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Discipline reasons as factors for resilience in students. A look at learning behaviors from teachers' perspective

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ABSTRACT (10 PT)

This study aimed to analyze the relationship between disciplinary reasons and resilience in regular elementary school students, evaluated from the perspective of teachers. Using a quantitative approach and the hypothetical-deductive method, a structural equation model (SEM) was applied to identify the interactions between three dimensions of disciplinary reasons (institutional, personal, and interpersonal reasons) and perceived resilience in students. The sample consisted of 19 elementary school teachers ($M=44$; $SD=1.64$) who assessed the learning behaviors of their 523 students aged ($M=14.89$; $SD=1.52$) based on these two variables. The results showed that personal reasons for discipline had a significant negative relationship with resilience ($\beta = -0.59$), while institutional and interpersonal reasons were positively associated with it ($\beta = 0.36$ and $\beta = 0.55$, respectively). The model showed a good fit ($CFI = .940$; $RMSEA = .044$; $TLI = .932$), supporting its structural validity. It is concluded that teachers' perceptions of discipline can act as predictors of socio-emotional development in the classroom, highlighting the importance of school climate, teacher empathy, and positive discipline in strengthening student resilience. These findings have relevant implications for the design of training strategies aimed at educators seeking to promote emotionally safe and adaptive learning environments.

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1. INTRODUCTION

Currently, the type of learning that is essential for the 21st century focuses on three fundamental aspects: the need for a renewed educational model, the development of specific skills and abilities, and the ability to respond effectively to unexpected situations [1]. In this context, it is recognized that learning can no longer be limited to the transmission of knowledge, but must integrate skills such as critical thinking, creativity, communication, and collaboration. This approach poses an urgent challenge: are today's students acquiring the tools they need to face the complex and changing challenges of the future?. Authors such as [2] agree that 21st-century education must be inclusive, interdisciplinary, and adaptive, enabling young people to cope with uncertain environments. Despite these demands, education systems have not yet managed to effectively incorporate these skills into their curricula. The necessary transformations require not only curricular changes, but also new forms of teaching and assessment, intensive use of technology, and personalized attention to students' individual needs [3]. School discipline is no longer understood solely as a set of rules and punishments, but has become an essential educational component of students' overall development. The principles underlying discipline,



such as self-regulation, mutual respect, and responsibility, directly influence the development of key social-emotional skills, including resilience [4]. This ability to adapt positively in the face of adversity is especially relevant in school settings where students face constant challenges, making a culture of positive discipline that fosters school climate, a sense of belonging, and emotional autonomy essential [5].

Kropac et al [6], emphasize that discipline is not only essential for the functioning of classrooms and school life, but also for the development of responsible citizenship. However, many teachers, especially new ones, do not explicitly address this issue until specific conflicts arise. At the same time, the Peruvian educational context poses its own challenges, such as growing cultural and social diversity in classrooms, which requires more inclusive and sensitive discipline and teaching strategies [7], [8].

On the other hand, resilience has been recognized as an essential capacity for sustaining lifelong learning. This skill allows students to face mistakes, overcome frustration, and maintain academic motivation [9]. However, recent research warns of a possible weakening of resilient thinking among young people due to a lack of daily training in healthy mental habits [10].

In Peru, the 2022 Sample Assessment [11] showed that, although students demonstrate strengths in social-emotional skills such as empathy and responsibility, they show weaknesses in key areas such as academic and emotional self-efficacy, elements directly linked to their resilience. These skills, in combination with discipline, can be enhanced in the classroom to positively influence learning behaviors.

Learning behaviors, understood as observable patterns in the way students approach educational tasks, reflect not only their cognitive abilities, but also their emotional disposition and attitude toward learning [12], [13]. In the case of Peru, these behaviors are also a reflection of the development of internal cognitive and socio-emotional structures, which are essential for the full exercise of citizenship [14].

Teachers' perceptions of the teacher-student relationship indirectly influence academic performance through variables such as resilience and autonomous learning. This model uses mediation, latent relationships, and examines how components of the educational environment function as drivers of resilience, contrasting the institutional and interpersonal effects of discipline [15].

[16] analyzes not only social institutional factors, such as school climate and teacher expectations, but also the mediating role of resilience between these variables and perceived academic performance, whereby institutional reasons could align with teacher expectations and aspects of school climate, making it a good point of comparison to demonstrate how disciplinary reason variables operate within the school context.

There is a significant gap in the literature on the link between discipline, resilience, and learning behaviors, particularly in contexts other than the pandemic or in large and diverse samples [17]. Furthermore, the mediating role of resilience in the relationship between academic stress and self-directed learning has not been sufficiently researched.

Therefore, this research seeks to provide empirical evidence on how disciplinary reasons influence resilience for learning behaviors among secondary school students in Peru, from the perspective of teachers. The study contributes to the development of more comprehensive educational policies, the strengthening of teaching practices, and the design of training strategies that promote the well-being and comprehensive development of students.

2. REVIEW LITERATURE

2.1 Reasons for discipline

Herpratiwi et al [18], They stated that a disciplined attitude is fundamental to the learning process. Learning is a process of change that results from an individual's efforts to achieve a new change in their overall behavior as a result of their own experiences when interacting with their environment. According to [19] discipline indicates the strong drive and control of individuals in channeling their emotions and displaying their behavior. According to cognitive evaluation theory, student behavior is influenced by different types of motivations: intrinsic reasons, which produce pleasure or excitement while performing an activity; identified reasons, determined by personal values and goals, introjected reasons, determined by internal pressures to act in order to avoid negative evaluation such as guilt, shame, or embarrassment; external reasons, referring to behaviors formed by external reinforcements, compliance with rules, or fear of punishment; and absence of reasons, in relation to unmotivated or unreasonable behaviors in which feelings of lack of control prevail [20].

[21] identified as significant personal lessons that discipline and autonomy are fundamental to the development of their academic activities.

2.2 Resilience

Gil [22], he mentions that psychologists Emmy Werner and Ruth Smith conducted one of the most important studies, which concluded that resilience is based on a series of personal characteristics such as empathy, affectivity, autonomy, humor, and competence, but the importance of external factors such as family or the support of an important adult is also beginning to emerge, which has served as the basis for the creation of educational programs.

Lugo et al [23], mention that resilience refers to the human ability to face life's difficulties, overcome them, and be transformed by them. Similarly, Emmy Werner called these protective factors, which stimulate people's biopsychosocial development, such as self-esteem, morality, humor, and critical thinking, the pillars of resilience. By placing greater trust in people's strengths and their potential to make positive changes, resilience has introduced a different perspective in both psychopathology and education. This method is closer to unidirectional models than to dynamic and interactive models of development. From this perspective, resilience also allows for optimism and confidence in human beings' ability to adapt and constantly improve. Future research will more clearly define the fields of application and limits of this fascinating idea [24]. Resilience plays an important role in education, as fostering it can promote the development of social, academic, and personal skills that enable students to overcome adverse situations and succeed in life [25]. However, research on resilience in educational institutions has been insufficient, especially with regard to higher education [26].

2.3. Learning behaviors

Learning behaviors constitute the set of actions, attitudes, and strategies that students display during educational processes and that reflect their level of commitment, self-regulation, and adaptation to the school environment [27]. These behaviors are not only linked to academic performance, but also to socio-emotional factors such as discipline, intrinsic motivation, and resilience [28]. In school settings, learning behaviors are observed in active participation, sustained attention, time management, perseverance in the face of difficulty, and compliance with rules and tasks [29]. From the teachers' perspective, such behaviors are visible indicators of the degree of self-regulation and the student's ability to handle frustration or failure, aspects closely related to academic resilience [5].

Various studies have shown that discipline, understood as self-control and behavior regulation, promotes the adoption of positive learning behaviors. [30] found that students with greater self-efficacy and self-discipline showed higher levels of motivation and resilience in the face of academic pressure. Likewise, recent research indicates that the classroom climate and the teacher's perception of student behavior significantly influence the way students internalize norms and develop effective study habits [31].

3. METHOD

3.1. Design and participants

This study is non-experimental, correlational, and cross-sectional [32]. A correlational-predictive design was used to examine the structural relationships between disciplinary reasons (three latent factors: institutional, personal, and interpersonal reasons) and perceived resilience in 523 students, based on the assessments of 19 teachers. The main analysis was performed using Structural Equation Modeling (SEM), which allows for estimating relationships between latent variables and evaluating the validity of the proposed structure [33].

The target population consisted of regular elementary school teachers who evaluated their students' learning behaviors. The sampling frame was generated from teachers registered at the educational institution, both male and female, at the secondary level of the Ventanilla Local Education Management Unit, Lima. Participants were selected using non-probability sampling [34]. The sample size was determined by considering 36 observable variables and 2 latent variables for the structural equation model (SEM), as well as

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the anticipated effect size ($\lambda = .20$), the desired probability ($\alpha = .05$), and the statistical power ($1 - \beta = .95$). This calculation indicated the need for at least 351 participants (Soper, 2024). The sample consisted of 523 participants aged between 13 and 17 years ($M = 14.89$, $SD = 1.52$), including female (50.86%) and male (49.14%) adolescents. Most agreed to respond to the instruments as secondary school students, as described in Table 1.

Table 1*Sociodemographic data*

Variables	n = 523
Age (year)	
Teenagers; n (%) / average $\pm$ SD	266 M (50.86%); 257 H (49.14%) 14.89 $\pm$ 1.52
Teachers; n (%) / average $\pm$ SD	13 M (68.42%); 6 H (31.58%) 44 $\pm$ 1.60
Level of education	
Education Technical; n (%)	266 (50.86%)
Man; n (%)	257 (49.14)
Level of education	
First; n (%)	113 (21.606)
Second; n (%)	73 (13.958)
Third; n (%)	78 (14.914)
Fourth; n (%)	123 (23.518)
Fifth; n (%)	136 (26.004)
Origin of students	
Coast; n (%)	6 (.56)
Highland; n (%)	5 (.47)
Jungle; n (%)	5 (.47)
Another country; n (%)	2 (.19)

Note. SD = Standard Deviation

3.2. Instruments**3.2.1. Reasons for discipline**

This scale was developed by [35] specifically designed to measure disciplinary issues in students in regular elementary education. The instrument consists of 26 items, with Likert scale response options ranging from Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Strongly agree (5). The reliability of the instrument was established using the Alpha coefficient, obtaining a value of .85 as a unidimensional model.

The AFC of the instrument has the following fit indices, which yielded a $\chi^2(215)=799.06$, $p<0.001$, CFI=0.91, GFI=0.90, AGFI=0.89, SRMR=0.08, RMSEA=0.03 with the factors intrinsic reasons for being disciplined (RINT), external reasons for being disciplined (RE), no reasons for being disciplined (SR),

introyected reasons for being disciplined (RITZ), responsible reasons for being disciplined (RR), and reasons of concern for others for being disciplined (RPD).

3.2.2. Resilience

The Spanish version was used [36]. It has a unidimensional factorial structure of 13 items, with Likert scale response options. Reliability was estimated using the Alpha coefficient ($\alpha > .80$).

The instrument showed factor loadings ranging from 0.34 to 0.56, all of which exceeded the criterion of 0.3, and the AFC has the following fit indices, which yielded a χ^2 (53, N=520)=100.93, $p < 0.001$, CFI=0.93, TLI=0.91, SRMR=0.04, RMSEA=0.04, 90%CI: 0.029-0.054.

3.3. Procedures

The study adheres to the guidelines established for research involving human subjects in the Declaration of Helsinki and confidentiality standards, informing participants about the nature of the study and obtaining their informed consent [37]. The research stems from a larger project approved by the ethics committee of the Peruvian Union University with code 2024-CE-EPG-00132.

3.4. Data analysis

In the preliminary phase, content validity was assessed by considering three key aspects for each item: relevance, which is the importance and essentiality for the construct under study; consistency, which is the degree of alignment with the concept to be measured; and clarity, which is the ease of understanding and unambiguity of the statement. To this end, a scale of 1 to 5 was used, where 1 represents the total absence of the characteristic being evaluated and 5 indicates its absolute presence. To quantify these criteria, Aiken's V coefficient [38] was calculated with 95% confidence intervals, using software developed specifically in MS Excel©. This coefficient varies between 0 and 1, where values close to 1 reflect a high degree of relevance, consistency, and clarity in the items evaluated. Items with an Aiken's V ≥ 0.70 at the sample level were considered adequate, while at the population level, those whose lower confidence interval limit exceeded 0.59 were accepted [39].

The data obtained were coded and cleaned to ensure consistency, eliminating cases with missing values, inconsistent or atypical responses. The normality of the variables was checked using the coefficients of asymmetry and kurtosis, accepting values within the range ± 2 [40]. Subsequently, the suitability of the data for factor analysis was evaluated using the KMO (Kaiser-Meyer-Olkin) index and Bartlett's sphericity test, considering KMO values above .70 and significance $p < .05$ to be acceptable [41] [42].

Before proceeding with the confirmatory analysis, an Exploratory Factor Analysis (EFA) was performed to identify the underlying structure of the observed variables and empirically verify the grouping of items into the expected theoretical factors. This exploratory phase made it possible to determine the number of dimensions that best represented the variable "Discipline Reasons" and the variable "Resilience," ensuring construct validity before applying the structural equation model. The EFA was performed using the principal axis factoring method, given that the data did not show strict multivariate normality, and with an oblimin rotation to allow correlations between factors, in line with the theoretical approach of the study. Items with factor loadings $\geq .40$ and communalities greater than .30 were retained, following the criteria proposed by [42] y [43].

The CFA results showed a structure composed of three factors for disciplinary reasons, institutional, personal, and interpersonal reasons, and a single factor for resilience, confirming the conceptual adequacy of the instrument. These results served as the basis for defining the structure that was subsequently evaluated in the Confirmatory Factor Analysis (CFA).

Descriptive values are reported: mean, standard deviation, asymmetry, and kurtosis, difficulty and discrimination indices, in order to determine the distribution of the scores obtained. For the confirmatory factor analysis (CFA) of the instruments, the robust maximum likelihood (MLR) method was used, due to the absence of multivariate normality [44], several suggested structures are reported (correlated factors, bifactorial, and unidimensional). Acceptable criteria are: CFI and TLI $> .95$, RMSEA $< .080$, SRMR $< .060$ [45] and factor weights greater than .50 [46].

The statistical analysis process was performed using the "lavaan" and "semTools" packages [47] in version 4.4.2 of the R software [48], as well as AMOS software.

4. RESULTS AND DISCUSSION

4.1. Descriptive analyses of the variables under study

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Table 2 shows two study groups defined in this research. The student group consists of 523 respondents and the teacher group consists of 19 respondents. On the other hand, of the 100% of students surveyed, 95% belong to the coastal region of Peru, of which 26.0% are in the 5th grade of secondary school, followed by the 4th grade, represented by 23.5% of students. Likewise, more than half of the students reported that their father (53.3%) and mother (58.5%) have completed secondary school; however, 70 parents do not have a level of education according to their children's reports.

Table 2. Descriptions of students and teachers

Group	Variables	Levels	Frequencies	% of Total
Students	Genre	Feminine	266	50.9 %
		Masculine	257	49.1 %
	Age	12	29	5.5 %
		13	100	19.1 %
		14	76	14.5 %
		15	106	20.3 %
		16	125	23.9 %
		17	87	16.6 %
	Region	Coast	497	95.0 %
		Another country	10	1.9 %
		Jungle	6	1.1 %
		Highland	10	1.9 %
	Grade	1RO	113	21.6 %
		2DO	73	14.0 %
		3RO	78	14.9 %
		4TO	123	23.5 %
		5TO	136	26.0 %
	Father's level of education	Education Technical	139	26.6 %
		University education	74	14.1 %
		High school graduate	279	53.3 %
		Without instruction	31	5.9 %
	Mother's level of education	Education Technical	103	19.7 %
		University education	75	14.3 %
		High school graduate	306	58.5 %
		Without instruction	39	7.5 %
Teachers	Genre	Feminine	13	68.4 %
		Masculine	6	31.6 %
	Age	Average	47.1	
		Median	48	
		SD	9.63	
		Minimum	33	
		Maximum	65	

Table 3 shows the percentages per item of the reasons for discipline, where it can be seen that more than 47.4%, followed by 38.4%, indicate that they agree and totally agree, respectively, with P1RD; in addition, 57% mention that they agree with item P11RD; Likewise, 49.9% agree with item P21RD; however, 43.4%, followed by 34.8%, agree and neither agree nor disagree, respectively, with item P24RD. In contrast, 54.9% agree with item P9RD.

On the other hand, it can be seen that 27.7%, followed by 22.8%, neither agree nor disagree, and disagree, respectively, with item P14RD. Furthermore, it is evident that 31.2% and 30.8%, respectively,

disagree and strongly disagree with item P5RD. Similarly, they reported strongly disagreeing (36.5%) and disagreeing (36.9%) with item P13RD. Along the same lines, 31.5% and 32.5% reported disagreeing and neither agreeing nor disagreeing, as indicated in item P19RD.

The results also showed that 44.9% agree with the statements in item P16RD, and that students agree (45.5%) and strongly agree (40.9%) with the statements in item P3RD. Meanwhile, 62.3% agree with the provisions of item P7RD, 54.1% agree with the provisions of item P12RD, and 60.2% of students agree with item P25RD. Similarly, 50.5% agreed with item P20RD, while only 47.2% agreed with item P23RD.

Table 3. Frequency of Reasons for Discipline

Items	Strongly disagree	Disagree	Neither agree nor disagree	Agreed	Totally agree
P1RD	4.2 %	2.1 %	7.8 %	47.4 %	38.4 %
P11RD	1.1 %	0.4 %	7.1 %	57.0 %	34.4 %
P18RD	3.3 %	7.3 %	34.4 %	40.7 %	14.3 %
P21RD	1.9 %	3.6 %	26.6 %	49.9 %	18.0 %
P24RD	1.9 %	5.4 %	34.8 %	43.4 %	14.5 %
P9RD	2.7 %	4.6 %	17.2 %	54.9 %	20.7 %
P14RD	11.5 %	22.8 %	27.7 %	30.6 %	7.5 %
P26RD	9.9 %	23.9 %	30.4 %	27.2 %	8.6 %
P5RD	31.2 %	30.8 %	16.4 %	14.1 %	7.5 %
P13RD	36.5 %	36.9 %	11.7 %	9.6 %	5.4 %
P19RD	12.8 %	31.5 %	32.5 %	17.8 %	5.4 %
P8RD	2.5 %	11.9 %	37.7 %	38.4 %	9.6 %
P16RD	3.8 %	5.2 %	23.9 %	44.9 %	22.2 %
P22RD	5.4 %	15.3 %	35.6 %	31.9 %	11.9 %
P3RD	2.1 %	0.4 %	11.1 %	45.5 %	40.9 %
P7RD	2.1 %	2.7 %	14.5 %	62.3 %	18.4 %
P12RD	1.0 %	1.3 %	11.9 %	54.1 %	31.7 %
P17RD	1.3 %	1.7 %	20.1 %	57.9 %	18.9 %
P25RD	1.5 %	1.0 %	13.4 %	60.2 %	23.9 %
P6RD	1.3 %	3.1 %	25.8 %	51.1 %	18.7 %
P10RD	2.9 %	4.6 %	26.4 %	42.3 %	23.9 %
P20RD	2.1 %	2.9 %	25.6 %	50.5 %	18.9 %
P23RD	1.5 %	2.1 %	27.3 %	47.2 %	21.8 %

The results reported in Table 4 show that 39.8% of students indicated that it is often true and 30.8% indicated that it is sometimes true with regard to item P1ER. Similarly, 37.1% and 31.2% indicated that it is often true and sometimes true with regard to item P2ER. It was also evident that 30.8% and 30.4% indicated that it is sometimes and often true with respect to item P4ER. However, it was found that it is often true (29.4%) and always true (27.3%) with regard to item P5ER. In addition, 42.4% stated that it is always true with regard to item P6ER. Nevertheless, evidence was found that 31.7% and 29.3% sometimes agree and often agree, respectively, with item P7ER. Along the same lines, 27.7% agree that it is sometimes true and 28.1% agree that it is often true with regard to item P8ER. It should be noted that 32.9% indicated that it is often true and 31.7% indicated that it is always true with respect to item P9ER. Finally, it was found that more than 26% reported that it is true with respect to item P10ER.

Table 4. Frequencies of resilience items

Items	It's never true	It is rarely true	Sometimes it's true	This is often true	It is always true
P1ER	1.0 %	6.5 %	30.8 %	39.8 %	22.0 %
P2ER	2.1 %	6.5 %	31.2 %	37.1 %	23.1 %
P3ER	3.3 %	11.5 %	28.3 %	27.9 %	29.1 %
P4ER	7.1 %	17.4 %	30.8 %	30.4 %	14.3 %
P5ER	4.2 %	15.1 %	23.9 %	29.4 %	27.3 %
P6ER	1.1 %	4.2 %	21.4 %	30.8 %	42.4 %
P7ER	7.5 %	15.5 %	31.7 %	29.3 %	16.1 %
P8ER	6.3 %	16.1 %	27.7 %	28.1 %	21.8 %

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P9ER	2.1 %	8.4 %	24.9 %	32.9 %	31.7 %
P10ER	5.4 %	10.7 %	26.4 %	31.4 %	26.2 %

4.2. Exploratory factor analysis of variables

Table 6 shows the CFA analysis of the variable reasons for discipline, which was configured using the parallel analysis method with Promax rotation, identifying four main factors. It can be seen that in Factor 1 there are 10 items that contribute significantly to measuring this factor with factor loadings (λ) above 0.456. However, some items from other factors in the original scale are identified that load on this factor (for example, item P1RD). In Factor 2, it can be seen that all items from the original scale continue to measure the factor of reasons for concern for others to be disciplined with high loadings ($\lambda > 0.562$). In contrast, Factor 3 is measured by only three items out of five items from the original dimension, so two items were moved to Factor 1 (P1RD and P11RD). However, one of the characteristics of this factor is that the three items contribute well to measuring the intrinsic reasons for being disciplined. Finally, the fourth factor is a mixture of the factors extrinsic reasons for being disciplined and no reasons for being disciplined. These items, like the rest of the factors, have factor loadings above 0.434, which allows these items to measure the identified factor.

It should be noted that three of the four factors have good reliability coefficients; however, the reliability of factor four is questionable according to the results of Cronbach's alpha and McDonald's omega. Nevertheless, on the general scale for measuring reasons for discipline, the coefficients are acceptable. Nevertheless, the correlation matrix shows that factors 1, 2, and 3 are related to each other, but these factors do not correlate significantly with factor 4. Therefore, this factor is negatively associated with measuring the main construct of reasons for discipline.

Table 6. Factor analysis of reasons for discipline

Items	Factor 1	Factor 2	Factor 3	Factor 4	Uniqueness	Coefficient ω (0.83)	Coefficient α (0.79)
P16RD	0.689				0.637		
P17RD	0.593				0.520		
P8RD	0.592				0.703		
P3RD	0.587				0.569		
P12RD	0.546				0.523		
P25RD	0.543				0.581	0.716	0.716
P22RD	0.520				0.704		
P7RD	0.504				0.648		
P11RD	0.485				0.345		
P9RD	0.476				0.725		
P1RD	0.456				0.604		
P10RD		0.973			0.282		
P23RD		0.814			0.356	0.81	0.803
P20RD		0.669			0.453		
P6RD		0.562			0.534		
P18RD			0.950		0.208		
P24RD			0.833		0.331	0.837	0.835
P21RD			0.735		0.345		
P14RD				0.633	0.543		
P13RD				0.626	0.566		
P19RD				0.574	0.672	0.671	0.669
P26RD				0.539	0.598		
P5RD				0.434	0.812		
Factor 1	1	0.663	0.573	-0.044	Kaiser-Meyer-Olkin Test		

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Factor 2	0.663	1	0.579	-0.120			
Factor 3	0.573	0.579	1	-0.111			
Factor 4	-0.044	-0.120	-0.111	1		0.861	
Chi-squared Test	Value	df	p	Bartlett's Test	X ²	df	p
	807.995	167	< .001		5247.373	253	< .001

Note. Applied rotation method is promax.

Table 7 reveals that resilience is measured unifactorially, as in previous versions [34], [49]. The results show that the factor loadings ($\lambda > 0.535$) are significant. In addition, Cronbach's alpha and McDonald's omega are above 0.7 overall and for individual items, which is acceptable, indicating that the construct has good internal consistency for measuring student resilience.

Table 7. Resilience factor analysis

Items	Factor 1	Uniqueness	Coefficient ω (0.83)	Coefficient α (0.79)
P9ER	0.753	0.432		
P2ER	0.706	0.501		
P10ER	0.700	0.509		
P6ER	0.696	0.516		
P1ER	0.689	0.526		
P7ER	0.612	0.625	0.813	0.811
P8ER	0.579	0.665		
P5ER	0.576	0.668		
P3ER	0.558	0.689		
P4ER	0.535	0.713		
Chi-squared Test	Value	Df	p	Kaiser-Meyer-Olkin Test
	142.802	35	< .001	
Bartlett's Test	X ²	Df	p	
	1878.726	45	< .001	0.912

Note. Applied rotation method is promax.

4.3. Confirmatory factor analysis of variables

4.3.1. AFC for the variable reasons for discipline

The identification of factors using EFA led to confirmatory factor analysis, which identified that Factor 4 did not correlate with the other factors and that its reliability was questionable ($\alpha < 0.7$), meaning that the factor measures a different construct. This factor in the confirmatory model did not allow for adequate adjustment of the goodness-of-fit indices, so it was decided to eliminate the factor and retain the rest of the factors and their items; this allowed good results to be obtained for this model. Likewise, Table 7 shows that the items are correlated with each other, some with small values and others with medium values, with considerable significance ($p < 0.05$).

The model shows correlations between factors, which are high and significant. This suggests that, although the factors are related, there is discrimination between them, supporting the discriminant validity of the model. In addition, the goodness-of-fit index results are acceptable and good. For example, χ^2/df (CMIN/DF) = 3.214 is observed, suggesting a reasonable fit. However, CFI and TLI (CFI = 0.934 and TLI = 0.923) were found with values exceeding 0.90, indicating a good fit. Likewise, an RMSEA equal to 0.065 is observed, a value within the acceptable range (0.05-0.08). This is corroborated by the RMR value equal to 0.031, which is very low, indicating that it is favorable for the identified model, i.e., the model is valid and plausible.

Title of manuscript is short and clear, implies research results (First Author)

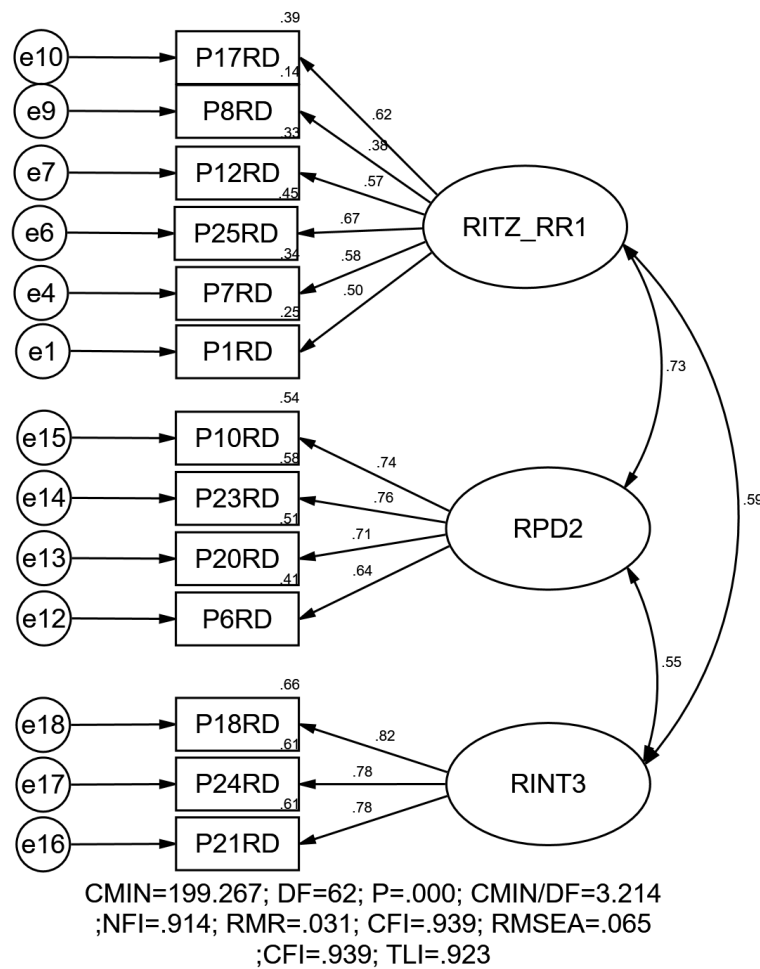


Figure 1. AFC model of reasons for discipline

4.3.1. AFC for the resilience variable

Table 9 shows the assessment of normality and correlation of the items of student resilience, where each item was assessed on a scale of 0 to 4. These items show asymmetry with negative values (-0.247 to -0.80), indicating a left skew, i.e., students tend to choose high scores of 3 or 4. Meanwhile, the kurtosis reveals that most items tend to be negative (-0.779 to -0.105), except for item P6ER, which is almost mesokurtic. Therefore, the data violate univariate normality in most items, given the responses with high tendencies and flattened distributions. This is corroborated by the non-existence of multivariate normality, which is high. For its part, the correlation matrix between items reflects moderate and high magnitudes between 0.22 and 0.517, suggesting that the items are related and contribute to measuring the dimension.

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Table 9. Assessment of normality and correlations of resilience items

Variable	min	max	skew	c.r.	kurtosis	c.r.	P1ER	P2ER	P3ER	P4ER	P5ER	P6ER	P7ER	P8ER	P9ER	P10ER
P1ER	0	4	-0.34	-3.179	-0.283	-1.322	1									
P2ER	0	4	-0.45	-4.197	-0.105	-0.491	0.48	1								
P3ER	0	4	-0.431	-4.028	-0.635	-2.964	0.381	0.358	1							
P4ER	0	4	-0.247	-2.31	-0.658	-3.072	0.296	0.344	0.364	1						
P5ER	0	4	-0.429	-4.003	-0.763	-3.562	0.339	0.349	0.304	0.374	1					
P6ER	0	4	-0.80	-7.469	0.009	0.043	0.408	0.366	0.325	0.323	0.348	1				
P7ER	0	4	-0.275	-2.571	-0.629	-2.938	0.38	0.378	0.275	0.302	0.312	0.399	1			
P8ER	0	4	-0.31	-2.89	-0.779	-3.635	0.304	0.283	0.225	0.284	0.297	0.309	0.354	1		
P9ER	0	4	-0.59	-5.505	-0.335	-1.564	0.432	0.469	0.318	0.288	0.351	0.517	0.379	0.425	1	
P10ER	0	4	-0.535	-4.999	-0.452	-2.112	0.43	0.455	0.301	0.292	0.324	0.361	0.368	0.444	0.516	1
Multivariate					27.515	20.309										

Figure 1 shows the AFC model for measuring resilience, which shows the factor loadings (λ) and the validity of the latent construct, where all loadings are greater than 0.51, indicating that the items have a significant relationship with resilience. Furthermore, the convergent validity is acceptable given that the loadings explain between 26% (0.512) and 50% (0.712) of the item variance, meeting the minimum criterion of 0.25 (Hair et al., 2019). It should be noted that items with loadings close to 1 are those that best represent the construct for measuring resilience (e.g., P9ER=0.71). This factorial structure yielded good goodness-of-fit indices such as χ^2 (CMIN), which is significant ($p < 0.05$) but expected given that the sample size exceeds 200 participants. In addition, the model reported a good to excellent overall fit, supported by CFI > 0.95, RMSEA < 0.08, and CMIN/DF < 5. Therefore, despite the non-normality, the robust indices and CMIN/DF=2.889 support the stability of the model.

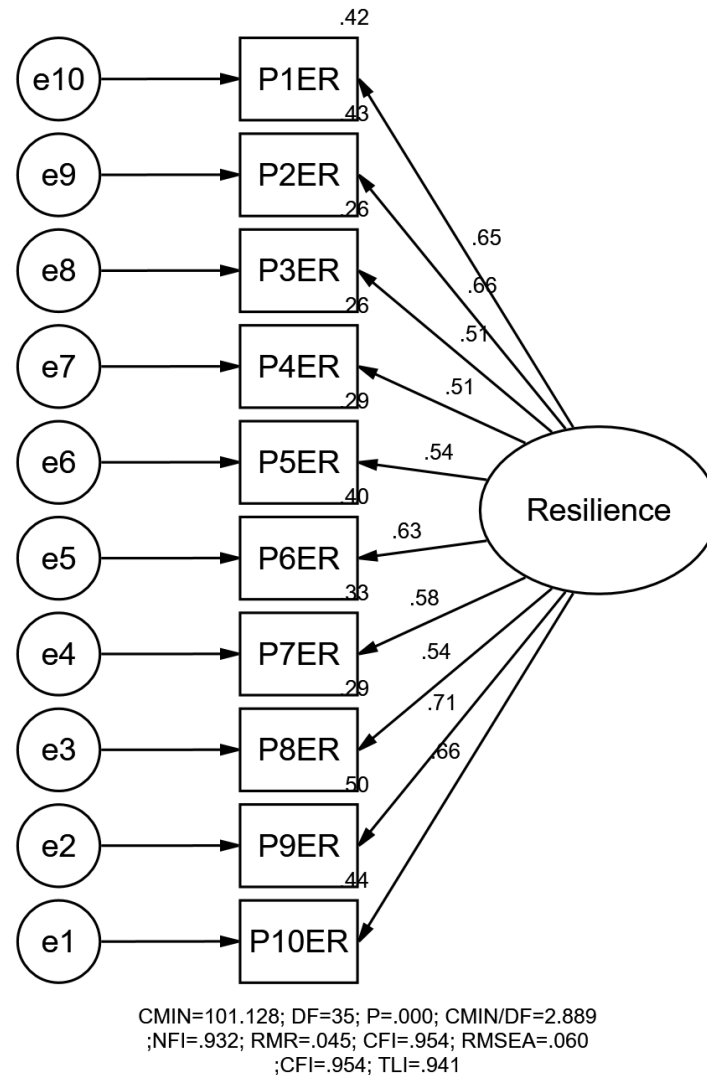


Figure 2. AFC resilience model

4.4. Structural model of reasons for discipline and resilience

The preliminary AFE and AFC analyses led to the creation of a structural model based on the factors of reasons for discipline and resilience. Figure 3 and Table 9 show the effects of the factors of reasons for discipline on resilience, which were evaluated using a structural equation model, reporting both standardized (β_1) and non-standardized (β_2) estimators, along with standard errors (S.E.), critical values (C.R.), and significance levels (p).

A standardized $\beta_1=0.356$ is observed for the effect of introjected and responsible reasons for being disciplined (RITZ_RR1) on resilience, indicating that for each increase of one standard deviation in introjected and responsible reasons for being disciplined, resilience increases by standard deviations, controlled for other factors. along these lines, a non-standardized value equal to 0.434 reflects that for each change in this factor, resilience increases on the original scale. These values are supported by statistical significance (C.R. = 3.316, $p < 0.001$), in which the effect is highly significant, supporting the hypothesis that this factor contributes positively to resilience.

For its part, the factor reasons for concern for others to be disciplined (RPD2) shows a weak and insignificant negative relationship with resilience ($\beta_1=-0.071$), indicating a practically zero effect when revealing a $\beta_2=-0.079$. This lack of significance according to the C.R. with a $p=0.442$ shows that there is insufficient evidence to indicate that reasons for concern for others to be disciplined influence resilience.

Finally, the intrinsic reasons for being disciplined factor (RINT3) shows a standardized value of 0.167, suggesting that for each increase in one standard deviation in intrinsic reasons for being disciplined, resilience

increases by 0.167 standard deviations. For its part, the unstandardized estimator of 0.147 confirms a positive distribution, albeit moderate on the original scale. However, its significance of $p=0.015$ determines the statistically significant effect, supporting its relevance in the generated model.

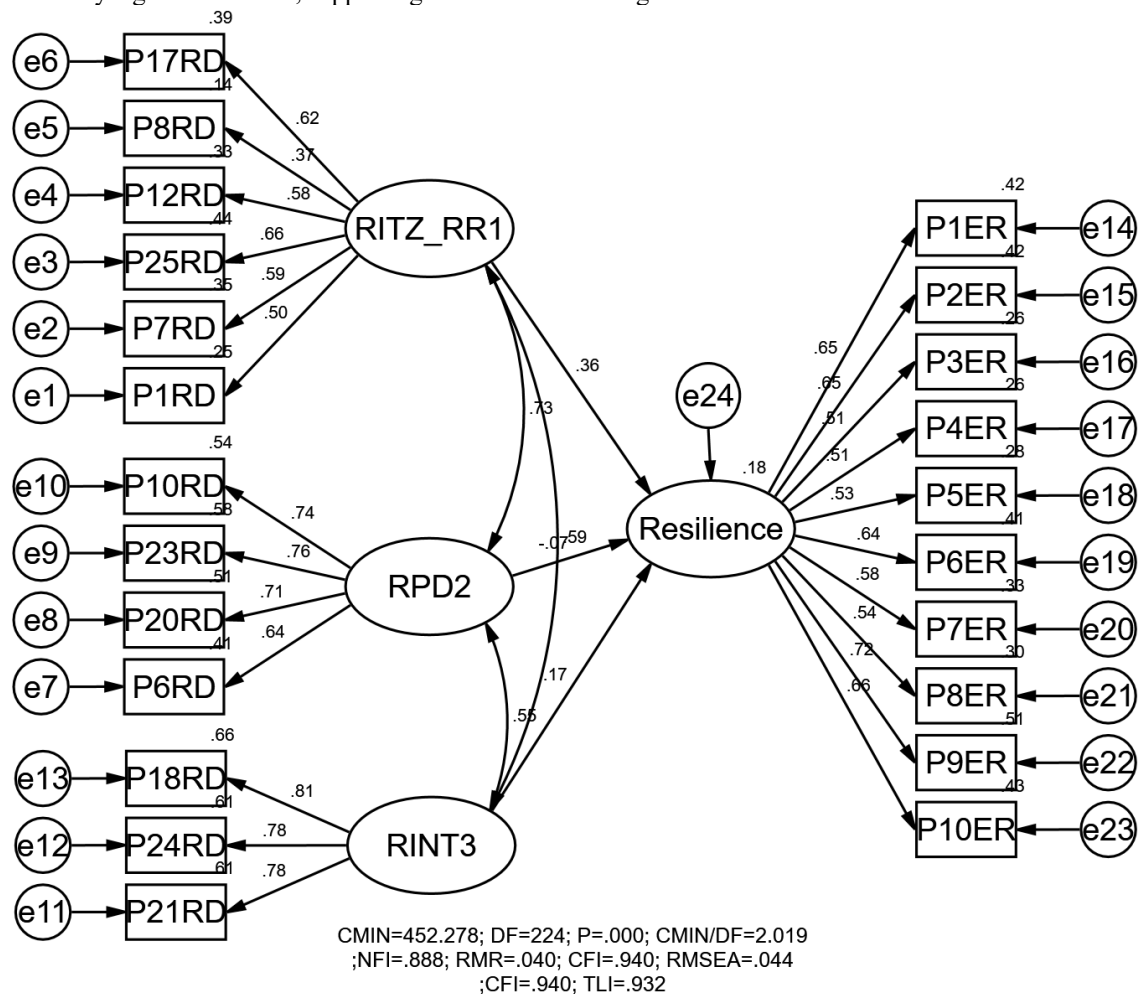


Figure 3. Structural model of the factors influencing discipline and their effect on resilience

The goodness-of-fit indices shown in Figure 3 evaluate the validity of the proposed model of the relationships between the factors (RITZ_RR1, RPD2, RINT3) and resilience. Adequate goodness-of-fit indices are observed, with a CFI and TLI = 0.940 [45] an RMSEA = 0.044 (90% CI: 0.04–0.08; [50] and RMR = 0.040. This model suggests that the data fit the proposed model in the sense that a $CMIN/DF > 3$ was found [46]. These values support the stability of the proposed structural model.

Table 10. Effect of disciplinary factors on resilience

	Effects		β_1	β_2	S.E.	C.R.	P	Hypothesis
RITZ_RR1	-->	Resilience	0.356	0.434	0.131	3.316	***	Accept
RPD2	--->	Resilience	-0.071	-0.079	0.103	-0.769	0.442	Reject
RINT3	--->	Resilience	0.167	0.147	0.06	2.432	0.015	Accept

5. DISCUSSION AND CONCLUSION

The results of the structural equation model show a significant relationship between disciplinary reasons, from the teacher's perspective, and the resilience of students in regular basic education. In particular, the RPD2 factor (personal disciplinary reasons) has a high negative regression coefficient ($\beta = -0.59$) in its relationship with the Resilience variable, which is interpreted as a teacher perception that students who require discipline for personal reasons may be less prepared to cope with adverse situations. This finding is consistent

with previous research highlighting how behaviors related to self-regulation and school responsibility influence the development of resilience [51]. In addition, studies such as the one by [52] They point out that students with less need for disciplinary intervention tend to show greater autonomy, emotional control, and adaptability in the face of academic challenges.

The model also highlights the role of teachers as mediators between discipline and the development of resilience in students. Dimensions such as RINT3 (reasons for discipline due to social interaction) and RITZ_RR1 (institutional reasons) show moderate to high correlations with resilience ($\beta = 0.55$ and $\beta = 0.36$, respectively), suggesting that contexts where positive coexistence and clear rules are promoted contribute to students' emotional strengthening. According to the study by [53] [54] a school climate perceived as safe, structured, and supportive, where teachers act consistently and approachably, predicts higher levels of academic resilience. Thus, the present SEM model reinforces the idea that the reasons why a student is disciplined reflect not only behaviors but also opportunities for social-emotional growth managed from within the educational environment.

The fit of the structural model obtained (CFI = .940; RMSEA = .044; TLI = .932) indicates a robust and valid psychometric structure, comparable to similar research in the field of education [55][36]. From a theoretical perspective, this model coincides with Bronfenbrenner's ecological approach, where the immediate environment (school and teacher) has a direct influence on the student's coping resources. The implications of this finding are relevant for the design of teacher training strategies that include not only the development of disciplinary skills, but also the active promotion of resilience in the classroom. As proposed by [56] [57], teachers' emotional well-being and their ability to regulate themselves are fundamental to implementing positive discipline practices, which have a direct impact on students' psychosocial development.

One limitation relates to the cross-sectional design, which prevents direct causal relationships from being established between the variables analyzed. Future studies could use longitudinal designs to observe how student resilience evolves over time as a function of teacher discipline [58], [59].

Another limitation lies in the single source of information, as perceptions came exclusively from teachers. Although this offers a professional view of student behavior, it would be appropriate to supplement it with the perspective of the students themselves or their parents, in order to strengthen the ecological validity of the findings [60].

The SEM model was based on self-reports and teacher perceptions, and is therefore subject to possible social desirability biases. It is suggested that future studies include mixed techniques or methodological triangulation that integrate classroom observation, qualitative interviews, or academic performance analysis [61].

It is recommended to incorporate a longitudinal approach, which allows for examining changes in resilience and discipline over time, considering the influence of contextual variables such as school climate and teacher emotional support [61]. Likewise, expand the SEM model to include mediating or moderating variables, such as self-efficacy, academic motivation, or sense of belonging, which could provide a more comprehensive explanation of the link between discipline and resilience [62], [63]; as well as replicating the study at other educational levels (secondary, higher) and in other cultural contexts, to verify the stability of the model and its cross-cultural applicability [64],[65].

This research provides solid evidence on the validity and reliability of disciplinary reasons and their relationship with resilience from the perspective of the teacher [66] [36] in regular elementary school students, establishing its structure as the best relational measurement model. The confirmation of factorial invariance by gender and age strengthens its applicability in comparative studies, allowing for the evaluation of differences in discipline and resilience without demographic biases. Likewise, the structural model showed concurrent validity with key constructs of teacher perception, reinforcing its relevance in the relationship between the variables under study.



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