

EFFECTS OF THE DISCIPLINARY FACTORS INFLUENCING THE ACHIEVEMENT OF STUDENTS IN SECONDARY SCHOOLS OF KARACHI AS VIEWED BY MALE AND FEMALE TEACHERS

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Abstract

The prime purpose of the research was to determine the effects of the disciplinary factors influencing the achievement of students in secondary schools of Karachi as viewed by male and female teachers and formulate conclusions to progress school discipline in the light of the findings. Discipline is a training that produces obedience or self-control behavior to the order of a competent authority. Most of educators admit that discipline is easily achieved by involving teachers, students and parents. The scope of the research was restricted to the male and female secondary school teachers of the government and private secondary schools. The design chosen for the study was survey. The total sample size was based on 300 teachers drawn from 120 secondary schools of Karachi through stratified random sampling. Research instrument was a specially made questionnaire with five possible responses consisting of 70 items. The data was examined using the t-test. Achievement is the result of an individual's acquired information, ability, successfulness and progress in learning from education experiences

Keywords: achievement, discipline, Karachi, secondary school, student, teacher

Introduction

Karachi is the biggest city, most important seaport, economic center of Pakistan and the capital of the province of Sindh. The city has an estimated population of 21 million people as of April 2012. In 2001, five district of Karachi merged to form the city district government of Karachi (CDGK). It was three prior federations with the two lower tribes compose of 18 towns and 178 union councils. Again in 2011, City District Government of Karachi de-merged into its five original constituent districts that are Karachi East, Karachi West, Karachi Central, Karachi South and District Malir (<http://www.karachicity.gov.pk>).

Karachi is the most educated city of Pakistan, with the highest literacy rate along with a gross enrolment ratio of 111%, the highest in Sindh (<http://www.karachicity.gov.pk>). Several government and private schools, colleges and universities are playing vital role for education in Karachi city. 560 government secondary schools are working in the city. The enrolments of students in these government schools are 156,980 operating with 8,330 teachers. On the other hand an estimated number of private secondary schools are 2,380 with 791,683 students and 27,457 teachers (<http://www.pbs.gov.pk>). Bornstein (2011) wrote in 'New York Times' that by applying disciplinary procedures in schools, students can be controlled better socially and emotionally. Parents, teachers and school environment help to improve student's discipline (Kohut, 1978). A student

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cannot perform better, involving in discipline related issues. Achievement can be improved by concentrating on the goals.

Researcher had interviewed few senior secondary school teachers and experts of education. Most of them narrated that beside other factors, discipline related problems are the major obstacle in achievement of the students.

Review of Literature

In Karachi majority of secondary schools have been facing different disciplinary problems since long. Some of the serious disciplinary problems of schools are socio economic condition of students, political pressure in academic and non-academic matter of schools, lack of ability in administrative leadership of schools, lack of safe and sound family environment, dual system of education, and effects of media (Rizvi, 2000; Zaidi, 2002; Kharadi, 1999; McDaniel, 1980). Print media has been focusing on disciplinary problems of students from time to time while electronic media has been playing negative impact on students. By watching television programs (films or cartoons) change in behavior of young children and adolescent at once that effects on their achievement of learning skills (Bandura et al., 1961; Kniveto, 1973; Berkowitz et al., 1978).

Since long society is facing social disorder due to various reasons in which one of the major reason is disciplinary factor of students in schools. Corporal punishment, Unfair means in exams, fraud, lies, thefts, violence, selfishness, nepotism, favoritism, sifarish, corruption, political influence, deteriorate physical facilities are some disciplinary factors which effect on students' achievement (Jenkins & Glickman, 1947; Sophie, 1948; McPortland & McDill, 1977). Community in large scale has been suffering due to disciplinary problems of students in schools. School is considered as a representative unit of community where it enhances the emotional, social, ethical, intellectual development of all members and improving students' achievement and motivation (Solomon et al., 1996; Watson et al., 1997).

Principals, teachers and parents are equally aware and worried about discipline related issues in schools. Observations and experiences prove that between 70 to 90 percent of discipline problems have their root causes in places outside school (Goodenow, 1993; Osterman, 2000; Ryan et al., 1994; Tucker et al., 2002; Wentzel & Wigfield, 1998; Cronley, 1978; "Help! Teachers Can't Teach," Times, 1980). The principal as school administrator requires a successful management approach so as to run by himself with the challenges of disciplining students. Varma (1993) affirmed that disciplinary problems come up whilst students start annoying from teachers to get the assignment for which they have to engaged. Students generate carelessness, disruption, breaking the rules, offensiveness and make threats to drive the circumstances out of the teacher's control. Lemmer (1998) declared that once teacher endeavors to countenance the challenges of order on the school location, should observe what is finest and feasible for students. The subsequent are several of the factors as discovered by researchers.

Bissety (2000) and Oppelt (2000) stated that poor discipline and lack of parental involvement is common in many schools. Dowling and Osbourne (1985) held this perception that students with behavioral troubles comprehend that their parents and instructors are working together to handle troubles, they practice more uniformity and believe more controlled. According to Savage (1999) the concentration of the students in a classroom is a main part of the physical atmosphere which controls manners.

Savage (1999) speculated that it is excessively complex to train and control the classroom as it is overloaded. Kruger (1997) argued that overcrowded classrooms are one of the factors that obstruct the making of a good classroom atmosphere in which teacher can teach effectively. According to Burden (1995), a constructive classroom temperature transmits to students' achievement. To increase a supportive, liable classroom, teachers can take measures that uphold the student's confidence, encourage positive associations and increase non-aggressive, calm situations.

Blandford (1998) stated that the execution of discipline is important to successful teaching and learning. When the teachers do not able to control classes, they will incapable to teach. Van Wyk (2001) further narrated that teachers could do with to be trained disciplinary approaches proactively and usefully as an alternate to corrective procedures resembling physical punishment. Ramsey (1994) suggested that modern approaches have been used to control students' discipline.

Mabeba and Prinsloo (2000) stated that in-service instruction program of studies should offer element to discipline execution because teachers frequently to access classroom condition deficient important approaches to hold behavioral troubles. Blandford (1998) stated that teachers should cover the basic comprehension and understanding of running student's actions before they go in the occupation. Therefore, teacher needs training to manage their classrooms successfully and professionally. Several researchers have showed that school achievement and students' performance are affected by the worth of the teacher and student affiliation (Burden, 1995; Cangelosi, 1997; Kruger, 1997; Kruger and Steinman, 2003). These researchers affirmed that when teachers treat their students suitably, they liable to oblige with them work properly and execute effectively in their learning. Cangelosi (1997) maintained this analysis that students liable to collaborate with teachers when they constantly correspond in a confident manner. Teachers should be tolerant, well-mannered and elegant. Smith and Laslett (1993) stated that a stable glare of frightening scowl is possible to communicate apprehension as much as irritation and an annoyed scream can uncomfortably change into a shout more redolent of frenzy than positive control. Occasionally a strong opposition from the people may well drop into the classroom somewhere the students may desire to put together a school a position of revolt and vengeance against teachers.

Teachers can handle their classes efficiently by disciplined themselves. Bisetty (2001) stated that the enhance number of sexual link between teachers and students fail the communal respect and devotion.

Rich (1982) narrated that school rules violate when students believe that they are unfair. This certainly happens when students do not permit participation in the creation of classroom rules. Blandford (1998) stated that a school with no effectual discipline procedure cannot task as a centre for instructional process. The development of increasing and realizing a discipline procedure involves mutual decision making.

According to Burden (1995) a law that has some conditions and difficult wording may cause confusion. McPhillimy (1996) said that students should not violate the school policies; they must recognize the policies and the importance of the procedures. Beck (1990) narrated that teachers and students contact in the school circumstances should be controlled and friendly. According to McKay and Romm (1995) a totalitarian technique of leadership may root students to explode into hostility. Such a manner becomes hateful and precarious to their liberties and toward the interests of the school. Louw (1993) conceived that the teachers should keep away from oppressive statement, unnecessary

power, control and an un educational and irrational implementing of control that demoralize the students' approach of autonomy and safety measures.

Louw (1993) stated that teaching stresses that teachers assertively release themselves through untie statement styles. When teachers seek to handle the condition autocratically conflicts may take place. In such conditions students often behave rude. Important discipline procedures are essential because tackling misconduct without a preparation will yield insufficient outcomes

Naidoo and Potterton (1994) affirmed that in a classroom circumstances, where the teacher pursue one way communication and does not allow students to look at and determine themselves, students are required into an inactive listening role. When students feel tediousness in the classroom they gaze traditions to consider themselves at the cost of teacher. Teachers should then make sure that they are capable to make the basic skills to complete their duties fruitfully. Kruger (1996) showed that because teachers are responsible for students' ability, the instructive practice must engage purpose background, choice of objectives for students and sets of students, before and after estimations of teachers' success. A teacher not have teaching skills will practice massive disturbance on the job.

Methodology

The strategy was survey for research. Survey is the collection of information includes the characteristics, performance and evaluation of a small and large scale of population. The population used for research was consisted of 2,940 secondary schools of Karachi with 35,787 teachers. A population is entire collection of elements from which researchers collect data and wish to draw conclusions about. A single member of population is called element.

Since population of the secondary schools teachers was very large it was not feasible to complete a census. Therefore, stratified random sampling was followed. The size of the sample was 300 teachers. A sample is a subset of elements selected from a large population. A single member of a sample is called a subject. A specially made questionnaire was developed. Questionnaire comprised of 70 items for teachers. The items of the questionnaire were drawn from the relevant content field. For this, please see Table in Annex-A.

Discussion

The findings that no significant difference was found between the male and female secondary school teachers views, is due to the reason that the secondary school teachers have resemblance in their abilities to maintain the discipline in the classroom and male and female secondary school teachers are well qualified, well trained and well experienced.

Some of male and female teachers' views reveal that inadequate knowledge of disciplinary approaches and by itself the majority disciplinary procedures are rash, corrective, upsetting and harsh rather than being counteractive and encouragement. Teachers who are performing imperfectly have a harmful impact upon running discipline in classrooms. A boring, unresponsive and inappropriate lecture and teacher may cause students' frustration and disruption during classroom learning. A friendly free teaching approach in the classroom is more essential in terms of controlling the students than an oppressive and a nonjudgmental attitude.

The majority teachers use inspiration to express progressions which can stimulate and commence behavior, provide direction and intention to activities, continue to agree to the activities to keep on, and direct to choosing or desiring a specific manners. Teachers therefore motivate students to learn. Teachers can implement a behaviorist form by which advantageous manners is reinforced whereas an unwanted manner is disregarded. Some variety of incentive like merit medals or some variety of appreciation usually reinforces good quality actions.

Several parents of students become unwilling to work together with the teachers in imprisoning their kids. Many parents give the impression to transmit their responsibility to the institutions; as an affect the institutions have to hold the entire the disciplinary troubles. Involvement of parents in school activities increases the performance of their children.

Irrelevant policies are ineffective and terrible because inadequately selected policies generate severe administration and disciplinary troubles in the school and classroom condition. Classroom disturbances may cause by unstable relationships between teachers and students. Valuable announcement in the school stops harms from occurring. When teachers are incapable to speak efficiently with their students, the students will pay no attention to their orders and they will eventually behave badly in their classes. So, school administration and teachers make possible that they engage their students when they are making classroom rules.

Some students may possibly contain an unconstructive manner towards erudition and doing school efforts in common. Their actions are usually apparent in their redundancy, impassiveness, constant disregard, dishonest, restiveness or disorder. Teachers can make sure the students to inspire to discover and perform properly because inert students may deject and not perform properly. Students discover a great agreement by scrutiny their elders. A role model usually lives in such a behavior that his/her becomes valuable in both life mode and their profession. In earlier age, great teachers did not aware about skills of teaching but their style of existing was ideal for their students.

Collaboration among the teachers to keep the order in school enhances the effective discipline of students in the classroom. The discussion guide us to wrap up that in Karachi illiteracy and lack of knowledge of parents, poverty, and community, educational and family obstacle influences student discipline and achievement.

Conclusions

In the consideration of the findings, some of the following conclusions are prepared. Like, school should create and enforce a school wide discipline plan. Many school have a discipline plan on the book, it is often not well to known or followed by students, parents, teachers and principals. Effective classroom management should include the posting and use of discipline plan, training about implementation along with periodic reviews can also help. Higher authorities should constitute a school disciplinary council consisting of students, teachers and parents which will govern by school principal to deal discipline related issues effectively. It is also concluded that higher educational authorities should made possible to prohibit the political involvement and pressure in educational institutions. In addition, senior male and female teachers should promote discipline in school through leadership. Their actions form the basis of the overall environment for the school, if they are lenient on discipline; this will become clear over time and misbehavior will increase. School should be reinforced the sense of privilege through propagation of rewards and bribe system for doing the right things because it is right thing to perform. Besides, school management committee's role should be enhanced to deal disciplinary issues. This committee should be work as panel of council to tackle school related issues. The merit scholarships should be provided to the students of secondary schools on their best academic achievement by school management committee. This act will create competition among the school students to enhance the achievement.

The government should be arranged a doctor cum psychiatrist for complete medical checkup every month for students who have psychological disorder especially Dyslexia. School-and-community-wide commitment to establishing and maintaining proper student behavior in school and at school supported events. It is further concluded that school should work to improve communication with and involvement of parents and community members in instruction, co-curricular activities, and governance. The authorities concern should take necessary measures to get the community support.

School cannot work in separation and they need community support. It is, therefore, proposed to get community support that redeployment of the principal and teachers adjacent to their residence as much as possible. Language, belief, cast and sect should not be considered while redeployment of the employees. Bond officially all the teachers and principals to send their children in government schools only. All government officers are also bound that they send their children in government schools. All member of national and provincial assembly are officially bond to send their children in government schools.

It is concluded that government should be approved the one school uniform for all government and private schools students. Ministry of information and broadcasting should improve the standards of information, education and entertainment including news, current affairs, cartoons, religious knowledge, art and culture as well as science and technology by PEMRA (Pakistan Electronic Media Regulatory Authority) in the perspective of Pakistan's diverse culture.

Annex-A**Analysis of Findings****Table****Distribution of Secondary Schools Male and Female Teachers of Karachi**

SEX	FREQUENCY	PERCENTAGE
Male	180	60
Female	120	40
Total	300	100

It is clear from the table that out of 300 teachers 60% were male and 40% were female.

Application of t test for Testing the Hypothesis

Group 1 Male		Group 2 Female	
X_1	X_1^2	X_2	X_2^2
289	83521	254	64516
286	81796	283	80089
-	-	-	-
-	-	-	-
-	-	-	-
249	62001	290	84100
320	102400	240	57600

$$\sum X_1 = 50905$$

$$\overline{X}_1 = 282.80$$

$$\sum X_2 = 33515$$

$$\overline{X}_2 = 279.29$$

$$N_1 = 180$$

$$S_1 = 16.02$$

$$N_2 = 120$$

$$S_2 = 15.37$$

$$\sum X_1^2 = 14442149$$

$$\sum X_2^2 = 9388935$$

Referring to Table t, we find that the tabulated value of $t = 1.96$ with $df = 298$ at $\alpha = 0.05$ is greater than the computed value of $t = 1.91$. Therefore the null hypothesis H_0 is upheld and it is concluded that there is no significant difference between the male and female secondary school teachers' views regarding the disciplinary factors influencing the achievement of students in secondary schools of Karachi.

From inspection of the table, it is clear that the male and female secondary school teachers' views are same.

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