A study on Discipline Problems and Learning Environment among School students

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ABSTRACT

This study was aimed to study on Discipline Problems and Learning Environment among School students. Random sampling method was used to study the student's Discipline Problems and Learning Environment. Data were collected from 2 schools private and government in kanchipuram, tamilnadu and a total count of 120 students in the age group of 10-18 class VII-XII. The findings of the research showed that, there is significant differences were not found among students in Discipline Problem and learning environment with respect to the types of school. When compared to the FEQ, it is found that differences were seen among students in Discipline Problem, but differences were not seen among students in learning environment. A result tells that father's education plays a vital role in discipline.

Key words:

Discipline Problems and Learning Environment . FEQ and types of school

PREAMBLE

Discipline at school is an ongoing issue and must be addressed with concern for the individual learner at school and for the practical problems faced by educators. All educators have problems with children and discipline in societies around the world, but are particularly visible in societies that do not know very well how to solve discipline problems. (Edwards, 1993:23).

The learning environment refers to a combination of social and physical qualities that create the teaching experience. He understands the classroom management procedures and how the room is organized, installed and maintained. It consists of a variety of functions that affect learning. The idea of a learning environment implies a framework in which intent and design cannot take into account everything that is going on. Certain elements are out of control or at least involuntarily. The environment is therefore a mixture of intentional and accidental, the connection of planned and unforeseen events. To a certain extent, traditional teaching of classical teaching could support this dynamic. Students could be responsible for receiving instructions that demonstrate their mastery, but also their imagination and creativity.

Discipline must begins fromm family background. It is inevitable that children will spend a few years in a tightly structured situation(Mabeba&Prinsloo, 2000:36). The family as a group is such a structure, as is the classroom and the school as a whole.(VanWyk2001:199) says that if the child does not act, and does not act on the principle of discipline and obedience to established authority, it would hardly survive in an orderly society.

If a child does not understand and accept discipline in a narrow structure (such as a family), it is unlikely to occur later when it comes into contact with larger and less structured contexts, discipline is less applicable. (Hlatswayo,1992:34). The family and the school of necessity provide the framework for a child's first encounter with

the rules and regulations of discipline and authority (Gooden and Maurice, 1999: 56). The rules to be followed are necessary and must be clearly defined as the child needs such a framework to control his behavior.

If a teacher wants to teach effectively in a primary school class, all learners must be careful. Classes cannot take place if some learners are disturbed due to lack of discipline or do not listen to the teacher (Hamill, 1989). At school, every learner must be instructed to meet the agency's requirements (Sater, 1982). One of the tasks of the teacher is to work against learners who do not meet school standards and regulations in general and the classrooms in particular.

"Learners learn better and educators better in an orderly and safe environment". Lewis and Colvin (1998:448) state"This lack of discipline largely contributes to the erosion of a culture of learning and teaching in school: without this culture, effective education becomes a myth".

"Discipline should enable the performance of, and be conducive to, the task at hand. It should enable freedom, choice and autonomy for both teacher and child". National Curriculum Framework -2005

Materials and method

Descriptive Survey Method had been adopted.

120 of Lower (class VI-VIII), Middle (class IX-X) and Higher (class XI-XII) school students were selected as a sample by simple random method.

For discipline problems and learning environment the investigator had prepare questionnaire and standardized tools. reliability 0.82and 0.756 respectively

The sample participated in this study consist of 50 male students with the percentages of 41.7% and while 70 female students with the percentages of 58.3%

OBJECTIVES OF THE STUDY

"To study significant difference in the mean score of discipline problem with respect to"

Types of school.

Father'seducationQualification (FEQ).

"To study significant difference in the mean score of learning environment with respect to"

Types of school.

Father'seducationQualification(FEQ).

HYPOTHESES OF THE STUDY

H1 There is no significant difference in the mean score of discipline problem with respect to Types of school.

H2 There is no significant difference in the mean score of discipline problem with respect to FEQ.

H3 There is no significant difference in the mean score of learning environment with respect to Types of school.

H3 There is no significant difference in the mean score of learning environment with respect to FEQ.

Analysis of the study

Gender wise distribution of mean and standard deviation of the discipline problem and learning environment.

TABLE 1 THE TABLE GIVEN BELOW SHOWS THE MEAN OF DISCIPLINE PROBLEM AND LEARNING ENVIRONMENT WITH RESPECT TO GENDER.

Report			
Gender		Discipline Problem	Learning Environment
Boy	Mean	66.08	75.76
	N	50	50
	Std. Deviation	6.48	8.66
Girl	Mean	69.25	78.78
	N	70	70
	Std. Deviation	6.19	9.09
Total			
	N	120	120

 From the above Table (1), it can be observed that the mean score of discipline problem (69.25) and their learning environment (78.78) in girls are higher than the mean score of discipline problem (66.08) and their learning environment (75.76) in boys
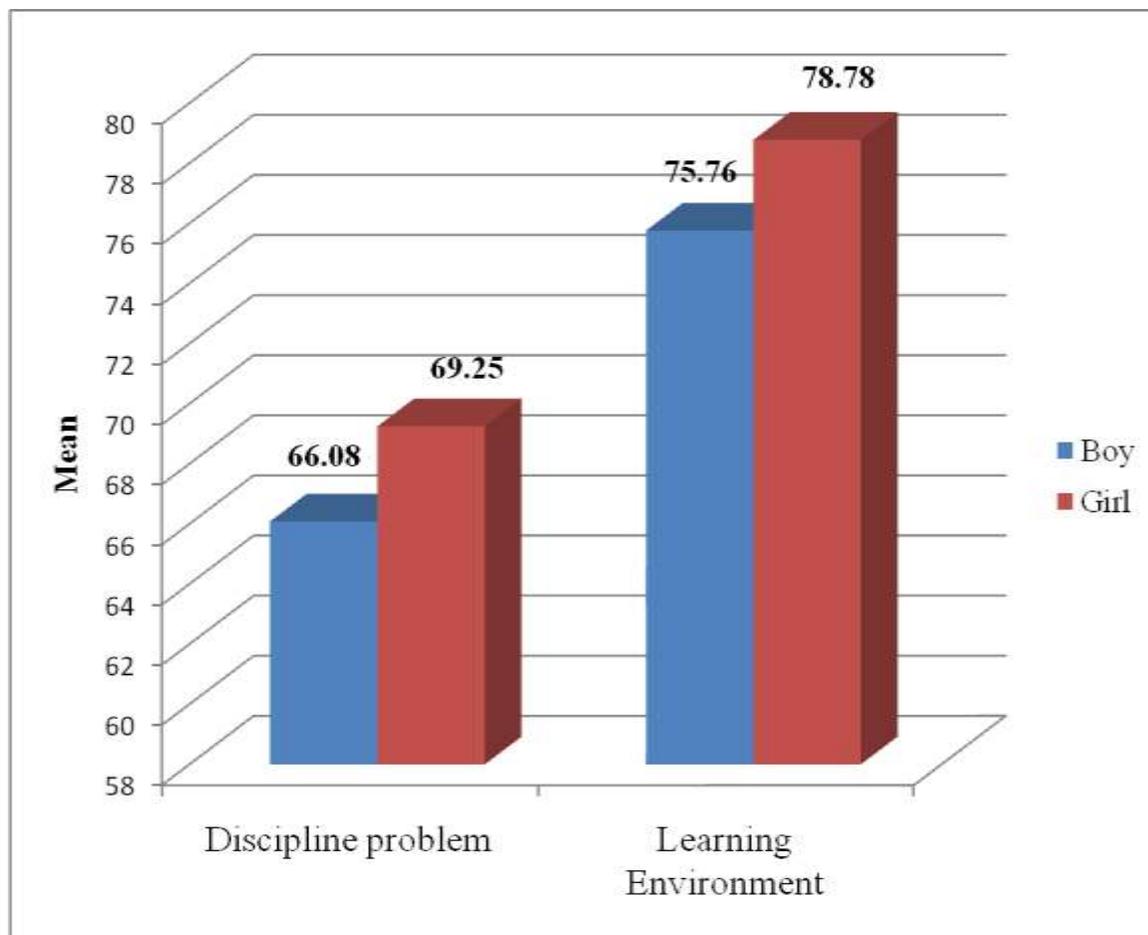
FIGURE 1 THE TABLE GIVEN BELOW SHOWS THE MEAN OF DISCIPLINE PROBLEM AND LEARNING ENVIRONMENT WITH RESPECT TO GENDER.

Type of school wise distribution of mean and standard deviation of the discipline problem and learning environment.

TABLE 2 THE TABLE GIVEN BELOW SHOWS THE MEAN AND THE STANDARD DEVIATION OF DISCIPLINE PROBLEM AND LEARNING ENVIRONMENT WITH RESPECT TO TYPE OF SCHOOL.

Report		Discipline Problem	Learning Environment
Type of school		Discipline Problem	Learning Environment
Government	Mean	67.21	79.21
	N	66	66
	Std. Deviation	6.92	7.93
Private	Mean	68.80	75.45
	N	54	54
	Std. Deviation	5.84	9.85
Total	N	120	120

From the above Table (2), it can be observed that the mean score of discipline problem in private school (68.80) is greater than the mean score of discipline problem in Government school (67.21), whereas mean score of the learning environment in government school (79.21) is greater than the mean score of the learning environment in private school (75.45).
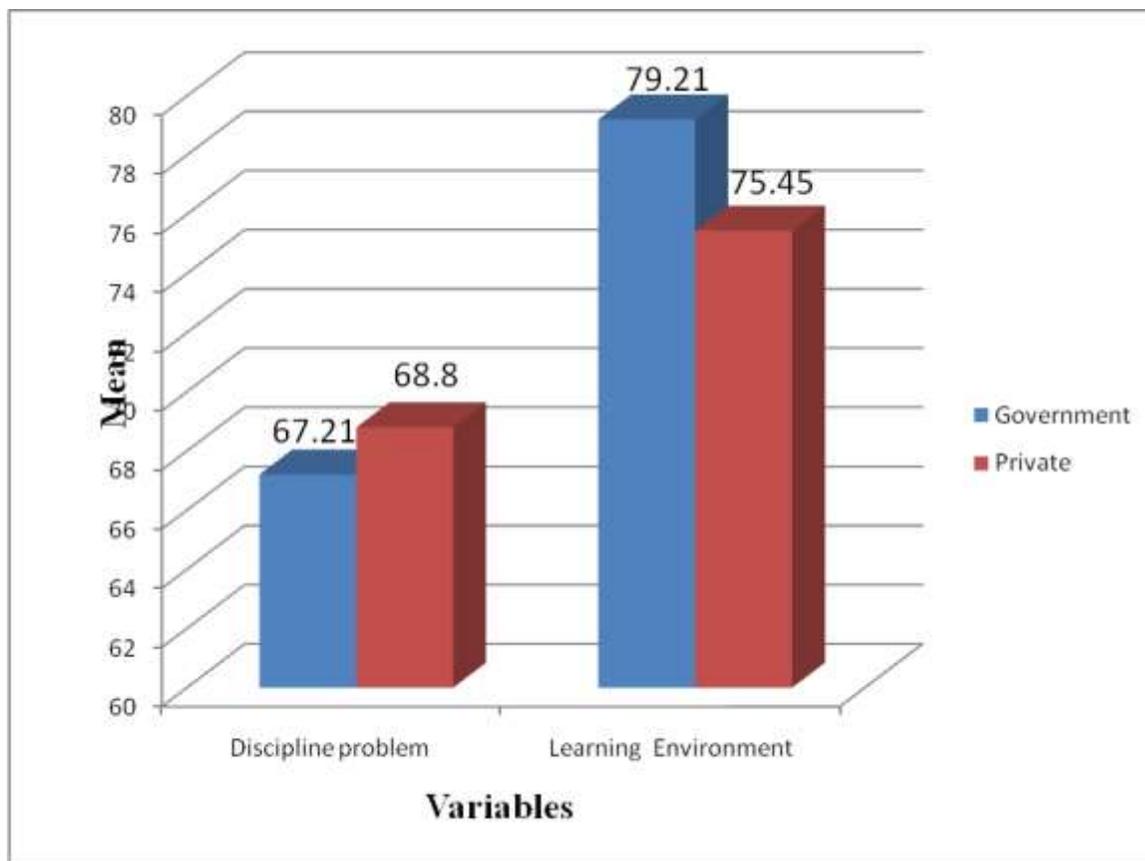
FIGURE2 THE TABLE GIVEN BELOW SHOWS THE MEAN OF DISCIPLINE PROBLEM AND LEARNING ENVIRONMENT WITH RESPECT TO TYPE OF SCHOOL.

H1 There is no significant difference in the mean score of discipline problem with respect to Types of school.

TABLE 3SHOWING THE CRITICAL RATIO FOR DISCIPLINE PROBLEM BASED ON TYPES OF SCHOOL

Variable	Type of school	N	Mean	Std. Deviation	CR	Remarks at 0.05 level
Discipline Problem	Government	66	67.21	6.92	1.34	N.S
	Private	54	68.80	5.84		

N.S - Not Significant at 0.05 levels

From the above table (3), it can be observed that the obtained value of 't' (1.34) is below the acceptance level 't' (1.96) at 0.05 significance level. Thus, the types of school do not differ with respect to Discipline Problem. Hence the framed null hypothesis above is accepted.

H2 There is no significant difference in the mean score of discipline problem with respect to FEQ.

TABLE 4 SHOWING THE ANOVA FOR DISCIPLINE PROBLEM BASED ON FEQ.

Variable	Sources of Variance	Sum of Squares	df	Mean Square	F	Remarks at 0.05 level
Discipline Problem	Between Groups	290.27	2	145.13	3.61	S
	Within Groups	4704.29	117	40.21		

From the above table (4), it can be observed that the obtained value of 'F' (3.61) exceeds the acceptance level 'F' (3.04) at 5% significance level. Thus, students differ significantly in their Discipline Problem with regard to FEQ . Therefore, the null hypothesis stated above is rejected..

For further analysis through 't' test, the following groups differed significantly

Table 4.a SHOWING THE MULTIPLE COMPARATIONS OF THE MEAN SCORE OF DISCIPLINE PROBLEM WITH RESPECT TO THE FATHER'S EDUCATION QUILIFICATION.

Father's education Qualification.			Mean Difference	't' value	Remarks at 0.05 level
Un-Educated	School Level	Degree			
55	26	-	0.47	2.46	S
55	-	39	0.07	0.45	NS
-	26	39	0.54	2.88	S

From the above table (4.a), it can be observed that the calculated 't' value (2.46) is above the acceptance level (1.96) indicating that there is a significant difference between the mean scores of un-educated and school level for discipline problem in students

Again, it can be observed that the calculated 't' value (0.45) is below the acceptance level (1.96) indicating that there is no significant difference between the mean scores of un-educated and degree for discipline problem.

But, it can be observed that the calculated 't' value (2.88) is greater than the table value (1.96) indicating that there is a significant difference between the mean scores of school level and degree for discipline problem.

H3 There is no significant difference in the mean score of Learning environment with respect to Types of school.

TABLE 5 SHOWING THE CRITICAL RATIO FOR LEARNING ENVIRONMENT BASED ON TYPES OF SCHOOL

Variable	Type of School	N	Mean	Std. Deviation	CR	Remarks at 0.05 level
Learning environment	Government	66	79.21	7.93	2.32	S
	Private	54	75.45	9.85		

From the above table (5), it can be observed that the obtained value of 't' (2.32) is above the acceptance level 't' (1.96) at 0.05 significance level. Thus, the types of school differ with respect to Learning Environment. Hence the framed null hypothesis is rejected.

H4 There is no significant difference in the mean score of learning environment with respect to Father's education Qualification.

TABLE 6 SHOWING THE ANOVA FOR LEARNING ENVIRONMENT BASED ON FATHER'S EDUCATION QUALIFICATION.

Variable	Sources of Variance	Sum of Squares	df	Mean Square	F	Remarks at 0.05 level
Learning Environment	Between Groups	403.33	2	201.67	2.55	N.S
	Within Groups	9249.66	117	79.06		

N.S - Not Significant at 0.05 levels

From the above table (6), it is found that the calculated 'F' vale (2.55) is below than the table value (3.04) at 0.05 level of significance. Thus, there is no significant difference among students in learning environment with respect to father's education qualification. Hence the framed null hypothesis is accepted.

FINDINGS OF THE TUDY

Differences was not found among students in Discipline Problem and learning environment with respect to the types of school.

When compared to the father's education qualification, it is found that differences occurred among students in Discipline Problem, but differences was not foundamong students in learning environment.

RESULTS

The finding of the study states that the discipline problem is low in nature irrespective of the types of school which means that the discipline problem exists in the schools; be it in the urban or rural. It may be the cause of teachers of the school being lenient in terms of curving the behaviors of the student. This may also counts to the school system being not systematic where the discipline policies or rules and regulations are not in place.

When compared to the father's education qualification, it is found that there is a significant difference among students in Discipline Problem, but there is no significant difference among students in learning environment. Because the father plays very important role is children's with regards to the discipline problem with dos and don'ts. So it shows the significant difference. But when it comes to the learning environment no significant difference among learner are found as fathers are qualified or highly learners and knows the psychological needs and wants of the children during the learning process.

The possibility is higher in having discipline problem if the learning environment is not conducive. Likewise, the learning environment may not be enriching due to the high discipline problem of the student.

CONCLUSION

The researcher concluded the study by saying that discipline and learning environment is one of the important factor that facilitate the good behavior and good academic excellence of the children as a whole. Establishing and maintaining a warm classroom atmosphere helps in improving the quality of teaching and learning process. As a whole the sole responsibilities lies in the hands of teacher as a parent in the school and parents of their own to create a pleasant learning environment that suits to the learners and sympathetic move in the development of the children to the productive citizens of the country.

From this study, the researcher windup saying that the conducive learning environment and maintaining healthier discipline problem helps our future generation to excel in any field of education and other societal work.

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