Classroom Discipline of Youth

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ABSTRACT *This study aims to know the level of classroom discipline of the youth. The investigators collected data from 300 youth from ThiruvannamalaiDistrict of Tamilnadu by using simple random sampling technique and adopted normative survey as research method. The result shows that youth possess above average level of classroom discipline and some of the sub sample differs significantly in their discipline level. The investigators discussed the findings and made recommendations for teachers, parents, administrators, students, counselors and so on.*

Introduction:
Classroom is a nursery field in which the teacher is an overall co-ordinator for development of disciplined learners to the society. A good classroom is a paradise to the learners at the same time the bad one is hell to them. Better classroom environment could be ensured by the school administrator, teacher and a student. If there is a flaw in any of these three will resultspoor discipline in the classroom. A well-disciplined student knows how to behave in the society and it helps them to reach next level of his/her life journey. The consumers of education are totally responsible for ensuring the classroom discipline. They should possess the qualities such as focused mind, self-control, accepting the reality, adjustment, punctuality, obedience, assertiveness and so on. Classroom discipline is not only shapes the behaviour of the students but also improves the quality of education.

Classroom discipline in teaching and learning involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of lesson plans and materials, structuring of activities according to timetable, teaching of skills and subject matter, grouping the students, effective use of leisure time, plan for periods, student involvement and motivation, and adequate control of student behaviour etc. If majority of the students follow the rules and regulations of the institution will result in better discipline, for that the teacher should be a role model to them.

The students of now days are techno savvy but at the same time the values and discipline among them is not up to the mark and expectations of teachers. So, the investigators, interested to know the classroom discipline among the youth in Thiruvannamali District. The findings of the present study will help the teachers, parents, counsellors to understand the present scenario about classroom discipline. So, the present study has high need and importance.

Objectives:
The investigator of the present study framed the following objectives

1. To find out the classroom discipline of youth in Tiruvannamalai district.
2. To find out the significant mean difference between male and female youth with respect to classroom discipline.
3. To find out the significant mean difference between rural and urban area youth with respect to classroom discipline.
4. To find out the significant mean difference between Tamil and English medium youth with respect to classroom discipline.
5. To find out the significant mean difference between nuclear and joint family youth with respect to classroom discipline.
6. To find out the significant mean difference among first, second and third & above born youth with respect to classroom discipline.
7. To find out the significant mean difference among OC, BC, MBC and SC/ST community youth with respect to classroom discipline.
8. To find out the significant mean difference among youth whose parental education as school, college and diploma with respect to classroom discipline.
9. To find out the significant mean difference among youth whose parental income as low average and high with respect to classroom discipline.

Hypotheses:
The investigator of the present study framed the following hypotheses based on the objectives stated earlier

1. The classroom discipline of youth in Tiruvannamalai district is average.
2. There is no significant mean difference between male and female youth with respect to classroom discipline.
3. There is no significant mean difference between rural and urban area youth with respect to classroom discipline.
4. There is no significant mean difference between Tamil and English medium youth with respect to classroom discipline.
5. To find out the significant mean difference between nuclear and joint family youth with respect to classroom discipline.
6. There is no significant mean difference among first, second and third & above born youth with respect to classroom discipline.
7. There is no significant mean difference among OC, BC, MBC and SC/ST community youth with respect to classroom discipline.
8. There is no significant mean difference among youth whose parental education as school, college and diplo-

ma with respect to classroom discipline.

9. There is no significant mean difference among youth whose parental income as low average and high with respect to classroom discipline.

The Method:

The investigators of the present study adopted a descriptive research as a method. It involves describing, recording, analysis and interpreting the data, which are all directed towards a better understanding of the present.

Delimitations:

This study is confined to Tiruvannamalai district of Tamil Nadu State.

- It is confined itself to the 300 youth studying in various colleges.
- It is restricted to certain demographic variables only.

Variables:

Variables are the conditions or characteristics that the researcher manipulates, controls or observes. Different variables selected by the investigator given the following subheadings.

Dependent variable

The dependent variables are the conditions or characteristics that appear, disappear, or change as the researcher introduces, removes, or change independent variables. For the present study, *Classroom discipline*was takenas a dependent variable.

Independent variable

The independent variables are the conditions or characteristics that the researcher manipulates, or controls in his/her attempt to ascertain their relationship to observed phenomena. For this study, the investigator took variables, they are;

1. *Gender*   - *Male/Female*

2. *Locality*   - *Rural/Urban*

3. *Medium*   - *Tamil/English*

4. *Family Type*   - *Joint/Nuclear*

5. *Birth Oder*   - *First/Second and Third*

6. *Community*   - *OC/BC/MBC/SC/ST*

7. *Parental Education*   - *School/College/Diploma/ Others and*

8. *Parental Income*   - *Low/Average/High*

Sample:

The present study consists of 300 youth studying in various colleges inTiruvannamalai district, Tamil Nadu. The sample for the study was drawn by using simple random sampling technique.

Tool used:

The data are necessary for carrying out research investigation and it must be collected with the special instrument or devices. The successful outcome of a research is mainly depends upon the proper selection of the research tool. So, the investigators used Classroom discipline Scale, which was constructed and standardized by Suresh Kumar,M. [2013].

Name of the Author	Dr.M.Suresh Kumar Ph.D.,
Year	2013
Age Group or Target Population	School and College students
Pilot Study Sample	200
Number of items	30
Average time to complete	20 to 30 minutes
Administration	Individual and Group

SCORING PROCEDURE, reliability, validity and norm

Classroom discipline scale has 30 statements, each statement in this scale was set against two alternative responses, they are "Agree" and "Disagree". Some of the statements in this scale worded in positively and the remaining of them worded negatively.

List of positive and negative statements

Positive (22)	1, 2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 26, 29 and 30
Negative (8)	4, 5, 7, 19, 20, 25, 27, and 28

Scoring:

The scoring to the response given by the respondents should be like the following

Response	Positive	Negative
Agree	1	0
Disagree	0	1

The maximum score for this scale is 30 and the minimum score is 0.

Reliability:

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in table.

Method of reliability Analysis	reliability Co-efficients
Correlation between forms	0.745
Equal-length Spearman-Brown	0.756
Guttman Split-half	0.756
Unequal-length Spearman-Brown	0.747

Validity:

The Classroom discipline scale was given to the experts in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage of the concept.

Percentile norm:

Norms have been worked out for the Classroom discipline scale. The percentile norms are given in the Table.

Percentile	Score Range	Norm
Percentile 25	Up to 10	Low level of Classroom discipline
Percentile 25 to 50	11 to 17	Below average level of Classroom discipline
Percentile 50 to 75	18 to 24	Above average level of Classroom discipline
Percentile 75	25 and above	High level of Classroom discipline

Statistical techniques:
In this present investigation the following Statistical techniques were used.

Descriptive Analysis
i) Measures of central tendency (mean)

ii) Measures of variability (standard deviation)

Differential Analysis
iii) Independent sample 't' test

iv) One way ANOVA 'F' test

Administration:
To collect data for the present study, the investigator administered the tools of the study individually with prior permission from the colleges inTiruvannamalai district. The investigators gave brief introduction about their research also provided guidance to the youth. Whenever they face a problem the investigators clarified immediately. The investigators collected the data with warm welcome from the youth. In this manner, the investigators collected all the research tools from the selected sample.

Interpretation of classroom discipline scores of youth:
It is evident from the Table 1., the calculated mean score of entire sample of youth is found to be 24.08 and the standard deviation value is 3.20. The calculated mean value is higher than the percentile 50 [17]. Hence, it is inferred that the youth are having above average level of classroom discipline.

The calculated mean score of different sub samples of youth is ranging from 21.74 to 25.64. These values are higher than the percentile 50 [17] but less than percentile 75 [25]. Hence, it is inferred that irrespective of sub samples the youth have average level of classroom discipline.

Table –1
The Mean, Standard Deviation and critical ratio values of youth in classroom discipline

S. No.	Variable	Sample	N	Mean	S.D	Critical Ratio Value	LS
1	Gender	Male	107	23.05	3.58	3.98	Significant
		Female	193	24.65	2.82		
2	Locality	Rural	98	23.92	3.12	0.60	Not significant
		Urban	202	24.16	3.25		
3	Medium	Tamil	196	23.98	3.33	0.78	Not significant
		English	104	24.28	2.96		
4	Family Type	Nuclear	245	24.05	3.25	0.33	Not significant
		Joint	55	24.21	3.01		
5	Order of Birth	First	122	23.86	3.16	4.68	Significant
		Second	98	23.62	3.43		
		Third & Above	80	25.00	2.80		
6	Community	OC	29	23.93	3.50	1.33	Not significant
		BC	89	24.53	3.06		
		MBC	144	21.74	3.37		
		SC/ST	38	24.44	2.50		
7	Parental Education	School	214	24.22	2.90	3.58	Significant
		College	48	23.54	4.07		
		Diploma	24	23.04	3.95		
		Others	14	25.64	2.06		
8	Parental Income	Low	66	24.33	3.51	0.44	Not significant
		Average	218	23.98	3.07		
		High	16	24.50	3.75		
9	Entire Sample		300	24.08	3.20	-	-

CR Value – includes both 't' and 'F' values

LS- Level of Significance

The calculated critical ratio values are found to be 3.98, 0.60, 0.78, 0.33, 4.68, 1.33, 3.58 and 0.44 respectively for gender, locality, medium, Family type, Order of Birth, Community, Parental Education and Parental Income. The critical ratio values of gender, order of birth and parental education is significant at 0.05 level. Hence, it is inferred that the sub samples of these differ significantly in their classroom discipline. But the remaining values are not significant at 0.05 level. Hence, it is inferred that the sub samples of locality, medium, family type, community and parental income do not differ significantly in their classroom discipline.

Important findings:
The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. The classroom discipline of youth is above average level and irrespective of sub samples also found the same.
2. The male and female youth differ significantly in their classroom discipline.
3. The rural and urban area youth do not differ significantly in their classroom discipline.
4. The Tamil and English medium youth do not differ significantly in their classroom discipline.
5. The Nuclear and joint family youth do not differ significantly in their classroom discipline.
6. The First, second and third & above born youth differ significantly in their classroom discipline.
7. The OC, BC, MBC and SC/ST community youth do not differ significantly in their classroom discipline.

8. The youth whose parental education as school, college, diploma and others differ significantly in their classroom discipline.

9. The youth whose parental income as low, average and high does not differ significantly in their classroom discipline.

Discussion and recommendations:
Based on the findings the investigators discussed the result and made recommendations.

1. The classroom discipline of youthfound to be above average level. It may be due to the social pressure among the youth. So, the teachers and parents should encourage them to maintain better classroom discipline for their academic growth.
2. The classroom discipline of female youth is better than male youth. It may be due to family practices, gender stereotype, social norms, etc., So, the parents and teachers should impart the knowledge about the importance of discipline among youth. And the male youth should be sensitized into the values and discipline practices for healthy society.
3. The classroom discipline among later born youth is better than the earlier born, which may be due to the control over later born is higher than the earlier born. So, the parents should realize the importance of discipline among all birth orders help their wards to achieve better education in the classroom setting.
4. The classroom discipline of youth whose parental education above higher level is good at the same time the classroom discipline of youth of low level educated parents is less. It clearly indicates that the parental education has vital role in constructing the discipline among the youth.
5. Some of the sub samples of the present study do not show significant difference between in their classroom discipline. So, the policy makers, curriculum frame workers should consider this finding while framing the curriculum on developing discipline among youth.

In addition to the above, the following recommendations are also made to improve the classroom discipline at various levels.

The school/institution should
- Provide the guidelines in the very beginning of the academic year
- Appreciate and recognize the well-disciplined classroom
- Be fair in all academic activities
- Treat the students equally without and preconditions
- Provide the information related to the updated standard and rules.

The teachers should
- Act as a role model to the student
- Praise the good characters and work of the youth in the classroom
- Be punctual in all activities if not inform to them very earlier
- Give respect to all the students in the classroom
- Provide fun filled learning environment to the students
- Understand the need and importance of the youth and act accordingly

The youth/ students should
- Obey the rules and regulations of the institutions
- Regulate themselves
- Listen the words of teachers and follow it
- Respect the teachers and
- Be responsible for their classroom activities

In conclusion, the quality of youth is not only determined by their academic achievement alone but also in considers their discipline and values. The right place for infusion of discipline among youth is classroom. So, the teachers and administrator of institution should take special care and initiative to improve discipline of the youth in classroom that creates better society and nation.

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