The Relationship between Students' Perceptions of Discipline and Student-Teachers Violence in Coping with Academic Strains

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Abstract *- This study analyzes the relationship between students' perceptions of teachers' punitive and restorative disciplinary approaches and their tendency to respond to school tensions with violence. Using a mixed methods approach, integrating quantitative and qualitative data, data were collected from 96 students aged 12-17 through a quantitative survey and from teachers and parents through interviews and open-ended questionnaires. The results of multiple regression analysis indicate that punitive and restorative disciplinary approaches are significantly related to students' tendency to choose violence as coping strategy in dealing with strains. Several social bonding aspects also are significantly related to students' tendency to choose violence. These findings emphasize the importance of school-family collaboration in building fair and consistent discipline.*

Keywords: punitive discipline, restorative discipline, strain, violence against teachers, social bonding, students

I.   INTRODUCTION

In 2023, several incidents of violence against teachers in Indonesia raised concern. A teacher in Demak, Indonesia, nearly died after prohibiting students from taking an exam without assignments (Media, 2023), while in Lamongan, Indonesia, a teacher was attacked after reprimanding a student for not wearing shoes (Sudjarwo, 2023). Similar cases have occurred in several other regions in Indonesia, where teachers have been beaten or assaulted by students.

Student violence against teachers demonstrates a worrying pattern and a shift in societal values. Although teachers are respected in Indonesia, statistics show that 10.2% of teachers are victims of violence. Furthermore, cases of violence in schools increased significantly from 285 in 2023 to 573 in 2024, encompassing various forms of violence (P & Hantoro, 2024). Education is a crucial aspect of national progress, and these news stories highlight the alarming state of education in Indonesia.

Articles 351 and 352 of the Indonesian Criminal Code regulate assault and sanctions for students who commit violence against teachers. Students under 18 are considered

perpetrators of delinquency, not criminals, and are entitled to fair treatment under the Child Protection Law. The Juvenile Criminal Justice System Law emphasizes the need for rehabilitation and guidance, not revenge. Student violence has far-reaching consequences, affecting teachers' psychological well-being and disrupting learning. It also reflects a shift in social values and norms of respect. Schools are responsible for handling these cases to restore social order.

Schools as a formal institution, have the authority to implement disciplinary policies to create a positive learning environment. These policies often include reprimands, warnings, and sanctions to shape student behavior according to norms. However, disciplinary actions often trigger negative reactions from students, including violence against teachers. Students sometimes perceive the treatment as unfair, leading to negative emotions and aggressive behavior. This highlights the complex relationship between schools and students regarding discipline. The question arises: are the existing disciplinary approaches appropriate?

School disciplinary policies fall into three categories: punitive, restorative, and mixed. The punitive approach enforces rules through punishments such as suspensions and written warnings, seeking to deter future violations through a deterrent effect. According to Michel Foucault (1977), the punitive approach reflects a system of power that operates through structured surveillance and punishment, where discipline is used to create compliant individuals through control over bodies and behavior. The restorative approach aims to restore social relationships and engages perpetrators, victims, and the community to resolve conflicts through dialogue and mediation, emphasizing moral responsibility and empathy. According to Émile Durkheim's (1893) perspective, the restorative approach aligns with the idea that punishment or sanctions are not solely intended to retaliate, but to restore social solidarity disrupted by norm violations. The mixed approach seeks to balance rule enforcement and relationship restoration, allowing for sanctions to be accompanied by space for reflection, such as post-sanction counseling. These three approaches reflect the role of schools in educating and integrating individuals into society.

Schools need to be cautious when implementing disciplinary measures, as they can sometimes have unintended negative consequences. Punitive discipline patterns such as corporal punishment have been shown to increase violence in schools (Adams, 2000). Students accustomed to violence or harsh control at home are less likely to respond well to approaches emphasizing empathy and dialogue implemented in schools. As Glueck & Glueck (1950) noted, harsh discipline increases delinquency; its absence has the same effect. This study demonstrates how discipline plays a role in preventing delinquency while also contributing to its emergence. Therefore, it is important to understand the relationship between discipline and violent behavior by students in the school environment.

II.   LITERATURE REVIEW

School discipline patterns, such as corporal punishment, have been shown to increase violence (Adams, 2000) and are considered punitive discipline with retributive and deterrent purposes (Aboluwodi, 2015). Despite the "Child-Friendly Schools" policy (Noer et al., 2021), corporal punishment is still implemented and has a negative impact on students (Jeznik et al.,

2020). Society still supports violent disciplinary measures to protect teacher professionalism (Fauzi, 2017). Punitive discipline may be linked to high rates of incarceration in the US, creating a school-to-prison phenomenon, where children disciplined in this way are more likely to become lawbreakers (Hemez et al., 2020). This suggests that inappropriate disciplinary patterns can increase crime.

Corporal punishment is controversial in schools because some believe it is beneficial, but research shows negative effects on students' emotional health (Allison et al., 2023). In many countries, corporal punishment remains legal, and many international bodies, such as the UN, support its abolition. The psychological impacts of corporal punishment can be severe and long-lasting, including stress and the risk of suicide (Meher & Leghari, 2020).

Disciplinary systems often impact teachers, which can pose legal risks. Parents also play a significant role in this phenomenon, as children who experience punitive punishment at home are more likely to accept violence outside the home as the norm (Deater-Deckard et al., 2003). Research in Spain shows that parental stress and behavior influence children's violence against their parents. This suggests that student violence against teachers may be influenced by experiences of violence at home. How students perceive authority at home also impacts their views of authorities in society, such as the police (Rodrigues & Medina, 2021).

Students' perceptions of discipline refer to how they understand, assess, and respond to disciplinary practices implemented by schools, particularly teachers, in response to deviant behavior or rule violations. These perceptions can influence their emotional experiences at school, including the level of tension they feel and the coping strategies they choose to deal with stress or conflict. Agnew's General Strain Theory (1992) explains that strains in students' lives, such as academic failure, loss of positive stimuli, or negative pressure, can trigger delinquent behavior. Strain that is perceived as unfair, high in intensity, chronic, associated with low social control, and with limited coping options is more likely to lead to delinquency. Responses to stress vary between individuals and are related to coping mechanisms, social support, personal characteristics, and situational circumstances. Students use various coping strategies to deal with stress, including avoidance, trying to stop or reduce the stress, taking retaliatory action against, or using maladaptive coping strategies like substance use. Maladaptive coping, such as violence or aggression, emerges as a destructive response to stress, rather than adaptive coping, which focuses on problem-solving and emotion regulation.

Student violence against teachers can occur in various forms, such as physical, verbal, psychological, and sexual abuse. Legally, violence is an unlawful act committed physically or psychologically that causes harm to life, body, or even the deprivation of a person's liberty. Travis Hirschi's Social Bonding Theory (1969) explains that not all students engage in delinquency due to social bonds. Four main elements: attachment, commitment, involvement, and belief, need to be strengthened to prevent deviant behavior. The strength of these four bonds is inversely proportional to the likelihood of delinquency.

III. MATERIALS AND METHODS

This study used mixed methods to understand the relationship between students' perceptions of school discipline and their tendency to be aggressive toward teachers. The quantitative method involved a survey using a Likert-type questionnaire to measure students' perceptions of discipline and coping strategies aged 12–17 in Java and Papua, Indonesia. Respondents were selected purposively, but snowball sampling occured. From a population of 130 students, the questionnaire obtained 96 respondents. Students' perceptions of punitiveness and restorativeness were measured using a questionnaire with hypothetical scenarios (vignettes). The questionnaire also included measures of students' academic stress, using the Educational Stress Scale for Adolescents (ESSA) developed by Sun et al. (2019). Students' social bonds were also measured using an instrument developed by Peterson et al. (2016). Quantitative data included teachers' demographic information and their general opinions, while qualitative data were collected through semi-structured interviews with teachers to explore perspectives on discipline and students' responses. A questionnaire was also prepared for parents to provide input regarding the implementation of discipline in schools.

Quantitative Data were processed using frequency analysis with contingency tables. Data on social bonds and academic tension were analyzed using Exploratory Factor Analysis (EFA). Relationships between variables were analyzed using multiple regression and correlation. Teacher's interview and qualitative data from open-ended parents' questionnaire were analyzed using thematic coding.

IV. RESULTS AND DISCUSSION

The results of this frequency analysis are also visualized in Figure 1, which presents a comparison of the types of coping strategies chosen by students across various disciplinary approaches. The graph shows quite striking variations in the coping patterns used, depending on the type of disciplinary approach implemented by the school or teacher. In the context of a punitive approach, students tended to choose more venting/diversion and retaliation (violence) coping strategies, as evidenced by the high frequency of these categories. Conversely, in conditions where the disciplinary approach implemented was restorative, there was an increase in the frequency of coping strategies such as reducing tension or seeking solutions to problems.
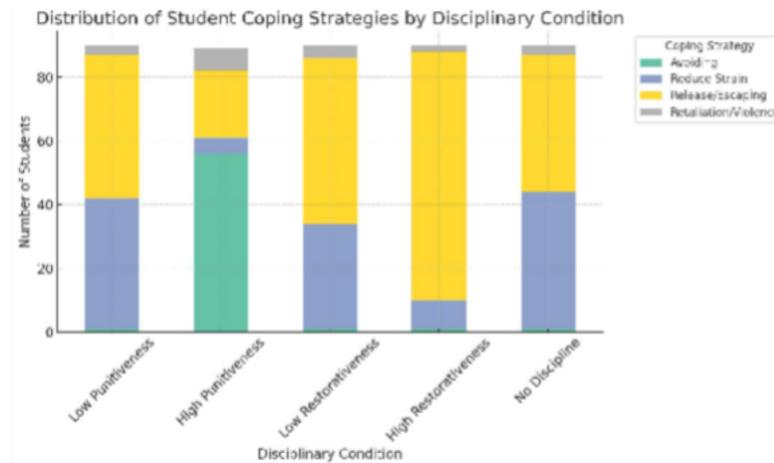
Figure 1. Comparison Graph of Coping Strategies between Discipline Conditions

Source: Data processed by the Author

Multiple regression was used to assess whether the two disciplinary approaches, both jointly and individually, significantly contributed to students' coping tendencies. The punitive approach made a significant contribution to the outcome variable with a coefficient value of β = 0.247 (p = 0.001) and a standardized coefficient of β = 0.476. Meanwhile, the restorative approach shows a stronger relationship, with a coefficient B = 0.513 (p < 0.001) and a standard coefficient β = 0.734. This can be seen in Table 1. Both punitive and restorative approaches are related to student coping strategies.

Table 1 Relationship between Students' Perceptions of Discipline and Coping Strategies

Coefficients

Model		B	SE	ß	t	p
M$_1$	Punitive	0.247	0.075	0.476	3.293	0.001
	Restorative	0.513	0.070	0.734	7.384	< .001

Source: Author's Data Processing

Multiple regression was used to analyze perceptions of teachers' disciplinary approaches (punitive or restorative) on student academic stress. Students' perceptions of disciplinary approaches were significantly related to stress; stress was significantly related to violent coping, but no mediating variables were identified.

In this study, student stress was classified into two main categories: academic expectation stress and external expectation stress. Academic expectation stress refers to pressure arising from school demands, such as homework load, attendance, and academic achievement. Meanwhile, external expectation stress stems from parental expectations for children's academic success and societal views on the importance of education. The analysis showed that students' perceptions of punitive disciplinary approaches were significantly related to academic expectation stress. However, this stress was not shown to directly contribute to students' tendency to use violence as a coping strategy. Conversely, perceptions of punitiveness were not significantly related to external expectation stress, but external stress did have a significant relationship with violent coping choices. These findings suggest that pressure from the social and family environment tends to encourage students to react maladaptably more than academic pressure originating from the school itself.

Multiple regression was also used to analyze the relationship between dimensions of social bonds such as attachment to parents, friends, and teachers, as well as commitment to education and belief in norms, with students' tendencies in choosing strategies to overcome problems or tensions they face in the school environment. This analysis aims to determine the extent to which the strength and direction of the relationship between each aspect of social bonds and students' coping responses, especially in the context of facing academic and social pressures, including the tendency to respond in constructive or maladaptive ways such as violence.

Table 2 Multiple Regression of Social Bonding Dimensions and Students' Coping

Coefficients

Model		B	SE	ß	t	p	
M_1	Attachment to Parents	0.024	0.012	0.284	1.979	0.05	*
	Parent's Supervision	-0.011	0.031	-0.075	-0.359	0.72	
	Attachment to Peer	0.022	0.031	0.151	0.701	0.48	
	Commitment to Education , Belief in Norms	0.048	0.019	0.359	2.565	0.01**	

Coefficients

Model		B	SE	ß	t	p
	Belief in Education	0.018	0.033	0.088	0.544	0.588
	Attachment to Teachers	0.084	0.021	0.484	3.905	< .001***

(Data processed by the author)

The results of the multiple regression analysis in Table 2 indicate that several dimensions of social bonds have a significant relationship with students' tendency to cope with violence. The dimension of attachment to teachers was the strongest predictor, with a coefficient of $\beta = 0.484$ ($p < .001$), indicating that the stronger a student's attachment to their teacher, the lower their tendency to choose violent coping. Furthermore, commitment to education and belief in norms were also significantly related to student coping ($\beta = 0.359$, $p = 0.01$), indicating that students who are committed to education and believe in the importance of norms tend to choose more adaptive coping strategies. Attachment to parents also showed a significant relationship, although at a borderline level of significance ($\beta = 0.284$, $p = 0.05$), indicating that emotional closeness with parents may play a role in shaping students' responses to stress. Meanwhile, the dimensions of parental supervision, attachment to friends, and belief in education did not show a significant relationship with student coping, as indicated by p values greater than 0.05.

The results of the multiple regression analysis in Table 3 indicate that demographic factors such as gender, age, and school profile (including school type and location) do not significantly impact students' tendency to choose coping strategies, particularly coping with violence. The p-values for the four independent variables all fall above the 0.05 significance threshold, indicating no strong statistical relationship between these variables and students' coping behaviors. For example, gender has a coefficient of $\beta = -0.034$ ($p = 0.751$), while age also showed insignificant results with $\beta = -0.125$ ($p = 0.266$).

Table 3: Multiple Regression of Age, Gender, and School Profile

Coefficients

Model		B	SE	ß	t	p
M_0	(Intercept)	2.483	0.036		68.193	< .001

Coefficients

Model		B	SE	ß	t	p
M₁	(Intercept)	2.751	0.290		9.476	< .001
	Genders	-0.023	0.071	-0.034	-0.318	0.751
	Age	-0.022	0.020	-0.125	-1.119	0.266
	Type of School	0.058	0.058	0.110	1.006	0.317
	Schools' Location	0.004	0.045	0.009	0.081	0.935

(Data processed by the author)

Similarly, the variables of school type (public or private) and school location (high-traffic or low-traffic areas) did not significantly explain the variation in student coping strategies, with p-values of 0.317 and 0.935, respectively. These findings indicate that students' demographic backgrounds are not a primary factor in shaping their responses to stress or problems at school. Instead, psychosocial factors such as the quality of social relationships and perceptions of the school environment tend to be more relevant in influencing how students cope with stress, as seen in the analysis of the social bond dimension in the previous table.

The purpose of this study was to determine how students' perceptions of school discipline relate to their tendency to engage in violence against teachers. Punitive perceptions tended to increase the tendency to engage in violence, while restorative perceptions decreased it. The analysis showed that students' responses to violence varied depending on the disciplinary conditions implemented. The strategy of "retaliation or violence" emerged more frequently under conditions of high punitiveness, while "venting on something" was popular in almost all conditions, especially under conditions of low discipline. Highly restorative and non-disciplinary settings result in more constructive strategies, such as "de-escalation." Avoidance strategies are less common but are more prevalent in highly punitive situations. Research suggests that punitive approaches lead to maladaptive responses and the displacement of emotions into unhealthy activities.

Restorative approaches, which focus on dialogue and relationship restoration, tend to encourage students to avoid violent coping strategies but have not been shown to reduce these tendencies. Limitations of this approach include the difficulty of defining harm, the lack of a mechanism for fact-finding, and the uncertainty of its effectiveness against violence in socio-structural contexts (Wood et al. 2022). Recent research also provides insufficient evidence for its effectiveness in reducing juvenile delinquency (Kimbrell et al. 2023). The success of this

approach depends on consistency and the socio-cultural context, with punitive cultural relationships potentially reducing perceptions of justice. Kohlberg's (1984) theory of moral development divides moral development into three levels with six stages, from preconventional to postconventional. These three levels of moral development are: Preconventional, Conventional, and Postconventional. Each consists of two or more stages related to compliance, social relationships, and ethical principles.
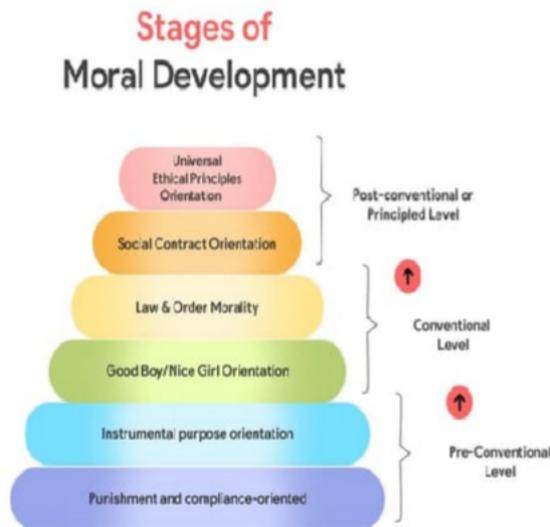

Figure 2: Kohlberg's Stages of Moral Development

(Source: Therapy Trainings. (2024, October 16). Kohlberg's Stages of Moral Development: Applications in Therapy. Therapy Trainings® Mental Health CE. https://www.therapytrainings.com/pages/blog/kohlbergs-stages-of-moral-development-applications-in-therapy)

Students aged 12-17 are in the conventional stage, where they view education as a social obligation, not just for their own benefit. They internalize the value that education is for the 'common good' and follow rules for moral reasons, not simply for fear of punishment. This belief can reduce violence against teachers, indicating that students' moral development has progressed beyond the preconventional stage.

School discipline serves to instill moral values. Schools need to educate students about societal reactions to moral violations to maintain social order. The explanation of the moral purpose of education must be clear to all parties, including teachers, parents, and students. Communicating moral goals helps students align themselves with the values they desire to achieve. Schools should strengthen the connection between goals and discipline and distinguish violations of school rules from moral misconduct. It is important that violations are handled contextually so that students receive appropriate responses. Schools need to consistently

differentiate between moral and non-moral violations, with a clear moral purpose (Goodman, 2007).

Explanatory Factor Analysis (EFA) analysis revealed two factors contributing to academic stress or strain in students: Academic Expectations and External Expectations. The first factor relates to academic demands, while the second relates to parental and community expectations. A significant relationship was found between students' perceptions of teachers' punitive approaches and stress caused by Academic Expectations, while restorative approaches were not significantly related. Neither approach affected stress caused by External Expectations. In terms of students' coping strategies, External Expectations explained 91% of the variance in how they handled problems, while Academic Expectations was not significant. Perceived punitiveness explained stress caused by Academic Expectations, but not External Expectations. Students are influenced by parental and social expectations in their choice of coping strategies, but perceptions of punitiveness are not associated with violent coping.

Findings indicate that perceptions of punitiveness may cause strain but not necessarily lead students to resort to violence as a coping strategy. Disciplinary perception of injustice can lead to negative emotions, which, if not managed effectively, can damage students' relationships with the school. Indonesia's collective culture influences how punitiveness is perceived and implemented, providing a bond between generations through consistent values (Aina & Adefarasin, 2023).

Agnew's (1992) General Strain Theory explains that the stress of failing to achieve social goals can trigger negative emotions, such as anger and frustration. In a collectivist cultural context, success or failure is seen as a reflection of the family or community. The stress experienced by students is often a reaction to strong social expectations. Punitive approaches may not be viewed negatively by all students, as some see them as part of their moral responsibility. Parenting experiences are important in designing effective disciplinary approaches. Punitive punishment was often associated with affection by previous generations, which may influence students' current perceptions of discipline in schools.

Many students deal with the stress from disciplinary actions by distracting themselves with activities like watching social media videos or using gadgets. Students prefer this approach to directly confronting the source of the stress, perhaps due to Indonesia's collectivist culture, which values harmony and avoids conflict. Social norms encourage the avoidance of open confrontation, so students who are stressed tend to suppress their frustration (Zakiya & Hariyadi, 2022). A collectivist culture makes students reluctant to express conflict openly. This is reinforced by the view that maintaining good relationships is more important than voicing disagreement. In relationships between students and teachers, students experiencing unfair treatment or psychological tension will prefer to suppress their emotions rather than resort to aggressive actions.

Agnew (2001) states that there are several ways students cope with tension: avoidance, reducing the tension, confronting with retaliation, and diverting attention to other things. Diversion frequently takes the form of substance use or engagement in activities like social media. The findings indicate that students commonly resort to this coping strategy rather than

addressing the conflict head-on. While diversion can be a convenient short-term strategy, it can lead to overreliance and does not address the underlying problem. Therefore, schools need to provide students with skills to develop better coping strategies, such as assertive communication and conflict resolution, while remaining within the existing cultural context. Student violent behavior can occur when tensions exceed a manageable level. This is often an indication of larger emotional and social problems. It is important for educational institutions to treat violence not simply as a violation, but as a signal of the need for a more comprehensive approach to intervention.

Families play a crucial role in the emergence of student-teacher violence, as the family environment serves as the primary context where children first learn emotional regulation and how to interact with authority figures. According to Agnew's General Strain Theory (1992), family pressures, such as high academic expectations and harsh parenting styles, can disrupt students' psychological stability. If students lack effective coping mechanisms, they may take it out on school, targeting teachers.

The quality of the parent-child relationship is significantly associated with students' behavior in social settings, including schools. Children who lack emotional support and validation at home often struggle to form healthy relationships with others, including teachers. Hirschi's Social Bonding Theory (1969) emphasizes the importance of attachment in fostering conformity to social norms and reducing the likelihood of deviant behavior. In this context, permissive or neglectful parenting styles may weaken a child's self-control, limiting their ability to recognize or consider the consequences of aggressive or violent actions. Families not only shape values but also prepare children psychosocially to cope with stress and relationships with authority figures. Without the necessary involvement of families in interventions, disciplinary efforts at school will be less effective. Therefore, it is crucial to train parents in parenting education and engage in restorative practices in schools to reduce student-to-teacher violence.

Discipline is not the sole responsibility of schools but rather the result of value formation within the family. Parents must cultivate personal discipline and adopt healthy parenting practices, as these significantly influence children's emotional and behavioral development. Research indicates that pressure to meet parental expectations is a major source of academic stress for students, aligning with the propositions of General Strain Theory. This theory suggests that such strain can lead to maladaptive coping mechanisms, including aggression or violence. Therefore, parental education is essential in preventing these negative outcomes and fostering a supportive environment for children's growth. Becoming a parent is a social responsibility that requires preparation and knowledge. Therefore, family education at universities, such as courses on Marriage and Family, can help prospective parents understand the importance of healthy parenting (Paculanang, 2024). This education is expected to create a generation that is emotionally and socially healthier and reduce the potential for deviant behavior.

V. CONCLUSION

Students' perceptions of punitive and restorative disciplinary approaches in schools were related to their preferred coping strategies for dealing with stress, with punitive approaches increasing the likelihood of using violent strategies. Psychological stress was a significant predictor of violent coping strategies. Weak social bonds between students and the school were associated with an increased likelihood of choosing maladaptive strategies. Demographic factors such as age and gender were not significantly related. The relational roles between students, teachers, and the school environment determine adaptive behavior; unfairness in discipline leads to violent responses. Teachers differed in their views on disciplinary actions and the challenges in implementing restorative approaches. Synergy between parental upbringing and school learning activities was considered important. This study emphasizes the need for an understanding of students' social and psychological conditions and collaboration between schools and parents to foster healthy disciplinary behavior.

One limitation of this study is the lack of sociocultural context as a clear analytical variable. Cultural context is crucial in shaping students' views on authority, punishment, and discipline. Collectivistic cultures, for example, often promote the value of obedience to authority, which can influence how students perceive teacher actions, whether as punishment or as a form of care. Students' responses to the questionnaire are influenced by family norms, religion, and societal expectations. Without considering this context, understanding the relationship between perceptions of discipline and how students cope is limited. For example, a punitive approach may not be perceived negatively in a culture that associates discipline with morality. Therefore, future research is recommended to use a sociocultural approach to better understand the relationship between discipline, social bonds, and students' coping strategies.

The development of better measurement tools is needed to capture variables related to students' propensity to use violent coping strategies. The current instrument is not fully effective in identifying complex coping behaviors. The sample used does not meet the requirements for significant comparative analysis, and respondents are unbalanced by educational institution type, with low participation from public school students. Most respondents came from urban areas, while access for students in remote areas was limited due to the digital questionnaire. Further research is recommended using larger samples and qualitative approaches such as interviews or observations for a better understanding.

Future research is recommended to consider the sociocultural context in analyzing students' perceptions of authority and discipline, given that collectivistic culture influences students' interpretations of teacher actions. The development of measurement tools that are more sensitive to violent coping strategies and research with larger and more diverse samples are needed to generate significant findings. Geographic representation is also important, particularly in addressing student participation from remote areas, and the use of adaptive data collection methods. Online methods should be complemented by qualitative approaches to capture deeper interactions.

AUTHORS' CONTRIBUTIONS

The authors are responsible for the conceptualization, methodology, data collection and analysis, writing of the original draft, revisions, and final approval of the manuscript..

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