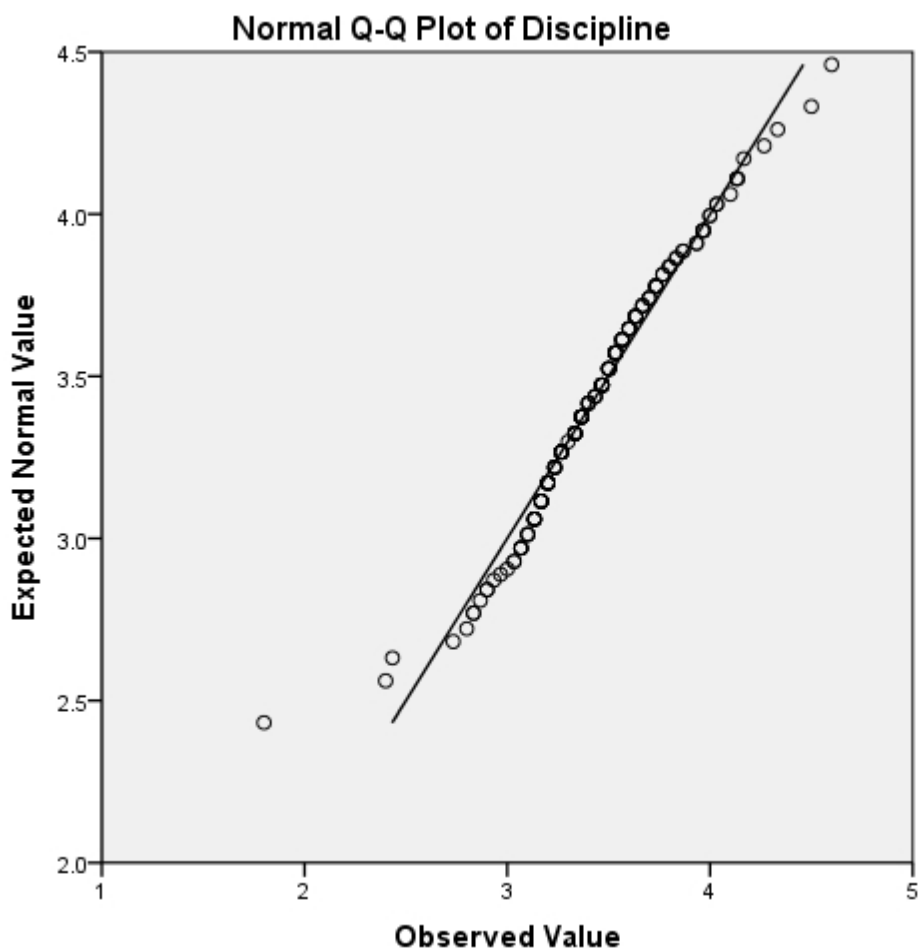


Figure 4.5.1.2 The normality test

The P-P plot helps the researcher to check whether the data conform to the specified distribution. When the data conforms to the specified distribution, the points in the P-P plot approximate a straight line. Here the researcher chose the most commonly used distribution test, the normal distribution.

This is Q-Q plot of Discipline, it can be seen that most of the points are near the straight line, and it can be considered that the data approximately conforms to the normal distribution. Because the data is normally distributed, the researcher can continue with parametric hypothesis test.

4.5.2 School factors that influence discipline management in primary schools of Chifeng (RQ1)

The following is a summary of the question and item classification in the teacher questionnaire. In this section the researcher will try to analyse the factors that influence discipline and will divide the factors into several components for hypothesis testing.

Table 4.5.2 Table of Items

Table of Components and Items for School Factor (IV1)	
Components	Items
Demographic	Age
	Gender
	Education
	Teaching experience
Discipline	The problematic classroom behaviors
Views of Discipline	It is the teacher's responsibility to manage students.
	Students do not understand the good intentions of the teacher.
	Good emotional performance of students is more important than control within the classroom.
	Teachers must maintain their authority.
	Sometimes bring bad feelings into the classroom.
	The physical classroom environment has a great impact on teaching and management.
	Gradually loses patience with teaching.
	You often feel frustrated in your work.
	You will prefer students who listen carefully and follow the rules.
	You are not very satisfied with the effectiveness of my classroom management.
Measures of Discipline	The physical classroom environment has a great impact on teaching and management.
	You always prepare my lessons carefully before starting them.
	You often use positive language to encourage students.
	You will strictly criticize and forcibly prohibit discipline when I find it.
	You will consider the students' psychological feelings first when dealing with discipline in the classroom.
	You encourage students to express different ideas from the teacher in class.
	Teaching focuses on both what students learn and how they learn it.
	Activities are often used to stimulate students' interest in learning.
	You often fail to get students to pay attention to the lecture.
	Treats students fairly and equitably in the classroom.

4.5.2.1 The gender, age and education level of teachers

Table 4.5.2.1 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.103 ^a	.011	-.008	.48595

a. Predictors: (Constant), gender, age, education

Table 4.5.2.2 ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.397	3	.132	.560	.642 ^b
	Residual	37.311	158	.236		
	Total	37.708	161			

a. Dependent Variable: Discipline

b. Predictors: (Constant), gender, age, education

Table 4.5.2.3 Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.188	.256		12.473	.000
	gender	.023	.085	.022	.273	.785
	age	.058	.046	.108	1.277	.203
	education	.030	.076	.033	.397	.692

a. Dependent Variable: Discipline

In order to examine whether school factors have influence on sustainable

discipline management, then school factors are divided into three components: demographic information, views of discipline and discipline management measures. The demographic information was divided into three components of gender, age and education level. The data from these three components are the independent variables and sustainable discipline management is the dependent variable. The researcher formulated the hypothesis that the independent variables had a significant influence on the dependent variable, so a multiple regression analysis was conducted between the variables. The above table was output through SPSS.

The above table shows that gender does not have a significant influence on sustainable discipline management ($p=0.785$); age does not have a significant influence on sustainable discipline management ($p=0.203$); and education level does not have a significant influence on sustainable discipline management ($p=0.692$). It shows that the p value of all items is greater than 0.05, which indicates that there is no significant influence between the variables. In summary, the three independent variables of gender, age and education level did not have a statistically significant influence on sustainable discipline management.

4.5.2.2 The views and measures of teachers

Table 4.5.2.2.1 The views of discipline

Components	Items	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Views of Discipline	It is the teacher's responsibility to manage students.	2(1.13%)	5(2.82%)	10(5.65%)	68(38.42%)	92(51.98%)
	Students do not understand the good intentions of the teacher.	7(4.32%)	19(11.73%)	44(27.16%)	60(37.04%)	32(19.75%)
	Good emotional performance of students is more important than control within the classroom.	2(1.23%)	10(6.17%)	40(24.69%)	72(44.44%)	38(23.46%)
	Teachers must maintain their authority.	13(8.02%)	14(8.64%)	60(37.04%)	50(30.86%)	25(15.43%)
	You sometimes bring bad feelings into the classroom.	44(27.16%)	56(34.57%)	35(21.6%)	17(10.49%)	10(6.17%)
	You gradually loses patience with teaching.	55(33.95%)	56(34.57%)	22(13.58%)	23(14.2%)	6(3.7%)
	You often feel frustrated in your work.	43(26.54%)	40(24.69%)	39(24.07%)	31(19.14%)	9(5.56%)
	You will prefer students who listen carefully and follow the rules.	4(2.47%)	9(5.56%)	33(20.37%)	66(40.74%)	50(30.86%)
	You always prepare lessons carefully before starting them.	1(0.62%)	7(4.32%)	21(12.96%)	61(37.65%)	72(44.44%)
You are not very satisfied with the effectiveness of my classroom management.	3(1.85%)	7(4.32%)	39(24.07%)	76(46.91%)	37(22.84%)	

The table above shows that 51.98% of teachers strongly agree that it is the teacher's responsibility to manage students and they prepare lessons carefully. 40.74% of teachers like students who listen carefully and follow the rules. 37.04% of teachers do not agree that it is necessary to maintain authority during lessons and they do not have bad feelings. 34.57% of teachers disagree that they lose patience with teaching and 26.54% of teachers even less likely to feel frustrated. However, 46.91% of the teachers were not particularly satisfied with the effectiveness of classroom management. The above reflects the teachers'

views on discipline management, and most of them have a positive attitude towards work.

Table 4.5.2.2.2 The measures of discipline

Components	Items	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Measures of Discipline	The physical classroom environment has a great impact on teaching and management.	2(1.23%)	11(6.79%)	49(30.25%)	76(46.91%)	24(14.81%)
	You often use positive language to encourage students.	1(0.62%)	4(2.47%)	13(8.02%)	87(53.7%)	57(35.19%)
	You will strictly criticize and forcibly prohibit discipline when you find it.	2(1.23%)	13(8.02%)	48(29.63%)	77(47.53%)	22(13.58%)
	You will consider the students' psychological feelings first when dealing with discipline in the classroom.	3(1.85%)	15(9.26%)	66(40.74%)	60(37.04%)	18(11.11%)
	You encourage students to express different ideas from the teacher in class.	4(2.47%)	4(2.47%)	37(22.84%)	80(49.38%)	37(22.84%)
	Teaching focuses on both what students learn and how they learn it.	1(0.62%)	7(4.32%)	18(11.11%)	73(45.06%)	63(38.89%)
	You often used activities to stimulate students' interest in learning.	1(0.62%)	10(6.17%)	20(12.35%)	77(47.53%)	54(33.33%)
	You often fail to get students to pay attention to the lecture.	30(18.52%)	49(30.25%)	40(24.69%)	29(17.9%)	14(8.64%)
	You treat students fairly and equitably in the classroom.	4(2.47%)	8(4.94%)	38(23.46%)	65(40.12%)	47(29.01%)
	You often feel tense and overwhelmed in class.	49(30.25%)	46(28.4%)	37(22.84%)	23(14.2%)	7(4.32%)

In terms of discipline management measures, 46.91% of the teachers agreed

that the physical environment of the classroom affects discipline management in the classroom. In the classroom, 53.7% of teachers agreed and chose to encourage students with positive language, 49.38% encouraged students to express different ideas, 47.53% chose activities to stimulate students' interest in learning, and 30.25% disagreed that they were unable to hold students' attention. In case of disciplinary actions, 47.53% of the teachers agreed and chose to criticize students severely, while 40.12% said they would treat students fairly and impartially. This leads to the conclusion that teachers are confident in their management practices. Next, to explore whether teachers' management measures would have a significant influence on discipline management, the researcher used multiple regression analysis.

Table 4.5.2.2.3 Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519 ^a	.270	.261	.41613

a. Predictors: (Constant), Measure, Views

b. Dependent Variable: Discipline

Table 4.5.2.2.4 ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.005	2	5.002	28.711	.000 ^b
	Residual	27.703	159	.174		
	Total	37.708	161			

a. Dependent Variable: Discipline

b. Predictors: (Constant), Measures, Views

Table 4.5.2.2.3 Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.083	.303		3.573	.000
	Views	.223	.071	.233	3.157	.002
	Measure	.422	.082	.381	5.157	.000

a. Dependent Variable: Discipline

According to the above table, the p-values (sig) are 0.002 and 0.000, which are less than 0.05, proving that there is a significant relationship between the variables, leading to the conclusion that views and measures have a significant influence on discipline.

4.5.3 Family factors that influence discipline management in primary schools of Chifeng (RQ2)

The following is a summary of the question and item classification in the parent questionnaire. In this section the researcher will try to analyse the factors that influence discipline and will divide the factors into several components for hypothesis testing.

Table 4.5.3 Table of Items

Table of Components and Items for Family Factor (IV2)	
Components	Items
Demographic	age
	gender
	education
Discipline	problematic classroom behaviors
Views	I hope the teacher will change the way he/she teaches and manages the classroom.
	Your child can't keep up with the class, which makes he/she very anxious.
	Your child feel depressed and uncomfortable in class.
	Teacher will bring his dissatisfaction into the classroom and take it out on the students.
	The biggest trouble in class is the dull atmosphere of the classroom.
	Your child often worry about whether behavior is against the rules or discipline.
	The teacher seems impatient in teaching.
	The teacher's lack of lively lectures is the main reason for students' discipline.
	Teachers don't understand your child feelings.
	Your child have almost no teacher friends.
Measures	The physical environment in teaching has a great influence on me.
	The teacher rarely pays attention to me in the classroom.
	The teacher is too demanding and restrictive in class, so I don't like the class.
	The teacher must remain authoritative.
	The teacher did not prepare the lesson well and often made mistakes in the
	The teacher allows us to interrupt his lectures with questions.
	The class was not interesting enough, but we had to listen in order to take the exam.
	Students seldom participate in the development of classroom management norms.
	Teachers are not fair in dealing with disciplinary incidents in the classroom.
	The teacher focuses on communication with the students.

4.5.3.1 The gender, age and education level of parents

Table 4.5.3.1.1 Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.041 ^a	.002	-.010	.52858

a. Predictors: (Constant), education level, age

b. Dependent Variable: Discipline

Table 4.5.3.1.2 ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.375	3	.125	.447	.720 ^b
	Residual	48.323	173	.279		
	Total	48.697	176			

a. Dependent Variable: Discipline

b. Predictors: (Constant), education level, gender, age

Table 4.5.3.1.3 Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.256	.264		12.312	.000
	gender	-.083	.081	-.079	-1.024	.307
	age	-.032	.052	-.052	-.626	.532
	education level	-.032	.061	-.044	-.526	.600

a. Dependent Variable: Discipline

The above table of coefficients shows that the significance level p-values (sig)

for gender, age, and education level are 0.3.7, 0.532, and 0.600, which are significantly greater than 0.05, which indicates that there is no significant influence between the variables. In other words, gender, age, and education level have no significant influence on discipline.

4.5.3.2 The views and measures of parents

Table 4.5.3.2 Views of Discipline

Components	Items	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Views of Discipline	I hope the teacher will change the way he/she teaches and manages the classroom.	13(7.34%)	39(22.03%)	38(21.47%)	66(37.29%)	21(11.86%)
	Your child can't keep up with the class, which makes he/she very anxious.	35(19.77%)	49(27.68%)	50(28.25%)	35(19.77%)	8(4.52%)
	Your child feel depressed and uncomfortable in class.	44(24.86%)	56(31.64%)	55(31.07%)	18(10.17%)	4(2.26%)
	Teacher will bring his dissatisfaction into the classroom and take it out on the students.	96(54.24%)	36(20.34%)	30(16.95%)	12(6.78%)	3(1.69%)
	The biggest trouble in class is the dull atmosphere of the classroom.	31(17.51%)	38(21.47%)	61(34.46%)	37(20.9%)	10(5.65%)
	Your child often worry about whether behavior is against the rules or discipline.	21(11.86%)	31(17.51%)	86(48.59%)	33(18.64%)	6(3.39%)
	The teacher seems impatient in teaching.	51(28.81%)	75(42.37%)	32(18.08%)	11(6.21%)	8(4.52%)
	The teacher's lack of lively lectures is the main reason for students' discipline.	24(13.56%)	54(30.51%)	47(26.55%)	43(24.29%)	9(5.08%)
	Teachers don't understand your child feelings.	13(7.34%)	63(35.59%)	56(31.64%)	39(22.03%)	6(3.39%)
	Your child have almost no teacher friends.	10(5.65%)	61(34.46%)	49(27.68%)	53(29.94%)	4(2.26%)

In terms of discipline management, 54.24% of parents strongly disagreed that teachers would vent their emotions on students. 42.37% of parents also disagreed that teachers would lose patience with teaching. 30.51% of parents did not agree that student discipline was the reason why teachers were not lively in their lectures. In the opinion of 35.59% of parents, teachers do not fail to understand students' feelings, and 34.46% of parents also disagree that their children do not have teacher friends. Although 37.29% of parents think that

teachers can change the way they manage the classroom, on these issues such as their children's worries in class and fear of discipline, 50% to 80% of parents said they are not sure. This leads to the following conclusion, although most parents have confidence in the teachers, they express hesitation about their children's performance.

Table 4.5.3.3 Measures of Discipline

Components	Items	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Measures	The physical environment in teaching has a great influence on me.	2(1.13%)	37(20.9%)	77(43.5%)	44(24.86%)	17(9.6%)
	The teacher rarely pays attention to your child in the classroom.	22(12.43%)	67(37.85%)	61(34.46%)	24(13.56%)	3(1.69%)
	The teacher is too demanding and restrictive in class, so your child don't like the class.	33(18.64%)	50(28.25%)	40(22.6%)	51(28.81%)	3(1.69%)
	The teacher must remain authoritative.	6(3.39%)	19(10.73%)	37(20.9%)	72(40.68%)	43(24.29%)
	The teacher did not prepare the lesson well and often made mistakes in the explanation.	86(48.59%)	50(28.25%)	29(16.38%)	10(5.65%)	2(1.13%)
	The teacher allows your child to interrupt his lectures with questions.	2(1.13%)	33(18.64%)	87(49.15%)	45(25.42%)	10(5.65%)
	The class was not interesting enough, but your child had to listen in order to take the exam.	35(19.77%)	67(37.85%)	44(24.86%)	27(15.25%)	4(2.26%)
	Your child seldom participate in the development of classroom management norms.	5(2.82%)	48(27.12%)	68(38.42%)	50(28.25%)	6(3.39%)
	Teachers are not fair in dealing with disciplinary incidents in the classroom.	26(14.69%)	70(39.55%)	68(38.42%)	11(6.21%)	2(1.13%)
The teacher focuses on communication with the your child.	2(1.13%)	8(4.52%)	32(18.08%)	67(37.85%)	68(38.42%)	

In terms of teachers' discipline management measures, 43.5% of parents felt that the physical environment of teachers had an influence on their child's learning. This response is consistent with the feedback from teachers. 37.85% of parents did not agree that teachers do not pay attention to their child's performance and 40.68% of parents felt that teachers need to maintain authority. 48.59% of parents strongly disagreed that teachers make mistakes during

lessons. 37.85% of parents did not agree. Their child would have to attend a lesson for an exam. The feedback from parents can be obtained from the children's feelings and parents are more satisfied with the effectiveness of the teacher's class. 38.42% of parents strongly agreed that teachers communicate with their children on a regular basis.

Table 4.5.3.3.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.439	.432	.39641

a. Predictors: (Constant), Measures, Views

Table 4.5.3.3.2 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.355	2	10.677	67.949	.000 ^b
	Residual	27.342	174	.157		
	Total	48.697	176			

a. Dependent Variable: Discipline

b. Predictors: (Constant), Measures, Views

Table 4.5.3.3.3 Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.776	.207		3.759	.000
	Views	.160	.060	.206	2.662	.009
	Measures	.618	.095	.504	6.504	.000

a. Dependent Variable: Discipline

In order to explore the relationship between views and measures on discipline, the researcher chose to conduct a multiple regression analysis. Based on the above coefficients table, it can be seen that p-value is 0.009 and 0.000, which is less than 0.05. Thus, it can be said that there is a close relationship between the variables and that views and measures have a very strong and significant relationship on discipline.

4.5.4 The demographic details between school factors and family factors on the discipline management in primary schools of Chifeng (RQ3)

Table 4.5.4.1 Coefficients of Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.220	.202		15.979	.000
	parents gender	-.065	.084	-.061	-.778	.438
	teachers gender	-.087	.093	-.074	-.936	.350

a. Dependent Variable: Discipline

Table 4.5.4.2 Coefficients of Age

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.890	.154		18.813	.000
	parent age	-.023	.049	-.038	-.475	.635
	teacher age	.078	.047	.131	1.664	.098

a. Dependent Variable: Discipline

Table 4.5.4.3 Coefficients of Education Level

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.279	.206		15.934	.000
	parent education	-.016	.057	-.023	-.289	.773
	teacher education	-.133	.078	-.133	-1.697	.092

a. Dependent Variable: Discipline

The third objective of this study was to identify demographic details between school factors and family factors on discipline management in primary schools. In the demographic section, the researcher extracted three components of gender, age and education level for their analysis. These tables above show the gender, age and education level of teachers and parents respectively. The regression analysis yielded that the p-values (sig) were both significantly greater than 0.05, which indicates that the regression models were not significant and

not statistically significant. This leads to the conclusion that there is no significant difference in the school factor and the family factor.

4.6 Results

The purpose of this study was to investigate the factors influencing the sustainable discipline management of primary school in Chifeng . In the results of the data analysis, there was no significant influence of teachers' gender, age and education level on discipline management sustainability, nor was there a significant influence of parents' age and education on discipline management sustainability. Overall, the hypotheses proposed in this paper were not supported, as shown in Table 4.6, which shows the effect of the independent variables on the dependent variable.

Table 4.6 Results of Hypothesis

Hypothesis	Results
H1: The school factors have a significant influence on discipline management in primary schools of Chifeng, China.	<p>P-value (sig) for gender =0.785 > 0.05, P-value (sig) for age =0.203 > 0.05, P-value (sig) for education level =0.692 > 0.05, there is no significant difference between age and education level on discipline.</p> <p>P-values (sig) for Views=0.002 < 0.05, P-values (sig) for Measures =0.000 < 0.05, Views and Measures have a significant influence on discipline.</p> <p>Hypothesis 1 was not supported.</p>
H2: The family factors have a significant influence on discipline management in primary schools of Chifeng, China.	<p>P-value (sig) for gender =0.307 > 0.05, P-value (sig) for age =0.532 > 0.05, P-value (sig) for education level =0.600 > 0.05, there is no significant difference between age and education level on discipline.</p> <p>P-value (sig) for views =0.000 < 0.05, P-value (sig) for measures =0.000 < 0.05, views and measures have a very strong and significant influence on discipline.</p> <p>Hypothesis 2 was not supported.</p>

Hypothesis 1

Hypothesis one mentions that school factors have a significant influence on the sustainable discipline management.

According to Kyung Ryung and Eun Hee (2021) and Schnaider-Levi et al, (2020) it was concluded that teachers' increased self-efficacy and teachers' emotional affect both significantly influence the level of discipline. The study by Poulou, Reddy and Dudek (2018) suggested that teachers' improved management method has a classroom discipline levels, which is consistent with the second part of the results in hypothesis one, suggesting that teachers directly influence discipline management levels.

Dewaele, Gkonou and Mercer (2018) used an online questionnaire to collect quantitative research on teachers' classroom discipline behaviours from around the world, demonstrating that teacher age and education level had a significant effect on discipline management, which is inconsistent with unsupported hypothesis one. The data collected in this study showed that teachers were disproportionately represented by gender, age group and education level. These demographic characteristics may be the reason why the hypothesis is not valid.

Hypothesis 2

Hypothesis two mentions that family factors have a significant influence on sustainable discipline management.

Although Boonk, Gijsselaers, Ritzen and Brand-Gruwel (2018) reviewed the literature of 75 studies published between 2003 and 2017 on the relationship between parents and students, their findings showed that not all parents were positively associated with students' behavioural habits and academic

performance. The context of this study was multiple different cities from different European and American countries, and the time frame of the study was from 2003 to 2017. Li and Qiu (2018) conducted three questionnaires per household based on a total of 14,960 households in 25 Chinese provinces, cities and autonomous regions: a household questionnaire, an adult questionnaire for adults aged 16 years and older, and a questionnaire for children aged 16 years and younger. They found a significant positive influence of parents' education level on primary school students' classroom discipline management and academic performance. The above studies have different specific research questions and different research populations than this paper, and the fact that the populations in this study are local may also affect the hypotheses that cannot be supported.

In summary, although the hypotheses of this study were not fully supported, The demographic characteristics of the populations, the groups from different cities, the direction of the research questions may lead to unsupportable hypotheses. The results of multiple studies have shown that school factors and family factors have a significant influence on the sustainability of discipline management in primary schools. As mentioned by Li and Qiu (2018) and Boonk, Gijsselaers, Ritzen and Brand-Gruwel (2018), students' behavioural habits are still influenced to some extent by their teachers and parents.

4.7 Chapter Conclusion

The researcher initially conducted a pilot test with 30 respondents and the pilot test results were with good reliability and acceptability, so the researcher continued to distribute 150-200 questionnaires, collected data, and then conducted a reliability and validity analysis on the data using SPSS and concluded that the data were with reliability and validity, and then conducted descriptive and correlation analysis to test the research hypothesis is valid. The analysis results show that school factors and family factors are not significantly

related to the sustainable discipline management of primary school. In summary, this chapter explains all the tests conducted and their results, which will be discussed in the next chapter.

Chapter 5 Conclusion and Recommendation

5.1 Chapter overview

Primary school is an important stage of children's growth, and due to the age, students are immature in all aspects, and it is the most difficult for teachers to manage classroom discipline. This paper is a study of discipline management in primary schools in the context of Chifeng, through which the following current situation of discipline management in primary schools and its influencing factors were found. The researcher tried to provide some recommendations for the current situation of discipline management.

5.2 Conclusion

5.2.1 Discipline problems

Most teachers and parents agree that children wander off, make small movements and whisper during class. These behaviours are relatively subtle and implicitly expressed. However, relatively exaggerated behaviours such as talking back to teachers and arguing with classmates accounted for a very small percentage. There was consistency between the teacher and parent questionnaire responses for both the behaviours with high and low proportions. However, for behaviours such as leaving one's seat at random and being late, the gap between teachers and parents was larger, suggesting that there are errors in teachers' and parents' perceptions of classroom behaviours, which may have a lot to do with the teacher-student relationship and the different expectations of teachers and students about the classroom.

5.2.1 Teachers and parents views on discipline management

The findings showed that parents blamed teachers for their children's disciplinary behaviour, while teachers blamed parents for their children's disciplinary behaviour. Both sides were shifting the blame rather than looking at the causes of the other. Teachers were still confident in their discipline management skills, while parents did not necessarily share this sentiment, and so the expectations of teachers and parents differed. The prevalence of this issue is evident in the large number of parents and teachers who highly agree that teachers value achievement over competency development. The fact that both teachers and parents value achievement over competence is a problem and challenge in teaching and learning in primary education today (Li, Hu, Ge and Auden, 2019).

The conclusion of the study is that the current state of discipline management in primary school in Chifeng is relatively optimistic. The teachers and parents are of a similar age and have similar levels of education, which may explain why parents and teachers have some of the same views.

5.3 Recommendations

5.3.1 Recommendations for the school

The questionnaires revealed that teachers were confident in their abilities, but parents did not fully agree. The researcher's analysis of the data found that teachers' knowledge of discipline management and their management methods had a significant influence on discipline management. This suggests that teachers should focus on strengthening their knowledge of classroom management and also improve their application skills (Zembylas, 2020). Teachers should strive to strengthen their personal awareness of classroom management guided by scientific concepts (Zhu, 2021). Teachers can access

information through a variety of channels to improve their theoretical knowledge (Asbari et al., 2019). Teachers need to keep up to date with the latest developments in education and continue to learn. The active application of theory to practical teaching helps students to develop the appropriate skills and to improve the sustainability of discipline management (Burden, 2020).

Changing mindsets and guiding students

Teachers need to change their mindset, whether in terms of teaching design, teacher implementation or classroom management, to start from the actual needs of students and to understand their intrinsic needs according to the laws of their physical and mental development (Asbari et al., 2019). Teachers should not only understand the knowledge in textbooks, but also acquire more knowledge outside the classroom to help students broaden their knowledge. The teacher should not only be aware of what is in the textbook, but also have more knowledge outside the classroom to help students broaden their knowledge (Li, Yongzhi, Eryong and Zhou, 2019).

Teachers should develop a student-centered philosophy of education and teaching when designing classroom teaching (Zhou and Liu, 2019). Teachers should create a suitable environment for students' cooperative learning in classroom teaching sessions (Wang, 2021). Teachers should reach out to students extensively, communicate with teachers and students emotionally, make full use of opportunities, create conditions, encourage them to speak actively and boldly, be brave enough to say their opinions, even if they are wrong, to say it, play the main position of students in the classroom, so that students have gained the emotional experience of cooperation and happiness (Wang, 2017).

Creating a good teacher-student relationship

The ideal teacher-student relationship should be one of respect, love and democratic equality (Zhu, 2021). In the classroom, teachers need to move away from the traditional hegemony of discourse and command authority and understand that in the process of routine management, teachers and students are both speakers and listeners. It is important to give students more voice by considering their subjectivity in the classroom (Zembylas, 2020). Teachers should create appropriate spaces and conditions for dialogue, give students the opportunity to express their own views and the right to exchange feedback on an equal basis, and awaken students' awareness of their right to speak (Burden, 2020).

A successful teacher always engages in teaching activities with an appreciative eye and a positive mindset (Zhu, 2021). A teacher's sincere expectations not only induce positive enthusiasm in students, but also profoundly influence the development of their intellect and personality (Wang, 2021). The teacher should take the initiative to communicate with students, praise them in motivational terms, not criticize them in class and not spend too much time dealing with problems (Li, Yongzhi, Eryong and Zhou, 2019). In short, the establishment of a good teacher-student relationship should start from the teachers themselves; teachers should first improve their own quality, with their own body and heart to influence students (Li and Qiu, 2018).

Fostering self-discipline in students

To ensure discipline in the classroom, teachers should foster self-discipline in their students (Li, Hu, Ge and Auden, 2019). Pay attention to the use of role models to develop self-discipline. Children like to imitate the behaviour of role models. If a role model's behaviour is praised, they will learn that behaviour and vice versa. The praised students will be stricter with themselves and other students will follow their example, so that these students act as role models (Kyung Ryung and Eun Hee, 2021).

When setting classroom rules, the teacher can lead a discussion about why classroom rules are necessary and the importance of classroom rules (Lemos, 2017). Teachers should lead students in discussing the rationale behind these rules to ensure they have a real understanding of them and recognise the need for each one (Li, Yongzhi, Eryong and Zhou, 2019). In this way, students not only know exactly which rules they are expected to follow, but they are also motivated to follow them. This can be effective in improving the sustainability of discipline management (Burden, 2020).

5.3.2 Recommendations for the family

Parents should not be in a hurry when it comes to their children's education (Li, Hu, Ge and Auden, 2019). It takes time to form habits, especially habits that are conducive to learning, and parents need to continue to educate their children in their daily lives. In addition to the length of time spent in education, it is also important to consider the stages of education (Gallagher, Spira and Rosenblatt, 2018). It is recommended that parents adopt targeted strategies to develop specific aspects of their child's behaviour at specific stages in order to increase learning effectiveness (Wang, 2021).

The early years of primary schooling

In the early years of primary school, when children are still relatively young, the main focus is to enable children to move away from the lazy learning habits of kindergarten and to develop the habit of listening carefully in class and completing their homework in a timely manner (Boonk, Gijsselaers, Ritzen and Brand-Gruwel, 2018). Once these basic habits have been formed and established by the time the child reaches the middle and upper grades, parents can develop some other habits. By maintaining good behavioural habits, children will be able to improve their self-control in the classroom and will be able to concentrate more, thus improving the sustainability of classroom discipline

(Gallagher, Spira and Rosenblatt, 2018).

Parents should cultivate good study habits in their children, help them set study goals and lead them in regular pre-reading and revision (Lemos, 2017). When children are concentrating on independent study, parents should accompany them quietly and not actively interrupt. Parents can ask their children to talk about what they have seen and learnt at school. This will help children to internalise what they have learned and will also help them to develop their expression skills.

Parents as good role models

Good habits in learning and in life are beneficial to the child's growth and development. However, it is important to note that when parents are strict with their children, they must also be strict with their own behaviour. It is important for parents to set a good example for their children and to give them a certain atmosphere to behave well. Parents should not have double standards and should not hold themselves to low standards while holding their children to high standards (Xiu, 2017). Not only will this not have the desired effect, but parents will also lose credibility with their children (Zembylas, 2020).

Parents should read a lot, read hard and write notes to their children so that they can lead them to develop a good habit of reading books (Gallagher, Spira and Rosenblatt, 2018). Parents should always exercise and keep in good shape, so that their children can develop the habit of exercising. Parents should be neat and tidy and keep their homes spotless, so that their children can develop good habits of cleanliness and hygiene (Lemos, 2017). At every key point in teaching children, parents themselves set the example up front and take the initiative to guide their children to imitate themselves and learn from them. Let your children know that their parents are always working hard, always improving, always evolving and growing for life (Li and Qiu, 2018).

Parents as learners in good parenting skills

Parents should develop a proper parenting philosophy through continuous learning. Parents are their children's role models and teachers of enlightenment (Lemos, 2017). Children always come first in the minds of their parents, and parents always like to make decisions for their children (Zembylas, 2020). Parents should respect their children, learn to think differently and uses an objective attitude to negotiate conflicts between the two, which will help them develop the courage to think and express their own ideas (Boonk, Gijsselaers, Ritzen and Brand-Gruwel, 2018).

There will be times when children make mistakes and fail, but parents should not criticise them, but rather guide them on how to learn from their mistakes, how to get up from their failures, encourage them and affirm them, so that they can become better when their self-confidence returns. This kind of exercise opportunity is very effective for the child's progress (Li and Qiu, 2018). There are many parents who overestimate their children's abilities and always take care of everything for them, but children will always grow up and become independent (Zembylas, 2020).

Parents should not love their children by meeting all their needs, but by giving due consideration to the situation, meeting their children's needs appropriately and having a grateful heart so that they understand that this is not deserved (Gallagher, Spira and Rosenblatt, 2018). The growth of parents, like the growth of children, is an endless process, which means that parents work throughout their lives to establish the right educational philosophy. And parents' continuous progress and learning has an invisible and profound influence on their children, thus bringing out all the advantages of the right parenting philosophy (Boonk, Gijsselaers, Ritzen and Brand-Gruwel, 2018).

5.3.3 The demographic details between school and family

The topic of this paper is the study of discipline management in primary schools in Chifeng. The researcher proposed that school factors and family factors would have a significant influence on discipline management in primary schools, but ultimately the data did not support this hypothesis. Although the research hypothesis was not supported, during the data collection process the researcher found that the teachers and parents had similar demographic characteristics, particularly gender, age and education level, and the questionnaire revealed some consistency and similarity in the views of the two different groups. It is because of this phenomenon of convergence of views that researchers believe that families and schools should work together. The prerequisite for cooperation is that both parties have a common philosophy.

The first step is to set the same goals. This goal cannot simply be interpreted as a learning goal, but rather as a goal of raising children to be independent, healthy individuals with good habits. The home and school should help the children to lay the foundations for their future in society and for their future lives (Li, Hu, Ge and Auden, 2019).

The second is to create a partnership of respect and equality to promote two-way communication (Gallagher, Spira and Rosenblatt, 2018). Both teachers and parents should face up to their identity and position and do what is their responsibility (Zembylas, 2020). Both home and school must treat each other with respect and honesty in order to create a pleasant emotional experience for each other and for further cooperation to occur (Burden, 2020). Teachers and school administrators should treat parents as equals, actively welcome their participation in school activities and respect their valuable advice and suggestions in the process (Lemos, 2017). It is necessary to do everything possible to ensure that the rights of both parties are not compromised and to seek common ground while reserving differences in order to achieve maximum

fairness and mutual respect (Bragg, Herbert, and Brown, 2020).

5.3.4 A sustainable discipline management model in Education

The current school education of primary school students is close to a teaching management model: spoon-feeding education model, with a preference for learning the material and test scores determining everything about the candidate (Li, 2019). However, at a particular time in history, this method of education was really necessary. This is the rationality of the existence of the planned economy and its contribution to the development of society at that time (Zembylas, 2020).

But in the current market economy, where competition is emphasized, the drawbacks of the spoon-feeding education model are also evident: firstly, it emphasizes the uniqueness and authority of the conclusion, while the rationality and legitimacy of the process are not considered, which is not conducive to the cultivation of students' divergent thinking and reverse thinking; Secondly, the model overemphasizes commonality and discipline, which is not conducive to the cultivation of students' individuality; Lastly, the emphasis on knowledge-based teaching has neglected the development of other aspects of students, such as psycho-aesthetics and values. This is not conducive to the development of a qualified student (Xiao, 2020).

This model fully embodies the teacher-centered model of educational administration, yet it falls squarely within the characteristics of the subjective model proposed by Tony Bush (Lemos, 2017). The subjective model is characterized by an emphasis on the subjective perceptions and opinions of the individual (Bush, 2017). Six models of management have been proposed by Tony Bush, each representing a different school of educational management theory. Each model is an important part of educational management theory, but each has its own limitations (Bush, Abdul Hamid, Ng and Kaparou, 2018).

In educational management practice, no one model can be applied alone. In general, several elements of several models act simultaneously on different aspects of educational management (Bush, 2017). The application and effectiveness of each model varies with the events, realistic conditions, and participants in the school organization. Therefore it is necessary to learn from new ideas, thinking and perspectives of Western educational management, but learning is not a mechanical application (Lemos, 2017).

Under the theoretical premise of western educational management models, it is necessary to clarify the current situation and conditions of Chinese primary school educational management, and to integrate the characteristics of Chinese primary school educational management to make it flexible, creative and adaptable (Zembylas, 2020). Because educational practices are colorful, educational management models should also be diverse (Lemos, 2017).

5.4 Study limitations and suggestions for further research

5.4.1 Study Limitations

As the focus of this study is to examine discipline management in primary schools in Chifeng, it is important to bear this in mind. This questionnaire was administered to teachers from different schools and parents were also randomly sourced, and as the sample size was only 160-180, this may not be fully representative of the entire population of teachers and parents.

First, this study is a quantitative study, so the researcher determined to use a questionnaire. The researcher completed the entire project in a side work state, so the time available to collect data was very limited and the conditions were also limited. The sample size for this study was determined to be only 150-200. In terms of the actual number of questionnaires returned, it was also only about

160-180, and these sample sizes were also not sufficient. Therefore, there is some limitation in this study. The data derived from the test could not support the research hypothesis, making the hypothesis of this study untenable, which had a negative impact on this study.

The researchers analysed the gender, age and education level of the respondents and found that these demographic characteristics were disproportionately represented and that these factors reflected the limitation of the study population.

5.4.2 Language Barrier

The setting of this study is in China, so the questionnaire was administered to native Chinese speakers. However language barriers may have an impact on the questionnaire. This is because the researcher used a questionnaire in both English and Chinese, but there may be some bias in the translation between English and Chinese. This possible bias could have an influence on this study. Therefore the researcher hopes that in future studies, pilot tests can be tried several times to minimise errors.

5.4.3 Suggestions for Further Research

This study was conducted in the context of Chifeng and the study group belonged to the local population. The findings show an imbalance in the proportion of demographic characteristics, so this factor is deficient. The direction of the research questions may also be deficient compared to some studies. In conclusion for future research, it is recommended that the study be expanded and that the sample size be expanded to allow for more specific directions of research with larger sample sizes in more cities.

The researcher has discovered the limitations of quantitative research, so she suggested that future researchers can use mixed methods, combining quantitative and qualitative analyses. It is this mixed method to research that will ensure validity, allow research hypotheses to be established and provide stronger support.

5.5 Personal Reflection

As a teacher, I am aware of the difficulties in managing discipline in primary classrooms and the fact that some teachers do not manage discipline effectively enough in their classrooms. This is the reason why I chose this topic. In completing this process, I overcame one challenge after another that I encountered.

Firstly, as I was working, I realised the importance of time management and learned to allocate my time as wisely as possible to manage the project in order to be able to improve the quality of the project.

Secondly, outside of work, I need to review a large amount of literature and try to research it in depth. This process not only sharpened my search and extraction skills, but also enriched my knowledge of management, deepened my understanding of pedagogy, educational psychology and educational management, as well as exercising my self-learning skills. Among other things, I discovered that although each of Tony Bush's six models of management has its own strengths, it also has limitations.

Thirdly, during the completion of the project, I received patient guidance from my supervisor before making repeated revisions. This process was a great exercise in patience and attentiveness. However, the long and arduous process of completing the project has also influenced my thinking pattern and improved my

logical thinking skills. The process of data analysis not only allowed me to review the data analysis course in MEM programme, but also to master several parametric and non-parametric testing methods.

After completing this project, I felt relieved because it gave me a sense of the importance of each lesson in the MEM programme. It not only gave me a more comprehensive understanding, but also left a lasting impression. The topic of this research is sustainable discipline management in primary schools in Chifeng. During the research process, I identified the influencing factors as school factors and family factors respectively, however, through reading some literature, I found out that in real life, there are actually many different influencing factors for discipline management, which is the shortcoming of this study. Moreover, probably due to the limitations of the research methodology, the research hypothesis did not support. I hope that more appropriate research methods can be chosen for further study in the future. For example, a mixed study could be conducted, combining quantitative and qualitative analyses together. The scope of this study was also limited to my city and the number of people surveyed in the questionnaire was not sufficient, all of which may have led to the research hypothesis not being valid. If there is an opportunity to conduct another in-depth study, I hope to expand the scale of the in-depth survey and possibly gain more insights.

Finally, I would like to conclude by expressing my sincere gratitude to Professor Phawani Vijayaratnam, who not only provided me with a wealth of reference material, but also guided me patiently and meticulously on several occasions so that I could accurately grasp the subject and progress from the superficial to the deepest level of research. I was impressed by Professor Phawani Vijayaratnam's profound knowledge and rigorous and practical approach.

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Appendices

Appendix 1: Teacher Questionnaire

Teacher-Discipline Management in Primary Schools 教师-小学纪律管理

Dear Teacher.

Hello! Thank you for taking the time to participate in our survey. This questionnaire is designed to understand the current management of teacher discipline in the classroom, and the answers are not right or wrong, and the results are for research purposes only. This questionnaire is anonymous, so please do not have any concerns and answer the questions as you see fit, as this is important for the validity of this study. Thank you for your support and cooperation.

亲爱的老师

您好！感谢您在百忙之中参与我们的调查。本问卷旨在了解目前教师课堂纪律的管理情况，答案没有对错之分，结果仅作参考之用。本问卷是匿名的，请你不要有任何顾虑，按照自己的想法回答问题，这对本研究的有效性非常重要。谢谢你的支持和合作。

Part A Demographic Information 人口信息

1. Your gender 性别

A. male 男 B. female 女

2. Your age bracket 年龄

A. 22-30 B. 31-40 C. 41-50 D. 51 years and above 51 岁以上

3. Your education level 教育水平

A. Certificate 大专以下 B. Diploma 大专 C. Degree 本科 D. Masters and above 研究生及以上

4. Your teaching experience 教龄

A. Below 5 years 低于 6 年 B. 6-10 years 6-10 年 C. 11-20 years 11-20 年 D. 21-30 years and above 21-30 年

Part B This part is about behaviour in the classroom. Please base your responses on real-life situations that occur in your classroom. 这一部分是关于课堂上的行为。请根据你的课堂上发生的真实情况来回答。

1. What are some of the problem behaviours that students can exhibit when you are managing discipline in the classroom?? (Multiple choice Select at least 1 item) 当教师在课堂上管理纪律时，学生会表现出哪些问题行为？(多选题，至少选择 1 项)

A. Dozing off 打瞌睡

B. Eating snacks 吃零食

C. Doing homework in other subjects 做其他学科作业

D. Reading extracurricular books 看课外书

E. Making small movements 做小动作

F. Wandering 走神

- G. Talking in a low voice 小声讲话
 H. Leaving the seat at will 随意离开座位
 I. Arguing with classmates 与同学争执
 J. Talking back to the teacher 与老师顶嘴
 K. Being late 迟到

2.To what extent do you agree with the following statements in relation to student behaviour during discipline management? (Single-choice question)您在多大程度上同意以下与纪律管理期间学生行为有关的说法? (单选题)

	A.非常不赞同 Strongly disagree	B.不赞同Disagree	C.不一定Unsure	D.赞同Agree	E.非常赞同 Strongly agree
2.1 Students usually listen very carefully and quietly. 学生们通常都非常认真和安静地听讲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Students are often distracted during lectures. 学生在讲课时经常分心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Students often whisper to their classmates while listening. 学生在听课时经常和同学们窃窃私语。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Students actively follow the teacher's instructions. 学生积极听从老师的指示。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Students sometimes doze off during lessons. 学生在上课时有时会打瞌睡。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C This part is about your views of classroom discipline management and the measures you have taken for it.这一部分是关于你对课堂纪律管理的看法以及你为之采取的措施。

To what extent do you agree with the following statements? (Single-choice question) 你在多大程度上同意以下说法? (单项选择题)

The views of classroom discipline management 对课堂纪律管理的认识

	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Uncertain	D.赞同 Agree	E.非常赞同 Strongly agree
1. It is the teacher's responsibility to manage students. 管理学生是老师的责任。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students do not understand the good intentions of the teacher. 学生不理解老师的良苦用心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Good emotional performance of students is more important than control within the classroom. 学生的美好情绪表现比课堂内的控制更重要。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers must maintain their authority. 教师必须保持权威。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. You sometimes bring their bad feelings into the classroom. 你有时把不良情绪带到课堂上。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Uncertain	D.赞同 Agree	E.非常赞同 Strongly agree
6. You gradually loses patience with teaching. 你渐渐对教学失去耐心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. You often feel frustrated in their work. 你在工作中经常感到挫折。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. You will prefer students who listen carefully and follow the rules. 你会更喜欢那些认真听讲、遵守规则的学生。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. You always prepare lessons carefully before starting them. 上课之前您总是认真备课。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. You are not very satisfied with the effectiveness of classroom management. 你对课堂管理效果不是很满意。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The measures of classroom discipline management 课堂纪律管理的措施

	A.非常不赞同 Strongly disagree	B.不赞同Disagree	C.不一定Uncertain	D.赞同 Agree	E.非常赞同 Strongly agree
1.The physical classroom environment has a great impact on teaching and management.课堂物理环境对教学和管理有很大的影响。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.You often use positive language to encourage students.您经常会用积极语言表扬鼓励学生。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.You will strictly criticize and forcibly prohibit discipline when you find it.当您发现违纪现象时,会严加批评并强行禁止。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.You will consider the students' psychological feelings first when dealing with discipline in the classroom.当您面对课堂违纪时,会首先考虑学生的心理感受。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.You encourage students to express different ideas from the teacher in class.您鼓励学生在课堂上说出与老师不同的想法	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A.非常不赞同 Strongly disagree	B.不赞同Disagree	C.不一定Uncertain	D.赞同 Agree	E.非常赞同 Strongly agree
6.Teaching focuses on both what students learn and how they learn it.教学中既注重学生学什么,更注重学生怎么学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.Activities are often used to stimulate students' interest in learning.您常常采用一些活动激发学生对学习的兴趣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.You often fail to get students to pay attention to the lecture.您常常没有办法使学生集中注意力听讲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.Treats students fairly and equitably in the classroom.课堂上对待学生公平公正。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.You often feel tense and overwhelmed in class.在课上,您经常会感到紧张压抑。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- The End- 结束

Thank you for your time. 感谢您的参与

Appendix 2: Peacher Questionnaire

Parent-Discipline Management in Primary Schools 教师-小学纪律管理

Dear Parent.

Hello! Thank you for taking the time to participate in our survey. This questionnaire is designed to understand the current management of teacher discipline in the classroom, and the answers are not right or wrong, and the results are for research purposes only. This questionnaire is anonymous, so please do not have any concerns and answer the questions as you see fit, as this is important for the validity of this study. Thank you for your support and cooperation.

亲爱的老师

您好！感谢您在百忙之中参与我们的调查。本问卷旨在了解目前教师课堂纪律的管理情况，答案没有对错之分，结果仅作参考之用。本问卷是匿名的，请你不要有任何顾虑，按照自己的想法回答问题，这对本研究的有效性非常重要。谢谢你的支持和合作。

Part A Demographic Information 人口信息

1. Your gender 性别

A. Male 男 B. Female 女

2. Your age bracket 年龄

A. Below 30 30岁以下 B. 30-39 C. 40-49 D. Above 50 50岁以上

3. Your education level 教育水平

A. Junior College Education 大专 B. Bachelor's Degree 本科 C. Master's Degree 硕士 D. PhD. and higher 博士及以上

Part B This part is about behaviour in the classroom. Please base your responses on real-life situations that occur in your classroom. 这一部分是关于课堂上的行为。请根据你的课堂上发生的真实情况来回答。

1. What are some of the problem behaviours that children can exhibit when teacher are managing discipline in the classroom?? (Multiple choice Select at least 1 item) 当教师在课堂上管理纪律时，你的孩子会表现出哪些问题行为？(多选题，至少选择 1 项)

A. Dozing off 打瞌睡

B. Eating snacks 吃零食

C. Doing homework in other subjects 做其他学科作业

D. Reading extracurricular books 看课外书

E. Making small movements 做小动作

F. Wandering 走神

G. Talking in a low voice 小声讲话

H. Leaving the seat at will 随意离开座位

I. Arguing with classmates 与同学争执

J. Talking back to the teacher 与老师顶嘴

K. Being late 迟到

2. To what extent do you agree with the following statements in relation to your child behaviour during discipline management? (Single-choice question) 你在多大程度上同意以下说法? (单选题)

	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Unsure	D.赞同 Agree	E.非常赞同 Strongly agree
2.1 Your child usually listen very carefully and quietly.您的孩子通常非常认真和安静地听讲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Your child are often distracted during lectures.您的孩子在听课时经常分心。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Your child often whisper to their classmates while listening.你的孩子在听课时经常和同学窃窃私语。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Your child actively follow the teacher's instructions.你的孩子积极听从老师的指示。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Your child sometimes doze off during lessons.你的孩子有时在上课时打瞌睡。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C This part is about your views of classroom discipline management and the measures you have taken for it.这一部分是关于你对课堂纪律管理的看法以及老师为之采取的措施。

To what extent do you agree with the following statements? (Single-choice question) 你在多大程度上同意以下说法? (单选题)

The views of classroom discipline management 对课堂纪律管理的看法?

	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Unsure	D.赞同 Agree	E.非常赞同 Strongly agree
1. I hope the teacher will change the way he/she teaches and manages the classroom.我希望老师能改变他/她的教学和管理课堂的方式。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Your child can't keep up with the class, which makes he/she very anxious.你的孩子跟不上进度, 这让他/她非常焦虑。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Your child feel depressed and uncomfortable in class.你的孩子在课堂上感到压抑和不舒服。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers will bring dissatisfaction into the classroom and take it out on the students.教师会把不满带到课堂上, 并把它发泄到学生身上。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The biggest trouble in class is the dull atmosphere of the classroom.课堂上最大的麻烦是课堂气氛沉闷。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Unsure	D.赞同 Agree	E.非常赞同 Strongly agree
6. Your child often worry about whether behavior is against the rules or discipline. 你的孩子经常担心行为是否违反规则或纪律。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The teacher seems impatient in teaching. 老师在教学中显得不耐烦。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The teacher's lack of lively lectures is the main reason for students' discipline. 老师讲课不生动是导致学生违纪的主要原因。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers don't understand your child feelings. 老师不理解你孩子的感受。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Your child have almost no teacher friends. 你的孩子几乎没有老师的朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The measures of classroom discipline management 课堂纪律管理的措施

	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Unsure	D.赞同 Agree	E.非常赞同 Strongly agree
11. The physical environment in teaching has a great influence on your child. 教学中的物理环境对你的孩子有很大影响。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The teacher rarely pays attention to your child in the classroom. 老师在课堂上很少关注您的孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The teacher is too demanding and restrictive in class, so your children don't like the class. 老师在课堂上要求太高, 限制太多, 所以您的孩子不喜欢这个班。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The teacher must remain authoritative. 老师必须保持权威性。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The teacher did not prepare the lesson well and often made mistakes in the explanation. 老师没有好好备课, 在讲解时经常出错。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A.非常不赞同 Strongly disagree	B.不赞同 Disagree	C.不一定 Uncertain	D.赞同 Agree	E.非常赞同 Strongly agree
16.The teacher allows children to interrupt his lectures with questions.老师允许孩子们用问题来打断他的讲课。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.The class was not interesting enough, but your children had to listen in order to take the exam.课堂不够有趣，但为了考试，你的孩子不得不听。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.Students seldom participate in the development of classroom management norms.学生很少参与课堂管理规范的制定。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.Teachers are not fair in dealing with disciplinary incidents in the classroom.老师在处理课堂上的违纪事件时不公平。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.The teacher focuses on communication with your child.老师注重与你的孩子的沟通。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- The End- 结束

Thank you for your time. 感谢您的参与

Appendix 3: Safe assign

SafeAssign Originality Report

Report Summary

Low risk

These papers include some quotes and few common phrases or blocks of text that match other documents. These papers typically do not require further analysis, as there is no evidence of plagiarism.

Overall Text Similarity

Average Match

9 %

Highest Match

9 %

Project.docx

Originality Reports (1)



Attachment 1

Project.docx

9 %

Appendix 4: Meeting with supervisor notes

Student Name:	ZhuLin
Supervisor's Name:	Phawani Vijayaratnam
Project Topic: A Study of Sustainable Discipline Management in Primary Schools of Chifeng, China	

RECORD OF MEETINGS (PES 6999-Project)

Meeting 1

Date of Meeting	7 September 2021 via Blackboard
Progress Made	Shared three (3) readings from Education Management theories and models- <i>very important!</i> Writing Chapter 1-the introduction: a step by step guide
Agreed Action	Student to read the above materials and check which education models they would like to concentrate on
Student Signature	<i>ZhuLin</i>
Supervisor's signature	<i>Phawani V</i>

Meeting 2

Date of Meeting	13 September via Blackboard
Progress Made	Student shared ideas on her topic. Shared her plans and how she will manage her topic on discipline management, whether quantitative or mixed methods.
Agreed Action	Student to read further and see how other researchers have investigated the area of discipline management. . # Project abstract and title to be submitted

	in a week's time.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meeting 3

Date of Meeting	16 October via wechat
Progress Made	Chapter 3 needs addressing as proposal defense is approaching. More time to be focused on this dissertation.
Agreed Action	To revise/update chapter 3 and Research proposal. Prepare slides for Proposal Defence.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meeting 4

Date of Meeting	26 October –Pre Proposal defense meeting
Progress Made	Slides for proposal defense ready. Well Done.
Agreed Action	To update slides as per feedback.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meeting 5

Date of Meeting	22/10 via wechat
Progress Made	Pretesting done. Student sent to some respondents and worked on feedback given by respondents. Need to revise sampling plan.

Agreed Action	To add this as a process in the research- in chapter 3. Pretesting was to achieve validity.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meeting 6

Date of Meeting	11 /11 via we chat Distribution of questionnaire to family members and teachers
Progress Made	Good progress working on the respondents.
Agreed Action	Work on the analysis in the next few weeks.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meeting 7

Date of Meeting	2 December via Blackbaord
Progress Made	Good progress of chapter 4
Agreed Action	To continue and complete chapter 4 and work on chapter 5. To go back to research questions and answer these.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meetings 8 and 9

Date of Meeting	14 and 16 December via Blackboard
Progress Made	Chapter 5 progressing well. But need to differentiate between Future

	recommendations and Limitations. You have good recommendations – add subtitles and tie these to the education management model that you propose.
Agreed Action	Changes to be made accordingly – differences between conclusions, recommendation for sustainable discipline management (state your DV) and recommendations for future research.
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>

Meeting 10

Date of Meeting	18/12 via Blackboard
Progress Made	Fine-tuning work. Chapter 2 and 5 –need more citations to support your arguments.
Agreed Action	Check coherence from chapters 1-5 Check referencing – Harvard Follow format as per MEM Project handbook
Student Signature	<i>Zhulin</i>
Supervisor's signature	<i>Phawani O</i>