The Effects of Discipline on Students' Study Habits at Secondary Level

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Abstract

Education is not static but it is a continuous process. William Hutchins developed the Children's Morality Code, which emphasized the values of self-control, good health, kindness, truth, sportsmanship, teamwork, self-reliance, duty, reliability, and good workmanship (Mulkey, 1997). The research investigates nature of discipline in the school of District Mardan. The main objective of the education is character building and inculcation of some vital activities, which will extend the horizon of student's knowledge. It further talks about the effects of discipline on the students' behaviors at theschool level. Most of the students follow and obey the rules and regulations of their classes. It encompasses certain angles which are affecting students' study. It deliberately explains the proper use of discipline in thesecondary level of Education. The data is collected through questionnaire, which was distributed in the selected secondary schools. The collected data is explained with the help of tables. It is calculated that 98% students go to school on time. Headmistresses are responsible for maintaining discipline in their schools. They should develop such disciplinary rules, which easily be followed by teachers and students.

Keywords: Education, Discipline, Studies Effect, Habit Formation

INTRODUCTION

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The world "education" has been derived from Latin word educates, educatum or educre. Educatum andeducaremean "to lead out".

The word "Education" can be used in two senses, in a broad sense to designate all the influence to which everyone is continually subjected to the physical, biological andsocialenvironment in which he lives and in the more usual narrower sense designate the special influences organized and devised by teachers in school and places of further education.

There are two types of education formal and Informal, formal education is planned in the shape of a direct schooling, tuition and institution. Schools are specialized agencies for importing formal education. Schools include courses, programs of studies, co-curricular activities etc.

Discipline and order, in fact, are related to each other as means to end. Discipline is mush the wither motion and it always to refer to the effect on the school on the pupil's character.

Statement of the Problem

- Does discipline have its effects on the study habits of students?
- Do disciplineand study have relation to make habits of students?

Objectives of Study

- To study the exciting situation of discipline in schools of District Mardan, Khyber Pakhtunkhwa, Pakistan.
- To study the students' attitude about discipline and to find out the effects of discipline on the study habits of students.

LITERATURE REVIEW

The early 1900s brought a renewed interest in character education in the public schools. In 1916, William Hutchins developed Children's Morality Code, which emphasized

values of self-control, good health, kindness, truth, sportsmanship, teamwork, self-reliance, duty, reliability, and good workmanship. This resulted in the formation of "good character clubs" throughout elementary and high schools with the hopes that peer pressure would be strong enough to ensure practice of these character traits. In 1924, the most comprehensive study of character education began. The Hartshorne and May study assessed character-related behavior of some 10,000 students primarily in grades 5 through 8 located in 23 communities across the United States. They found no relationship between character education and behavior, specifically as it related to honesty and helping others. This did not stop educators from continuing their programs of character education.

Field noted that many educators were concerned that moral standards continued to be threatened by industrialization, urbanization, immigration, World War I, the Bolshevik Revolution in Russia, and the laissez-faire attitudes of the 1920s.

In the mid-1930s, John Dewey focused attention of public schools on the need for moral training and development and encouraged them to provide the environment for the moral development of students. During this time, "Citizenship" readers became widely available for students; at the same time, there was a decrease in the number of formal character education programs as stability and hope returned to the country as a result of policies of New Deal. The emphasis during this time was on patriotic values (Field, 1996). During World War II, character education was reanalyzed and necessity for it was debated among educators. Although most insisted that it still should be taught in some form, others considered it too ambiguous to include in public education. Some educators attempted to persuade their peers by renaming character education. During this period, such programs as "social education," "education for social adjustment," and "building social foundations" were established to develop the social and civic consciousness of young citizens in order to achieve desired national goals. While the debate over character education raged during the 1940s, many classroom teachers were going about the business of teaching their students practical values through scrap drives, war bond and

stamp sales, conservation efforts, rationing, and morale building. In rural communities across America, schools were teaching students to raise and care for animals, cultivate vegetables and flowers, prepare and serve food, care for and help younger children, keep their school and community clean and attractive, and conserve everything. After the war and throughout the 1950s, formal character education gradually lessened and eventually all but disappeared. This came to an abrupt end in 1966, with publication of Kohlberg's moral dilemma theory.

In 1966, Lawrence Kohlberg linked his cognitive-development theory of moral reasoning with practice of moral education in schools. Kohlberg's theory was based on six stages of moral reasoning, whereby children could move from their present level of moral reasoning to the next higher stage through adiscussion about behavior chosen in a particular situation. In the first stage, children are guided by rewards and punishment. As they move to the second stage, reciprocity becomes prominent and children will do things for others if they get something in return. At stage three, the child's behavior is controlled by adult or peer approval. At the fourth stage of moral reasoning, behavior is based on respect for authority. Moving to the fifth stage, what is right is determined by the child's personal values and opinion. Finally, at the highest stage, the child's conscience determines what is right and wrong. Here, respect for individual life and human dignity are guiding principles.

Also in 1966, Values and Teaching, the theory of values education, was written by Raths, Merrill Harmin, and Simon. Raths et al. proposed a seven-step process for students to determine their own values. The only requirements in this process were that the value must be freely chosen from alternatives after consideration of consequences of each alternative, it must be prized and cherished, it must be publicly affirmed, it must be acted upon, and it must be used repeatedly. The teacher could express his or her own values, but students understood that teacher's viewpoint was not necessarily right. According to Leming (1993), the teacher typically withheld personal opinions for fear of influencing students, which was not a part of the process; teacher was to respect whatever values

were determined by the students. The values clarification approach was most popular among teachers during the late 1960s and 1970s, as evidenced by a large number of handbooks sold during the time. Values clarification has been rejected by current character educators as a glaring example of all that is wrong with both contemporary society and public schools in general (Lockwood, 1997). Critics argue that in this program, there was no right or wrong; any value a student chose was correct as long she or she could provide a rationale, and the approach did not support pro-social behavior (Lockwood). With the exception of these two approaches, moral dilemma theory and values clarification, little attention was given to the school's role in developingcharacter until the mid-1980s (Black, 1996). According to Lickona (1993), a new character education movement began in early 1990s. The Josephson Institute of Ethics held a conference in July 1992 and invited more than 30 educational leaders from state school boards, teacher unions, universities, ethics centers, youth organizations, and religious groups. The result was "Aspen Declaration on Character Education," which established eight principles of character education. In March 1993, the Character Education Partnership was established. This was a national coalition of business leaders, labor leaders, and representatives from government, national youth leaders, and parents, religious leaders, and representatives of media. Their goal was to place character education at top of national educational agenda (Lickona). National organizations to promote character education are numerous. The Center for Advancement of Ethics and Character at Boston University, founded by Kevin Ryan, and Center for the R's (Respect and Responsibility) founded by Thomas Lickona, are two prominent organizations that promote character education (Black). The Jefferson Center for Character Education (Leming, 1993) and Josephson Institute of Ethics(Lickona) are also at the forefront of the movement to teach children about character. Finally, a survey by National School Boards Association in 1996 indicated that 45% of school districts surveyed offered some form of character education and 38% ofthe remaining districts had plans to do so in the near future (Black). These modern day character education programs emerged as a result of problems with today's youth.

METHODOLOGY AND PROCEDURE

In this chapter, methods, procedure and data collection for thesis are discussed. We first select representative institutions for research, and then we prepare a questionnaire by the help of which we collect data from respondents. It is a survey type descriptive research. It involves collecting data in order to test the hypothesis. Keeping in view the existing nature and discipline in schools and impact of rewards and punishment of personality of students, a questionnaire was prepared by the researcher for current research. It was administrated to students of three representative schools of Mardan which were **Services public school, Aziz bhati shaheed army school Mardan branch** and Iqra School and College Mardan.

Population and Sampling

In Services Public School we distributed 38 questionnaires among students for aresponse.

In Aziz Bhati Shaheed Army School we distributed 42 questionnaires among students for aresponse.

In Iqra School and College Mardan we distributed 30 questionnaires among students for aresponse.

Samples

In Services Public School, from 38 questionnaires we found 32 questionnaires correct, which are filled completely.

In Aziz Bhati Shaheed Army School, from 42 questionnaires we found 36 questionnaires correct, which are filled completely.

In Iqra School and College Mardan, from 30 questionnaires we found 25 correct, which are filled completely. Percentages are derived from satisfied questionnaires, which help us to easily know the rate of discipline in representative institutions.

Analysis of Data

The important literature related to study was reviewed. The previous related studies and significant writing in field of this study were quoted. The data collected was organized

inatable, interpreted and analyzed according. The analysis has been expressed in percentage.

Finally, conclusion was drawn. As a result of this study research was enabled to make some recommendation for the maintenance of discipline in representative schools of Mardan.

ANALYSIS OF DATA

This chapter is designed to analyze the data. Tables have made. Every table has been interpreted fromdata, collected already from selected schools.

TABLE No 1

Question: Do you go to school on time?

Name of schools	Total	Yes		No	
Services public school	32	32	100%	0	-
Aziz bhati shaheed army school	36	36	100%	0	-
Iqra School and College Mardan	25	23	80%	2	20%
Total	93	91	98%	2	2%

EXPLANATION

100% students of Services Public School states that they go to school on time.

100 students of Aziz Bhati Shaheed Army School states that they go to school on time.

80% students of Iqra School and College Mardan states that they go to school on time

From the above analysis, we conclude that students of Services Public School and Aziz bhatishaheed Army School are more regular as 98% students go to school on time.

TABLE No 2

Question: Do you attend morning Assembly regularly?

Name of schools	Total	Yes		No	
Services public school	32	28	87%	4	13%
Aziz bhati shaheed army school	36	33	92%	3	8%
Iqra School and College	25	21	84%	4	16%

Mardan					
Total	93	82	88%	11	12%

EXPLANATION

- 87% students of services public school stated that they attend the morning assembly regularly and 13% students do not agree this.
- In Aziz bhati shaheed army school 92% students state that they attend the morning assembly regularly.
- In Iqra School and College Mardan, 84% students state that they attend the morning assembly regularly while 16% students do not attend the assembly regularly.
- From the analysis of the above question, we have found that 88% students attend morning assembly regularly while 12% students don't attend morning assembly regularly.

TABLE No 3

Question: Can you see and listen the instructions of teacher properly?

Name of schools	Total	Yes		No	
Services public school	32	28	87%	4	13%
Aziz bhati shaheed army school	36	34	94%	2	6%
Iqra School and College Mardan	25	35	100%	0	0%
Total	93	87	93%	6	7%

EXPLANATION

- 87% students of Services Public School stated that they can listen to the instructions of the teacher properly while 13% students cannot listen to the instruction of teacher properly.
- 94% students of Aziz Bhati Shaheed Army School stated that they can listen to the instructions of the teacher properly while 6% students cannot listen to the instruction of teacher properly.
- 100% students of Iqra School and College Marian stated that they can listen to the instructions of the teacher properly.
- As a result of this data analysis, we found that 93% students can listen to the instructions of teacher properly.

TABLE No 4

Question: Do your teachers come to classroom on time?

Name of schools	Total	Yes		No	
Services public school	32	27	84%	5	16%

Name of schools	Total	Yes		No	
Aziz bhati shaheed army school	36	35	97%	1	3%
Iqra School and College Mardan	25	23	92%	2	8%
Total	93	85	91%	8	9%

EXPLANATION

- 84% students of Services Public School states that their teacher comes to class on time and 16% students responded that teacher does not come to class on time.
- 97%students of Aziz Bhati Shaheed Army School states that their teacher comes to class on time and 3% students responded that teacher does not come to class on time.
- 92% students of Iqra School and College Mardan states that their teacher comes to class on time and only 8% students responded that teacher does not come to class on time.
- After the analysis of the above data, we found that 91% students agreed that their teacher comes to class on time but only 9% students have opposite comments on this.

TABLE No 5

Question: Do you like the pin drop silence in the lesson?

Name of schools	Total	Yes		No	
Services public school	32	30	93%	2	7%
Aziz bhati shaheed army school	36	36	100%	0	0%
Iqra School and College Mardan	25	19	76%	6	24%
Total	93	85	91%	8	9%

EXPLANATION

- In Services Public School 93% students state that they like pin drop silence in the class during alesson.
- Researching in Aziz Bhati Shaheed Army School all the students like the pin drop silence in the classroom during thelesson.
- In Iqra School and College Mardan, 76% students like the pin drop silence but amazingly 24% students are not in the favor of this.
- The analysis of this category shows that overall 91% students like the pin drop silence in the classroom during the lesson.

TABLE No 6

Question: Can you ask a question from your teacher easily?

Name of schools	Total	Yes		No	
Services public school	32	28	87%	4	13%
Aziz bhati shaheed army school	36	34	94%	2	6%
Iqra School and College Mardan	25	25	100%	0	0%
Total	93	87	93%	6	7%

EXPLANATION

- 87% students of Services Public School stated that they can easily ask a question from their teachers.
- 94% students of Aziz Bhati Shaheed Army School stated that they can easily ask a question from their teachers.
- 100% students of Iqra School and College Mardan stated that they can easily ask a question from their teachers.
- By this data collected and analysis, we found that 93% students can ask a question from their teacher easily.

TABLE No 7

Question: Can you discuss the topic with the teacher at the end of the lesson?

Name of schools	Total	Yes		No	
Services public school	32	18	56%	14	44%
Aziz bhati shaheed army school	36	23	63%	13	37%
Iqra School and College Mardan	25	15	60%	10	40%
Total	93	56	60%	37	40%

EXPLANATION

- 68% students of Services Public School state that they can discuss the topic with the teacher at the end of the lesson.

- 63% students of Aziz Bhati Shaheed Army School state that they can discuss the topic with the teacher at the end of the lesson.

- 60% students of Iqra School and College Mardan state that they can discuss the topic with the teacher at the end of the lesson.

- By the analysis of data collected through aquestionnaire for this question, we found that 60% students can discuss the topic with the teacher at the end of the lesson.

TABLE No 8

Question: Do your teacher use Audio Visual Aids (Charts, Maps etc)?

Name of schools	Total	Yes		No	
Services public school	32	3	9%	29	91%
Aziz bhati shaheed army school	36	12	33%	24	63%
Iqra School and College Mardan	25	17	68%	8	32%
Total	93	32	35%	61	65%

EXPLANATION

- Unfortunately, in services public school only 9% students state that teachers used audio-visual aids (charts, maps etc.).
- In Aziz Bhati Shaheed Army School only 33% students state that teachers used audio-visual aids (charts, maps etc.).
- In Iqra School and College Mardan, 68% students state that teachers used audio-visual aids (charts, maps etc.).
- Unfortunately only 35% students are having audio visual aids (charts, maps etc) used during the lesson.

TABLE No 9

Question: Have you ever got a chance to work on the blackboard during the lesson?

Name of schools	Total	Yes		No	
Services public school	32	23	71%	9	29%
Aziz bhati shaheed army school	36	26	72%	10	28%
Iqra School and College Mardan	25	12	48%	13	52%
Total	93	61	65%	32	35%

Explanation

- 71% students of Services Public School state that they have got a chance to do work on the black/white board.

- 72% students of Aziz Bhati Shaheed Army School state that they have got a chance to do work on the black/white board.
- Only 48% students of Iqra School and College Mardan state that they have got a chance to do work on the black/white board.
- By the examination of the above data, we found that 65% students got this chance while 35% students cannot get a chance to work on theblack/white board.

TABLE No 10

Question: Do your teacher gives prizes to the students on thebest performance in the class?

Name of schools	Total	Yes		No	
Services public school	32	6	19%	26	81%
Aziz bhati shaheed army school	36	9	25%	27	75%
Iqra School and College Mardan	25	7	28%	18	72%
Total	93	22	24%	71	76%

EXPLANATION

- In Services Public School 19% students receive prizes from their teacher on best performing in the class.
- In Aziz Bhati Shaheed Army School 25% students receive prizes from their teacher on best performing in the class.
- In Iqra School and College Mardan, 28% students receive prizes from their teacher on best performing in the class.
- From the above data analysis, we found that in 24% students receive prizes from their teacher on best performing in the class while 76% students are against of this statement.

TABLE No 11

Question: Have you ever been punished for not doing Home Work properly?

Name of schools	Total	Yes		No	
Services public school	32	21	65%	11	35%
Aziz bhati shaheed army school	36	22	61%	14	39%
Iqra School and College Mardan	25	7	28%	18	72%
Total	93	50	54%	43	46%

EXPLANATION

- 65% students of Services Public School receive punishment for not doing the homework while 35% students state that they do not receive punishment for not doing the homework.
- 61% students of Aziz Bhati Shaheed Army School receive punishment for not doing the homework while 39% students state that they do not receive punishment for not doing the homework.
- 28% students of Iqra School and College Mardan receive punishment for not doing the homework while amazingly 72% students state that they do not receive punishment for not doing the homework.
- As a whole, we found that in schools 54% students receives punishments on not doing the homework and 46% students do not receive the punishment.

TABLE No 12

Question: Do you obey the code of conduct (rules and regulations) of the class?

Name of schools	Total	Yes		No	
Services public school	32	28	87%	4	13%
Aziz bhati shaheed army school	36	34	94%	2	6%
Iqra School and College Mardan	25	21	84%	4	16%
Total	93	83	89%	10	11%

EXPLANATION

- 87% students of Services Public School obey the code of conduct (rules and regulations) of the class while 13% students do not obey.
- 94% students of Aziz Bhati Shaheed Army School obey the code of conduct (rules and regulations) of the class while 6% students do not obey.
- 84% students of Iqra School and College Mardan obey the code of conduct (rules and regulations) of the class while 16% students do not obey.
- From the study of this data collected, we have found that 89% students obey the code of conduct (rules and regulations) of the class while 11% students do not obey.

TABLE No 13

Question: Do your teacher punish the students on misbehavior during the lesson?

Name of schools	Total	Yes		No	
Services public school	32	30	94%	2	6%
Aziz bhati shaheed army school	36	35	97%	1	3%

Iqra School and College Mardan	25	23	92%	2	8%
Total	93	88	95%	5	5%

EXPLANATION

- In Services Public School 94% students state that they receive punish on misbehavior during the lesson.
- In Aziz Bhati Shaheed Army School 97% students state that they receive punish on misbehavior during the lesson.
- In Iqra School and College Mardan, 92% students state that they receive punish on misbehavior during the lesson.
- We conclude that 95% student states that they receive punish on misbehavior during the lesson while 5% students do not agree on this statement.

Findings

1. 98% students go to school on time.

2. 88% students attend the Morning Assembly regularly.

3. 93% students can see and listen to the instructions of teachers properly.

4. 91% students said that teachers come to class in time.

5. 91% students like a pin-drop silence during the lesson.

6. 93% students can ask a question from their teachers easily.

7. 60% students can discuss the topic with the teachers at the end of the lesson.

8. 35% students said that their teachers use audio-visual aids often.

9. 65% students have a chance to work on the blackboard during the lessons.

10. Only 24% students said that their teachers give prizes to the

students on best performances inthe class.

11. 54% students receive punishment for not doing homework properly.

12. 89% students follow the code of conduct (rules and regulations) of their classes.

13. 95% students said that their teachers punish the students on misbehaving during the lesson

Discussion

The analyzes of the data collected through questionnaire from students led researchers to draw the following conclusions about nature of exciting discipline in the three representative schools of Mardan.It is very pleasing to know that majority of students come to school regularly. It is also ahealthy sign that most of the students reach the schools on time.It is quite satisfactory that majority of students attend the morning Assembly regularly.It is also concluded that most of the students like to have a permanent seat in the classroom.It is pleasing to note that majority of the students can see and listen the instructions of the teachers properly.It's quite astonishing that majority of the students like a pin-drop silence in the classroom.It is ahealthy sign that most of the students can ask questions from their teachers easily.It is also concluded that majority of the students receive theattention of their teachers equally.It is pleasing to note that most of the students can discuss the topics with the teachers easily at the end of the lesson.It is disheartening that majority of the students said that their teachers do not use audio-visual aids often.It is quite satisfactory that most of the students have got the chance to work on the blackboard during the lessons.It is also concluded that majority of the students have group leaders to lead them in-group activities in the class.It is again disheartening that most of the students told that their teachers do not give prizes to the students on best performance.It is quite satisfactory that majority of the students do their homework daily and properly.It is ahealthy sign that most of the students follow and obey the rules and regulations of their classes.It is concluded that majority of the students like strict, punctual and hardworking teachers.

Conclusion

It is concluded that majority of the students said that their teachers are being observed by the principal and senior teacher during the lessons. The best students are also awarded and encouraged by the principal in the morning Assembly.

RECOMMENDATIONS

After collecting data through questionnaire and studying relevant literature, the following recommendation are made for the improvement of discipline in the schools at Mardan.

1. Students should be kept busy in different types of co-curricular activities because minds may read to undisciplined behavior.
2. Reward system should be introduced for learning and maintaining discipline among the students.
3. Children should be appreciated for their good disciplinary attitude in order to motivate other students towards a better discipline in the class.

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