

Investigating the Effect of Positive Discipline on the Learning Process and its Achieving Strategies with Focusing on the Students' Abilities

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Abstract

The aim of this study is to investigate the effect of positive discipline on the learning process and its achieving strategies from teachers and principals' point of view in the city of Ahwaz in 2011-2012 academic years. The method of research was descriptive-survey. The statistical population of this study includes all Ahwaz high school teachers and principals. All of the sample members (105 principals and 321 teachers) were selected by stratified random sampling. In order to collect the data, a self-administrated questionnaire was used. In descriptive statistics frequency, percentage, and mean were used and in inferential statistics one-sample t-test, Friedman test and structural equation modeling in Amos were utilized. The results of this study indicate that the relationship between positive discipline and each of three presented strategies is significant. Teachers' learning motivation with 71% and students' self-control with 58% had, respectively, high correlation coefficient with positive discipline from teachers and principals' view. The first rank in teachers and principals' view assigned to the students' learning motivation and their commitment.

Keywords: Positive Discipline, Students' Self-control, Students' Commitment, Students' Learning Motivation

Introduction

Discipline is one of the most effective factors in learning process. In the modern educational plans, the main purpose of discipline is to create the educational environment and opportunities for learning process. Indeed, discipline is an instrument for realizing the high educational goals that leads to the students' growth and progress in every dimension. In order to this, the student will acquire a level of self-discipline and self-control (Golkar et al., 2008). The positive discipline is one of the modern discipline approaches. The positive discipline is a plan that was designed for educating younger individual so that they became a mannerly, technician, and responsible ones in their societies. The encouragement and mutual respect among students and adults (including teachers, parents, and coaches) are the most important social skills that are learned in this approach (Mcvitte, 2007). The teacher encourages his/her students for expressing their believes and also they are permitted to select their interests in the classrooms with positive discipline approaches. In such conditions, it will be possible to solve the group problems and conditions of the classroom will became to the partnership, collaboration, and mutual respect climate. Some of the other benefits of this discipline include skill and perceptual watchfulness, reinforcing the communicational skills, solving the problems outside of the classroom, concentrating on the solution rather than punishment, helping teachers by other teachers, problem-solution steps and encouragement sessions (Majdfar and Haji Hoseynnejhad, 3). Providing the positive discipline style in the classroom and schools can help the students to increase their belonging sense and self-acceptance through reinforcing their self-confidence. There are several different thinkers that have effect on the school discipline improvement and also have offered solutions for creating order and positive discipline that some of them are indicated in the following section. Shams (1999) indicated that which students have more educational progress that they have internal control resource. Khodabakhshi and Abedi (2005) believed that education of commitment through positive discipline method (by parents, teacher, and self-control) is effective in both post-test and following steps. Giting et al. (1990) resulted from their study that the positive discipline program has favorable effectiveness in increasing the responsibility. Lewis (2001) indicated that the coercive discipline prevent from students' commitment and isolate them from school's assignments. Bergin and Bergin (1999) indicate that applying the effective discipline in the classroom leads to internalize the values, increase the disruptive behaviors, and also leads to promote self-control among students. Urdan and Erin (2006) indicated that the school and classroom characteristics may have effect on the students' motivation. McCarry et al. (2012) indicated that the positive discipline is effective in increasing discipline references and failure rate. Also positive behavior encouragement system can lead to increase negative results of the students' experiences and also increase their educational entertainment and successfulness. Peerz and Roux (2012) indicated that it is possible to promote the positive disciplines in the schools through creating the main values, liberator values, human rights values, and cultural values.

The present study is aimed to survey the teachers and principals in terms of the effects that the positive discipline has on learning process and also seek to offer solutions for its realization. Therefore, this study seeks to offer three solutions for its realization. These include the

following solutions: 1- Students' responsibility, 2- students' self-control, and 3- students' learning motivation.

Students' responsibility: the students' commitment refers to the extent that the students act in support of the teachers and students' rights. In summary, commitment is the students' intention to practice the self-learning and support others' rights for learning and having physical and emotional safety (Lewis, 2010).

Students' self-control: this is an overall educational goal that develops the students' self-control and conscience. This self-control is learned, developed, and practiced in dealing with discipline (Cruser and Goodnow, 1994). The students learn the behavioral and social acceptable territories in dealing with discipline. The backgrounds of conscience growth and self-control are provided in times of dealing with discipline (Crusec and Kuczynski, 1997).

Students' learning motivation: naturally, there is significant relationship between student's motivation and his/her enthusiasm in the learning process. When the students have motivation, do the considerable and entertainment activities and learn that help each other as a whole and also compliment each other and their motivation will be motivated for more and better use of life. Leps believes that the students who motivated internally do the activities because of their enjoyment, learning, and successful sense (Lumsdern, 1994). Therefore, the present study is aimed to study the effects of the positive discipline on the learning process and its realization solutions from high school teachers and principals' perspective in the city of Ahvaz in 2011-2012 academic years.

Research questions

Is the positive discipline effective in learning process?

Is the students' commitment solution effective in the positive discipline realization in the learning process?

Is the students' self-control effective in the realization of positive discipline in the learning process?

Is the students' learning solution motivation effective in realization of the positive discipline in the learning process?

Research methodology

This study is a descriptive-survey research that its statistical population includes all of the male and female teachers and principals in the high schools in 2011-2012 academic years. In order to calculate the sample size, a primary sampling with 30 respondents (teachers and principals) has been done that its variance has been applied in the sampling formula. In order to this, the questionnaire has been distributed among them randomly and they were asked to indicate the questionnaire. The following formula has been used to calculate the sample size.

Sample of the Principals:

$$n = \frac{Nt^2 pq}{Nd^2 + t^2 pq} = \frac{1991 * 3.84 * 0.5 * 0.5}{1991 * 0.0025 + 3.84 * 0.5 * 0.5} = 321$$

Sample of the teachers:

$$n = \frac{Nt^2 pq}{Nd^2 + t^2 pq} = \frac{149 * 3.84 * 0.5 * 0.5}{149 * 0.0025 + 3.84 * 0.5 * 0.5} = 105$$

Data-collecting instrument

In this study, the data-collecting method is a self-developed questionnaire that includes three dimensions and 30 questions based on the Likert scale. Content validity of the questionnaire has been examined and confirmed by five experts. Also reliability of the questionnaire has been examined and confirmed through Cronbach’s Alpha that its value was 0.85.

The collected data has been analyzed through SPSS19 and Amos software. The main statistical methods that have been used to analyze the data and conclude the results are one sample t-test, analysis of variance, and structural equation modeling.

Findings

In this section of the study, the main four research questions have been introduced and analyzed.

First question: Is the positive discipline effective in learning process?

Table 1: mean score of the positive discipline effect on the learning process

Groups	Mean	Standard deviation	T	df	sig
Principals	4.56	0.28	57.354	104	0.001
Teachers	4.35	0.24	55.942	319	0.001

Based on the results of table 1, mean of the positive discipline effect on the learning process is 4.56 for principals and 4.35 for teachers. The sample t is more than standard t. this indicates that the positive discipline effect on the learning process is more than average level for both teachers and principals.

Second question: Is the students’ commitment solution effective in the positive discipline realization in the learning process?

Table 2: the effect of the students' commitment solution on realization of the positive discipline

Groups	Mean	Standard deviation	T	df	sig
Principals	4.74	0.71	24.875	104	0.001
Teachers	4.41	0.71	35.122	319	0.001

The results of table 2 indicate that the mean of the students' commitment effect on the learning process is 4.74 for principals and 4.41 for teachers. The sample t is more than standard t. This indicates that the effect of the students' commitment solution on realization of the positive discipline is more than average level for both teachers and principals.

Third question: Is the students' self-control effective in the realization of positive discipline in the learning process?

Table 3: the effect of the students' self-control solution on realization of the positive discipline

Groups	Mean	Standard deviation	T	df	sig
Principals	4.53	0.32	49.144	104	0.001
Teachers	4.32	0.61	38.415	319	0.001

The results of table 3 indicate that the mean the effect of the students' self-control solution on realization of the positive discipline is 4.53 for principals and 4.32 for teachers. The sample t is more than standard t. This indicates that the effect of the students' self-control solution on realization of the positive discipline is more than average level for both teachers and principals.

Fourth question: Is the students' learning solution motivation effective in realization of the positive discipline in the learning process?

Table 4: the effect of the students' learning motivation solution on realization of the positive discipline

Groups	Mean	Standard deviation	T	df	sig
Principals	4.52	0.49	31.331	104	0.001
Teachers	4.42	0.58	43.850	319	0.001

The results of table 4 indicate that the mean the effect of the students' learning motivation solution on realization of the positive discipline is 4.52 for principals and 4.42 for teachers. The sample t is much than standard t. This indicates that the effect of the students' learning

motivation solution on realization of the positive discipline is more than average level for both teachers and principals.

Structural equation modeling of the study and its regression coefficients have been offered in the table 1.

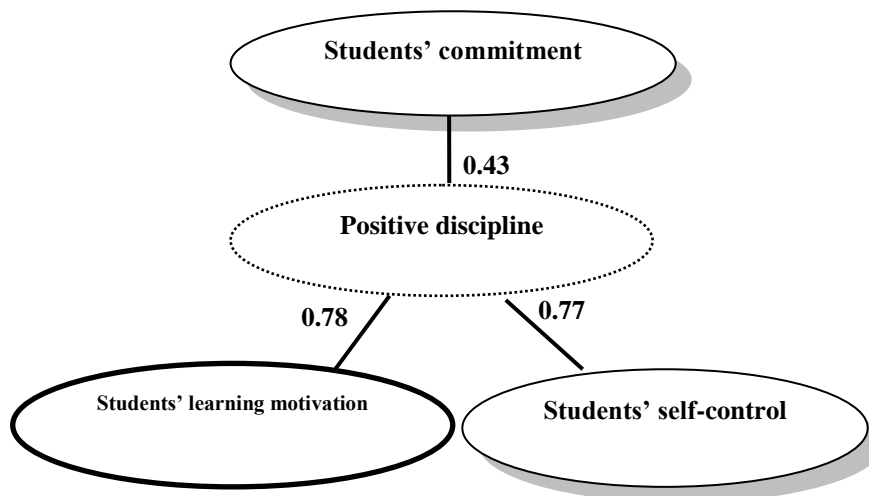


Fig 1: structural equation modeling for teachers sample

The results of structural equation modeling indicate that there are significant positive relationships among positive discipline and three factors from teachers' perspectives. The most correlation coefficient for students' learning motivation (0.78) and the lowest correlation coefficient is for the students' commitment (0.43).

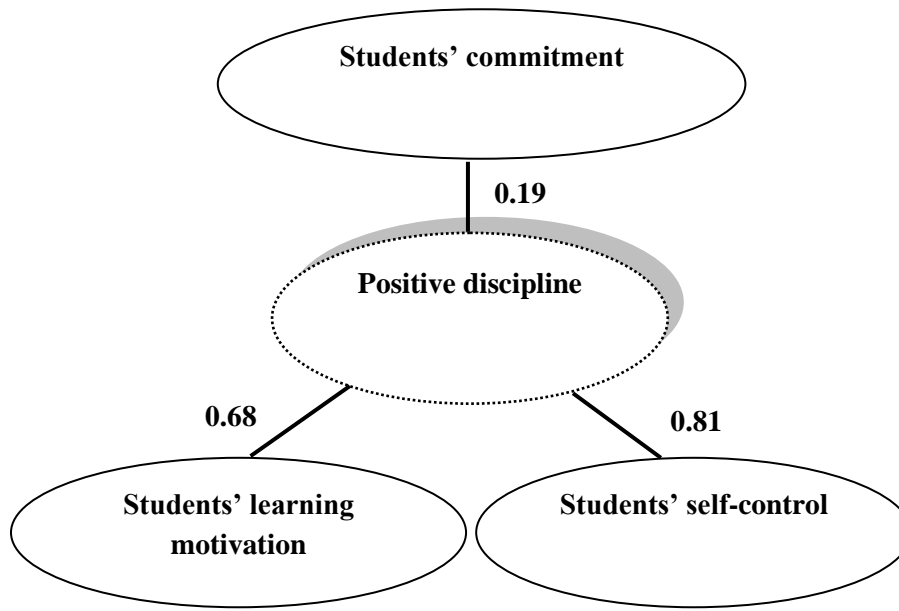


Fig 1: structural equation modeling for principals sample

The results of structural equation modeling indicate that there are significant positive relationships among positive discipline and three factors from principals' perspectives. The most correlation coefficient is for students' self-control (0.81) and the lowest correlation coefficient is for students' commitment (0.19).

Conclusion

This study seeks to study the effects of positive discipline on the learning process and its realization with focus on the students' skills. The results of this study indicated that the first question of the study that examines the effects of positive discipline on the learning process is confirmed. These results are in consistence with the findings of McCarry et al. (2012) and Perzweks (2012) studies in terms of the role of positive discipline on promoting the basic and cultural values and decreasing the discipline references, decreasing the negative outcomes of the students' experiences, increasing the social skills and personal skills and internal and external skills and decreasing failure rate among students.

The solution of students' commitment: based on the results of table 2, the students' commitment solution is effective in positive discipline realization and the results of structural equation modeling also confirm these findings. The results of the studies that have been conducted by Khodabakhshi and Abedi (2005) and Gitting et al. (1990), and Lewis (2001) in terms of the effective positive discipline on the students' commitment confirm our findings. There is a difference between previous findings and our findings. This difference is that our findings indicate that the students' commitment can be a solution to realization of the positive

discipline. The results of these studies indicate that the students' commitment leads to discipline and order among students and the students that consider themselves as responsible ones create the discipline through their own intention. Also it should be remembered that applying discipline techniques by teachers can lead to increase the students' commitment and their commitment is considered as a solution for solving the discipline problems.

The solution of students' self-control: based on the results of the table 3, the solution of students' self-control is effective in the realization of positive discipline. The results of this question are in consistence with findings of Shams (2008) in terms of the students' internal control resources and their educational progress and Bergin and Bergin (1999) in terms of positive discipline plan leads to the students' self-control growth. Therefore, it is resulted that the students that have control of the classroom observe the discipline issues than the students that are controlled by their teachers.

The solution of students' learning motivation: based on the results of table 4, the students' learning motivation is effective in the realization of positive discipline. This result also is concluded from structural equation modeling. The results of the study of Yourdon (2006) that indicate the school and classroom characteristics have effect on the students' motivation and so the motivated students have more efforts in classroom, request more assignments, find solution for their problems, are happy, and are coordinated with other students.

Suggestions

The following policies are suggested for reinforcing the positive discipline in the classrooms: conducting regular sessions and creating powerful and positive interaction among learning factors, reciprocal cooperation among teachers for solving the problems; the teachers can discuss about different dimensions of positive discipline and then cooperate with each other to solve the students' problems and issues; partner-teacher-student meetings: in order to solve the students' problems, presence of the student is necessary; it is possible to use brain storming method about students' commitment, also designing especial sessions is an appropriate mechanism for improving educational system and creating commitment among students. Educating the students for reviewing their behavior is one of the important steps in the students' self-control. Educating the students for reviewing their behavior is effective in helping them to practice self-control. The main benefit of this practice is that it makes the student aware from his/her behavior and transfers the student's control from his/her teacher to his/herself. This releases the teacher from permanent administrative role. It is necessary to encourage the students to perceive the relationship between ability, effort, and successfulness and especially attribute their failures to the factors that depend on themselves; using the verbal encouragements in the necessary conditions, if the offered issue is new, meaningful, and surprising, this leads to increase exacerbate level and also provoke the poking sense among the students.

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