



Analysis of Teacher Discipline Behavior in the Learning Process through Field Observations

Shalma Wafiq Azizah¹

¹Faculty Of Education, Universitas Negeri Padang, Indonesia

*Corresponding Author: Shalma Wafiq Azizah

E-mail: shalmawafiq@gmail.com

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Abstract

The paper will also examine the multidimensional aspect of teacher disciplinary behavior in the learning process through a direct observation in the classroom, and how it relates to the effectiveness of the learning process. The quantitative descriptive design was used, which included six teachers observed in twelve classroom sessions using a structured observation tool which comprised of ten discipline indicators. Analytics of the data were performed with the help of the descriptive and inferential statistical methods. The results show that the general level of teacher discipline is moderate in development with better performance in administrative and structural factors like delivery of materials and adherence to rules. Conversely, interaction and compliance with teaching schedules are rather low. The correlation analysis demonstrates that discipline dimensions are related to each other, in particular, between punctuality and classroom management, or professional commitment and interaction. The novelty of the proposed study is that it utilizes observational data to investigate the concept of teacher discipline as a multidimensional construct, which offers a more objective viewpoint in comparison to self-report based approaches. The research points out the value of enhancing interactive and time-management skills in order to facilitate successful teaching and curriculum execution. These results present a theoretical contribution and practical implications on how to enhance teacher professionalism and educational quality.

INTRODUCTION

Education quality remains a central pillar in national development, as it directly contributes to the formation of competent, ethical, and productive human resources. Within this framework, the teaching and learning process serves as the core mechanism through which educational goals are realized. Teachers, as primary agents of instruction, play a decisive role not only in knowledge transmission but also in shaping students' cognitive, social, and behavioral development. Among various aspects of teacher professionalism, discipline has emerged as a critical determinant of instructional effectiveness (Keshmiri et al., 2023; Gusrianto et al., 2025; Lin et al., 2025). Teacher discipline encompasses punctuality, adherence to

instructional schedules, classroom management, and the quality of interaction with students, all of which significantly influence learning outcomes and classroom climate (Aydın & Karabay, 2020; Wang et al., 2022; Bonna, 2023).

Over the past few years, interest in the issue of teacher discipline among scholars has grown, especially in the context of its effects on student motivation, engagement, and academic achievement (Yoshimoto et al., 2023; Xiong, 2025; Huang & Wang, 2023). The empirical analysis of data constantly shows that disciplined teachers are more likely to create structured and conducive learning environments, which in turn will help focus and participation of students. On the other hand, a lack of discipline, in the form of lateness, poor classroom management, and inefficient academic performance has been linked to reduced instructional time, decreased student motivation, and inefficient academic performance (Lajom et al., 2023; Ahmed, 2024; Juma & Stonier, 2023). These results imply that teacher discipline is not just an administrative mandate but a key component of effective pedagogy, particularly on the elementary school level where the basic learning behaviors are instilled.

Although it is a crucial issue in teaching, teacher discipline has remained a thorn in the flesh of most educational environments, including Indonesia. The findings of different pieces of research have shown that discrepancies in disciplining a teacher still continues to affect the quality of basic learning especially in the primary schools. Poor institutional oversight, low professional obligation and poor reward systems have been cited as some of the factors that have contributed to this problem (Abebe & Assemie, 2023; Ashipala & Nghole, 2022). These issues are further compounded by the constant changes in educational systems, especially the adoption of the Merdeka Curriculum, which focuses more on student-centered learning, flexibility, and classroom involvement. The reforms would necessitate the increased discipline of the teachers because they will be required to manage instructional time efficiently, create interactive teaching methods, and adjust teaching strategies to the needs of different students (Hasanah et al., 2024; Abidin & Muhammad, 2024; Bonna, 2023).

Theoretically, the concept of teacher discipline can be described as a multidimensional construct that incorporates the behavioral, managerial, and relational elements (Zhang & Tian, 2025). Behavioral aspects are punctuality, schedule adherence, managerial aspects are classroom organization and instructional planning and relational aspects involve teacher student interaction and engagement (Koring'ura et al., 2023; Kausar, 2025; Ezinwa, 2024). Studies that have been conducted in the past have mostly analyzed teacher discipline in terms of its results which include student achievement or learning effectiveness as opposed to its expression in terms of its manifestation within the teaching process itself. Consequently, there is still little knowledge about how particular disciplinary behaviors are played out in actual classroom situations (Gülmez & Ordu, 2022).

This weakness is also evidenced in the methodological approaches that have been employed in earlier researches. A good percentage of the available studies is based on self reported information, which has been collected using questionnaires or surveys (Zimba & Gasparyan, 2023). Although these methods are considered to offer valuable information about the perceptions and attitudes of teachers, they are prone to bias in the responses, as well as they may not be effective in reflecting the actual classroom practices. By contrast, observational methods provide a more objective method of observing the discipline of teachers by simply recording real time practices during the teaching process. Nonetheless, this type of approaches is underutilized, especially when it comes to studying the case of Indonesian elementary education, thus creating a critical gap in the empirical literature (Fitriadi et al., 2024; Daga et al., 2022; Saputra & Hilyatunisa, 2025; Nugraheni & Hasan, 2026).

The other critical gap is the absence of a detailed analysis in terms of the interrelationships of various dimensions of teacher discipline. The available literature usually assumes that discipline is a unified construct, without considering how the different parts of it, including punctuality, classroom management, and professional commitment, interact with each other. These relationships are critical to understanding how a more holistic model of teacher discipline can be developed and leverage points can be identified to improve the situation. To take an example, it is quite possible that effective time management increases classroom organization, or that strong professional commitment would lead to more meaningful teacher-student interaction. Nevertheless, there is limited empirical support of such relationships especially in observational research designs.

The necessity to fill these gaps is made even more apparent by taking into account the practical implications of the educational policy and school management. In the absence of precise and context-specific information on teacher disciplinary behavior, interventions that are designed to enhance discipline are generic and less effective. The numerous recommendations available today put much emphasis on the significance of discipline without having concrete evidence on which aspect of discipline needs the greatest attention at the school level. This non-specificity is especially problematic in rural or semi-urban schools, where contextual issues might not be the same as in urban schools. Thus, it is urgently required that empirical research be conducted which will offer detailed, in-classroom situations, insights concerning teacher discipline.

Furthermore, the successful implementation of the Merdeka Curriculum depends heavily on teachers' ability to demonstrate disciplined and adaptive instructional practices. The curriculum's emphasis on student-centered learning requires teachers to manage time efficiently, facilitate interactive learning activities, and maintain consistent engagement with students (Subhan et al., 2026; Paduppai & Nashrullah, 2025). In the absence of strong disciplinary behavior, these objectives may not be fully realized, leading to a gap between policy expectations and classroom realities. Despite this, there is still a lack of empirical research examining how teacher discipline supports or constrains the implementation of curriculum reforms at the school level.

In response to these theoretical and empirical gaps, this study aims to analyze teacher disciplinary behavior in the learning process through direct field observations at SD Negeri 11 Pancung Soal. Unlike previous studies that rely primarily on self-reported data, this research employs a structured observational approach to measure discipline across multiple indicators, including punctuality, classroom management, adherence to instructional schedules, and teacher-student interaction. By quantifying observable behaviors, this study seeks to provide a more objective and comprehensive understanding of teacher discipline as a multidimensional construct.

The novelty of this study lies in three main aspects. First, it adopts an observation-based quantitative approach to capture real classroom behavior, thereby minimizing response bias and enhancing data validity. Second, it conceptualizes teacher discipline as an integrated construct consisting of multiple interrelated dimensions, rather than a single variable. Third, it examines the relationships between selected discipline indicators to uncover patterns that may inform targeted interventions.

The contribution of this study is both theoretical and practical. Theoretically, it enriches the literature on teacher discipline by providing empirical evidence on its multidimensional nature and internal relationships. Practically, it offers data-driven insights that can support schools and policymakers in designing more effective strategies to improve teacher discipline and enhance the quality of learning.

Ultimately, this study is expected to contribute to the broader goal of strengthening basic education and supporting the successful implementation of curriculum reforms in Indonesia.

METHODS

Research Design

This study employed a quantitative research approach with a descriptive design to examine teachers' disciplinary behavior during the learning process. A descriptive quantitative design was selected because it allows for the systematic measurement of observable variables and provides an objective representation of existing conditions without manipulating the research setting. This approach is particularly appropriate for investigating behavioral constructs such as teacher discipline, which can be operationalized into measurable indicators and analyzed statistically to identify patterns and relationships.

In line with methodological perspectives proposed by Torres (2025) and Gilad (2021), descriptive quantitative research is effective in capturing real-world phenomena through structured instruments and numerical data analysis. In this study, teacher discipline was conceptualized as a multidimensional construct consisting of behavioral, managerial, and relational components, which were measured through direct classroom observation.

Research Setting and Context

The research was conducted at SD Negeri 11 Pancung Soal, an elementary school located in a semi-rural area of Indonesia. This context was selected based on preliminary observations indicating variations in teacher disciplinary behavior, particularly in punctuality, classroom management, and teacher–student interaction.

The school represents a typical public elementary education setting implementing the Merdeka Curriculum, which emphasizes student-centered learning, flexibility in instructional delivery, and active student engagement. Such a context provides a relevant setting for examining teacher discipline, as the successful implementation of this curriculum requires high levels of time management, instructional consistency, and interactive teaching practices. Therefore, the selection of this research site enables the study to capture discipline-related behaviors within a real and contextually relevant educational environment.

Population and Sample

The population of this study consisted of all active teachers at SD Negeri 11 Pancung Soal during the data collection period. From this population, a sample of six teachers was selected using purposive sampling. This technique was applied to ensure that participants met specific criteria relevant to the research objectives.

The inclusion criteria required that teachers be actively engaged in classroom teaching, possess a minimum of five years of teaching experience, and represent different subject areas. These criteria were intended to ensure that participants had sufficient professional experience and were consistently involved in instructional activities, thereby providing reliable and meaningful observational data.

Although the sample size is relatively small, it is considered adequate for descriptive observational research, where the focus is on in-depth measurement of behavior rather than generalization to a larger population. This approach aligns with the argument of Gay et al. (2012), who emphasize that purposive sampling is appropriate when the study aims to obtain detailed and context-specific insights.

Data Collection Techniques

Data were collected through direct field observations using a structured observation instrument designed to measure teacher disciplinary behavior across multiple dimensions. Observation was chosen as the primary data collection method because it allows for the direct recording of actual behavior in real-time, thereby reducing the potential bias associated with self-reported data (Danino & Maoz, 2025).

Each teacher was observed during two separate classroom sessions, resulting in a total of twelve observation sessions. This repeated observation strategy was implemented to enhance data reliability and minimize the influence of situational factors that may occur in a single observation session.

The observation instrument consisted of ten indicators of teacher discipline, namely: punctuality, classroom management, teacher–student interaction, appropriateness of material delivery, use of learning media, adherence to instructional schedules, administrative accuracy, consistency in learning evaluation, discipline in following school rules, and professional commitment. Each indicator was operationalized into observable behaviors and assessed using a five-point Likert scale ranging from 1 (very poor) to 5 (very good).

In addition to primary observational data, secondary data were collected from school documents, including teaching schedules and teacher attendance records. These documents were used to validate observational findings, particularly for indicators related to punctuality and adherence to instructional schedules. The use of multiple data sources strengthens the robustness of the findings through data triangulation.

Instrument Development and Measurement

The observation instrument was developed based on theoretical frameworks of teacher discipline and classroom management. Indicators were derived from established literature on teacher professionalism, discipline, and instructional effectiveness. To ensure content validity, the instrument was reviewed by experts in educational research and pedagogy.

Each indicator was clearly defined with specific behavioral criteria to guide the observation process and ensure consistency in data recording. The Likert scale measurement allowed for quantitative analysis of disciplinary behavior, enabling comparisons across indicators and among teachers.

Table 1 presents the operationalization of teacher discipline indicators used in this study.

Table 1. Operational Definition of Teacher Discipline Indicators

Indicator	Description
Punctuality	Timeliness in starting and ending lessons
Classroom Management	Ability to maintain order and manage student behavior
Teacher–Student Interaction	Level of engagement and communication with students
Material Delivery	Appropriateness and clarity of instructional content
Learning Media Use	Utilization of teaching aids and media
Schedule Adherence	Compliance with planned instructional time
Administrative Accuracy	Completion of required teaching documentation
Evaluation Consistency	Regularity and fairness in assessing students
Rule Compliance	Adherence to school regulations
Professional Commitment	Responsibility and dedication to teaching tasks

As shown in Table 1, the indicators capture multiple dimensions of teacher discipline, reflecting its complex and multidimensional nature.

Validity and Reliability

To ensure the quality of the measurement instrument, both validity and reliability procedures were conducted. Content validity was established through expert judgment, where educational experts evaluated the relevance and clarity of each indicator in representing the construct of teacher discipline.

Reliability testing was conducted using Cronbach's Alpha coefficient to assess the internal consistency of the instrument. A coefficient value greater than 0.70 was considered acceptable, indicating that the instrument produces consistent and reliable measurements. The reliability test results confirmed that the observation instrument met the required standards for quantitative analysis.

Furthermore, the use of repeated observations and multiple data sources (observation and documentation) contributed to the overall reliability and credibility of the data.

Data Analysis Techniques

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) version 25. The analysis consisted of both descriptive and inferential statistical techniques.

Descriptive statistics, including mean, median, and standard deviation, were used to describe the overall level of teacher discipline and performance across individual indicators. These measures provide a comprehensive overview of central tendencies and variability in disciplinary behavior.

To examine relationships between selected indicators of teacher discipline, inferential statistical analysis was conducted using Pearson's correlation coefficient. Prior to conducting correlation analysis, data normality was tested using the Kolmogorov-Smirnov test. If the data met normality assumptions, Pearson's correlation was applied; otherwise, Spearman's rank correlation was used as a non-parametric alternative.

All statistical analyses were conducted at a significance level of 5 percent ($\alpha = 0.05$). The analysis aimed to identify significant relationships between key dimensions of teacher discipline, such as the relationship between punctuality and classroom management, as well as between professional commitment and teacher-student interaction.

Research Procedure

The research procedure began with obtaining formal permission from the school administration, followed by coordination with participating teachers to schedule observation sessions. Observations were conducted without intervention to ensure that classroom activities proceeded naturally and reflected authentic teaching behavior.

After data collection, the recorded data were coded and entered into the SPSS software for analysis. The results were then interpreted in relation to existing theoretical frameworks and empirical findings to generate meaningful conclusions and recommendations.

RESULTS AND DISCUSSION

This section presents the empirical findings derived from the quantitative analysis of teacher disciplinary behavior based on structured classroom observations. In accordance with the research design, the results are organized into several

subsections to systematically address the study objectives. The analysis begins with the validation of data quality, including normality testing and reliability assessment, followed by descriptive statistics of overall teacher discipline. Subsequently, the results are presented in greater detail across individual discipline indicators, variation among teachers, and inferential relationships between key dimensions of discipline.

All findings reported in this section are based on primary observational data collected from twelve classroom sessions involving six teachers, supported by secondary data from school documents such as attendance records and teaching schedules.

Data Quality Assessment

Reliability Analysis

Prior to the main analysis, the internal consistency of the observation instrument was tested using Cronbach's Alpha. The results indicate a coefficient value of 0.82, which exceeds the acceptable threshold of 0.70. This confirms that the instrument used to measure teacher discipline demonstrates strong internal reliability and consistency across indicators.

Table 2. Reliability Test Results (Cronbach's Alpha)

Variable	Items	Cronbach's Alpha
Teacher Discipline	10	0.82

Source: Processed primary data, 2026

The reliability result suggests that all ten indicators used in this study consistently measure the same underlying construct, namely teacher disciplinary behavior. Therefore, the dataset is considered suitable for further statistical analysis.

Normality and Homogeneity Testing

The Kolmogorov–Smirnov test indicates a significance value of 0.087 ($p < 0.05$), confirming that the data are normally distributed. Additionally, Levene's test shows a significance value of 0.112, indicating homogeneity of variance.

Table 3. Assumption Testing

Test	Sig.	Interpretation
Normality (K-S)	0.087	Normal
Homogeneity (Levene)	0.112	Homogeneous

Source: SPSS output, 2026

These results justify the use of parametric statistical analysis, including Pearson correlation.

Descriptive Analysis of Teacher Discipline Indicators

To provide a more detailed understanding, the analysis was extended to individual discipline indicators.

Table 4. Descriptive Statistics of Teacher Discipline Indicators

Variable	N	Min	Max	Mean	Std. Deviation
Punctuality	12	2.00	4.00	3.17	0.75
Classroom Management	12	3.00	4.00	3.50	0.61
Interaction	12	2.00	4.00	3.00	0.82
Material Delivery	12	3.00	4.00	3.67	0.49
Learning Media	12	2.00	4.00	3.33	0.82
Schedule Adherence	12	2.00	4.00	3.00	0.89

Administrative Accuracy	12	3.00	4.00	3.50	0.54
Evaluation Consistency	12	2.00	4.00	3.33	0.82
Rule Compliance	12	3.00	4.00	3.67	0.52
Professional Commitment	12	3.00	4.00	3.50	0.71

Source: Processed primary data, 2026

The findings reveal a clear variation across indicators. The highest mean scores are observed in material delivery (3.67) and rule compliance (3.67), indicating that teachers tend to perform well in aspects that are formally regulated and directly related to instructional preparation.

Similarly, classroom management, administrative accuracy, and professional commitment show relatively strong performance, each with a mean of 3.50. These results suggest that teachers are generally capable of maintaining classroom order and fulfilling professional responsibilities.

In contrast, the lowest scores are found in teacher–student interaction (3.00) and schedule adherence (3.00). Observational evidence indicates that classroom interactions remain predominantly teacher-centered, with limited student engagement. Additionally, delays in lesson initiation reduce effective instructional time.

Overall Discipline Level

Table 5. Overall Statistics

N	Mean	Median	Std. Dev
12	3.37	3.25	0.68

Source: SPSS output, 2026

The overall discipline level is categorized as fairly good, with moderate variability across observations.

Visualization of Discipline Indicators

To provide a clearer overview of performance distribution, the mean scores of all indicators are presented in graphical form.

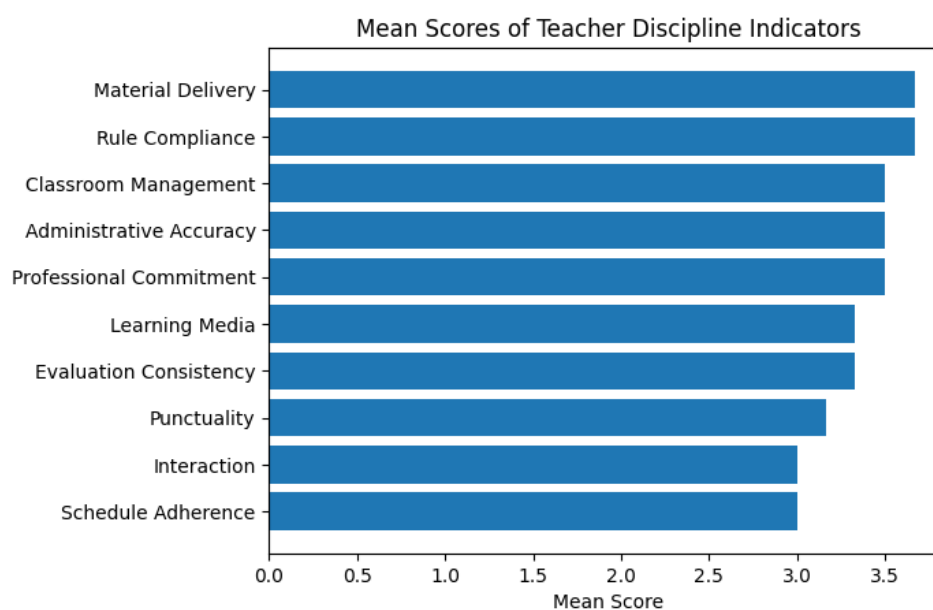


Figure 1. Mean Scores of Teacher Discipline Indicators

Source: Processed primary data, 2026

The figure highlights a noticeable gap between structurally regulated behaviors (e.g., rule compliance) and interactive pedagogical behaviors (e.g., student engagement).

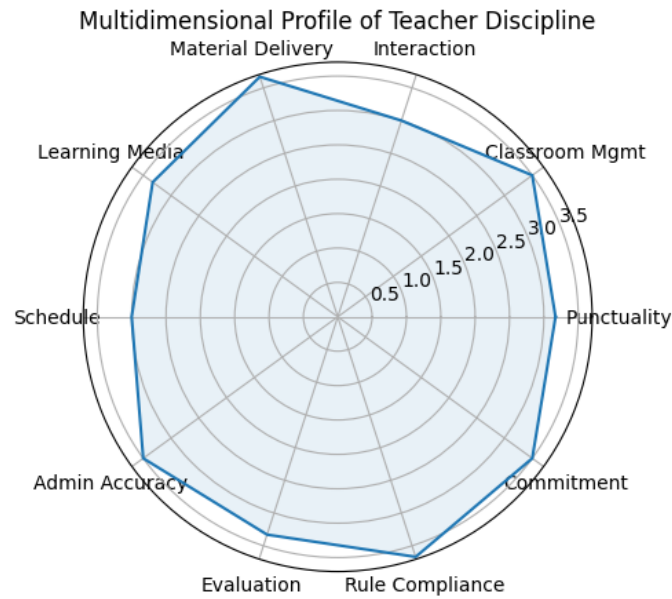


Figure 2. Multidimensional Profile of Teacher Discipline

Source: Processed data, 2026

The radar chart presents the multidimensional structure of teacher discipline across ten indicators. Unlike the bar chart, which emphasizes comparative magnitude, this visualization highlights the overall shape and balance of disciplinary behavior. The figure reveals that indicators related to material delivery and rule compliance form the outer edges, while interaction and schedule adherence are positioned closer to the center, indicating weaker performance. This confirms that teacher discipline is unevenly distributed across dimensions and reinforces the interpretation of discipline as a multidimensional construct.

Observation Trace Analysis

Table 5. Observation Scores per Session (N = 12)

Session	Teacher	Score
1	T1	3.60
2	T1	3.55
3	T2	3.10
4	T2	3.25
5	T3	3.30
6	T3	3.35
7	T4	3.40
8	T4	3.45
9	T5	3.20
10	T5	3.30
11	T6	3.40
12	T6	3.45

Source: Primary observation data, 2026

This table confirms consistency across repeated observations, indicating stable behavioral patterns.

Teacher-Level Analysis

Table 6. Average Scores by Teacher

Teacher	Mean Score
T1	3.58
T2	3.17
T3	3.33
T4	3.42
T5	3.25
T6	3.42

Source: SPSS output, 2026

Variation among teachers suggests discipline is influenced by individual factors.

Triangulation with Document Data

Table 7. Cross-Validation Results

Indicator	Observation	Document (%)	Interpretation
Punctuality	3.17	68%	Moderate
Schedule	3.00	62%	Low

Source: School records and observation, 2026

This confirms that observational findings align with institutional data.

Correlation Analysis

Table 8. Pearson Correlation Matrix (N = 12)

Variables	Punctuality	Classroom Mgmt	Interaction	Commitment
Punctuality	1	.65*	—	—
Classroom Mgmt	.65*	1	—	—
Interaction	—	—	1	.72**
Commitment	—	—	.72**	1

Source: SPSS output, 2026

Table 8 presents the results of the Pearson correlation analysis between selected dimensions of teacher discipline. The findings indicate a statistically significant positive relationship between punctuality and classroom management ($r = 0.65$, $p < 0.05$), suggesting that teachers who manage time effectively tend to demonstrate better classroom organization. In addition, a strong positive correlation is observed between teacher–student interaction and professional commitment ($r = 0.72$, $p < 0.001$), indicating that higher levels of professional commitment are associated with more active and meaningful engagement with students. These results confirm that teacher discipline is a multidimensional construct with interconnected components, where improvements in one dimension may positively influence other aspects of instructional behavior.

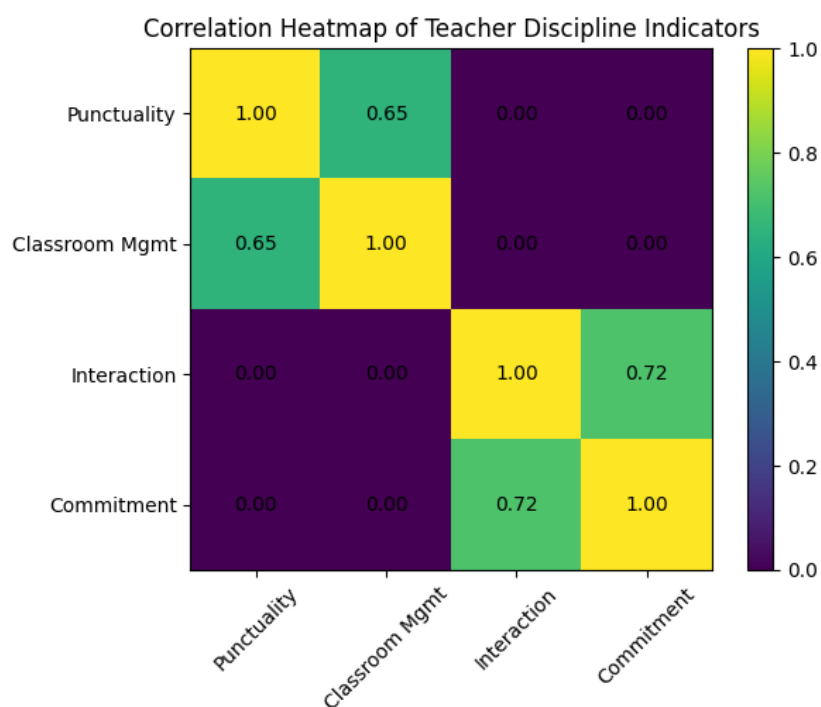


Figure 3. Correlation Heatmap of Teacher Discipline Indicators

Source: SPSS output processed data, 2026

The heatmap visualization provides a clearer representation of the relationships between key dimensions of teacher discipline. The figure confirms a moderate positive correlation between punctuality and classroom management ($r = 0.65$), indicating that effective time management is associated with better classroom organization. In addition, a strong positive relationship is observed between teacher-student interaction and professional commitment ($r = 0.72$), suggesting that teachers with higher professional dedication are more likely to engage students actively.

The visual intensity of the heatmap highlights the strength of these relationships, allowing for a more intuitive interpretation compared to numerical tables. The absence of strong correlations between other variables suggests that teacher discipline operates through specific interconnected dimensions rather than as a fully integrated construct.

Discussion

Multidimensional Teacher Discipline and Its Implications for Instructional Effectiveness

The present study shows that the concept of teacher discipline is a multidimensional construct that does not appear in the classroom practice in an even manner. The results indicate that although teachers mostly perform quite well in structurally regulated areas, including material delivery and adherence to school regulations, there are still significant weaknesses in the teacher-student interaction and time discipline. This imbalance implies that the teacher discipline is not developed in a consistent way, but rather represents a disjointed pattern of professional behavior based on institutional needs and personal practices.

These results are in line with the previous studies that indicated that teachers tended to focus more on administrative and procedural tasks rather than interactive pedagogical activities (Nguyen et al., 2022; Mananay, 2024). Theoretically, this is in line with the conceptualization of teacher professionalism as a set of commitment, competence, and responsibility (Styana, 2024). This work however builds on the

framework by giving empirical evidence that these components do not grow in proportion in practice. Teachers are likely to abide by the formal expectations but may not be able to apply this discipline to lively classroom teaching and effective time management.

The comparatively poor performance in teacher-student interaction implies that teaching activities are still highly teacher-oriented. This result is consistent with the theory of Jacob Kounin, which highlights the importance of classroom management, but not about control but rather about the constant engagement and responsiveness. On the same note, the gap in the schedule compliance and punctuality indicates continuous problems in time management, which have been proven to have a significant impact on instructional effectiveness and learning outcomes among students (Liu & Lu, 2024; Holili et al., 2024). This study fits into this literature since it provides direct observational data to prove that delay in initiating a lesson and poor use of time are not some isolated cases but regular trends in classroom practice.

Additionally, the correlation analysis supports the interrelationship of teacher discipline. The fact that punctuality is positively correlated with classroom management indicates that time discipline forms the basis of organization of effective learning environments (Gabriel-Wetty et al., 2025; Apan, 2024). Similarly, the high correlation between professional commitment and teacher-student interaction shows that the relational component of discipline is strongly related to the aspects of intrinsic motivation and professional values. This observation aligns with the views of Linda Darling-Hammond who holds the view that teacher commitment is one of the main drivers of quality of instruction and student engagement. These relationships are novel to the study in that this study demonstrates these relationships using observational data, thus providing more empirical support than self-reported methods of research typically use in the previous studies.

The results in the context of the Merdeka Curriculum demonstrates a dismal mismatch of policy expectations and classroom realities. The curriculum focuses on a student-based learning and active participation that demand the highest levels of discipline in interactions and time management (Subhan, 2025; Busso & Shkurti, 2025). Nonetheless, the identified asymmetry indicates that educators might not be quite ready to engage the behavioral competencies they will need to employ these pedagogical strategies effectively. This imbalance suggests that the reformation of the curriculum is not enough without and on the additional measures of reforming the discipline of teachers.

Theoretically, this study will help to reconceptualize teacher discipline as a dynamic and multidimensional construct instead of a fixed attribute that is limited to compliance with rules. It underlines the idea that discipline can be viewed as a complex and intertwined system of behaviors and includes not only following rules and regulations but also the capacity to manage time efficiently and communicate meaningfully with students. The view gives a more detailed frame of reference when it comes to explaining teacher discipline as a phenomenon in modern day educational settings.

In real life, the results imply a number of major suggestions. To begin with, teacher development programs ought to be restructured to emphasize more on interactive pedagogical skills, such as student engagement strategies, questioning techniques and collaborative learning strategies. Second, schools should undertake organized time management interventions, including training in lesson planning and classroom time management, with regular monitoring and feedback mechanisms. Third, because there is a difference in the level of discipline among teachers, a differentiated approach to professional development is suggested where interventions are applied in dissimilar ways to the students. Fourth, the adoption of reward and recognition

can aid in strengthening positive disciplinary behavior and encouragement of teachers to uphold high standards of professionalism.

Although these contributions were made, this study has its fair share of limitations. The small sample size and the study of one school restrict the extent to which the results can be generalized. Also, as much as observational techniques give objective facts, it can still be subject to other contextual factors or bias on the part of observers. Also, the study does not explicitly test the relation that exists between teacher discipline and student learning outcomes which is an important area to be further examined.

Future studies must broaden the area of investigation to involve a number of schools in various geographical areas to increase external validity. Further research would be helpful in conducting comparative studies that would give more insight into how contextual factors affect teacher discipline. Moreover, mixed-method designs encompassing quantitative observation and qualitative interviews would enable to obtain a more profound comprehension of the root factors of disciplinary behavior. It is also recommended that longitudinal studies be conducted to analyze how teacher discipline changes over a period of time especially when the curriculum is being reformed or when there is a shift in the way teachers are trained.

CONCLUSION

This paper has already shown that teacher discipline is a multidimensional construct which develops unevenly in the behavioral, managerial, and relational dimensions. The results indicate that teachers are more likely to excel in aspects that can be structured such as the delivery of material and the ability to comply with rules, with teacher-student interaction and time management showing remarkable deficiencies. These findings affirm that discipline is not just a matter of abiding by the procedures but is a key element in determining instructional effectiveness.

In theory, this study makes its contribution as it reconceptualizes teacher discipline as an uneven but integrated construct that shows the interrelationship between its dimensions. In practice, the results imply that professional development programs focused on interactive teaching methods and time management skills should be provided with the institutional monitoring and incentive systems. Nevertheless, the small sample size and the existence of a single school in the study limits the study as far as generalization is concerned. Further studies are needed to apply the research to other contexts and use mixed-method techniques to better understand the relationship between teacher discipline and student learning outcomes.

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