



NURTURING RESPECT: EXAMINING THE IMPACT OF DISCIPLINE PRACTICES IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

Disciplinary practices in primary schools are important for shaping students' behaviour in effective way. This project investigates the importance of various discipline methods in fostering a sense of respect among primary school students. This study is based on qualitative as well as quantitative methods of data collection including observation and interview. The study majorly focuses on the relationship between disciplinary practices and the sense of respect among learners. The study aims to investigate the impact of several disciplinary practices on students and how these practices help is holistic development of student. The findings have important implications for educators, policy makers, and school leaders as they develop evidence-based approaches to promote respectful behaviour and communication among young learners. By examining in depth disciplinary practices and their impact on levels of respect, this study contributes to the existing body. knowledge of educational psychology and school organization. Findings from this study inform strategies for building respect and fostering positive relationships in primary school communities.

Key words: *Attitude, peers, authorities, disciplinary practice, educators, existing body, educational psychology, behaviour, dynamics, environment, valuable insights.*

INTRODUCTION

The term discipline can be put in different contexts. For some, it can be a way of life and for others, it can be a set of rules by which their life functions. It is one of the ways of aligning the efforts and activities of every individual. Discipline gives every individual a set of rules and regulations to work with. It is the mode of living under established rules and regulations and subjected to a higher authority. Discipline is the 'Gateway' to education and has always played an integral part in a student's life since they are at the stage of their life where they can be the most flexible version of themselves. Students' discipline is an important part of providing a congenial learning environment for all. Discipline is integral for peaceful and harmonious living as well as for ensuring a safe and secure school environment. It is essential for inculcating the right values so that children grow up to be productive and responsible citizens imbued with good human values and principles. Recognizing the importance of discipline in schools where future citizens are groomed, it is essential to institute proper disciplining mechanisms, so that the schools have a safe and supportive environment. Although there is no age bar to following a disciplined life, it is quite possible that a student can get in the best shape physically and mentally when disciplined. Talking about educational institutions, every school or college has a heterogeneous mix of students and teachers need a mix of varied approaches to understand and engage all these types of students within the classrooms. This makes school discipline a robust process.



Different Discipline Practices in Primary School:

Several disciplinary practices are essential to ensure that the learning environment in primary schools is both conducive to social and emotional development. These practices include different approaches that teachers use to effectively manage behaviour. Positive discipline practice is a common discipline practice through which necessary change in behaviour is fostered. Clear and set boundaries for behaviour provide a guidance to students through which they understand the consequence for providing logical consequences for misbehaviour helps students to understand the negative impact of it on them and others. Students can use redirection and distraction strategies to divert their focus from harmful actions towards constructive pursuits. Restorative practices emphasize repairing the damage caused by conflict through dialogue, mediation, and problem solving that fosters empathy and responsibility among students. The purpose of behavioural agreements is to establish mutual expectations and consequences for behaviour, promote self-discipline, and encourage a sense of responsibility. These arrangements are called behavioural contracts. In class meetings, students can engage in decision making and discuss behaviour to foster a sense of community and mutual respect. To promote positive behaviour at home and maintain a good relationship between the school and family setting, parents must be involved. Social Emotional Learning (SEL) programs teach important skills such as empathy, self-awareness, and conflict resolution that promote positive behaviour and reduce disciplinary incidents. Each discipline exercise is designed to promote respectful behaviour and enhance the well-being of elementary school students. Why is this important? Understanding and implementing these practices effectively promotes a positive school climate that fosters student success and growth.

Effective Discipline Strategies:

In recent years, the topic of discipline in education has gained increasing attention due to the recognition of its profound influence on student outcomes and overall school climate. While discipline traditionally connotes the enforcement of rules and consequences for misbehaviour, its role extends far beyond mere control. Effective discipline strategies are those that not only manage behaviour but also foster a sense of respect, responsibility, and empathy among students. Thus, effective discipline means discipline applied with mutual respect in a firm, fair, reasonable and consistent way. Studying discipline practices in primary schools is crucial for several reasons:

- **Development of positive environment:** Disciplinary practices contribute to creating a positive atmosphere in classrooms and schools. When discipline is managed in right way students feel safe and pay their full attention on learning.
- **Behaviour and character development:** discipline practices also help in shaping students' behaviour and character. Through discipline in school, students develop a sense of responsibility and respect for others. They also develop good behaviour.
- **social and emotional development:** By taking examples from discipline practices, teachers can better understand how different approaches affect students' social and emotional development. Effective disciplinary strategies teach students important skills such as conflict resolution, empathy, and self-control that are essential for successful relationships both in and out of school.
- **Decreasing bad behaviour and increasing classroom management:** Effective disciplinary practices are not only important for controlling bad behaviour but also helps in maintaining a good learning environment. When teachers have clear strategies for dealing with misbehaviour of students, they use those methods to create a healthy environment that promote diverse need of students.



- **Creating Equity and Fairness in School:** It is important for teachers to firstly identify key areas where students feel neglected or criticism. When teachers are aware about the variation, they can implement better strategies that promote unbiased discipline for all students.

In conclusion, disciplinary practices in primary schools are important to create respectful and effective learning environment. When teachers understand these impacts of discipline on student behaviour, development, and school culture, they can implement strategies that promote positive outcomes and support the holistic growth of each child.

Role of Teacher in Developing Positive Behaviour among Students:

Earlier, the behaviour of the students was simple and predictable, but now it has taken a complicated and diversified shape which requires an in-depth study to throw light on it. The understanding, analysis and shaping behaviour of the students today will help in producing responsible citizens tomorrow. Various roles which a teacher can play in management of students and influencing their behaviour can be personnel role, welfare role, administrative role and fire fighting role. The role of a teacher in society is both significant and valuable. Therefore, a good and visionary teacher can play a prominent role in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats.

Here are some roles of roles of teacher is given that are shaping students' life and promote good discipline among them.

- **Teacher as an architect:** The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. In the past, parents and teachers both used to make the best of their efforts to provide an atmosphere to their children congenial to the development of higher virtues and morals.
- **Personnel role:** The teacher can play a personnel role to help students cope with the changing demands of environment. The role of a personnel manager is ever expanding and is strengthened by great interest shown on personal front to bring a radical change in the society.
- **Welfare role:** The trust building and increasing the students' level of confidence to give birth to a welfare role in a teacher is also an effective act. The students should feel a sense of empathy in the attitude of the teacher; this will evoke their inner self to approach the teacher in case they need his help.
- **Teacher as a lamp of knowledge:** According to Dr. Radhakrishnan, the heart of the teacher should be a lamp of knowledge burning bright, all the time his conduct should be simple and his ambition noble. His river of wisdom should not become stagnant, instead should flow like pure water. He should work hard, be broadminded and innovative.
- **Teacher as a classroom catalyst:** There are many classrooms today where students are silent witnesses of motiveless, purposeless and non-receptive teaching that is adulterated with imperfect relationships and routine-boring activities. Today's teacher should understand today's children in today's context and constantly look out for innovative and effective practices, refine and improve their teaching strategies, skilfully manage and utilize specific teaching situations and resources, show a genuine interest in the subject, have a sincere love, care and concern for students and continually think, reflect and create most appropriate teaching learning situations, if they are to become relevant today.



- **Teacher as a parent:** During the formative years of the child, the world of parents and the world of teachers have a greater influence on the personality, attitude, behaviour and value development of the child. If these two worlds are supportive and almost similar in terms of approach, expectations upheld, encouragement extended, opportunities provided and guidance given, then child's development, progress and adjustment become easy, and one will reinforce the other.
- **Teacher as a transmitter of knowledge:** - The two primary functions of teachers down through human history have been to transmit the knowledge that humankind has accumulated over the ages, and to guide the students to assimilate the knowledge, and actualize it into their life experiences. Thus, the responsibility placed on the teachers is a challenging one. As facilitators of good learning and builders of worthy habits and characters, they have a significant role to play in the education process.
- **Teacher as a role model:** Teachers are influential to the life of learners and to the society. They are respected by society because they are knowledgeable. Moreover, teachers have the qualities to be or become role models for students. As they love, care, instruct and guide their student to become a successful person, the student views teacher as being wise. Therefore, children look up to them. In the words of John Ruskin, "Education is the leading of human souls to what is best, and making what is best of them; and these two objects are always attainable together, and by the same means. The training which makes men happiest in themselves also makes them most serviceable to others."

Role of School in Shaping Students' Behaviour and Good Discipline:

Schools are crucial formal social control institutions (Maimon, Antonaccio, & French, 2012). Aside from families they are the primary social system through which individuals are socialised to adhere to specific codes of conduct. Violations of these codes of conduct may result in disciplinary action. Families and students typically accept school punishment because of transgression. In this sense, school is frequently the first place where children are introduced to discipline, justice, or injustice (Whitford & Levine Donnerstein, 2014). Some society members propose that student 's misconduct should be solved through corporal punishment, while others suggest that discipline should be instilled using other methods (Mugabe and Maphosa, 2013). In today's context school play an important role to shaping good behaviour among students. School establishes clear and set rules for students which helps in over-all development in students. Through fostering a sense of positive behaviour among students, school play crucial role in developing positivity among students. School creates a safe learning environment in which Student learn and develop themselves as a better individual of society. School is the one who identify misbehaviour among students and treat it in effective way and identify good behaviour and promote it by giving positive reinforcement. So, the dual role of school in students' life ensure lifelong learning and shaping good, positive and peaceful individuals who helps in growing their nation.

Need of the Study:

Discipline paly crucial role in shaping students' behaviour and good discipline among students. Discipline in school helps in all round development of students by fostering various roles in them. Through discipline students develop as an individual in society and promote healthy and welfare environment. In primary school discipline is crucial because they are young minds that must be developed in right way. If they are not guiding in right way they became violent and develop negative attitudes which are harmful for society. So, it is important to cultivate positive behaviour among students at primary school, so they develop as an better individual and became role model of others. Recognising the importance of discipline in schools where future citizens are groomed, it is essential for institute or school to develop proper mechanism so that students



whole mind body intellect can be developed in significant way. This study helps in identifying disciplinary practices that have prevailed in school and how they helps is shaping good behaviour and discipline actions among students. Through this researcher develop an idea of what is lacking in schools that necessary for students' development and how school accommodate those challenges.

Aim of the Study:

This research aims to investigate the impact of several disciplinary practices on students and how these practices foster a sense of respect among students. Also, this study aims to investigate the effect of positive reinforcement and punishment among primary school students and what role dose school and teachers play in shaping good behaviour and discipline among students. The research aims to investigate how the role of teacher is crucial in students' life and helps is overall development of individual in society.

Objectives of the Study:

- To understand how teacher's discipline methods affect students' behaviour in primary school.
- To investigate the effects of positive reinforcement and punishment on primary school students.
- To examine the role of school environment in shaping students' behaviour and good discipline.
- To explore how disciplinary practices promote respect and positive behaviour in primary school.

Research Questions:

1. What are different disciplinary practices prevailing in school?
2. How different effective discipline strategies are used by teachers to promote good discipline among students?
3. How Teacher's discipline methods affect students' behaviour?
4. What are the consequences of positive reinforcement and punishment on primary school students?
5. What is the role of school and teacher in promoting good discipline and behaviour among students?
6. How disciplinary practices promote respect and positive behaviour in primary school students?

METHODOLOGY:

To investigate the topic nurturing respect: examining the impact of discipline practices on primary school students, the methodology includes both qualitative and quantitative methods to find what are major disciplinary practices that prevail in school. This study was conducted in primary school of Delhi. In this study systemic classroom observation from class 1st to 5th is done with overall 500 students to study the role of disciplinary action on students. An online survey-based questionnaire and semi structured interview with 25 teachers and administrators were conducted to explore their perspective on effective discipline strategies, how they encounter challenges and promote good discipline among students. By including a wide range of sampling, the study aims to investigate different disciplinary measures taken by school to promote holistic development of students. Ethical consideration is also considered by ensuring confidentiality and avoiding any harm to participants. Validity and reliability of the study is also ensured as the study is conducted with fare means using fare technique and by genuine method of collecting data. Limitations of the study is also acknowledged by the research, and more emphasis is stressed on potential biases so that a good and fare result is obtained.



DATA INTERPRETATION AND ANALYSIS:

1. Observation in School :

❖ Observation in Classroom Setting:

CLASS 1:

During observation I found some statement by teachers that shows how Teachers try to develop a sense of respect among students.

Observation 1:

When any teacher entered in classroom students always forget to greet them in this situation teacher said:

koi class me aaya hai na, apko dikh nhi rha? Bar bar btana padega ki unko good morning wish kro?

Observation 2:

When students share something with each other. Teacher called the student and said:

har bar bola jata h na ki jb bhi ap kisi se kuch lo to use thanku bolo. Aur samne wala welcome bolega. Ye choti choti bate nhi sikhoge to koi apki tarif nhi karega. Smjhe na

Observation 3:

Most of the time when students make noise teacher deal them with the phrase:

Teacher- *aache bacche kaise*

Students - *ese*(sit in good posture)

Teacher- *Muh pe ungli kaise?*

Students – *ese* (put their fingers on their lips)

Teacher- *Chlo ab shanti se, baitho shor km machao.*

CLASS 2:

During class 2nd Observations mixed instances are seen where teacher promote good discipline and behaviour using different techniques

Observation 1:

During my observation where teacher read a chapter to students, some students at the back make noise and don't give proper attention. Then teacher go to their desk and hold the ear of students and said: *mai yaha pdha rhi hu aur tumhari bate khtm nhi ho rhi, kaun si esi bate h jo bahut jaruri hai? Chup chap dhyan do.*

Observation 2:

During attendance time two students were continuously talking with each other. Teacher noticed them and then said

Teri attendance lgugi hi nhi aj mai, jb se aaya hai bate hi bate. Chl khda ho hath upr karke. School shuru hua nhi ki bate shuru ho gyi.

Observation 3:

I noticed when teacher is not in class all students go out of the classroom and make noise. When teacher came, she asks students.

Kaun kaun bahar tha imaandari se bata do?

Then she pointed out few students in class and spoke

Ye to pakka honge, homework inse hota nhi hai, school me time se aana nhi hai aur shaintai krne me sbse aage. Jain Jake bhar khde ho jao.

CLASS 3:

Class 3rd observation is quite similar to class 2nd as here teachers use mixed methods to foster discipline.

Observation 1:

In my observation I noticed that when teacher is engaged in some other administrative work she assign blackboard work to student. After some time when she came to class and saw the blackboard she praised the student with one chocolate.

Teacher-*Dekha ye hote hai aache bacche.bahut aache beta shabaash.*

Observation 2:

In my second observation I noticed that there was a student in class 4 who is tall as compared to other classmates and due to this mostly students address him by saying *lambu* (tall), so he compliant to class 3rd teacher

Student: *Mam mujhe apke class ke sare bacche lambu bolte hai,koi nam se hi bulata, subh bhi ye mujhe lambu bol rha tha*(by pointing out a child)

Teacher: *ye kya bol rha hai...ku use lambu bol rha tha tu,ab Teri height km h aur uski jyada h to tu use lambu bolega, aage se shikayat nhi aani chaiye,nhi to principal office bhej dungi. Samjha na.*

Observation 3:

In my 3rd observation,I noticed that when school is over and Bell rang firstly girls are making ques and then boys. When the boy line came firstly then teacher scold them and spoke

Pta nhi tumhe ladkiyon ki line pehle jati ha? Das bar smjhaya jata hai phir bhi wahi kam, nikkame khi ke. Kl se dekh liya na ki phele tum ja rhe ho tab batati hu.

CLASS 4:

In class 4th students are quite smart but naughty as well. Here during observation, I found similar trait that are happening in class 3rd.

Observation 1:

In my 1st observation I noticed that in class 4th teacher gave all responsibility of the class to the monitor and spoke

Tu chup kra class ko aur Jo na Mane use thappad lga dio, meri taraf se koi mna nhi hai.

Observation 2:

In my second observation I noticed that while teaching some students at the back make noise and complete their other subject homework. When teacher noticed their behaviour, she came and slapped them and said

Maha nalayak ho tum dono, pdhai likhai se koi Mtlb nhi bs baith Jana h piche aur gappe marna hai. Abhi test leti hu tumhara,sb aata hai na tumhe. Jo mai pdha rhi hu wo nhi sunna apni bate krni hai. Chup chap suno jo mai bol rhi hu.

Observation 3:

In my 3rd observation, inspection teacher came to school for visit and teacher instructed students to behave in proper way she said

Jaise hi mam aaye sb uth ke good morning bolenge, Mam jo puche sahi sahi jwab dena hai,koi shaitani nhi.

Teacher (pointing one student)- *uth ke piche chla ja, aur tu aage aa ja,sb kam pura h na Tera?*





CLASS 5:

During observation of class 5th, I noticed similar trait to class 4 where Teachers expect only positive behaviour with students and when the don't do the same, they got punished by the teacher

Observation 1:

I observed that in class 5th two students fighting with each other and then next day their parents had come to the school. After discussion with parents' teacher came to the class and call both the students.

Kaha hai wo dono bacche?

Then both students stand up in the class

Tumhe baithna bhi ek sath hai aur ldai karni hai, dono apna apna bag leke alg ho jao. Aur tu Tera name to principal office me ja chuka hai katne ke liye, ab aaram se ghr rhio mummy papa ke sbji bechio, padhai to tuje waise bhi nhi krni.

Observation 2:

During attendance time two students were late, so teacher scold them and tell them: -

tumhara roj ka ho gya h late aana, subh jldi aankh nhi khulti h kya? Baki bacche kaise time se aa rhe hai. agr ese hi late aana h to nam katwa ke ghr pe baitho.

ANALYSIS:

These all instances from observation in classroom setting gives the glimpse about how teachers in primary school control students behaviour by positive as well as negative means of reinforcement. Through the observation of these three components of school various components are highlighted.

1. **Corporal punishment:** In mostly cases teachers use corporate punishment as a means for controlling students' behaviour. As I mentioned in my observation when students don't do the things according to teacher they lightly tap on student's chick and use the word "nalayak". Some students even don't know the meaning of it but they are used too to this kind of behaviour.
2. **Impending punishment for disobedience:** Teachers continuously gives punishment to those students who dose not follow order of teacher. As I mentioned in observation of class 2 teacher without any specific proof punish the student for their behaviour.
3. **Constant atmosphere of fear:** Students came to school for learning discipline. But in classroom setting the constant atmosphere of fear and intimidation appeared to hinder open communication and trust between teacher Students.
4. **Instances of positive reinforcement:** Some instances of positive reinforcement are also seen in the classroom, but these approaches temporarily calmed students but did not seem to address the cause of the behaviour or promote positive changes in the classroom.
5. **Mistrust between teacher Students relationship:** As teaching is two-way process that involves both students and teachers, but in classroom teaching where students imposed disciplinary practices on students there is a mistrust developed between teacher and students and this gap is increasing day by day and hinder teachers to give a supportive learning environment.
6. **Use of Stern language:** Teachers frequently used Stern language to show their authority in classroom.



❖ **Observation in Playground:**

Observation in playground highlight various aspects where teachers use mixed approach to develop sense of respect among students.

Observation 1:

I noticed that during games period students playing *kho kho* with each other and during this they loudly said "*kho*" and and running in whole ground. Then one teacher came and spoke.

Teacher: *-Kaun si class ke ho?*

Students: *-5th*

Teacher: *-Itna shor ku mcha rhe ho, pata hai na principal mam h office me. Thoda km shor kro nhi to mam aa gyi to aage se games period nhi lagega.*

Observation 2:

During play when students divide their team one student is unhappy with their team members and use the abusive language. All other students' complaint to teacher she call that students

Teacher *-Tune usko gali ku di? Aaram se khelna nhi aata?*

Student- *Mam mujhe dusri team me khelna tha*

Teacher- *To kya tu gali dega?*

Teacher with other students- *Ye to h hi nikkama iske sath mt khelna kl se.*

ANALYSIS:

Through the observation of playground, we conclude that teachers use harsh language negative strategies to control students.

Authoritarian style communication: Teachers often use the languages that immediately suppress unwanted behaviour but appeared to create a tension and apprehension among students.

Punishment based approaches: Teacher often use punishment-based approaches to control students' misbehaviour. But they didn't understand future consequences of this. They don't even understand students' perspective and use negative means to control students' behaviour.

Less use of positive reinforcement: As some instances are there where teachers used positive measures but most of the time, they used negative reinforcement strategies to promote good behaviour among students.

Use various punitive measures: Most of the time for dealing with student's teachers use punitive measures such as verbal reprimands and threat of punishment to enforce discipline among students.

Labelling of students: In playground teachers often labelled students in playground and warn them about not to repeat behaviour again.

❖ **Observation During Assembly:**

Observation 1:

During assembly teachers always said students to clap and respect others teachers. One day when teacher scold students about their improper dressing. After that all student start clapping. Then teacher said: *kya kisi ki tarif Hui h yaha? Jo sb milke tali bajane lge. Itna nhi pta ki kaha tali bajana h aur kaha nhi?*

Observation 2:

During function of republic day, before the arrival of guest teacher said to all students

Incharge mam-*Jb bde sir aaye aache se behave Krna chup rehna aur jaise hi wo aaye jor se clapping Start kr dena .*

All students - *okay mam.*

When the guest arrived, all students clap and greet them. In between the performance teacher said them to be keep quiet. At one instance when sir stand for picking Their call all students start clapping as they were instructed to do priorly.

ANALYSIS:

Analysis of assembly highlight same trend of negative means of controlling behaviour.

Continuously scolding: Teacher continuously scold students for their misbehaviour in assembly. This imbalance in disciplinary approaches potentially contributed to a climate where students perceive discipline as a means of avoiding punishment.

Majorly Relying on punishment: Teacher emphasized discipline during assemblies primarily relying on punishment bases approaches rather than employing positive reinforcement strategies. These punishment-based approaches create an environment in which students feel unsafe and neglected.

Minimal recognition: There was a Minimal recognition of the student who demonstrated respectful behaviour leads to imbalance Among teacher and students' relationship.

Prioritise control over students: Teachers use the strategies that majorly control students' behaviour through fear rather than fostering intrinsic motivation or positive engagement among students.

Use of harsh language: Teacher mostly use hash language to control students' behaviour and show their authority on students.

Overall, through observation it is concluded through facial expressions and body language of students that physical disciplines prevail in school and used by teachers to create fear and anxiety among students. Although various other approaches are also there that are temporarily calmed the students but ultimately did not seem to address that cause of behaviour or promote positive changes in classroom. Atmosphere of constant fear in classroom hinder students to communicate with teacher and create mistrust between teacher Students. Teacher in mostly cases raise their voices, use Stern language to control students' behaviour, this authoritarian style of teacher immediately suppressed unwanted behaviour in classroom but it's long-term effects are also there which is negative and hinder holistic growth of the student.

2. Interview of Teachers:

Interview of teachers were done by addressing following question:

1. How do you control misbehaviour of students in the classroom?
2. What strategies do you use to promote good discipline among students?
3. Does your strategies are effective?
4. Which approach do you use to promote behaviour among students?
5. Would you use punishment-based approach?
6. What would you do when students continuously break classroom rules?
7. Which approach do you use in classroom authoritarian or authoritative style? Give reason for their answer.

While giving answers to these questions teachers answer was not matching with my observation. Teachers answers majorly highlighted the significance of positive reinforcements that they frequently use. Teachers also talk about structured activities and proactive strategies to maintain discipline during classes. They mentioned that there is no harsh language with students is used but when seeing observation, it is clearly



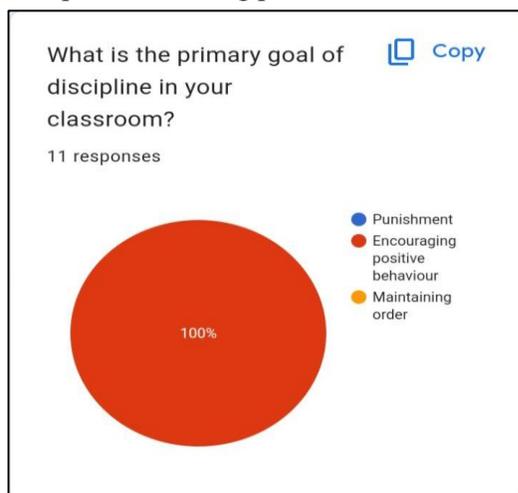


indicating that teacher used various punitive measures to ensure meaningful learning among students. Interview with teachers highlight mixture of negative and positive approach in school setting to promote good discipline among students. Teachers also said that they use various effective strategies on students to engage them in learning environment. Through teachers interview it is concluded that there is strong need to see in-depth of teaching and identify the key Areas where students need extra support. Effective discipline strategies must be included in school so that holistic development of students is ensured. Also, the use of stern language by teacher immediately suppressed unwanted behaviour of students but side by side it develops mistrust in students teachers relationship. So is it's necessary for teachers to use effective discipline strategies so that individual students grow as productive member of society.

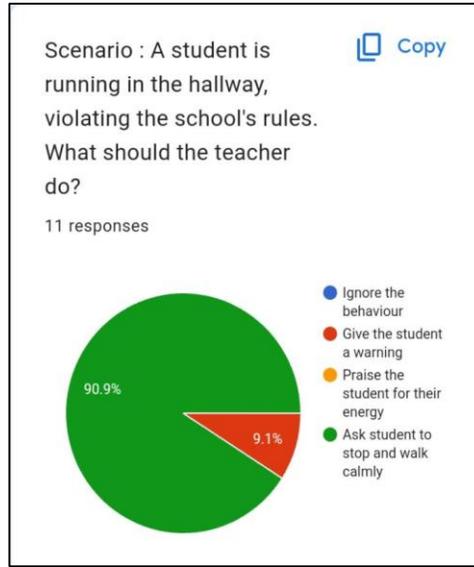
3. An online (scenario based survey) questionnaire:

A questionnaire-based survey was undertaken including two different categories. In first categories questions were asked to know different techniques used by teachers to promote good discipline and behaviour among their students. Through questions-based survey researcher want to know what the disciplinary practices are followed by teachers to develop good discipline among students. In second category scenario-based questions were asked to know which strategies used by teachers in particular scenerio to address discipline related issues in classroom and outside the classroom.

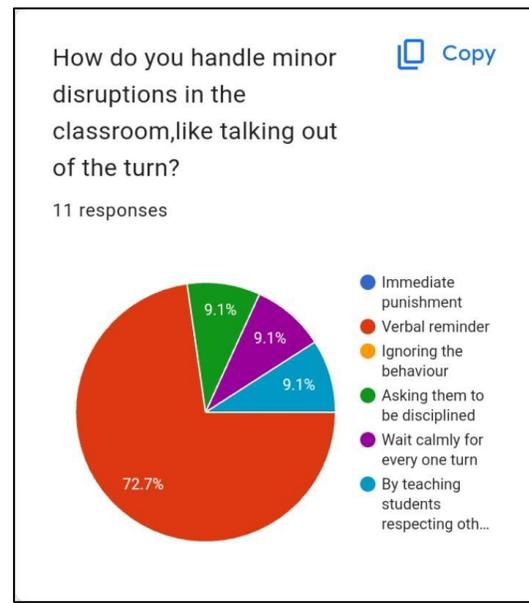
1. **Analysis:** The data were showing that the primary goal of discipline in classroom is to encourage positive behaviour among students. Other options including punishment and other related aspects were neglected.



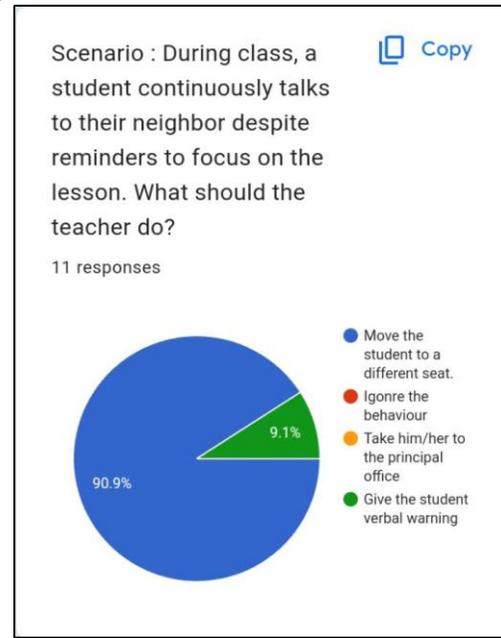
2. **Analysis:** Through this data we conclude that in given classroom scenerio moving the student to another seat is the primary strategy is used. Although some were in support to give verbal warning. But the majority is advocating the way in which they don't even try to find route cause of that behaviour.



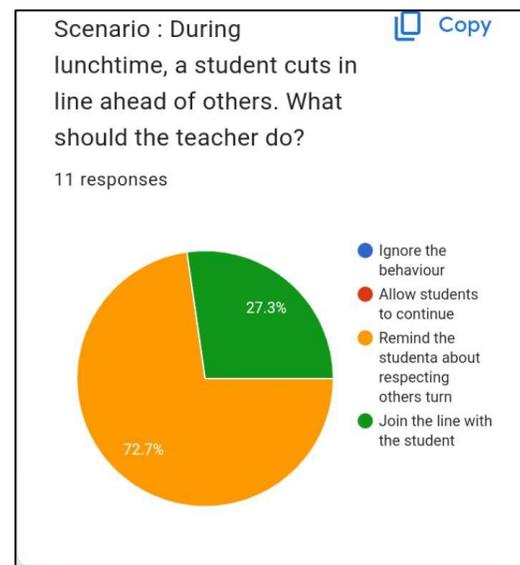
3. **Analysis:** The graph was showing the response of majority about a particular behaviour that students generally show. Here, the teacher chooses the verbal response to address the behaviour. Some teachers also advocate the means of warning.



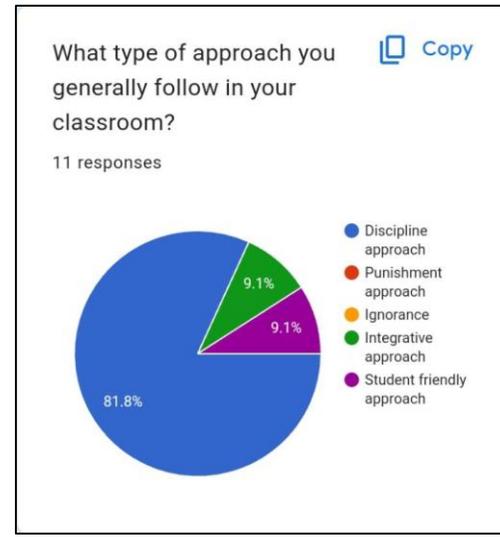
4. **Analysis:** In this question responses are varied teacher to teacher, but majority is gone for verbal reminder to handle minor disruptions in the classroom. After majority, a small group of teacher advocate about asking students to be disciplined, wait calmly for others turn and some were advocated to teaching students about respecting others perspective. Here the most accurate method is to give verbal reminder as students have a lot to share with their friends and this sharing sometimes misunderstood as talking.



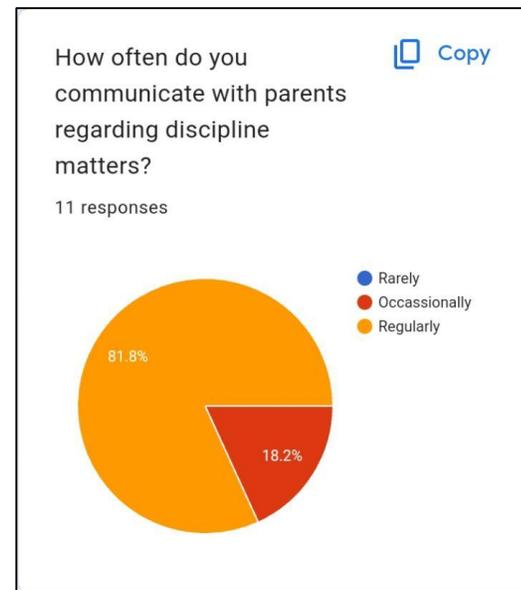
5. **Analysis:** In this scenario, the majority is advocating for giving reminder and respect others turn which is better as compared to join the line with students. The reason is clear that by joining the line the students never understand that importance of respecting others turns or choices.



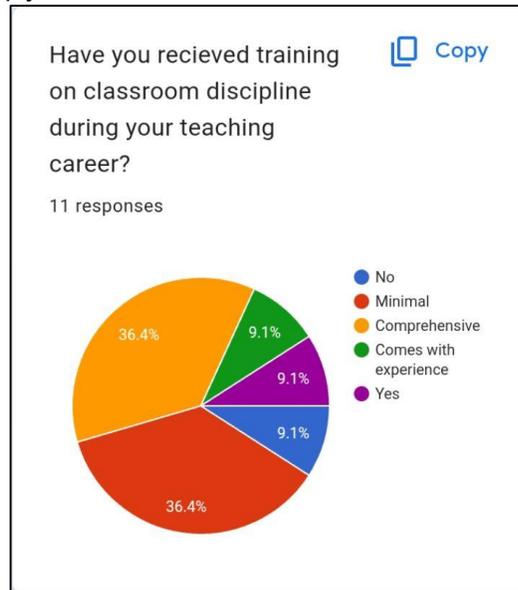
6. **Analysis:** Here responses are clearly indicated that discipline approach is followed by mostly teachers. Some other are advocating for integrated and student's friendly approach. This shows that maintenance of discipline is uppermost and teachers does not tolerate any kind of disruption in this.



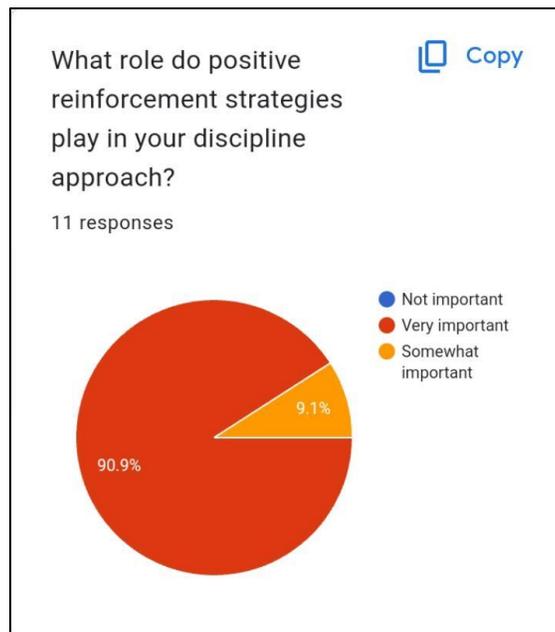
7. **Analysis:** Here, results were showed that teachers are concerned about students' discipline and talk frequently about their parents to promote good discipline in classroom as well as in society.



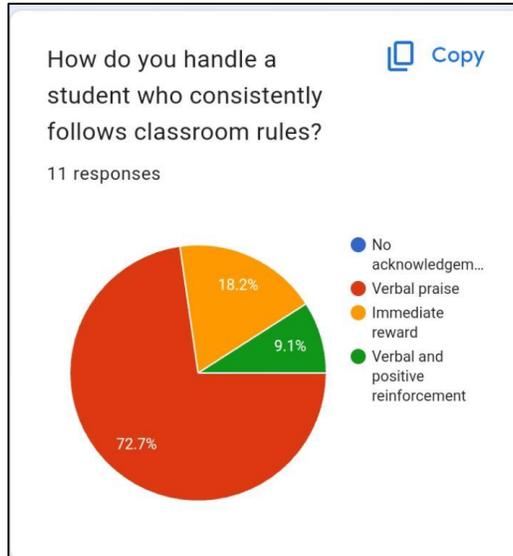
8. **Analysis:** Here mixed responses were collected in asking about training on classroom discipline. Some were advocating the minimal and comprehensive training and some were chose that managing discipline comes through experience. Here it is concluded that it is necessary for teachers to understand the importance of training in managing classroom discipline.



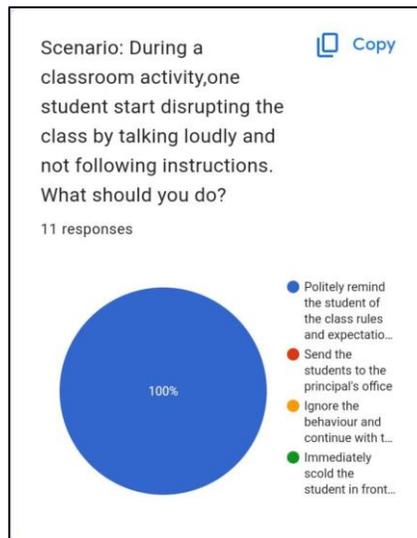
9. **Analysis:** The graph clearly indicate that positive reinforcement strategies have a significant role in discipline approach. Positive reinforcement strategies help in maintaining classroom.



10. **Analysis:** Here, responses are clearly indicating that mostly teachers use verbal praise method in their classroom. Some percentage of teacher gives immediate rewards as well and a little bit percentage gives verbal and positive reinforcement. This shows teachers are concerned about students discipline practices and they set an example in classroom for all students.



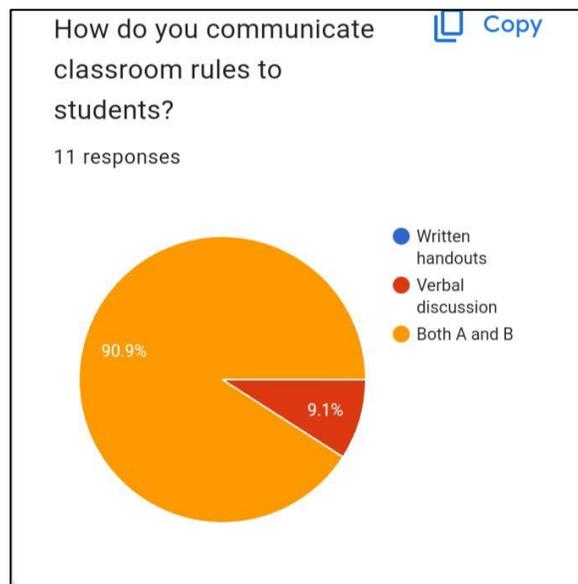
11. Analysis: Here the responses for a particular scenerio is shown where teachers used verbal method to remind students about their classroom rules and ethics. No other method will be used. This indicates that teachers also understand that negative reinforcement strategies are not good and having a bad impacts on child performance. So positive reinforcement strategies are useful for every child to remind their mistakes.



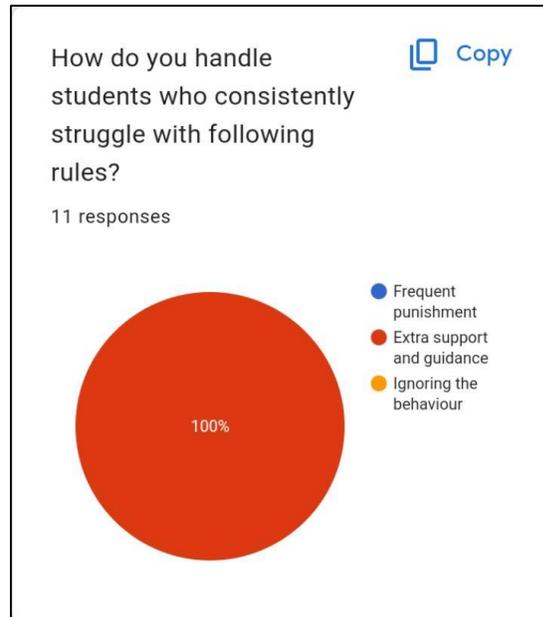
12. Analysis: Results were indicated that modelling the respectful behaviour is a method used by teachers to promote positive classroom environment. This means modelling and imitation is useful method to remind someone's about their roles and responsibilities.



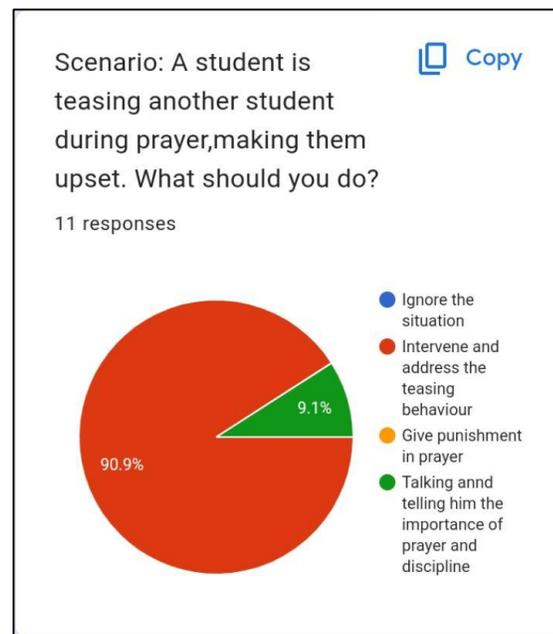
13. Analysis: Results indicates that primary method to communicate classroom rules to students are both verbal and written handouts. The reason could be selecting both ways is to facilitate discipline not only in classroom setting but outside the classroom environment it is also necessary for child to behave according to set rules and norms.



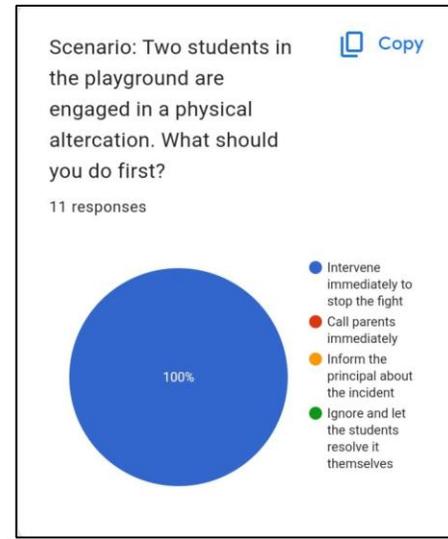
14. Analysis: Responses indicates that primary method to handle students who are constantly struggling with rules to give extra support and guidance. Hence, teachers concerned and knows the consequences of using negative reinforcement methods.



15. Analysis: Responses indicates that primary method is followed scenario is to intervene and address the teasing behaviour of child. But less emphasis should be given on talking and remembering prayer discipline. Here it is important for teacher to do mix approach firstly by giving verbal reminder and then intervening.



16. Analysis: Here, responses indicates that scenario where students fighting with each other, it is important to intervene immediately and resolve their problems. This also indicates the quickness nature of teacher that how she managed disruptions in classroom.



CRITICAL ANALYSIS:

A healthy school environment contributes to effective teaching, learning, and fewer discipline problems. A fundamental challenge facing the faculty and staff each day is to promote and nurture a wholesome and learning-supportive climate throughout the school. Firm, consistent, and continuous commitment to the students and their education is the foundation upon which educational elements combine to create a climate inclusive of structure and rules. Furtwengler and Konnert (1982) proposed that the climate components of discipline, organization, and effectiveness include three major orientations: (a) the orientation of the faculty toward the school as a source of the discipline problem, (b) the orientation of the staff and others toward the school's responsibility for improving discipline, and (c) the orientation of those involved in discipline problem solving. The authors stated that these three elements reflect Attitudes concerning discipline. The school needs to minimize its own contribution to discipline problems by keeping the number of students in classrooms small, thus avoiding overcrowding, addressing student's needs, and effectively communicating to students and parents. The process of changing inappropriate behaviour among students is complex. The major steps in the reformation process are the issues of problem analysis, the creation of a desire to improve, and the establishment of a contract for appropriate behaviour (Chapman, 1979; Galloway, Ball, Bloomfield, & Seyd, 1982; Watkins & Wagner, 1987). Kindsvatter (1978), Glasser (1969), and Furtwengler and Konnert (1982) suggested that the techniques used to help a student change his or her behaviour must be designed to fit each student's problem and must help the student adjust and cope--not just control the individual. Deibert and Harmon (1973) listed the first step in the process of changing behaviour as the careful and controlled observation of the behaviour as it is occurring. Accurate assessment of inappropriate situations and behaviours are important. Canter (1987) recommended a three-step cycle of behaviour management to establish a positive discipline system. First, whenever teachers want students to follow certain directions, they must teach the specific behaviours. Next, teachers must use positive repetition to reinforce the students when they follow the directions. Finally, if a student is misbehaving after a teacher has taught specific policies and has used positive repetition, only then should the teacher use the negative consequences. Management of disruptive students' behaviour takes up large portions of a teacher's time for instruction. Deutsch (1993) stated that if the school focused on curricula that encouraged peace, teachers could more easily work on the traditional aspects of education such as reading, writing, and arithmetic. Teachers and administrators would be free to accomplish

their educational missions without spending an abundance of time engaged in disciplinary actions with students.

Researchers have stated that the stages of growth, moral development, and appropriate mental health provide the cornerstone for students' learning and their ability to respond to situational factors (Glasser, 1969; Kohlberg, 1970). The authors argued that students should react to situational factors by assuming personal responsibility. Students should make judgments and decisions based on their own feelings of justice. Piaget (1932) urged educators to design educational opportunities that help students learn to do things not because obedience is demanded or because others will approve, but because they have their own standards of what is appropriate and inappropriate. Hunt (1978) suggested that a student's conceptual level is the key factor to consider in determining the instructional approach toward discipline. He relayed that students need a structured and directed approach, whereas others can best learn appropriate behaviours through a little direction and guidance.

FINDINGS:

The findings of the research include effectiveness of different disciplinary practices that taken by school. Through various positive reinforcement strategies like verbal praise, motivation, rewards it is concluded that students are more engaged in learning process. Additionally inculcating restorative practices helps students to gain mastery over various skill and promote holistic development of child. Through observation of school in various settings, it is highlighted that teachers use Stern language, negative reinforcement strategies, harsh language and verbal warning to students that hinder their holistic development as well as develop mistrust among teacher student relationship. Through unstructured interview of teachers, the findings were shown that there is a huge gap between what researcher observe and what teacher respond against various questions. Findings were also highlighted that teachers advocate positive reinforcement strategies and effective measures to develop a sense of respect but in school setting, gap is there. Through structured scenerio based questionnaire with teachers, finding was shown that mostly teachers rely on positive reinforcement strategies, praise and rewards to overcome challenges and less use of punitive measures is shown. Findings indicate that respectful disciplinary approaches contribute to holistic development of child and see child as an individual productive member of society. Overall, the findings indicate significance of fostering a sense of respect for the culture through various disciplinary practices at school setting ultimately contribute to a supportive and positive learning environment where students feel included and grow as a productive member of society.

CONCLUSION:

As this study has indicated, and research has made clear, appropriate behaviour by Students is essential to their ability to attain successful educations. Without a disciplined atmosphere, teachers cannot teach effectively and learners cannot learn effectively. Appropriate School discipline practices involve all stakeholders in their designs. The principals and the Teachers are responsible for carrying out an individual school's discipline practices; but to bolster Success, the practices must be custom designed by all participants including parents and students. The discipline practices chosen should reflect a shared expectancy—indeed, an obligation—to Address real school problems in real ways. Effective practices address the root cause of students' Misconduct. The study found that positive discipline is a very important element in the teaching process. Increasing the positive discipline in the classroom increases and the academic level of the students. Teachers use their various forms of positive discipline during daily work. They motivate students in their





responses, attract students' attention to learning, make jokes, behave in a friendly way, encourage positive behaviours, use mark bonuses and motivate to support positive behaviours on academic achievement and on the social, emotional and psychological side. The study also showed that we have teachers who use emotional and physical punishments in classroom environments. This teacher behaviour leads to the emergence of conflicts between teachers and students. Positive discipline is more present in primary education, while the forms of negative discipline are present in secondary education. Rewarding students for their good behaviour and positive contributions to the school Community is important. Activities, programs and opportunities should be planned to focus on Positive behaviours and appropriate actions of the students. Every attempt should be made to put Students' names, pictures and groups in newsletters, school hallways, the local newspaper, and School assemblies to let everyone know that the school is pleased with positive behaviours and good reports. Effective discipline practices thrive on consistency and teamwork. The staff and administrative team should be expected to reinforce the same behaviour for all students and to Follow common discipline practices. A staff should work together for the common good of the students and the school. Students and staff want to be certain they are safe and every precaution and intervention should be sure this goal is accomplished.

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