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REVERBERATING EFFECTS OF DISCIPLINARY PRACTICES AMONG SECONDARY SCHOOL CHILDREN

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INTRODUCTION

“The progress of nation is decided not in legislature, not in court, not in factories; but in schools” - S. Balakrishna Joshi

The present world is sophisticated and mechanised one; the rates of development in countries are bigger than before. Development is linked with fast and remarkable human changes. When we discuss about the development it is very important to think about the quality of human race. It is assumed that when development takes place the quality of living will also improve.

One of the focuses of education is quality of human race. Attitudes and values have an imperative responsibility in the quality of human race. Experiences and thoughts have an important role to play in the various areas of daily life of an individual like emotional, social, academic, and vocational areas and it is essential part of the personality of the child also. Indiscipline among children is a major problem for parents and teachers. Way back, the Education Commission (Government of India, 1964-66) had expressed serious concern over growing indiscipline among students. This will be a threat to quality of human race.

The present condition of our country is not desirable. Family disruption and social and domestic violence are increasing. National Crimes Records Bureau of India also published the rate of crimes in the country which shows the quality of the human race is deteriorating. In this globalised world, the rate of literacy and enrolment ratio has increased but the rate of crimes is also increasing.

Life in the current world becomes so impersonal, mechanical and fast where students and youth are depressed, anxious, stressed or frustrated. The extreme complexities of the present world describe the dangerous trends in our youngsters. The increasing rates of suicides, sexual harassments, robberies, crimes, alcoholics, drug addiction, etc are the sign of this trend. Education Commission (Government of India, 1964-66) had expressed serious apprehension over the deterioration of morals among students, growing violence, hatred, drug abuse and other social problems in the class rooms.

The mistakes to deal children in schools leads them misbehaving. NCF (2005) observes that inculcating the value of self-discipline is important for systematic pursuit of learning, development of child's interest and potential. In children attitudes and values cannot, however, be developed in vacuum, it is the product of co-operative work of home, school and society. They must aim at strengthening desirable values and ethics in their children.

The attitude towards life and environment that a child builds up depends largely on his life experiences, especially the school. Fine ambience in school help children grow in to mature adults. Education is a process of development from infancy to maturity, process by which a child adopts himself gradually in various ways of his physical, psychological and emotional environment. It aims at shaping the behavior of students in a desirable way and bringing about all-round development in their personality. It helps the students to develop in to highly evolved and morally oriented human being. The mistakes of schools and teachers will also affect the moral development of the child. Harsh and punitive disciplinary policies often can create a negative school climate rather than improving student behaviour (Skiba & Peterson, 2000). Schools have a long history of expelling and suspending students because of their disruptive, dangerous, or otherwise challenging behaviour (Skiba & Peterson, 1999; 2000; Sugai, 1996; Townsend, 2000). Punitive school policies typically result in a passive experience, demanding little or no participation by the offending student. The punished student often feels resentful, alienated, trapped and disconnected from the school community. With little motivation to improve, the student's relationship with his or her teacher and school deteriorates even further. Furthermore, punishment does

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not help offenders buy into their responsibility for their own learning and behaviour or for treating other people with respect (Rappoport, 2005).

There is an obvious need to implement disciplinary practices and/or educational plans that attempt both to decrease a student's inappropriate behavior and improve the student's quality of life at school. Discipline in schools has always been a major concern for teachers and educators, especially when there have been indications that the problem is getting worse rather than improving. Researches show that discipline problems in schools were getting worse and the disciplinary practices implemented by teachers are creating far reaching reverberations in the life of students. In this context this study is an exploration among the secondary school children to understand the feelings or emotions of secondary school students who underwent punishments.

OBJECTIVES OF THE STUDY

The study tries to find out the feelings or emotions of secondary school students who underwent punishments.

METHODOLOGY

Sample of the Study:

The data for the study was collected conveniently from a sample of 100 secondary school pupils (60 Boys and 40 Girls) belonging to different secondary schools of Kozhikode district.

Tool Used:

Data was collected by using Open ended Information Blank which demanded students to write their feelings when they underwent punishments in the school.

ANALYSIS AND INTERPRETATION OF THE DATA

Feelings of Secondary School Students who underwent punishments in schools

The data were analysed to identify the feelings of secondary school students who underwent school punishments. The result of the analysis is given in the Table 1

Table1. Percentage of Students Experiencing Various Feelings as a Result of School Punishments

Si. No.	Feelings / emotions of Students toward school Punishments	Percentage (N = 100)
1	Mental pain	88
2	Mental Strain	87
3	Fear	85
4	Feeling hatred to teachers	84
5	Feel hatred to the subject	82
6	Low self esteem/ feel shame	79
7	Sadness	79
8	Anger	74
9	Tension	73
10	Depression	66
11	Tendency to repeats the problems	59
12	Revenge mentality	47



13	Make problems in relation / love	42
14	Mental fatigue	39
15	No feeling	11

Table 1 reveals that out of 100 secondary school students 88 percent of secondary school students feel mental pain, 87 feels mental strain and 85 feels fear when undergoing punishments. It is revealed that more than 85 percent of students are having mental problems from school punishments. Of the total sample, 84 percent of students develop hatred to teachers and 82 percent develop hatred to the subject. This will intern affect their academic performance. From Table 1, it is evident that some personal qualities of children are also deteriorating. The school punishment creates low self esteem (79%), sadness (79%), anger (74%), tension (73%), depression (66), make problems in relationship (42) and mental fatigue (39%) among the students. From the table, it is clear that the school punishments inculcates some anti social behaviour in students, i.e., 59 percent students have a tendency to repeat their mistakes and 47 percent have a revenge mentality towards teachers.

CONCLUSION

The physical facilities of schools and home have improved a lot. Despite all the development, life of students, especially adolescents is still severely horrible, rough and anxious. Indiscipline and conflicts among children is a major problem for parents and teachers. Suicides, sexual harassments, robberies, crimes, alcoholics, drug addiction, etc are product of the dissatisfied minds.

Constructive forms of discipline must replace punitive approach. Teachers have to focus on positive relationships and flexibility to gain success in classroom relationships. For these, teachers need to be equipped to mould, guide and lead learners. To develop learners who are socially well adjusted and able to function healthily in society, we have to teach them respect for self and others, build them with positive attitude. This suggests that learners must feel better about themselves before they can do better. Schools should be places of safety where learners can develop healthy self-esteem and learn appropriate forms of emotional expression. Schools thus prepare learners for life.

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