Research Paper | Education

Comparison of the Intensity of Classroom Discipline

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ABSTRACT

The work titled Comparison of the Intensity of Classroom Discipline of students at intermediate level focuses on measuring the Classroom Discipline as an internal factor amongst the students from rural & urban areas in science & arts stream at intermediate level. Present study has also inspired deep to find whether that there is a real difference in the intensity of Classroom Discipline between male & female students during their studies.The size of the sample taken for the study is 200 (i.e.100 boys & 100 girls). Survey Method of research is employed for productive results. Semi- probability technique has been used by the researchers for the sampling purposes. Findings reveal that among the biographical variables; gender is a significant variable in measuring the intensity of classroom discipline during studies at intermediate level. The females are found to be better in maintaining the intensity of Classroom discipline internally in them in comparison to malesat intermediate level.

KEYWORDS : Classroom Discipline

Comparison of the Intensity of Classroom Discipline

Education is never a static but a dynamic process which develops a child according to the changing times and situations. Education cannot be confined to the process of giving knowledge to an individual in schools, colleges, universities or other educational institutions; rather it's a programme which goes on from birth till death or say womb to the tomb. In other words, everyone learns something or the other throughout one's lifespan through various activities and experiences.

Discipline is paramount for every learning and achievement. It is essential for every learner and also equally important for peace and harmony of any learning environment. That's why it is always necessary for the discipline element to be instilled in the classroom to get the best results. Learner's (students) self-discipline in class and engagement, play an important role in learning and educational achievement. Closely related to motivation is, self-discipline; the ability of student to monitor and control her/his own behaviour in the class room. Students who are highly self-disciplined may be able to focus better on long or even short term goals and make better choices related to the educational engagements. In addition, the concept of self-discipline focuses on the ability of the students to engage in particular behaviour rather than reliance on external motivation, rewards and punishments. Thus,this paper intends to measure the intensity of classroomdiscipline of male & female students at intermediate level.

Literature Review

The present research work entitled Comparison of the Intensity of Classroom Disciplinemeasures the intensity of being in classroom discipline in the male & female students from urban/rural areas & science/arts stream at intermediate level. In order to support this study survey of different studieswere conducted by the authors.Gauteng Department of Education (2000): The teacher–learner relationship in the classroom should be based on mutual respect and trust. To achieve this, teachers have to be in close partnership with the learners when making decisions that affect the class. Both teachers and learners work as a team to achieve predetermined the goals and objectives of the lesson. That is, the ideal teacher– learner relationship is the one that recognises learners as partners in the education process. In this environment, there is less hindrance and learners work harmoniously with others.Khoza (2001:1): says that schools should be supported to be safe havens where education and learning can flourish. Freedman and Benjamin (2003:7): emphasize that discipline keeps strategies and vision from becoming an unmet aspiration. Stankosky (2005:3): states that knowledge management has significance and it must be elevated to its own academic discipline with the accompanying of theoretical construents, guiding principles and professional society to serve as an evolutionary thrust.David Osher (2009): School

discipline addresses school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value. This article surveys three approaches to improving school discipline practices and student behaviour: ecological approaches to classroom management; school wide positive behavioural supports; and social and emotional learning. The article examines their epistemological and empirical roots and supporting research, suggesting ways to combine approaches.Weiner (2010): A study conducted by Weiner (2010) to understand why classroom management is such a problem in the urban schools, found that "so much in the school environment undercuts the social norm required for high academics functioning in urban classrooms, successful urban teachers must deeply embedded classroom management in every aspect of classroom life, making the teaching of social skills a reflexive part of instruction". The ideal classroom environment will have "fewer disruptions during instructional time, better teacher planning, classroom organization, and student engagement, (this will) allow for more learning time".

Hence, the comparative study of the intensity of class discipline of the students at intermediate level gathers importance of the highest order.

Thus, keeping the above facts in mind, following questions which confronted the researchers are:Does intensity of classroom discipline differs in male and female students?Whether managing a class is only the duty of a teacher or the students are equally responsible for it?Whether students should inculcate the habit of maintaining self - discipline during classroom studies?Does intensity of being disciplined in classroomdiffers in male &female students on the basis oftheir streams of education i.e. science & arts.

Hence, the variable Classroom Discipline is measured in this very study is defined operationally in the following way:

Classroom Discipline:

here in this research study is measured in terms of the kind of responses & scores obtained by the students on the questionnaire related to it.

Objectives

1. To study comparatively the intensity of classroom discipline in the male & female students from the urban area in science stream at intermediate level.
2. To study comparatively the intensity of classroom discipline in the male & female students from the urban area in arts stream at intermediate level.
3. To study comparatively the intensity of classroom discipline in

the male & female students from the rural area in science stream at intermediate level.
4. To study comparatively the intensity of classroom discipline in the male & female students from the rural area in arts stream at intermediate level.

Hypotheses
1. There is no significant difference in the intensity of classroom discipline in the male & female students from the urban area in science stream at intermediate level.
2. There is no significant difference in the intensity of classroom discipline in the male & female students from the urban area in arts stream at intermediate level.
3. There is no significant difference in the intensity of classroom discipline in the male & female students from the rural area in science stream at intermediate level.
4. There is no significant difference in the intensity of classroom discipline in the male & female students from the rural area in arts stream at intermediate level.

Methodology
Method
The researchers used the "Survey method" for the present study.

Sample
The size of the sample covers 200 students in all. Out of these 200 students (100 are male & 100 female).These were sampled using semi-probability technique from the Intermediate Colleges of Jhansi District from U.P.

Tools Used
Classroom Discipline Questionnaire compriseof 50 items related to the intensity of Classroom Discipline amongst the students. The items are designed in such a manner that they are centered on the intensity of the students to be in self-discipline mode during classroom session. The items are classified for measuring responses of the students on a 5-point scale ranging from '1' for {completely agree} to '5' for {completely disagree} and vice-versa i.e. ranging from '5' for {completely agree} to '1' for {completely disagree}.

Statistical techniques
Mean, Standard Deviation & t-test was used for the analysis of data collected

Results & Discussion
1.Comparison of the intensity of Classroom Discipline in the male & female students from the urban area in science stream at intermediate level.

To study comparatively the intensity of classroom discipline in the male & female students from the urban area in science stream at intermediate level is thehypothesis in this context which spells that -There is no significant difference in the intensity of Classroom Discipline in the male & female students from the urban area in science stream at intermediate level. In order to test this hypothesis, application of t-test is resorted to. The difference of the mean scores of male & female students from urban area in science stream at intermediate level on various dimensions of class discipline is computed and shown below in the table, here:

Table 1.1
a. t-test for the Classroom Discipline Questionnaire between the male & female students of the urban area in science stream at intermediate level:

Group	Locale	Stream	Mean	S.D.	d	σd	t	Level of significance	
Female			212.8	12.70				0.05	2.01
Male	Urban	Science	195.2	9.042	17.6	3.1822	5.5311	0.01	2.68

The above table reveals that the mean scores of the female students (M=212.8) from urban area in science stream at intermediate level is

higher than the mean scores of male students (M=195.2) from urban area in science stream at intermediate level.

The computed t-value i.e. 5.5311 which is itself greater than the table value at significant level of 0.05 i.e. 2.01 & 0.01 i.e. 2.68 therefore, the hypothesis that - There is no significant difference in the intensity of Classroom Discipline in the male & female students from the urban area in science stream at intermediate level is rejected.This above interpretation is further supported by the graphs (Graph No.1 & Graph No.2) given below:
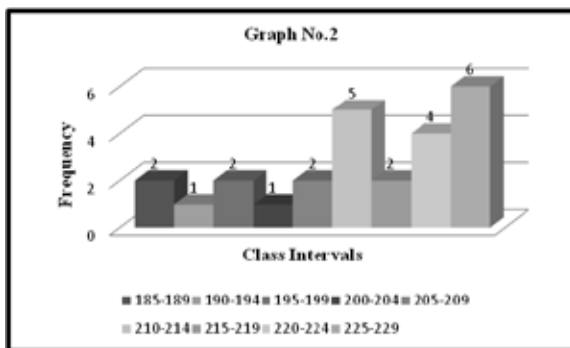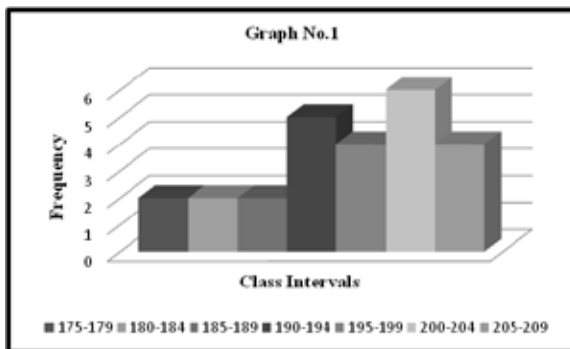
2.Comparison of the intensity of classroom discipline in the male & female students from the urban area in arts stream at intermediate level.

A marked difference is observed in the mean scores of the intensity of male & female students from urban area in arts stream at intermediate level. The mean scores of the female students from urban area in arts stream (M=159) is higher than the mean scores of male students (M=140.4) from urban area in arts stream at intermediate level which signifies that though these male & female students study in the same homogenous environment of classroom but as inferred from scored data, their intensity of being in the classroom discipline varies which is calculated on the different statistical scales & is shown in the table below:
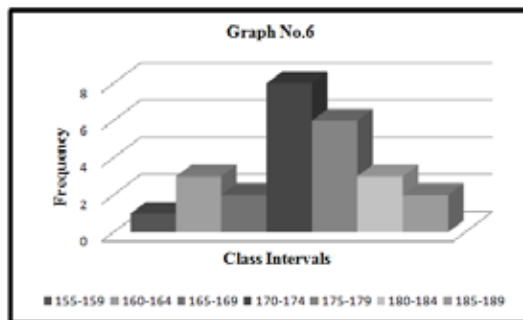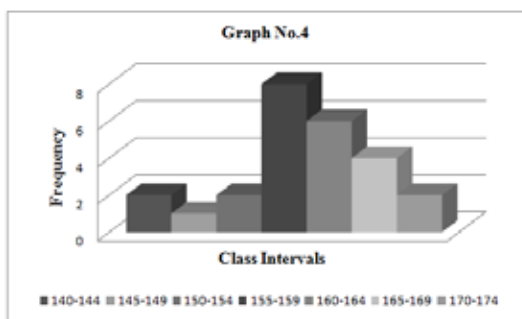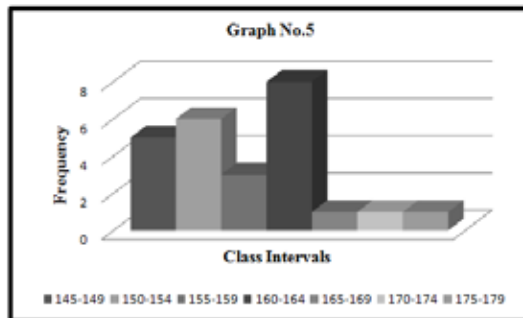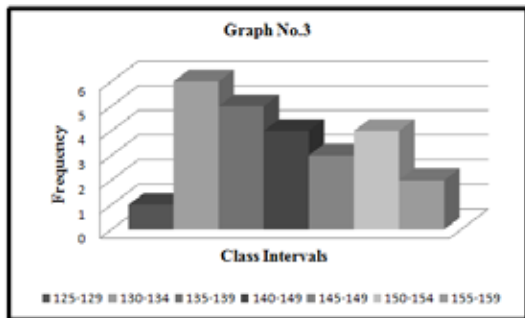
b. t-test for the Classroom Discipline Questionnaire between the male & female students of arts stream from the urban area at intermediate level:

Table 2.1

Group	Locale	Stream	Mean	S.D.	d	σd	t	Level of significance	
Female			159	7.745				0.05	2.01
Male	Urban	Arts	140.4	8.639	18.6	2.368	7.854	0.01	2.68

The calculated t-value is 7.854, which is greater than the table value at significant level of 0.05 i.e. 2.01 & 0.01 i.e. 2.68. Therefore, the hypothesis that -There is no significant difference in the intensity of Classroom Discipline in the male & female students from the urban area in arts stream at intermediate level is rejected.Thus, it can be concluded that both the genders, being given the same classroom

conditions, differ in their intensity of classroom quotient according to their form of the gender. Graphs No.3 & No.4 given below support the above data.

Graph No.3

Graph No.4

Graph No.5

Graph No.6

3.Comparative study of the intensity of classroom discipline in the male & female students from the rural area in science stream at intermediate level.

On comparing the mean values of male & female students from rural area in science stream at intermediate level, it is found that the female students from rural area in science stream have scored higher on maintaining class discipline during classroom studies in comparison to male students from rural area in science stream as is evident from the data given in the table below:

c. t-test for the Classroom Discipline Questionnaire between the male & female students from the rural area in science stream at intermediate level:

Table 3.1

Group	Locale	Stream	Mean	S.D.	d	σd	t	Level of significance	
Female			173.4	7.552				0.05	2.01
Male	Rural	Science	156.2	7.934	17.2	2.235	7.695	0.01	2.68

Thus, from the data derived, discussed and shown in the table above, it is obviated and concluded that the female students from rural area at intermediate level are highly sensitive towards the element of classroom discipline compared to the male students of the same zone of comparison and study.

Since the calculated value of t-ratio is 7.695 and is greater than the table value at the significant level of 0.05 i.e. 2.01& 0.01 i.e. 2.68; therefore the hypothesis that -There is no significant difference in the intensity of Classroom Discipline in the male & female students from the rural area in science stream at intermediate level is rejected.

4.Comparative study of the intensity of classroom discipline in the male & female students from the rural area in arts stream at intermediate level.

Thus after working on different scales of relevant data such as mean-scores, standard deviation and t-value etc, it is observed to conclude that intensity of classroom discipline as an internal factor, in fact, is predominantly superb amongst the female students. The aspect of internal discipline has surfaced effectively. It crystallizes the influence in the female segment of class discipline fairly scaling high especially amongst the female student of rural area in the arts subjects. The fact is truly sustainable and is fully substantiated from the data shown in the table below.

d. t-test for the Classroom Discipline Questionnaire between the male & female students from the rural area in arts stream at intermediate level:

Table 4.1

Group	Locale	Stream	Mean	S.D.	σd	d	t	Level of significance	
Female			146.4	8.404				0.05	2.01
Male	Rural	Arts	131.6	7.605	2.313	14.8	6.398	0.01	2.68

Researchers find and feel that mean scores of females students are surfaced on the higher side mainly due to the fact that female students of the rural study zone in the arts stream have undergone the stage of self-realisation taking the prime value of learning discipline in the class as against the male students. Female students, over the male students; have simplified themselves with the vital importance of class discipline in the field of learning and therefore applying it for themselves at the maximum possible levels.

In this, the calculated value of t-ratio is found to be 6.398 which is absolutely greater than the table value at the significant level of 0.05 i.e. 2.01 & 0.01 i.e. 2.68 therefore, the hypothesis that -There is no significant difference in the intensity of Classroom Discipline in the male & female students from the rural area in arts stream at intermediate level is hereby rejected. The above interpretation is represented by the

Graph No.7 & Graph No.8 given below:

Graph No.7

Graph No.8
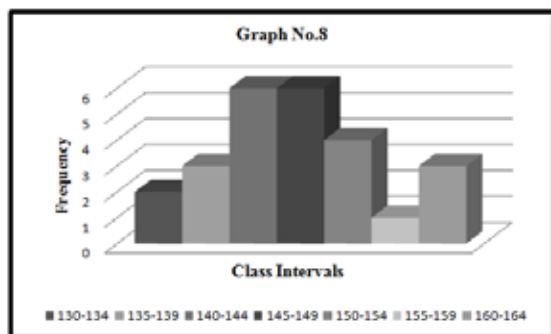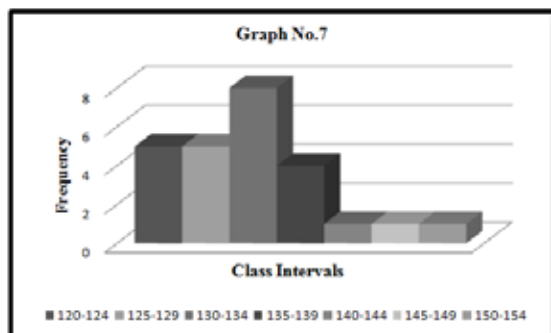
Conclusion

Findings drawn in this study reveal that among the biographical variables; gender is a significant variable in measuring the intensity of classroom discipline during studies vis-a-vis educational achievements at intermediate level. The females are better than males in Classroom discipline at intermediate level. Classroom discipline as a variable was measured between two different groups in this study On comparing males &females from urban & rural area in science & arts stream it was found that females from urban area in science stream are better when it comes to maintaining self-discipline in the classroom during studies.

The given findings are established authentically further, when the measuring-data derived through the study, is adjudged in comparison between male & female with respect to locale & education-streams. With this, it is concluded that the female students of science stream from urban area have shaped superior over the male & female students of arts stream in urban area & both science & arts stream in the rural area. Another fact surfaced in this very study is that not only the gender but also the locale & education-stream are considerably responsible in developing the classroom discipline as self-discipline in the students.

Finally in the overall comparison of male & female students of urban & rural area in the science and arts stream, it is drawn that the female students outshined the male students in maintaining the self-discipline during classroom studies.

Educationalimplications

The educational implications of this study [education vis-a-vis discipline] carry immense significance amongst various learning groups. It is not only vital and essential for the students but is equally or rather highly useful for the teachers as no act in this nature can sustain disorderly. Thus, teacher and the taught both derive full benefit en-mass in the field of learning. For the productive results; it is utterly important even to any individual learner for regulating her/his educational achievements through the act of discipline. Self-induced element of discipline or say- a self-motivated individual with a tinge of self-discipline in a person, translates a student's learning with permanency befitting for the existence. As we see with regard to a nation, the discipline both at macro and micro levels yield meaningful results for running it well with due developments. Similarly, attempts in the study are kept focussed for acquiring self-discipline in a student for improved performance. The educator can predominantly motivate the learners giving them smooth shift inspiring for achieving the feats in the field of learning / education. Students are always at the receiving end.

When a student inculcates classroom discipline morphing into the self-discipline, her/his motivation level, focussed attention with learning level increases reasonably high. In this work, the outshining of the female students from urban area in science stream, surfaces this fact that they are very well under the guidance of proper educator apart from self-generated attitude for learning. Therefore, the administration, teachers & students should try their best at other centres of learning to inculcate sense of discipline amongst the students so that learning remains above the mark.The study also concentrates to comparatively study educational achievements of certain groups. Educational Achievement is mainly concerned with the development of students in the classroom activities along with other curricular activities of a school/college. Thus, it can firmly be drawn that any achievement is never complete without proper discipline in the learning. It is time tested reality that proper learning provides purposeful results for a learner.

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