Analysis and Evaluation of Discipline Issues in Public and Private Sector Institutions

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Abstract
The present quantitative research study investigates the effects of indiscipline facing secondary school teachers in public and private institutions. Research methodology is based on the opinions of school teachers. Sampling technique is stratified sampling and sources of gathering information are questionnaire. Target population is a total of 28 schools, 16 government sector and 12 private sectors while the study population is 150 secondary grade male female teachers of government and 150 male female teachers of private schools. Statistical techniques of mean, standard deviation and t-test are applied and their results are reported. Findings reveal that most of the discipline issues emerged when teachers unable to establish the congenial teaching learning environment in educational institutions.
Keywords: Discipline, Public and Private Sector, Motivational Techniques, Teaching Learning Environment, Positive Relationship

Introduction
Education is a process of learning and brings about changes in behavior and working. The changes which occur as a result of learning might be positive or negative depending upon the learning material and objectives. Bolan and Weindling (1993) found that "Behavior consists of feeling, knowing, thinking and acting. This change of behavior is brought through knowledge, attitude, and skills". The system of education is devised to inculcate the philosophical, political, social

norms and skills for economic activities into the students to create progressive society. Education is considered as the most effective change agent.

All government sector institutions pursue the similar approach of provincial and federal educational strategy. These rules and regulations normally cover issues of instructive plans, institutional curriculum, subject matter, funding and budget. The government sector schools are funded by taxpayer finances and there is no tuition involved in attending classes. Bridges (1982, p.214) studied that "Private schools are still subject to government guidelines as well but with much greater degree of plasticity, especially in monetary respects". Because private schools are not tax-funded, they have very few limitations on their usage of financial resources. As such, the cost of attending a private school can vary greatly.

Ijaz (2004, p. 61) found that the word "discipline" is derived from Latin root "disciplus" meaning a pupil or disciple. Naturally, the problem of discipline was taken to consist in bringing the conduct of the pupils into conformity with ideas and standards of the master. The teacher's personality was always regarded as noble and beneficent, and the pupils had to develop the virtue of docility and plasticity so that the teacher might impress his personality on them and mould them in his own image. Moles (1990, p. 14) explain "it was the conception of the relationship between pupil and teacher everywhere, far more so in the East than in the West". The whole of the pupil's life in the school, all his intellectual, social, moral and physical activities so far as they are carried out in cooperation with others and are directed towards the realization of certain purposes is disciplinary. "A teacher has to organize activities such as planning providing instructions, carrying an orders and discipline, determining pupils' achievements, grading pupil and maintain their classrooms as a social and educational organization" (Abdullahi, 2010, p. 21)

Ijaz (2004, p.23) found **"**Discipline aims at the removal of bad habits and the substitution of good ones, especially those of order, regularity, and obedience**"**. Smith, Ewing and Cornu (2003, p.204) define the discipline as the business of enforcing simple classroom rules that facilitate and minimize disruption". Dictionary of Education (2006) described the discipline as "Discipline means the maintenance of the order in the classroom, authoritative control over students and an internalized system for controlling one's own behavior". The word may also be defined as a branch of knowledge in which people specialize when they are pursuing a course at the university level. In this context, the word discipline refers to an academic discipline. It also refers to a system of rules of conduct or a method of practice that every member of a particular group must follow. "When a person gets disciplined he or she possesses the trait of being well behaved, in this context, the word discipline is related to the words conduct, behavior and deportment" (Moles Oliven, 1990).

It is a vital aspect in the field of personality development. The term discipline can also be used to refer to the methods of training which a person has acquired in order that he or she becomes stronger or more in control of his or her emotions. Ornstein, Allan and Levine, Deniel (1984) describe "People become disciplined when they are trained by instruction and by putting in many hours of practice to perfect what they do, discipline as a verb refers to the act of punishing

somebody for his or her wrongdoings". To identify the most serious problems facing school systems today, the maintenance of discipline is crucial, especially in secondary-level institutions. This study reviews the problem of school discipline which a teacher face in class and head teachers and principals face in the public and private sector institutions. The maintenance of discipline has been a function of school ever since it came into existence. Educational literature places discipline in a range of different conceptual frameworks. Halil (2000, p. 31) studied, "It is variously thought of as: the central task of education; the best method of providing moral education; a fundamental requisite of all educational activity; a construct enabling each individual to interact with others".

Usmani (2007, p.21) quoted in the word of the University Education Commission, **"It is important that good discipline be looked upon not as student conformity to arbitrary standards of conduct, but rather as individual responsibility for behavior".** The concept of discipline may be viewed from a narrow and old or from a modern and broader point of view. From the narrow point of view discipline means subjection to authority, obedience to law and order and bringing the child under control. Taylor (1987, p.41) found "From a broader modern point of view, discipline means the training of mind, manners and attitudes, bringing the lower impulses of the child under control formation of right habits and in fact the development of character".

Discipline from the point of view of an individual is a means of enabling him to bring under control his instinctive urges to reach a position where he willingly and spontaneously identifies himself with a right. Discipline from the point of view of the society is a means of developing a social sense or social conscience in an individual so that he identifies himself with the society and contributes for its betterment to which he belongs. Usmani (2007) quoted William Yeager, historically, it always is associated with the concept discipline, having the connotations of strict mental, moral and physical training, requiring for its achievement, submission to authority, with proper punishment meted out for disobedience in any form". Usmani (2007) quoted Wren, P.C (1985) observed "As in the army, the navy, or the state, so in the school, the pre-requisite, the very condition of existence is discipline". "Control is necessary for the psychological balance in one's life; it is a common trait of human beings to want control in their lives" (Glasser, 1984, p.136).

In schools this is carried to such an extent that discipline itself is often seen as synonymous with control. Wlodkowski (1982, p.23) studied, "In schools, the most widely and practiced interpretation of the word discipline is control". "Control of students by teachers tends to be regarded as the goal of classroom discipline, This emphasis on control is so pervasive that control by teachers is often seen by educators as more important than the learning that goes on the classroom" (Edwards, 1994, p.24). "Discipline is widely regarded by most educators and the public alike as the number one problem in schools" (Wlodkowski, 1982). Taylor (1987, p.15) described "Even though administrators and teachers alike view discipline as their number one problem, newly graduated teachers still feel woefully unprepared for the task awaiting them when they start their first teaching job".

Ijaz (2004) expresses "School discipline has two main objectives, first to ensure the safety of staff members and students and second is to create an environment conducive to learning. School discipline is a form of discipline appropriate to the regulation of children and the maintenance of order in schools". The term refers to students complying with a code of behavior often known as the school rules. Stenbacka (2001) found "These may, for example, define the expected standards of clothing, timekeeping, social behavior and work ethics. The goal of school discipline is to create a safe and happy learning environment in the classroom". "In a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement" (Suter, 2006, p.14)

Ijaz (2004, p.145) observed the purpose of discipline in school, "The purpose of school discipline is to help the individual to acquire knowledge, habits, interests and ideas which conduce to the well-being of him, his fellows and society as a whole". If this purpose is to be realized the school should be reconstructed on the lines of a democratic society in which memberships implies the right of full and the free individual development and conscious pursuit ends in a cooperative spirit, each member contributing to the common good in accordance with his special gifts. Burden (2006, p.41) described a learning community needs to have order form students to be successful. Order means that students are following the actions necessary for a particular classroom event to be successful; Students are focused on the instructional tasks and are not misbehaving. Establishing and maintaining order is an important part of classroom management. Burden (2006) quoted (Levin and Nolan, 2004) "Classroom order is threatened by misbehavior. Discipline is the act of responding to misbehaving students in an effort to restore order".

"Teacher's ability to manage time, space, resources and student roles and student behaviors to provide a climate that encourages earning" (Alberto and Troutman, 1986). Sometimes teachers and students see things different and the differences in perception between the teacher and the students contribute discipline problems. Mostly the differences have their origins outside the class and this effects their relation with the teacher. In order to reduce those differences the teacher should have the qualities of effective and good teacher that the students call. Smith (1995, p.17) expresses "what makes a teacher good is the organization of a classroom and the techniques involved rely heavily on the teaching style, he looks what should happen in an ideal classroom by attempting to identify good a bad teaching style". A common idea that the better the teacher and the more effective the classroom the higher the quality of teaching and learning process. "In order to be effective teachers you must be proactive, facilitative, imaginative classroom managers" (Henson and Eller, 1999)

Burden (2006) quoted Gardon (1991) maintains that "effective discipline cannot be achieved through rewards and punishments, but rather through techniques to promote students' own self-control". He proposed approaches to help students make positive decisions, become more self-reliant, and control their own behavior. "To help students make positive decisions, however, teachers must give up their controlling power. Teachers guide and influence students and also

take actions to create an environment where students can make decisions about their behavior" (Govt of Pakistan, 1998-2010).

Kohn (1999, p.62) found "teachers should focus on developing caring, supportive classrooms where students participate fully in solving problems, including problems with behavior". He advises teachers to develop a sense of community in their classrooms, where students feel safe and are continually brought into making decisions, expressing their opinions, and working cooperatively towards solutions that benefit the class. Bosch and Kersey (2000) maintains that "classroom management must reflect the personality and teaching style of the individual teacher and is a skill that must be learned, practiced, evaluated, and modified to fit the changing situations in classrooms". Teachers must be able to modify and adjust their management strategies as conditions warrant, just as they modify their teaching strategies to match students' needs and learning styles.

Burden (2006) quoted Linda (2003) developed the classroom discipline and management plan called cooperative discipline. Albert's main focus is on helping teachers meets student needs so that students choose to cooperate with the teacher and with each other. Albert's cooperative discipline program is designed to establish positive classroom control through appropriate interventions and to build to build self-esteem through encouragement. Curwin and Mendler (1999, p.24) point out that "discipline problems may be caused by student boredom, feelings of powerlessness, unclear limits, a lack of acceptable outlets for feelings, and attacks on dignity". To deal with these causes and to create an effective learning environment (Curwin and Mendler, (1999) have developed a three-dimensional discipline plan: 1) the prevention dimension focuses on what the teacher can do to actively prevent discipline problems and how to deal with the stress associated with classroom disruptions; 2) the action dimension deals with actions the teacher can take when misbehavior occurs; and 3) the resolution dimension addresses ways teachers can resolve problems with chronic rule breaks and more extreme, out-of-control students.

Research Methodology
The survey design of descriptive research was adopted in this research study. "The researchers selected this design because it allowed for drawing of inferences" (Bridges, 1982, p.15). This design was also opted because it involved the collection of data to accurate and objective description of existing phenomena.

Research Instrument
To conduct this research study, a questionnaire on the nature of numerical rating scale, which usually consist of a set of numbers and fully anchored rating scale was designed to collect the data that was best suited together the perceptions of the research participants (Johnson, Burke and Christensen, 2008). This was a five-point attitudinal scale in which the participants indicated their degree of agreement and disagreement against each statement using strongly agree (SA), agree (A), unable to decide (UD), disagree (DA) and strongly disagree (SDA). A total of twenty

items questionnaire constructed by the researcher, for the purpose of collecting data from the teachers on their perception about the discipline.

The questionnaire was distributed to most of the respondents personally because this is the most reliable way of the distribution, to ensure it's reaching to the target. The teachers' responses were later on converted into numerical scale to test statistically. Frequencies of responses of different options under each item were obtained through tallies. The tables showing frequencies and percentages regarding each of the items of questionnaire were prepared.

Validity & Reliability of Instrument
The main purpose was to be able to consider information about necessary modification, remove the weaknesses and to minimize the misconception to the instrument that would result from analysis of the pilot study results. A limited research study with a few subjects (n=10 teachers randomly sampled) that follow the research plan in every respect was carried out as pilot study. Two experts in the field of study were requested to examine and evaluate the instrument in order to ascertain its validity. The questionnaire was discussed with the experts in the content area and their expert opinions were used to determine and improve the validity of the instruments. In order to ascertain accuracy and consistency of the instrument with regard to reliability, the reliability procedure was performed (Suter, 1998). Stenbacka (2001) viewed reliability as "purpose of explaining" in quantitative approach and "generating understanding" in qualitative approach to research.

Data Collection
This is descriptive study and technique of survey was used to collect data. The male and female secondary school teachers (SST) including private and government (public) sector schools of Rahim Yar Khan (RYK) formed the population of study. List of secondary schools was obtained from the office of Executive District Education Officer (EDO). Stratified sampling technique was used for the selection of sample from population of study. A total of 28 secondary schools of Rahim Yar Khan (16 from government sector and 12 from private sector) were selected as the sample of the study. A total of 300 teachers were selected as sample from selected schools (170 male and female teachers of government sector schools and 130 male and female teachers of private sector schools).

Results and Discussion
After collection of data it was organized, tabulated, interpreted in percentagewise, mean wise. The researchers gave scored weight age to each positive and negative statement option as given below: The data derived from the questionnaire and informal interview were coded for various response options as shown in Table 1. Where

Table 1: Coding of Responses

Response Option	Positive Statement	Negative Statement
Strongly Agree (SA)	5	1
Agree (A)	4	2
Unable to Decide (UD)	3	3
Disagree (DA)	2	4
Strongly Disagree (SDA)	1	5

A positive response to a positive question received a highest score of 5 for strongly agree (SA), while a negative response to a negative question received a highest mark of 5 for strongly disagree (SDA). Other scores followed this arrangement. The respondents were teachers who have been working in 12 different private and public sector schools at District Rahim Yar Khan. Teachers are the one of best source to investigate the disciplinary problems facing in schools. The breakdown of the survey based on four frames presented table wise. The four frames are operational, behavioral, working and performance frame. The operational frame includes five questions (items 1, 5, 9, 14, 20 in table 2). The behavioral frame includes five questions (items 2, 3, 8, 11, 17 in table 3). The working frame includes five questions (items 4, 6, 12, 18, 19 in table 3).

Finally the presentation frame also includes five questions (items 7, 10, 13, 15, 16 in table 4). The norm for acceptance or rejection of statement on the part of teachers was 3.00. The mean score greater the 3.00 showed the higher level of agreement while the value of mean score less than 3.00 showed the higher level of disagreement towards the statement. The following findings were drawn from the study and conclusions were made on the basis of findings.

Table 2: Mean score, standard deviation and t-test table of Operational frame

Frame	Orientation	Public		Private		t-test
		Mean	SD	Mean	SD	
Operational Mean=3.42	Pay the fees and other dues in time	3.86	0.85	2.50	1.05	14.65*
	Careless to follow school timing	2.89	1.19	3.00	1.25	13.07*
	No Use of cell phone by students	3.3	1.57	3.83	1.57	16.28*
	Display posters and wall chalking in school	2.51	1.26	2.59	1.33	11.42*
	Regular in attending classes	4.11	1.21	4.3	1.15	15.01*

In operational frame (Table 2) during item by item analysis it was observed that the responses of the majority teachers are higher than the mean=3. The participant teachers believe that students regularity (Mean=4.20; SD=1.18), no use of cell phone (Mean=3.56; SD=1.57) and students in time dues payment (Mean=3.21; SD=0.95) were among the highest. While display posters and wall chalking by students (Mean=2.55; SD=1.29) and careless attitude in observing school timing (Mean=2.94; SD=1.22) were the lowest of all items in responsibility frame.

It is also pertinent to mention here that all the t-test scores of operational frame were significant at the .05 level of significance. No use of mobile (t.05=16.28), regularity of students (t.05=15.01) and dues payment in time (t.05=14.65) were the highest position. While less care in time observation and display poster and wall chalking were the lowest among all item having t-test value (t.05=13.07) and (t.05=11.42) respectively. It is obvious that majority of the respondents showing strong agreement with the above statements.

Table 3: Mean score, standard deviation and t-test table of Behavioral frame

Frame	Orientation	Public		Private		t-test
		Mean	SD	Mean	SD	
Behavioral Mean=3.11	Students neglect teachers orders	2.91	1.09	2.76	1.24	10.24*
	Display lack of respect towards other students	3.24	1.24	3.2	1.14	14.86*
	Non -serious behavior during class study	3.31	1.27	2.76	1.19	15.28*
	Talking & gossip during study	3.66	1.04	3.51	1.11	15.73*
	Financially sound Students behave impolitely	3.04	1.29	2.71	1.41	13.96*

Behavioral frame in Table 3 above reveals that all the t-test score of behavioral frame were also significant at .05 levels. Talking and gossip (t.05=15.73), non-serious behaviour (t.05=15.28) and show disrespect towards students (t.05=14.86) was also high. Financially better students impolitely behave (t.05=13.96) and neglecting teachers order (t.05=10.24). on mean score and standard deviation values, The participant teachers believe that students talk to one another while attending the classes (Mean=3.58; SD=1.07), students display lack of respect towards other students (Mean=3.22; SD=1.19) and students non-serious attitude during class study (Mean=3.03; SD=1.23) are among the highest values while students neglect teachers orders and financially strong students misbehave (Mean=2.83; SD=1.16), (Mean=2.87; SD=1.30) respectively among the lowest.

Table 4: Mean score, standard deviation and t-test table of principled frame

Frame	Orientation	Public		Private		t-test
		Mean	SD	Mean	SD	
Principled Mean=3.07	Students steal the things	3.00	1.18	2.09	1.14	9.84*
	Copy the homework from other fellows	3.37	1.03	3.31	1.25	13.26*
	Cheating during examination	3.39	1.19	2.77	1.36	11.24*
	Tell lies with their teachers	3.36	1.18	3.33	1.14	14.18*
	Pass comments at the backs of teachers	2.99	1.09	3.14	1.21	10.04*

In principled frame table 4 it was observed, in item by item analysis of the answers, the highest mean values being slightly above 3. It is also important to mention here that all the t-test score of principled frame were significant at .05 levels of significance. It is evident from above table, the participant teachers believe that telling lie with teachers (Mean=3.34; SD=1.16; t.05=14.18), students copy the homework from other fellows (Mean=3.34; SD=1.14; t.05=13.26) and students habits of cheating during examination (Mean=3.08; SD=1.27; t.05=11.24) were among the highest while students pass comments on teachers back in classroom (Mean=3.06; SD=1.15; t.05=10.04) and students habit to steal things (Mean=2.54; SD=1.16; t.05= 9.84) were among the lowest of the obtained values. It is clear from above results that telling lie with teacher and copying homework is the major contributor to spoil the discipline and moral values of the classroom.

Table 5: Mean score, standard deviation and t-test table of Presentation frame

Frame	Orientation	Public		Private		t-test
		Mean	SD	Mean	SD	
Presentation Mean=2.76	Non-Serious in performing their duties	3.31	1.17	3.03	1.21	11.42*
	Group system creates disruptive environment	2.84	1.27	2.89	1.46	8.57*
	The misuse and damage of school property	3.06	1.05	2.66	1.09	9.24*
	Students wear indecent dresses	2.59	1.18	1.93	1.13	6.82*
	Students use indecent language	2.91	1.18	2.39	1.29	7.21*

In presentation frame table 5 it is observed that the t-test results of four statements are significant while one statement is not significant at .05 levels of significance. Non-serious performance of duties by students (t.05= 11.42; Mean=3.17; SD=1.19), misuse and damage school property (t.05=9.24; Mean=2.86; SD=1.07), the task given in group create disturbing environment (t.05=8.57; Mean=2.86; SD= 1.36) and use of filthy and indecent language by students to their fellows (t.05=7.21; Mean=2.65; SD=1.23) while students wear indecent dresses in school (t.05=6.82; Mean=2.26; SD=1.15). it is evident from the above four significant statement that students show no serious attitude in performing duties, damage school property, assigning task in group create disturbance and use of indecent language in school. One statement related to student's dresses is not significant and we reject our null hypothesis and accept our alternate hypothesis that students in both public and private sector schools wear decent dress. It might be due to strict and vigilant observation of uniform and dresses on working days and off days. This dress problem easily watched in college level while in schools code of dress is strictly observed.

Recommendations and Conclusions

Based on the finding of the study it was established that in addition to quantitative data collection instrument, a number of teachers were also interviewed formally and informally. The data collected using interview suggested that other than these identified factors many other variables also put a very strong effect on the students discipline in classroom which might be, class size, teacher's pedagogy, students involvement, physical facilities, parents teachers coordination, students intelligence level, teachers style of dealing student etc. The study demonstrated the importance of discipline in classroom, school and the interaction among students and teachers. Relationship between students and teachers appeared to have been more official (impersonal) than personal. Such relationship has severe consequences of making students evasive from studies which could equally affect their performance in studies. The need to discourage this is very important and critical. Based on these findings the following recommendations were made.

Teachers should demonstrate unbiased attitude to every student to avoid from the different problems of students, biasness of the teachers create unrest among the students which lead them towards indiscipline and lack of respect to specific teacher. Teachers should enterprise to make their classroom like a home where every learner is made to feel accepted and an important component of the classroom learning process. They can do this by ensuring a positive relationship between them and their learners. When this done, it will enable the student to develop positive attitude and therefore the associated high performance in their studies and their academic career.

Teachers should understand individual differences and care for each student as a learner that deserves help. The use of insulting words to reproach students for their poor performance in the class should be downcast. It will also be important to arrange the meeting with the parents of students and discuss about their children problems especially behaviour related issues. A regular meeting of all the teachers and administrations to discuss student's related issues will also be expedient. Teachers should use audio video Aids in class room to improve the learning process and maintain the discipline The A.V Aids make teaching interesting as well as effective. Teacher

should use different motivational techniques to make the learning process better. Modern techniques of communicative method of teaching can be applied for effective class management and avoidance of discipline problems.

Refresher courses should be offered to the teachers. Good classroom discipline results mainly from the first technique - effective body language, which includes posture, eye contact, facial expression, signals, and physical proximity. When teachers are able to provide individual help to students quickly and effectively, the students behave better and complete more work. Incentive systems, which motivate students to remain on task, complete work, and behave properly, also contribute strongly to good discipline. A teacher should ensure the proper discipline by being firm fair and friendly to his students. Not only that home assignments are given regularly but they must also be checked regularly. If that is not done the students will become casual and may create discipline problems in the class.

Limitations

How can we attribute all of the significant results to the discipline related problems or there might be other factors influencing the teachers perception? There are many inferences and rival hypothesis we need to consider. First, it is a cross-sectional study and we looked at the direct effect. It is much more difficult to sort out indirect effect because we cannot control the contextual variables such as, teacher morale, pedagogy, classroom size, parental involvement and student's achievement. Second, t-test, mean and standard deviation are not very advance analytical tools and could not sort out the reasons for the difference we found. Third, it might be possible that teacher like the idea of discipline just to establish their authority. Finally, it is possible that there might be some flaws on the design of the study and or on the construction of instrument.

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