

Role of Discipline in Education: An Empirical Study

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Introduction

Discipline is a way of life, where one tries to be on time and live in a systematic way. It is not limited to money, riches or by poverty but it is just a personal orientation towards life. It is a habit and not an adaptation in life. Many successful people attribute their success to discipline. For them more than knowledge, communication or skill, discipline played a key role in their way to success. Discipline in life has many virtues like being focused, staying healthy and also avoiding problems. As per the current lifestyle and social trends, a discipline technique seems to be one of the essential life skills. Discipline is one of the factors by which people judge others. Those highly talented and hard working people cannot be successful if they are not disciplined. Discipline extends to personal life, career, work, study, lifestyle and even social life. So it is good to inculcate student discipline in schools. This school discipline can help children habituate it and can be carried on for life. Educators have to wait for learners to begin with their daily work. It is evident that discipline has seriously collapsed in this school. Many feel that corporal punishment is the only means of maintaining discipline in the school. But there is also other concept in now-a-days i.e., positive or self-discipline (i.e., discipline created by self spontaneously) which is crying need in the present education system. Therefore, study of discipline is a right solution in the present context to facilitate teaching-learning situation in a better way.

Importance of Discipline in Our Life

Discipline helps to gain many advantages and benefits in our daily life as follows:

1. Focused Goal

A person with strong goals are more focused and keep up to work on time in everyday life. vice-versa anyone with discipline has to keep his mind focused on his work or goals avoiding mental disturbances.

2. Respected by others: Discipline helps to acquire respect from others. Many people struggle to gain respect from others in the workplace. The easiest way to get respect is to be disciplined. People around and also the sub-ordinates respect a person who is disciplined.

3. **Stay healthy:** Disciplined life includes regular habits like taking food, medicine (if any), having a bath, exercise, walking and sleeping at right time. Exercise and other regular habits will tune the body and mind so well that always the person remains healthy.

4. **Stay active:** Discipline helps to create a positive outlook in life. There are enthusiasm and self-confidence from within. So it keeps one more active in work.

5. **Self-control:** A person with self-discipline has more self-control over himself. He is careful in his use of words while talking, his behavior etc. as well as avoiding himself from being entangled in silly problems.

6. **Better academic performance:** Discipline in education is very crucial for better education. Education is not complete without learning discipline. Classroom discipline helps students to listen to teachings well and also cover the entire syllabus timely.

7. **Get things done & be happy:** Being disciplined helps get things done faster and at the right time. Though some things happen late due to other factors, still one with discipline gets them done faster than others due to his self-discipline like being on time. So this leads to peace of mind and keeps one happier.

8. **Have more time in a day:** A disciplined person have more time in a day than an undisciplined person. So more time means there is more chance to do extra works or other pending works. We can overcome procrastination and laziness in work.

9. **Stay stress or tension free:** One has tension during competitive exams or daily routine work. This is internal anxiety or unknown fear about the outcome of the work. Staying disciplined helps one study well in advance and not just before exams so he remains tension free.

Objectives

1. To determine the relationship between education and level of discipline in the study area.
2. To make comparison of disciplinary status between two surveyed schools;
3. To find out the difference in attitude among the teachers and students towards impact of discipline in education in the study area.
4. To find out the difference in attitude of the respondents towards impact of discipline in education in the study area according to economic status, gender, locality and status of school.

Hypotheses

Several hypotheses were selected to substantiate the present study.

H_1 : No significant relationship exists between education and level of discipline in the study area.

H_2 : No significant difference exists of disciplinary status between two surveyed schools;

⁰H₃:No significant difference exists in attitude among the teachers and students towards impact of discipline in education in the study area.

⁰H₄:No significant difference exists in attitude towards impact of discipline in education in the study area according to economic status, gender, locality and status of school.2) Only 606 socially backward ninth grade students were taken

Data source

The present study is primarily empirical in nature. A self prepared questionnaire has been used to collect data from 110 teachers and students from two schools of PaschimMedinipur district in West Bengal in 2018-2019. Multistage purposive sampling technique was used for collection of data from the selected schools.

Table – 1: Sample Profile of the Study

Sl. No	District	Name of School	Locality	No. of students	No. of teachers	No. of Respondents
1.	PaschimMedinipur	Salbani N.M. Girls High School	Nearby town	35	16	51
2.	PaschimMedinipur	KhandibandhKokilmani Boys High School	Rural	35	24	59
Total	-	-	-	70	40	110

Reliability

The reliability of the Questionnaire was established with the help of ‘Test-retest’ and ‘Split-half’ method on the same randomly selected 110 respondents, were used.

Table- 2: Showing the Value of Reliability Co-efficient of Split-half Method

Method of Reliability Test	Value	Level of Significance
Split-half	0.74	High
Test-retest	0.92	High

The correlation co-efficient was calculated by the product moment method. The value of ‘r’ by ‘Split-half’ and ‘Test-retest’ method were 0.74 and 0.92 respectively with a significance level of 0.01 that ensured the reliability of the Questionnaire.

Validity

The content area for the Questionnaire was analysed in terms of the nature of dimensions/sub-dimensions. A number of test items were selected against each sub-dimension of the Questionnaire. The items were adjudicated accordingly by the experts and then tried upon a small sample of respondents. After modification of some language (according to the option of the experts) the Questionnaire was given its final form.

Methodology of the Study

The suitable statistical methods which were applied in the present study are-

- i. Descriptive statistics: mean, S.D, and SED
- ii. Student's t-test: it was used to measure the significant status towards women empowerment among the respondents with respect to some selected variables.
- iii. Correlation test

Analysis and interpretations of the Study

⁰H₁:No significant relationship exists between education and level of discipline in the study area.

Table- 3:Showing the particulars about mean, SD and t-value and t_r for measuring interrelationship between discipline and education

Variables	N	Mean	SD	r	t _r	Level of significance
Education	55	5.14	3.26	0.81	13.41*	Significant at 0.01 level
Discipline	55	70.15	23.27			

Source: Author's calculation based on field survey 2018-2019

The r-value is 0.81. The r-value is tested against the null hypothesis. The corresponding t_r value is 13.41, being significant at 0.01 level. So, the null hypothesis ⁰H₁ is rejected. Consequently, the alternative hypothesis retained. This implies that there exists strong relationship between discipline and education.

⁰H₂:To find out the comparison of disciplinary status between two surveyed schools;

Table- 4 Showing the particulars about mean, SD and t-value between two schools of the respondents

School	N	Mean	SD	SED	t	Level of significance
Salbani N.M. Girls' High School	35	61.65	5.46	1.53	12.33*	significant at 0.01 level
Khandibandh K. Boys High School	35	42.78	7.19			

Source: Author's calculation based on field survey 2018-2019

From the above table it is clear that the mean scores and S.D of Girls and Boys school group are different. The t value of the above table is 12.33 which is larger than the table value. So the null hypothesis is rejected at 0.01 level. That means that there exists significant difference towards the impact of discipline in education between girls and boys schools.

⁰H₃:No significant difference exists in attitude among the teachers and students towards impact of discipline in education

Table- 5: Showing the particulars about mean, SD and t-value among the teachers and students towards impact of discipline in education

Variable	N	Mean	SD	SED	t	Level of significance
Teachers	40	31.65	5.56	1.30	1.44	Not Significant at 0.05 level
Students	70	29.78	7.99			

Source: Author's calculation based on field survey 2018-2019

From the above table it is clear that the mean scores and S.D of teachers and students group are different. The t value of the above table is 1.44 which is larger than the table value. So the null hypothesis is insignificant at 0.05 level. That means that there exists no significant difference in attitude among the respondents towards the impact of discipline in education

⁰H₄:To find out the difference in attitude among the students towards impact of discipline in education according to economic status, gender, locality and status of school.

Table – 6: Showing the particulars about mean, SD and t-value according to economic status, gender, locality and status of school

Measures	Economic Status		Gender		Locality		Status of School	
	Close to town	Remote village	Male	Female	Rural	Semi urban	Secondary	Senior Secondary
N	35	35	40	30	35	35	30	40
M	55.67	40.11	37.55	58.13	58.36	41.63	72.25	64.90
S.D.	7.27	6.12	8.23	5.40	8.68	5.81	7.69	7.75
SE_D	1.60		1.63		1.76		1.86	
t	9.72*		12.62*		9.50*		3.95*	

Source: Author's calculation based on field survey 2018-2019

***Significant at .01 level**

From the above table it is clear that the mean scores and S.D of APL and BPL group, male and female, rural and semi urban school and secondary and senior secondary level school are different. The t values of the above cases are different according to economic status (i.e., 9.72), gender (i.e., 12.62), locality (i.e., 9.50) and school (i.e., 3.95). So the null hypotheses are rejected at 0.01 level. That means that there exists significance difference between APL and BPL group, male and female, rural and semi urban school and secondary and senior secondary level school towards impact of discipline in education.

Limitations of the Study

The present study has the following Limitations:-

- We have considered only one district in West Bengal
- Only 110respondents were considered.
- We have taken only one year time period.

Recommendations

The following recommendations can be made to take further research-

- Broad areas of this district and others districts can be considered for descriptive work.
- The time periods can be enlarged.
- Samples size can be increased.

Concluding Remarks

Discipline has a strong potentiality to enhance the quality of teaching-learning process in educational institutions. There exists strong interrelationship between discipline and education according to the opinion of the respondents in strengthening teaching-learning system, although there exists significance difference of attitude among the students with respect to economic status, gender, type of school, locality towards impact of discipline in education.

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