



TEACHERS' PERSPECTIVES ON THE USE OF VARIOUS DISCIPLINARY PRACTICES IN PRIVATE SCHOOLS

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Abstract

The study is a quantitative study that assesses the attitude of the teachers toward the application of diverse disciplinary practices in the affiliates of the privately owned schools. The main objective was to discuss frequency, effectiveness and aspects that influence use of various disciplinary strategies by the teachers. An organized questionnaire was proffered to a sample of 200 teachers of the personal institution of Lahore, Pakistan. The instrument concluded on the use of techniques like verbal warning, reward, time out, detention and parental involvement. Mean and standard deviation were used as descriptive statistics and t-tests and ANOVA were used to infer data. Findings showing that positive disciplinary strategies i.e. praise, behavior contract and classroom rules were used often and believed to be effective as opposed to using punitive measures. The study has found the drastic differences in the disciplinary practices to be based on the experience in teaching, grade level taught by a person and professional training. The results indicate that a positive shift towards a constructive behavior management is developing in the sector of private education, and the professional practice requires a continuous professional development in the field relating to non punitive methods of disciplinary action.

Keywords: disciplinary practices, quantitative research, private schools, teacher perceptions, behavior management, Pakistan, classroom discipline

Introduction

Classroom discipline is a fundamental basis on the layout of the learning environment and student achievements and therefore, it is one of the issues essential to instructors and educators (Lewis et al., 2005). In Pakistan, the sector of individual schools is a diverse environment: there are elite high standards that have enough resources (Beaconhouse School System, 2025; The Citizens Foundation, 202.) and low-cost schools with minimal regulation (Beaconhouse School System, 2025; The Citizens Foundation, 202.). At the middle of 2022, it was estimated that about one-third of Punjab students in the age range 6 to 10 years attend private schools where most are not highly regulated as opposed to public schools (Punjab Education Foundation, 2025). Discipline is synonymous to classroom management and needs no introduction because it is considered to make sure that learning is conducive in a classroom (Ahmad, 2018; Ahmad, 2010).

Comparing public and private schools by stratified random sample of teachers working in educational institutions all over Pakistan, Mumtaz Ahmad (2018) came to conclusion that teachers in private schools solved behavioral issues and preserved teaching quality more stable than educational establishments in Pakistan. Another study in Lahore conducted in 2024 on 320 teachers showed significant positive differences between the private and the public sectors in terms of behavior management, teaching methodologies, and parental engagement- amongst others, it was learnt that teachers in the private schools were more effective in involving the parents in the process of discipline in schools (Kausar, 2024) Although there is such a comparative advantage, it does not make disciplinary practices in the private schools even.



In a qualitative case study of four teachers in Lahore, it was shown that some teachers believed that they were disempowered because they did not receive the training of non-punitive methods following the prohibition of corporal punishment (Siddiqui et al., 2020). As it turned out in the study, teachers agreed with the ban in theory but without systematic support, which included training parents, they did not find the means to create a positive alternative. Provincially in Pakistan, corporal punishment had been legally limited in Sindh in 2013, Khyber Pakhtunkhwa in 2010 and 2012; the provincial efforts on the same did not go through in Punjab and Balochistan. However, under the rural schools and low-cost private schools, the use of physical punishment still takes place in rural and low-cost private schools which contributes to the dropout of students at an alarming rate of 35,000 per annum (Wikipedia, 2025).

All these breaches are usually instigated by laxity of enforcement and cultural tolerance, and not always by official policy. Little scholarly interest has been given on the Pakistani private schools disciplinary dynamics. Most studies consider the populations that are related to the public sector or have a mixed sector samples (e.g. Chohan & Naz, 2025), or use descriptive designs and the samples that are lower in the amount. On the one hand, quantitative methods were used by Chohan and Naz (2025) to record positive and punitive disciplinary effects on the personality development of students but the study has covered both public schools and private schools and has not made any distinction between the two institutions. The realities of the private sector are fairly scarce. Although there is more freedom in the work of teachers in private schools, they are very minimally regulated, which is accompanied by disunity in policies (Frontiers, 2021).

The report of the mixed-methods research done by Mehwish Raza et al. (2021) in Beaconhouse primary schools showed that the culture of leadership influences disciplinary practices; however, mixed-methods research was based on Aspergillus cultura and was not specifically aimed at getting insights into the classrooms and the perception of teachers when it comes to discipline (Raza et al., 2021). Their quantitative evidence allows separation of experiences in the private sector: Rafi et al. (2024) surveyed 762 secondary school teachers of both the private and the public sector of Sahiwal. Their findings revealed that there were no notable variations between the overall teacher effectiveness across sectors and gender meaning that the disciplinary adroitness of teachers at the private sectors might never be naturally better unless specific educational training and resources are committed to it.

There are, in addition, studies that reveal that discipline problems tend to prevail when a teacher cannot create a favorable classroom environment that is orderly. Haider et al. (2021) also concluded on the basis of examining 150 teachers in the private sector and 150 teachers in the public sector that the inability to establish amicable learning environments is associated with flowering of indiscipline in both sectors. All of these findings demonstrate some issues in the Pakistani schooling environment of the private schools: There is dominance of low-cost privately managed schools that provide little resources, low wage rates of teachers and inadequate infrastructure of behavioral management. Many of those teachers are low-paid and untrained, and are on a shoestring (Reddit accounts, 20202023; comments in a private school)

- Prohibition of corporal punishment has not been able to outlaw completely the punishing behavior especially in under-regulated or rural, privately owned schools.

The consistent implementation is not provided, which causes further human rights violations and expelling students. Preparation of teachers to handle behaviour is distorted. Although the teachers themselves take a non-punitive approach to discipline, they have limited abilities to implement the alternative methods, which are not perpetuated by pre-service and in-service



training (Siddiqui et al., 2020). Empirical differences among the sectors indicate that even though a non-punitive discipline might be more implemented in private schools, the actual disciplinary results largely depends on teacher education, parental care, administrative support, and school policy (Kausar, 2024; Ahmad, 2018). In this light, it is necessary to conduct such research that will examine disciplinary practices used by the teachers at the private-schools nowadays, and to compare such practices according to its frequency and effectiveness in case of the positive and/or punitive approaches, in the context of teacher peculiarities and institutional support. Quantitative research conducted with strong sample size (e.g. of 200 teachers) may help close this gap and generate implementation-friendly data that will be unique to the private schools in Lahore. It would enhance the empirical foundation of the training programs, policy interventions and institution reforms that are geared towards establishing effective, non-punitive discipline.

Statement of the Problem

Classroom discipline is crucial for effective teaching, especially in private schools where teachers hold primary authority. In Pakistan, despite child rights awareness and educational reforms, a gap remains between policy and classroom practice. Private schools often lack standardized disciplinary rules, leading to inconsistent and sometimes punitive methods. Teachers frequently use harsh discipline due to limited training or belief in its effectiveness. However, research on teachers' views and practices in private schools is scarce. Understanding their perceptions is essential to align discipline with child rights and improve student well-being and academic outcomes.

Research Objectives

1. To explore the types of disciplinary practices employed by teachers in private schools.
2. To investigate teachers' perceptions and beliefs regarding the effectiveness of different disciplinary approaches.
3. To examine the factors influencing teachers' choice of disciplinary practices in private schools.
4. To identify the challenges teachers face in implementing non-punitive or positive discipline methods.
5. To assess the impact of institutional and cultural context on teachers' disciplinary decisions in private school settings.

Research Questions

1. What types of disciplinary practices are most commonly used by teachers in private schools?
How do teachers perceive the effectiveness of different disciplinary strategies in managing student behavior?
2. Are there significant differences in disciplinary practices based on teachers' demographic variables (e.g., gender, years of experience, grade level taught)?
3. What factors influence the choice of disciplinary practices among teachers in private schools?
4. To what extent do teachers face challenges in implementing positive or non-punitive disciplinary approaches?



Literature Review

Discipline in Education

Discipline in education is one of the forming blocks upon which occurrence of learning-conducive environment is realized and other factors in building up academic and other social growth of the students achieved. The discipline has experienced a major transformation since the old times in terms of the role they play within the learning institutions because it has changed its focus on authoritarianism to behavior guidance, social-emotional learning, and restorative practices.

Discipline does not make its appearance in the education environment in order to control students but a system designed to enhance responsibility, cooperation and respect in the classroom setting. In the past discipline in education used to be more or less punitive and its deep foundations are in the power of teachers and social custom that requires severe control of behavior. Early education systems (socially that of the colonial and post colonial society) considered students as mere objects to whom knowledge could be transferred without them noticing and there was application of discipline in terms of fear which entailed the use of corporal punishment and public embarrassment (Watson, 2003). However, with the passage of time, such models proved to be problematic resulting in certain progressive educational theorists like John Dewey coming up in support of discarding them and promoting democratic classroom where discipline was an internal matter, to be fostered by student involvement and participation in the learning process (Dewey, 1938).

Types of Disciplinary Practices

The area of disciplinary practice is one of the basic areas of classroom management and educational psychology. The said practices do not only affect the learning situation, but also determine the overall developmental results of students. Meanwhile in the different parts of the world teachers use different forms of disciplinary approaches, from positive reinforcements methods to the punitive one. Individual beliefs, institutional rules and regulations, conduct by students and other social-cultural influences largely contribute to the selection of the particular disciplinary method (Lewis, Romi, Qui, & Katz, 2005).

Positive discipline is one of the most popular types of discipline that rely on the ideas of stimulation, equal attitude, and democratic relations in a classroom. Positive discipline means the correction of behavior without using the punishment approach. Some of the strategies that are covered by this approach are verbal praise, reward systems, making your expectations clear and allowing the students to be involved in coming up with rules (Nelsen, 2006). The first objective is the desire to create intrinsic motivation of students, who will behave correctly, not fear or other external pressure. Studies indicating that positive discipline plays an important role towards self esteem, engagement, and moral of the students have been conducted among them (Bear, 2010). It also minimizes cases of disruptive behavior owing to the fact that it facilitates a sense of community in the classroom and people sharing responsibility.

Punitive discipline on the other hand implies inflicting penalties against unwanted actions. The usual punitive actions undertaken are scolding, detention, suspension or beating up (Skiba & Peterson, 2000). Such methods can lead to compliance, sometimes, short-term, but they are usually blamed to have long-term drastic negative consequences. Research efforts have actually established that inhumane slaps will negatively affect the relationship between students and teachers, or render the student may leave school and drop out, or the student may resent the teacher, which will result in poor results (Gregory, Skiba, & Noguera, 2010). In the environment when corporal punishment is not yet considered illegal or culturally wrong,



punitive discipline can actually turn into student abuse, which even more decelerates the academic and emotional growth of students. Preventive discipline is another frequently applied method and this tries to prevent misbehaviour so that it does not recur.

Teachers' Roles in Classroom Discipline

To have efficient and optimum learning environment, discipline in the classrooms is eminent to the role of teachers. Educators are important behavior regulators and socializers since they influence the behavior of the students using a proactive or a reaction approach. They have the role in discipline that goes as far as deterring misbehavior or correcting disruptive behaviour and the effectiveness of their endeavour impacts on the classroom environment as well as the achievement and emotional welfare considerably.

Discipline as favored by the teacher is highly dependent on what the teacher believes in, educative background, personal disposition, and culture of the establishment they work in. Educators replace parents in the drama circle, and the way they manage gives the clue on how students are expected to behave. Emmer and Evertson (2016) state that proper classroom management does not only care about the application of rules but the overall arrangement that makes students wish to act in a certain way. Teachers can do this through development of relationship, establishment of expectations and utilization of consistent consequences.

Impact of Disciplinary Practices on Students' Academic and Social Outcomes

The kinds of disciplinary measures adopted by teachers are so much far-reaching in terms of classroom discipline as well as the academic and social growth of students. The effects of such disciplines, be they punitive, supportive, or restorative, may have huge impacts on the willingness of students, their motivation, and their future actions as well as the self-concept. Although discipline, since time immemorial, has been viewed as a form of governance and correctional policy to students, current educational literature has also stressed upon the developmental impact of disciplinary practices in regards to learning and inter-personal skills of students in the long-term perspective (Bear, 2010). The findings of any research about positive practices of discipline are always associated with improved academic results and social adaptation. Teachers applying preventive and inclusive variables, including positive reinforcement, explicit expectations and consistent consequences, are likely to create classrooms that students feel welcoming, appreciated and willing to achieve (Gregory, Clawson, Davis, & Gerewitz, 2016).

Such students have greater chances of being better-regulated, involve themselves well in the classroom and portray pro-social behavior. On the contrary, disciplinary approaches that are used punishment-wise frequently lead to decreased academic performance and the child-to-child relationships (Skiba, Arredondo, & Williams, 2014). Results of research studies point out a significant number of negative consequences that exclude discipline practices have on academic performance, which include coming out of school suspending and being expelled.

Cultural and Contextual Influences on Discipline

The school disciplinary procedures have a very strong relation to the larger culture and the society at large as well as the institutional as well. The perception of the acceptable behavior and the right method of correcting the wrong behavior of the teachers is not a matter of personal choice, but it is influenced by collective values and historical backgrounds, community standards, and national educational patterns. In such countries as Pakistan, where a variety of cultural rules and the traditional perspectives towards authority are combined with the progressing educational changes, disciplinary measures can be seen as the cumulated representation of numerous factors.



Cultures have a big role to play in the definition of discipline as perceived by teachers as well as the method teachers adopt in applying discipline in their classroom. In his theory of cultural dimensions, Hofstede assumes that societies are different in the tolerance of the differences in the distribution of power, that is, power distance (question of how handsome the undermined part of the society tolerates unequally evenly distributed power) (Hofstede, 2011).

The concept of hierarchy is generally accepted and it is a standard norm in the high power distance culture such as Pakistan, whereby, the teacher is the figure of authority and his/her ruling is to be obeyed without hearing the voice of objections. As a result, educators who work in these conditions might be tempted to use authoritarianism or punitive style of discipline because they consider that being strict is the key to compliance and discipline in the classroom (Ali & Grace, 2013).

Moreover, a large social attitude towards children and childhood is also very important. The perception of children in the majority of the societies in the South Asian region is that they are naive recipients of knowledge that should be shaped with the help of discipline and moral influence (Qureshi, 2018). The same conventional opinion usually makes the application of corporal punishment or harsh punishment acceptable to a great extent even when there is an increasingly unified world consensus on the use of positive behavior interventions. There is a possibility that teachers will stick to the cultural expectations even if the formal policies propose more modern way of acting. Educational processes in the Pakistani setting are usually subject to religion aspects, social-economic determinants, and poor training of teachers. Both positive and negative practices of discipline are often backed up with references to Islamic principles, mostly referring to the notions of respect, patience, and moral upbringing (Rehman, 2020).

Challenges Faced by Teachers in Implementing Discipline

Discipline is one of the longest and difficult challenges that instructors experience in any learning facility and in particular within any private school where there is an encounter between different number of students and management expectations. Having discipline is part and parcel in creating a learning environment that is favorable to pursue both academic and social-emotional growth. Nevertheless, in as much as disciplinary practices are not enforced well in schools, there are always challenges that are faced by the teachers. These difficulties can be determined by a combination of several factors such as insufficient training, involvement of parents, administrative policies, classroom diversification and norms of the society and the reason is that the task of handling students behavior is becoming an arduous one.

The lack of professional development activities to train a teacher in behavior management strategies is one major challenge that they encounter in the process of implementing discipline. Most teacher education programs focus more on pedagogy and subject matter knowledge as compared to classroom management skills that should be given more concern during education (Yell & Rozalski, 2008). Therefore, new teachers tend to find themselves in the teaching classrooms without proper preparation to handle the behavioral problems and as such, discipline would be inconsistency or reactive. Teachers who have a lot of experience can also have problems in case they are deprived of such chance as continuous professional development on how to deal with various classroom behaviors (Simonsen et al., 2014). Another much serious obstacle is parental influence. In tuition schools particularly the ones that deal with the wealthy population, there can be an unnecessary influence on the teachers or the school authority by the parents on disciplinary measures. In case parents are not cooperative and are



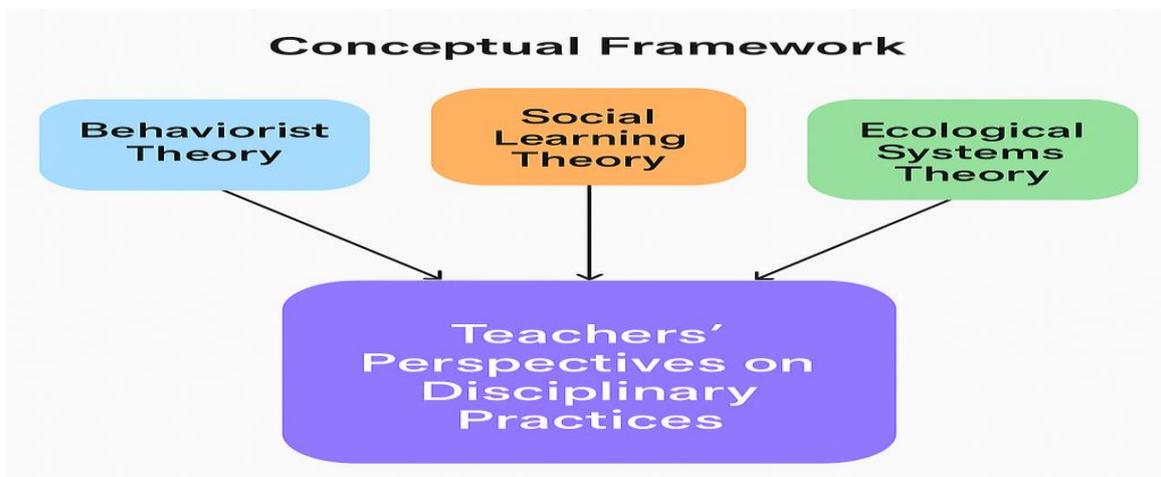
disobedient the teacher has to struggle and this time they are bound by halter (Sunal & Mutua, 2002).

Theoretical Framework

This study is grounded in three key theories: Behaviorist Theory, Social Learning Theory, and Ecological Systems Theory. Behaviorism, as proposed by B.F. Skinner, emphasizes reinforcement and punishment to shape student behavior. In classrooms, teachers often apply reward systems to encourage good conduct and punishments to reduce misbehavior. Albert Bandura's Social Learning Theory extends this by showing that students also learn behaviors by observing others, especially teachers and peers, through a process called vicarious reinforcement. Together, these theories highlight how teacher behavior, consistency, and classroom interactions influence student discipline.

Bronfenbrenner's Ecological Systems Theory adds a broader perspective by recognizing that disciplinary practices are shaped by multiple environmental layers—such as school rules, parental beliefs, and cultural norms. This is particularly relevant in Pakistani private schools where cultural expectations and institutional values often guide teacher behavior. Teachers' disciplinary choices are influenced by their own experiences, training, and social environment. Combining these theories offers a multidimensional understanding of discipline, helping to explore not just what practices teachers use, but why and how they apply them in classroom settings.

Conceptual Framework



Research Methodology

Research Design

The research design that was used in this study was quantitative descriptive research design. Use of this design was aimed at quantitatively assessing the perception and the practices of teachers on the discipline of students in the private schools in a systematic manner. The designation of the target population was the teachers of the Lahore-based privately owned schools located in Pakistan. The sample was composed of 200 teachers being the representatives of the private schools, sampled by means of the stratified random selection so that to cover all gender, levels of grades, and years of teaching experiences.



The organized questionnaire was prepared with the aim of the current study in mind and helped to collect data. The questionnaire consisted of three parts: the demographic data, frequency and type of disciplinary practices employed and perceptions of the teachers with regard to the effectiveness of the disciplinary practices employed. These items were defined by already existing literature on the topic of classroom management and transformed to relate to the local setting (Lewis, Romi, Qui, & Katz, 2005). The Likert-scale of 5 points was used where the scale was based on the frequency, starting with the wording of Never and running all through to Always; and the scale was measuring the perceived effectiveness which started with the wording with Not Effective and then ran through to Highly Effective. It was established that validation of the instrument was conducted by means of expert and pilot test in 20 teachers with Cronbach alpha of 0.83, which is a sign of high internal consistency.

Teachers were approached after getting permission with the school authorities. The purpose of standing research was to obtain data by means of printed questionnaires which will be circulated among the selected private schools of various zones of Lahore. The researcher allowed the respondents adequate time when filling the form and he/she was available to clarify any doubt. The total valid responses were 200 and this was collected within a period of four weeks. It was tried to obtain the items of data at school time in conferences with professors, or in leisure time in order to avoid the interference with the order of teaching.

The data were made into codes and exported to SPSS 25 version to be analyzed. Frequency or perceived effectiveness of each of the method of discipline was summarized through descriptive statistics such as mean and standard deviation. Inferential statistics, which were employed were independent samples t-tests and one-way ANOVA in order to evaluate differences in disciplinary practices in relationship to variables such as gender, subject taught, the grade level and the years of experience.

The study conducted the ethical standards. All the participants were asked to give their informed consent before the onset of data collection. The aim of the study was greatly outlined and the research was voluntary and so at any time one could withdraw without any penalty. Avoiding contributing information and paying special attention to anonymity and confidentiality was ensured to the respondents. All information was stored safely and could be utilized only in the process of the research.

Data Analysis and Results

Table 1

Demographic Profile of Respondents (N = 200)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	78	39.0%
	Female	120	60.0%
	Prefer not to say	2	1.0%
Age Group	Below 25	24	12.0%
	25–34	68	34.0%
	35–44	54	27.0%
	45–54	38	19.0%
	55 and above	16	8.0%
Academic Qualification	Bachelor's	48	24.0%



Variable	Category	Frequency (f)	Percentage (%)
Professional Qualification	Master's	90	45.0%
	M.Phil/MS	52	26.0%
	Ph.D.	10	5.0%
	B.Ed	64	32.0%
	M.Ed	54	27.0%
	PGCE/Other	32	16.0%
	None	50	25.0%
Teaching Experience	1–5 years	58	29.0%
	6–10 years	64	32.0%
	11–15 years	46	23.0%
	More than 15 years	32	16.0%
Total Respondents		200	100%

The gender distribution shows a majority of female respondents (60%), followed by males (39%), indicating that women are more represented in private school teaching roles. A very small percentage (1%) preferred not to disclose their gender.

In terms of age, most respondents (34%) are aged 25–34, showing a younger teaching workforce. The next largest groups are 35–44 years (27%) and 45–54 years (19%), with fewer teachers below 25 or above 55 years.

Academic qualification data reveals that nearly half (45%) hold a Master’s degree, followed by M.Phil/MS holders (26%) and Bachelor's degree holders (24%). Only 5% have a Ph.D., showing a moderately high academic background among teachers.

Regarding professional qualifications, 32% have a B.Ed. and 27% hold an M.Ed., while 25% have no formal teaching qualification. This suggests a mix of trained and untrained teachers in private schools.

Teaching experience varies, with 32% having 6–10 years and 29% having 1–5 years. About 23% have 11–15 years, and 16% have over 15 years of experience, reflecting a balanced blend of early, mid, and experienced educators.

Table 2

Training in Classroom Management

Response	Frequency (f)	Percentage (%)
Yes	122	61.0%
No	78	39.0%
Total	200	100%

On school location, 57 percent of the teachers are in the urban schools, 28 percent in the semi-urban and 15 percent in the rural schools. This is because urban areas are hugely represented in terms of the concentration of the institutions of education that are privately owned among the various cities and yet the rural settings are remote and perhaps this may be impacting the education level of these rural centers.



Table 3

Classroom Environment

Item Statement	Mean	SD
The classroom environment is welcoming and inclusive for students with special needs.	3.58	1.12
Furniture and seating arrangements support collaboration among students.	3.62	1.16
Lighting and noise levels are conducive to learning for all students.	3.56	1.14
Classroom displays reflect diversity and inclusive themes.	3.46	1.17
The overall physical setting supports positive student interaction.	3.46	1.17

The answers indicate that the participants tend to believe that the inclusive environment exists in the classroom. The mean value of the highest (3.62) shows that furniture and seats are to a certain extent accommodating to collaborative learning. The group covering lighting aspects, noise, and inclusion of display in classroom also did fairly well implying good but correctable situations. The other school-wide means (3.46) were based on classroom displays incorporating the diversity as well as the physical environment, which leaves the impression of a possible area of weakness in the visual depiction of inclusive ideals. The SD that ranges between 1.12 and 1.17 indicates that there is moderate difference in perceptions.

Table 4

Behavior Management

Item Statement	Mean	SD
Teachers establish clear and consistent rules for all students.	3.34	1.09
Positive reinforcement is used to encourage appropriate behavior.	3.43	1.07
Teachers effectively handle disruptive behaviors in inclusive classrooms.	3.50	1.13
Students are taught conflict resolution strategies.	3.46	1.09
Behavioral expectations are adapted to meet the needs of students with disabilities.	3.34	1.10

It can be seen that the teachers interview has a favorable attitude towards behavior management strategy within inclusive classrooms. The most prominent mean (3.50) represented the confidence of coping with disruptive behaviors, but with the questions concerning establishing clear rules and modifying expectations, the means were a bit lower (3.34), meaning that they can be applied with a bit less consistency. The SDs (between 1.07 and 1.13) point at a moderate indicent of variability of teacher experiences, and they could be caused by training or classroom composition.



Table 5

Instructional Strategies

Item Statement	Mean	SD
Teachers differentiate instruction to meet the diverse needs of students.	3.42	1.10
Visual, auditory, and kinesthetic methods are used during instruction.	3.49	1.14
Assistive technology is integrated into lesson delivery.	3.49	1.13
Teachers adapt materials to suit students with special needs.	3.54	1.11
Group work is structured to promote participation of all students.	3.36	1.12

As revealed in this section, the moderately practiced use of instructional adaptability exists. The highest scores were achieved by the use of visual, auditory and kinesthetic approach (M = 3.49) and the integration of assisted technology (M = 3.49) signalling the realisation that different people have different learning styles. The scores of material adaptation and differentiated instructions were also high, whereas the average mark of structured group work is a bit lower (3.36), and the type of activity may be difficult to handle inclusively. The value of SDs (ca 1.10-1.14) implies a relatively uniform usage leaving an individual dispersion.

Table 6

Student Engagement

Item Statement	Mean	SD
Students with special needs actively participate in class activities.	3.50	1.12
Teachers encourage interaction between students with and without disabilities.	3.48	1.13
Activities are designed to engage all learners meaningfully.	3.48	1.18
Students are motivated to participate in inclusive classrooms.	3.58	1.13
Peer support is encouraged to enhance engagement.	3.51	1.12

Teachers have the perceptions that students with special needs are quite engaged in inclusive rooms. Excellent mean of 3.58 indicated the good level of motivation, whereas the peer support (3.51) and active participation (3.50) are also fairly high. But albeit, the activities associated with engagement as well as interaction between students with and without disabilities (approximately 3.48) indicate that they are not completely performed according to the standard of inclusion. The values of SD within the range of 1.12 to 1.18 presuppose that there are protrusions in different contexts of classification of experiences.



Table 7

Assessment and Feedback

Item Statement	Mean	SD
Assessments are adapted for students with special needs.	3.56	1.14
Feedback is constructive and tailored to individual learning needs.	3.60	1.11
Multiple modes of assessment (e.g., oral, written) are used.	3.48	1.17
Teachers monitor progress of all students regularly.	3.44	1.14
Students with special needs receive timely feedback on their performance.	3.47	1.12

This is the section which had the highest rating in most cases. There was great dedication towards individual support as the response to providing constructive and personalized feedback received the highest mean (3.60). The lowest one (3.44) was concerned with regular monitoring of progress, which may become a dimension of improvement. Navigation (3.56) and adaptation of assessments along with multiple modes (3.48) are also adapted in a fairly well manner. With standard deviations between 1.11 and 1.17, moderate consistency of the responses implies existence of variability of answers, either because of institutional or personal differences in their teaching.

Table 8

Comparison by Gender

Section	Gender	Mean	SD	Sig. (p)
Classroom Environment	Male	3.63	1.13	0.284
	Female	3.73	0.91	
Behavior Management	Male	3.49	1.12	0.192
	Female	3.33	1.19	
Instructional Strategies	Male	3.68	1.26	0.664
	Female	3.74	1.15	
Student Engagement	Male	3.56	1.06	0.188
	Female	3.76	1.25	
Assessment and Feedback	Male	3.33	0.91	0.853
	Female	3.35	1.28	



The t-test results show that there is no statistically significant difference between male and female teachers across all disciplinary strategy areas, with p-values ranging from 0.188 to 0.853 (all > 0.05). This suggests that gender does not influence how teachers perceive or apply classroom discipline, behavior management, instructional strategies, student engagement, or assessment and feedback in private schools. Both male and female teachers demonstrate similar practices and attitudes in maintaining classroom discipline.

Table 9
Comparison by Age Group

Section	Age Group	Mean	SD	Sig. (p-value)
Classroom Environment	Below 25	3.24	1.00	
	25–34	3.51	1.28	
	35–44	3.58	1.01	
	45–54	3.59	1.17	
	55 and above	3.49	1.17	0.074
Behavior Management	Below 25	3.48	1.29	
	25–34	3.60	1.19	
	35–44	3.61	1.10	
	45–54	3.44	1.21	
	55 and above	3.55	1.26	0.078
Instructional Strategies	Below 25	3.77	0.95	
	25–34	3.24	1.18	
	35–44	3.76	1.09	
	45–54	3.33	1.09	
	55 and above	3.39	1.20	0.129
Student Engagement	Below 25	3.50	0.97	
	25–34	3.57	1.02	
	35–44	3.74	1.24	
	45–54	3.50	0.95	
	55 and above	3.67	1.25	0.082



Section	Age Group	Mean	SD	Sig. (p-value)
Assessment and Feedback	Below 25	3.75	1.09	
	25–34	3.35	1.28	
	35–44	3.59	1.15	
	45–54	3.77	1.00	
	55 and above	3.29	1.00	0.067

The one-way ANOVA results for age group differences show that none of the domains reached statistical significance, though a few approached the 0.05 threshold (e.g., Classroom Environment, $p = 0.074$; Assessment and Feedback, $p = 0.067$). This indicates that age does not significantly influence how teachers approach classroom discipline, though some trends suggest minor variations. For example, teachers aged 35–54 tend to have slightly higher mean scores in Classroom Environment and Assessment domains compared to younger or older colleagues. Overall, disciplinary practices appear largely consistent across age groups, with no major generational impact on strategy preference.

Table 10

Comparison by Academic Qualification

Section	Qualification	Mean	SD	Sig. (p-value)
Classroom Environment	Bachelor's	3.78	1.02	
	Master's	3.39	1.29	
	M.Phil/MS	3.36	0.94	
	Ph.D.	3.39	1.19	0.019
Behavior Management	Bachelor's	3.69	1.03	
	Master's	3.59	1.27	
	M.Phil/MS	3.25	0.90	
	Ph.D.	3.39	1.21	0.042
Instructional Strategies	Bachelor's	3.23	1.29	
	Master's	3.23	1.15	
	M.Phil/MS	3.27	1.02	
	Ph.D.	3.31	1.04	0.037
Student Engagement	Bachelor's	3.77	0.94	



Section	Qualification	Mean	SD	Sig. (p-value)
Assessment and Feedback	Master's	3.76	1.26	
	M.Phil/MS	3.49	1.21	
	Ph.D.	3.36	1.24	0.041
	Bachelor's	3.43	1.26	
	Master's	3.38	1.00	
	M.Phil/MS	3.78	1.25	
	Ph.D.	3.57	1.26	0.034

In contrast, the ANOVA results for academic qualification show statistically significant differences across all domains (p-values ranging from 0.019 to 0.042). Teachers with higher qualifications (M.Phil/MS and Ph.D.) reported more positive and effective disciplinary strategies, particularly in Assessment and Feedback and Instructional Strategies. This suggests that academic achievement contributes to better understanding and application of modern, student-centered classroom management. It also reflects that more qualified teachers may be better trained in educational psychology, enabling them to use less punitive and more developmental discipline techniques.

Table 11

Comparison by Classroom Management Training

Section	Training	Mean	SD	Sig. (p)
Classroom Environment	Yes	3.70	1.13	0.041
	No	3.48	0.91	
Behavior Management	Yes	3.48	1.10	0.026
	No	3.24	1.16	
Instructional Strategies	Yes	3.35	1.03	0.411
	No	3.29	1.01	
Student Engagement	Yes	3.42	1.29	0.953
	No	3.43	1.14	
Assessment and Feedback	Yes	3.53	0.96	0.044
	No	3.30	1.19	

The t-test analysis reveals that classroom management training significantly influences teacher practices in Classroom Environment (p = 0.041), Behavior Management (p = 0.026), and



Assessment and Feedback ($p = 0.044$). Trained teachers have higher mean scores in these areas, indicating better implementation of structured and effective disciplinary methods. However, no significant difference was observed in Instructional Strategies and Student Engagement ($p > 0.05$). Overall, the findings emphasize the importance of professional training in improving key classroom management skills and promoting effective discipline.

Discussion

The results of the current research can always be helpful in revealing beliefs, attitudes, and practices of teachers concerning classroom discipline at the level of secondary schools. The findings present an interesting change in disciplinary philosophy where there have been a growing tendency in positive disciplinary approaches as well as student-centered disciplinary procedures. This discussion will discuss the implications of these findings to the literature and theories that may have existed and also the implication to the educational practice and policy. The research findings indicated that majority of the teachers highly detest physical punishment in favor of positive reinforcement tactics like the use of praise, encouragement as well as the reward system. This is consistent with most of the study by Bear (2010) who indicated that constructive forms of discipline are part of fostering co-operative learning environment and also motivating the student. The unwillingness towards corporal punishment by teachers in the present research also goes into line with the current demise of punitive discipline in the entire world, given the fact that the United Nations Convention on the Rights of the Child (UNCRC, 1989) is against all types of physical punishment in the educational settings. Also, in this study, another characteristic of the teachers was the preference of clear rule making, equal respect, and nurturing of the environment of democracy in the classroom. These results are in line with the similar idea by Marzano and Marzano (2003) who claimed that the discipline can be effective when it is based on a positive relationship between teachers and students, which is built on mutual respect, and when the rules are always enforced.

The fact that the teachers focus on the given values implies their perception of the classroom management as a means of taking the control, but more so as a means of provoking social-emotional growth and encouragement of the students. In addition, the research also achieved a statistically significant relation between the discipline practices and demographic factors like gender, professional level, teaching experience and school siting. Our results indicated that female teachers tended to use non-punitive methods more than male ones, and the results of the studies by Martin and Yin (1997) proved this tendency that female teachers usually employ methods that are more nurturing and compassionate. The same can be said about teachers who had professional educations in classrooms management (e.g. B.Ed. M.Ed.).

Psychologically more informed and structured discipline methods were presented by teachers with such professional educations. These data raise an issue of the significance of professional training and the continuing education in the formation of the disciplinary orientations of teachers (Sugai & Horner, 2006). Experience was also found not to be left out in this study. Experienced teachers that had over 10 years experience had higher chances of using different methods of discipline and were more ready to deal with behavioral problems. This is an argument that as teachers acquire time and exposure, they get better in controlling behaviors in classrooms (Evertson & Weinstein, 2006).

However, it is necessary not to leave behind the younger or less experienced teachers; they could apply in having mentors to improve on these competencies through professional development. Interestingly, the principle feature of the location of schools affected the disciplinary practices significantly. It was discovered that urban teachers employed more



formal and policy-inclined discipline systems perhaps because they have adequate resources, training and administrative support. Conversely, teacher in the rural and semi-urban schools were more dependent on traditional disciplinary system and it may be because of the lack of exposure to the modern day trends of teaching. This urban-rural gap implies that it is necessary to focus on equal provision of training opportunities and educational assets in regions (UNESCO, 2019).

The other important result is connected to opinions concerning the psychological punishment. Although the issue of physical punishment was heavily discouraged, others stayed true to application of isolation, mild verbal criticism, or additional work. It is an alarming fact that this form of psychological punishment is partially accepted as its equivalents may be used to devastate emotional health as well (Gershoff, 2017). It shows a deficiency in the knowledge base of the teachers that would guide them to what is harmful in disciplining, and it should be full of training that would state the ill effects of using both physical and psychological punishment. Importance of having students involved into the rule-making, sharing in the responsibility and ownership of the classroom behavior was also an important consideration made by teachers in this study. This engagement discipline can be seen to be reinforced by the constructivist learning theory that preaches about group decision and the independence of the learner (Vygotsky, 1978).

When students are also active observers in making up expectations, then they will tend to absorb rules and be keen on how they could self-control their behavior. Moreover, the discoveries imply that discipline needs to be considered as the student development aspect in contrast to compliances. Teachers understood that the disciplinary approaches should target at teaching right behaviors, social skill development, and the creation of responsibility. This points of view correspond to the restorative discipline model, which means that damage is recovered and the relationships are recreated, not the punishment (Morrison, 2007).

There is also a great need of periodic and up to date training on classroom management and discipline as shown by the study. Most of teachers recognized that the practice that they are currently engaged in reflects the primary training that they have acquired years ago and feel the need of new professional development opportunities. That is why the ongoing teacher education is important with respect to the changing educational standards and needs of students (Yoon et al., 2007). The study found difficulties encountered in effective discipline implementation including lack of administrative support, high student to teacher ratio and the scarce parental involvement which were found in spite of the promising results obtained. Such structural hindrances are to be eliminated with the help of policy revising, institutional assistance, and community partnership. Finally, the information showed that the teachers had some sort of awareness on the association between school environment and pupil behavior.

Their idea was that the reduction of the problems with discipline is possible through the establishment of a safe and engaging environment in the classroom that is also respected by all students. This is in support of the ecological model of behavior management whereby it views numerous interrelated concerns, namely- teacher behavior, peer influence, school policy and student background, to have influence on outcomes of disciplines (Bronfenbrenner, 1979).

Conclusion

In this study, I aimed at discussing how the teachers perceived disciplinary practices, more precisely, the extent to which they are current in use with respect to perceived effectiveness and the influence of such variables as teaching experience, training, and demographical factors. The evidence strongly shows that there is an increasing tendency to use positive and



constructive disciplinary measures- praise, classroom rules, and behavior contracts than punitive disciplinary measures such as verbal chastisement and detention. This transition shows a transition that is in place whereby the teachers are understanding the value of positive classroom conditions in the development of the learners and in behavior control. Moreover, the level of difference was also detected according to the level of experience of the teachers, their grade level and professional training. Teachers who received formal classroom management training were more disposed to use positive strategies of reinforcement thus proving the importance of professional development as a way of encouraging good methods of discipline. The research proves that the disciplinary activity in the field of private schools is getting more student-based and oriented to guidance and not to punishment. Nonetheless, there are still loopholes when it comes to regular practice and sensitization among teachers especially within semi-urban and rural areas. Consequently, the policymakers of educational agencies and school administrators have to remind how crucial the non-punitive method of behavior management is through frequent workshops, inclusion into a policy-making process, and educator support conditions. Finally, although the present state of disciplinary practices in the field of private schools is quite hopeful, continuous assistance, training, and reflective behaviors can be conducted with the view of securing positive changes in behavior into the future, and of various educational settings.

Recommendations

- Hold consistent workshops on non-punitive and positive disciplinary measures to be taken by the teachers of the private schools.
- Incorporate classroom management courses in the curriculum of teacher preparation at pre-service and in-service levels.
- Encourage practices that are based on evidence such as praise, behavior contracts, and well-defined rules in the school policymaking mechanisms.
- Give more help and coach the less experienced teachers to become confident in the use of positive discipline.
- To help the educators to collaborate with each other and bring forth best practices and related issues to the classroom behavior management.
- Create some form of awareness to the students about the psychological effects of the punitive approach employing seminars and awareness programs.

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