



A Study About Student Discipline Approach of Teachers in Schools

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ABSTRACT

Student discipline is a required set of actions by a teacher towards a student. Student discipline has a crucial role in school. Every teacher in the class room is invariably engaged in interaction with the students. As a consequence of mandatory nature of interaction and status distinction between participants, discipline becomes an essential ingredient of classroom. In school, student discipline is key concern. In present study effect of discipline on student's performance and different approaches and impacts are studied.

KEYWORDS :

Introduction:

Discipline guides the children's behaviour to help them learn to take care of themselves, other people and the world around them. The term discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, etc. Disciplining children is important to create a safe and fun learning environment. It requires knowledge, skill, sensitivity and self-confidence; it is something that will acquire through training and experience; it becomes easier with practice. Discipline is one dimension of classroom management. Discipline was brought up due to misbehaving because of the lack of engagement and stimulation, a rigid definition of acceptable behaviors and lack of attention and responsibilities. Discipline instills in students a sense of responsibility by using youth partnerships to develop and share rules, provide opportunities for success, and administer in-school according to well defined system.

Teachers play an important role in teaching through socialization process. The ideal image of school is in conflict with norms and values of teachers who view students as irresponsible and undisciplined needing strictness and punishment. Student teaching is perceived by teachers as the most influential part of education. Some teachers become more liberal and confident. Some teachers are more humanistic. Teacher effectiveness training differentiates between teacher-owned and student-owned problems, and proposes different strategies for dealing with each. Students are taught problem-solving and negotiation techniques. Disciplining students, particularly those with chronic or serious behavior problems, is a long-standing challenge for educators. They must balance the needs of the school community and those of the individual student. Reliance on punitive approaches to discipline, such as 'zero tolerance' policies, has proven largely ineffective

Control takes different forms in different schools and among different students, teachers and administrators. Student control is conceptualized along a continuum from custodial at one extreme to humanistic at other. Current research and legislation offer alternative 'best practice' strategies that support the safe education of all students. Such effective discipline practices ensure the safety and dignity of students and staff, preserve the integrity of the learning environment, and address the causes of a student's misbehavior in order to improve positive behavioral skills and long-term outcomes.

Positive discipline strategies focus on student's behavior by involvement not by punishment. This policy emphasizes the importance of making positive changes in the child's environment in order to improve the child's behavior. Such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists.

Positive discipline strategies benefit all students because:

Strategies that effectively maintain appropriate social behavior make schools safer. Safer schools have more effective learning environments.

Positive solutions address student needs, environmental conditions, teacher interactions and matching students with curriculum.

When students are given an appropriate education in a conducive environment, they improve behavior and performance.

Appropriately implemented, proactive behavior support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problem behavior in individuals.

Discipline that is fair and corrective includes group relationship, participation in activities and reduces further problems.

Methodology:

Students of middle, high school and higher secondary classes of 4 schools are selected for study. All students are divided into 2 categories i.e., class VI-VIII and class IX-XII. 120 total students and 60 for each category are selected randomly. Each category is divided into 3 groups A,B and C. Each group has 20 students. Observation and interview method is opted for research. Questionnaire was prepared for teachers having questions regarding discipline approach used by them and student response. Student result is analysed in comparison of used discipline approach.

Result and Analysis:

Table-1: Impact of Discipline on Class Academics

Class Room Teaching	Course cover (%)	Comprehension (%)	Result (%)
Liberal	72	60	62
Semi Disciplined	84	72	71
Disciplined	91	89	88

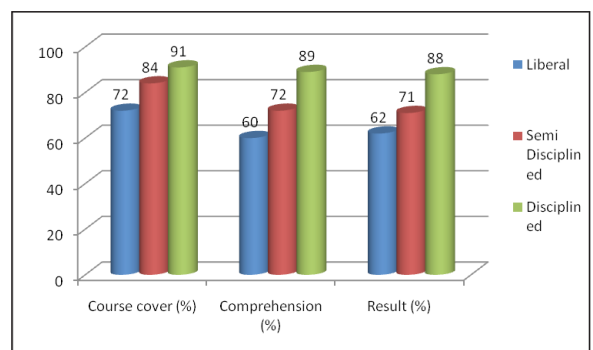


Chart-1: Impact of Discipline on Class Academics

Table-2: Impact of Various Discipline Approaches on Student Result

Class	Group	Strictness (%)	Parent's involvement (%)	Participation of Students in Class Activities (%)	Result (%)
VI-VIII	A	60	18	22	64
	B	50	22	28	72
	C	40	25	35	77
IX-XII	A	60	15	25	81
	B	50	17	33	85
	C	40	20	40	92

Result shows that in liberal class teaching, course coverage percentage is less i.e., 72% in comparison of disciplined class i.e., 91%. Similarly comprehension percentage is 60% for liberal, 72% for semi disciplined and 89% for disciplined classes. Result also influenced by teaching method. Only 62% result obtained through liberal teaching, 71% from semi disciplined and 88% from disciplined teaching.

Impact of various discipline approaches on student's academic result related data shows that in class VI-VIII, group A was dealt with 60% strictness, 18% parent's involvement and involvement in activities of students was 22% obtained result of these students was 64%. In group B strictness was 50%, 22% parent's involvement and student participation was 28%. Academic result of these students increased and reached up to 72%. In group C, strictness decreased and reached 40%, parents involvement 25% and student participation increased up to 35%, result also increased i.e., 77%.

Students of Class IX-XII are also divided into 3 groups and in this category student participation in class activities were increased. In group A, strictness was 60%, parent's involvement was 15% and participation of students in class activities was 25%, obtained academic result was 81%. In group B, 50% strictness, 17% parent's involvement, 33% student participation was found and result enhanced by 85%. For group C, strictness was kept 40%, parent's involvement was 20%, student participation was 40% obtained result increased and reached up to 92%.

Conclusion:

Student discipline is of great importance in middle and higher secondary schools. Positive discipline strategies provide better attitude of students, creative learning environment. Present study indicates that strictness, parent's involvement and student participation in class; school activities influence discipline and student's result. Many schools have adopted a positive approach regarding student discipline where constructive tasks are provided to students. Resulting student's involvement in developmental activities, they feel closeness to schools. They don't involve in indisciplinary activities. Students become more obedient and responsible.

References:

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