



## PSYCHOLOGICAL FACTORS OF SCHOOL DISCIPLINE MANAGEMENT: TEACHERS PERSPECTIVE

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**Abstract:** The main purpose of the study was to identify and find out the psychological factors influencing students' discipline from class teacher's perspective in higher primary schools in Pune District. The study was focused on the teacher's perspective on psychological factors as motivation and self-regulation with components academic discipline, commitment to school, managing feelings and thinking before acting. Mix-method was used in this research. The literature analysis (qualitative) was studied for identify various psychological factors with respect to school discipline. A descriptive survey method and purposive sampling were used. Data was collected using researcher made questionnaire to find out teachers' perspective on psychological factors with respect to school discipline. The research data was statistically analysed. It revealed that there was psychological factor as motivation and self-regulation with related components. There was factual practices and active participation of teachers to create positive discipline management. Respondents felt a great need to undergo and enhance motivation and self-regulation for school discipline to make effective.

**Index Terms – School Discipline, Psychological Factors, Motivations, Self-Regulations, Teachers View.**

### 1. INTRODUCTION

Learning is a mental process that is constantly taking place in the classroom and outside the classroom. School education reflects this psychological process in the curriculum. The mental constitution of the students comes from the school. Even so, the psychological development process of students begins by birth with family. The basic thought process of the students starts from the family and the children come to school with the same family rituals. Aristotle say's in The Politics, "Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual". Discipline plays an important role in the overall well-being of a family. In a family, the parents, the children, brothers and sisters and even the servant all have their allotted duties to perform and the family boat sails on smoothly in all-weather if each of them discharged his responsibility. The same thing is true to the society. With this whole family background, when the children come into the classroom, the class teachers in the school have to challenges to manage the students. The teacher has to be constantly striving for strong socialization of the students.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. RTE (2009) is saying about the issue of discipline. It has clearly spoken in a negative tone on the issues of school detention, retention, exclusion and expulsion, by completely forgetting to see the positive sides of these measures. In Elementary school environment, we need, as detailed below, the ever-growing body of research on school climate continuously attests to its importance in variety of overlapping ways, including social, emotional, intellectual and physical safety, positive youth development, mental health and healthy relationships: higher graduation rates, school connectedness and engagement: academic achievement, social, emotional and civic learning, teacher retention and effective school reform.

Judging from the international literature, this problem is not limited to India, but is a worldwide phenomenon (Steyn, 2003). Teachers are at a loss as to how to deal with ill-discipline. The use of organizational culture in schools to create a school environment conducive to disciplined learners. (Wolhuter,2008). Other problem is that the literature on methods of maintaining discipline cites a host of techniques in a 'bag of tricks' fashion: behavioristic, like treating symptoms, that is ,the bad behaviour, rather than addressing the causes of such behaviour, paying no attention to the psychic and social dynamics behind the manifestation of poor discipline.(Kourkoutas,2013).

School discipline is a problem in Indian schools. Discipline has different shades of meaning; in India discipline and punishment go synonymously. Education through discipline is way of maintaining the school order. For a country like India, which has adapted

democratic way of life, severe discipline would curtail independent thoughts and action. While self-discipline is the right choice, it comes late in one's life. Till that time, external discipline is necessary. (Ramavath, J.2010)

## 2. STATEMENT OF THE PROBLEM

At the level of the family, school and society, the social functioning of the child might result in poor discipline. It shows that the challengeable issues in school discipline for teacher facing day to day critically. Judging from the international literature, this problem is not limited to any country as like South Africa, but is a worldwide phenomenon (Steyn et al. 2003). Research on learner discipline problems in South African schools has revealed that the biggest problem is how to handle them (Wolhuter & Van Staden 2008). Teachers are at a loss as to how to deal with ill-discipline. Therefore, teacher should know psychological factors of school discipline management for how to handle these problems effectively. Teachers view on this issue is important for maintain positive classroom discipline management.

## 3.PURPOSE OF THE STUDY

The purpose of the study was to identify and find out the psychological factors and related components influencing students' discipline in higher primary schools in Pune District.

## 4. OBJECTIVES OF THE STUDY

The research confined itself to the following objectives:

Objective 1: To identify the psychological factors of school discipline management.

Objective 2: To find out the teachers' perspective on psychological factors with respect to school discipline management.

## 5. RESEARCH METHODOLOGY

Mix-method was used for the research. The qualitative research method was followed that of a literature survey for the first objective, employing the major database in the school discipline. Psychological factors with respect to school discipline were studied from the available books, research journals, thesis and articles (20 reviews). The summary of the selected literature is presented in point 7 below.

For the second objective, the study used the descriptive survey design as quantitative research method. This is an attempt to find out teachers view on school discipline with respect to motivation and self-regulation as a factor. Self- made survey questionnaire was designed and conducted. For this objective, purposive sample technique was used and targeted 35 teachers from local governed primary schools from Pune district, Maharashtra. But 32 teachers responded their views in the questionnaire. Percentage technique was used for survey analysis.

**6. PLAN AND PROCEDURE** The plan and procedure for this research is as follows.

**For objective 1:** To identify the psychological factors of school discipline management.

**Purpose:** The main purpose of this objective is identification of psychological factors that affect school discipline. Identification of the psychological factors and its components are necessary understand for the school discipline management.

**Method:** For this objective the document analysis was used.

**Procedure:** Identification of social factors that affect school discipline was carried out on the basis of literature survey considering the conceptualization, approaches, models and measurement tools of these factors. For identifying the factors that affect school discipline, the researcher studied a wide variety of social dimensions reported in the literature available in the form of books, research papers, articles and Ph.D. thesis. These documents were collected and reviewed. It was followed by collecting data from these studies to define social factors of school discipline. Then the most frequent, commonly found study specific factors were selected and outliers were eliminated. After the identification phase, these factors were closely examined by studying the underlying associated social factors and components. For each factor specific components were enlisted. Based on similarity among identified factors and related components were grouped as social control and components were family attitude and involvement and school safety climate.

**For objective 2:** To find out the teachers' perspective on psychological factors with respect to school discipline management

**Purpose:** For this objective the main purpose was find out psychological factors and its related components with respect to school discipline in VIIth class students. These survey deficits were considered for program development to improve school discipline.

**Method:** For these objectives Survey was conducted to find out the teachers' perspective on social factor with respect to school discipline management.

**Procedure:** For undertaking survey, the data collection tool was developed by the researcher to suffice the purpose of the research considering the psychological factors and underlying specific components under study.

**A. Development of data collection tool of psychological factors with its components on School Discipline Management - Rating Scale Questionnaire for Teacher.** The tool development process consisted of the following steps:

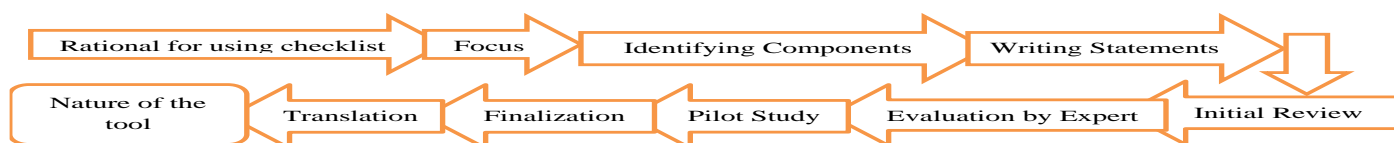


Figure 6.1: Steps for Development of Questionnaire

## B. Survey - Sampling design and sample

Purposive sampling method was used for this study. Teachers from Pune district higher primary school, 32 teachers were selected for this survey.

## 7. DATA ANALYSIS AND INTERPRETATION

For objective 1: Literature review (Qualitative) was conducted and data was obtained from selective researches, thesis as given below:

**Elias, et al. (2013)**, said in their article how to handle learner discipline problems with a psycho-social school approach. This article represents an attempt to offer a more holistic, integrated view of learner discipline problems and the causes behind the behavioral manifestations of them. The following principles are essential when they studied children's discipline problems in schools in order to design comprehensive or effective classroom or school wide interventions: a) Children's discipline problems may be, as explained above, the outcome of a variety of causes (personal, familial, school, social), with varying degrees of severity and weight. b) Recurring instances of poor discipline within school settings, particularly in their more severe and persistent forms, are typically characterized as the product of stressful environments. c) Student's discipline problems are perceived by teachers as: purposefully oppositional- that is, based on a supposed wish to upset others and maintain a one up position on them. d) Attempts to eliminate discipline problems that represent an essential, nonverbal form of communication may contribute to a poor outcome as these are likely to result in a depressed, frustrated, and resentful child. This view includes and brings under one umbrella the child's personal history and intra psychic life, the quality of the family relationship and social characteristics of the school, and the nature of society.

**Mitchell M.M, Bradshaw C. P. (2013)** Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies in this abstract, there is growing emphasis on the use of positive behavior supports rather than exclusionary discipline strategies to promote a positive classroom environment. The analyses indicated that greater use of exclusionary discipline strategies was associated with lower order and discipline scores, whereas greater use of classroom-based positive behavior supports was associated with higher scores on order and discipline, fairness, and student-teacher relationship. These findings suggest that pre-service training and professional development activities should promote teachers' use of positive behavior support strategies and encourage reduced reliance on exclusionary discipline strategies in order to enhance the school climate and conditions for learning.

**Gokhale, Amruta (2011)** Effect of School Culture on Psycho-Social Development of Students this study aims to investigate the effect school culture and climate will have on the Emotional Maturity, Social Maturity and Anxiety level of early adolescents. Research has shown that while many adolescents may be able to face the challenges successfully and pass on smoothly into adulthood who may develop a gnawing frustration that might blaze into aggression, defiance insecurity, loneliness, boredom, and a feeling of being at the brink of crisis, which may not be severe enough to attract medical attention. Result shows that school culture with equal emphasis on academic and personality development of students through various culturally oriented and sports-oriented activities has positive impact on the process of emotional and social maturation of the students.

**Wheldall, Kevin (1992)** Discipline in Schools: Psychological Perspectives on the Elton Report in this book the Elton Committee was set up in 1989 to consider 'what action can be taken to secure the orderly atmosphere necessary in schools for effective teaching and learning to take place. In this collection of papers, originally published in 1992, ten leading figures in the psychology of education reflect on some of the issues raised by the Elton Report and provide a series of psychological models for tackling problems of discipline, disorder and disruption in schools. Areas covered include the effectiveness of positive behavioural methods of classroom management, the possible uses of techniques derived from family therapy in classroom discipline situations and the 'good relationship' between teacher and student as an agent of change. Though the perspectives of the contributors are very different, the emphasis throughout is on establishing a way forward for schools that will be valid and workable both in institutional terms and for the individual teacher in the classroom.

**Frederic J. Medway, Thomas P. Cafferty (1992)** The study of this 'School Psychology: A Social Psychological Perspective' this impressive volume reintroduces the importance of -- and the contributions made by -- social psychology to school psychology. It provides an overview of the basic areas of social psychology (history, attitudes, attribution, attraction, and research methods) as well as the traditional school psychology functions (assessment, therapy, and consultation). To unite these two crucial areas, the editors and their contributors provide detailed discussions of specific educational and social issues such as substance abuse prevention and treatment, loneliness, cooperative versus competitive environments, and integration of handicapped and culturally different children. Based on classical, contemporary, and cutting-edge research and theory, this text should become an essential reference tool for all school psychologists.

**Erik Erikson's Psycho-social Theory- Erikson's (1959)**, theory of psychosocial development has eight distinct stages. Erikson (1963), crises are of a psychosocial nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social). According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore an unhealthier personality. Erik Erikson's psycho-social stages are as follows-

**Table 7.1: Psycho-social Stages**

Stage	Psychological Crisis	Basic Virtue	Age(years)
1	Trust vs. Mistrust	Hope	Infancy (0-1.5)
2	Autonomy vs. Shame	Will	Early childhood (1.5-3)
3	Initiative vs. Guilt	Purpose	Play age (3-5)
4	Industry vs. Inferiority	competency	School age (5-12)
5	Ego identifies vs. Role confusion	Fidelity	Adolescence (12-18)
6	Intimacy vs. Isolation	Love	Young adult (18-40)
7	Generativity vs. Stagnation	Care	Adult hood (40-65)
8	Ego integrity vs. Despair	Wisdom	Maturity (65+)

Psycho-Social elements of School Discipline- There are various factors and components of school discipline, psycho-social school discipline element as shown in following table-

**Table 7.2: Psycho-Social element of School Discipline**

Factors	Motivation	Social Control	Self-Regulation
Components	Academic discipline Commitment to school Optimism	Family attitude Family involvement Relationship with school personal School safety climate	Managing feelings Orderly conduct Thinking before acting

(Source: The impact of psychological factors on student's achievement Research online, University of Iowa.)

**Interpretation:** There are various psychological factors and components identified for school discipline at school management. These include major factors are as motivation, self-regulation, mental health, aggression, conflict, adjustments, self-confidence, genetics, etc. There are components identified as academic discipline, commitment to school, managing feelings, thinking before acting with respect to motivation and self-regulations for school management. The respective literature analysis focused on dysfunctional family, marital disruption such as divorce, group involvement, relationship with school personal, separation and unwedded or single parenthood, violence crime, peer group pressures, head teacher's work experience, school size and influence of teachers.

### For objective 2

Teachers view on academic discipline, commitment to school, managing feelings and thinking before acting were analysed as follows:

**1. Academic discipline (Motivation):** Thirty-two teachers were offered twelve measured indicators related component to academic discipline in motivation. Each measured indicator is scaled using a five-point scale (Don't know, strongly disagree, Disagree, Agree, strongly agree)

**Table 7.3: Academic discipline (Motivation)**

Perspective Indicators	Teachers Responses									
	Don't Know		Strongly Disagree		Disagree		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
1. The government has laid down rules on the discipline of students.	4	12.5	28	87.5	-	-	-	-	-	-
2. The school has formulated rules for the development of student discipline.	-	-	-	-	22	68.8	10	31.3	-	-
3. The school participates in the preparation of disciplinary rules.	-	-	6	18.8	14	43.8	8	25	4	12.5
4. The school has explained the discipline rules to the students.	-	-	-	-	18	56.3	6	18.8	8	25
5. Students are encouraged to maintain discipline by the head and class teacher.	-	-	-	-	6	18.8	16	50	10	31.3
6. Teachers provide assistants to the students in need.	-	-	4	12.5	10	31.3	14	43.8	4	12.5
7. Students records regarding school discipline are kept at the class/ school level.	-	-	2	6.3	2	6.3	18	56.3	10	31.3
8. School discipline has a positive effect on student's progress.	-	-	-	-	2	6.3	18	56.3	12	37.5
9. Students are not physically punished for maintaining school discipline.	-	-	-	-	14	43.8	16	50	2	6.3
10. Students are not punished in school emotionally and mentally for maintaining discipline.	-	-	-	-	8	25	18	56.3	6	18.8
11. Students misbehaving in a class are not accepted.	-	-	16	50	12	37.5	4	12.5	-	-
12. Without trying to discipline the students, they try to improve their self- discipline.	-	-	-	-	6	18.8	22	68.8	4	12.5

### Observation and Interpretation

1)The government has laid down rules on the discipline of students: out of the thirty-two teacher 87.5% teacher strongly disagreed that the government has laid down rules on the discipline of students and 12.5% teacher said that they have no information about this. Hence it can be interpreted that 87.5% of the teachers are in disagreement about that the government has laid down rules on the discipline of students.

2) The school has formulated rules for the development of student discipline: out of the thirty-two teacher 68.8% teacher disagreed that their school has formulated rules for the development of student discipline, 31.3% agreed this. Hence it can be interpreted that 68.8% of the teachers are in disagreement and 31.3% of the teachers are in agreement about their school has formulated rules for the development of student discipline.

3) The school participates in the preparation of disciplinary rules: out of the thirty-two teacher 18.8% teacher strongly disagreed that their school participates in the preparation of disciplinary rules, 43.8% disagreed, 25.0% agreed, 12.5% strongly agreed this.

Hence it can be interpreted that 62.5% of the teachers are in disagreement and 37.5% of the teachers are in agreement about their school participates in the preparation of disciplinary rules.

4) The school has explained the discipline rules to the students: out of the thirty-two teacher 56.3% teacher disagreed that their school has explained the discipline rules to the students, 18.8% agreed, 25% strongly agreed this. Hence it can be interpreted that 56% of the teachers are in disagreement and 44% of the teachers are in agreement about their school has explained the discipline rules to the students.

5) Students are encouraged to maintain discipline by the head and class teacher: out of the thirty-two teacher 18.8% teacher disagreed that the students are encouraged to maintain discipline by the head and class teacher, 50% agreed, 31.3% strongly agreed this. Hence it can be interpreted that 19% of the teachers are in disagreement and 81% of the teachers are in agreement about the students are encouraged to maintain discipline by the head and class teacher.

6) Teacher provides assistants to the students in need: out of the thirty-two teacher 12.5% teacher strongly disagreed that the teacher provides assistant to the student in need, 31.3% disagreed, 43.8% agreed, 12.5% strongly agreed this. Hence it can be interpreted that 44% of the teachers are in disagreement and 56% of the teachers are in agreement about the teacher provides assistant to the student in need.

7) Students record regarding school discipline are kept at the class/ school level: out of the thirty-two teacher 6.3% teacher strongly disagreed that students record regarding school discipline are kept at the class/ school level, 6.3% disagreed, 56.3% agreed, 31.3% strongly agreed this. Hence it can be interpreted that 12.5% of the teachers are in disagreement and 87.5% of the teachers are in agreement about students records regarding school discipline are kept at the class/ school level.

8) School discipline has a positive effect on student's progress: out of the thirty-two teacher 6.3% teacher disagreed that their school discipline has a positive effect on student's progress, 56.3% agreed, 37.5% strongly agreed this. Hence it can be interpreted that 6% of the teachers are in disagreement and 94% of the teachers are in agreement about their school discipline has a positive effect on student's progress.

9) Students are not physically punished for maintaining school discipline: out of the thirty-two teacher 43.8% teacher disagreed that the students are not physically punished for maintaining school discipline, 50% agreed, 6.3% strongly agreed this. Hence it can be interpreted that 44% of the teachers are in disagreement and 56% of the teachers are in agreement about that the students are not physically punished for maintaining school discipline.

10) Students are not punished in school emotionally and mentally for maintaining discipline: out of the thirty-two teacher 25% teacher disagreed that the students are not punished in school emotionally and mentally for maintaining discipline, 56.3% agreed, 18.8% strongly agreed this. Hence it can be interpreted that 25% of the teachers are in disagreement and 75% of the teachers are in agreement about the students are not punished in school emotionally and mentally for maintaining discipline.

11) Students misbehaving in a class are not accepted: out of the thirty-two teacher 50% teacher strongly disagreed that the students misbehaving in a class are not accepted, 37.5% disagreed, 12.5% agreed this. Hence it can be interpreted that 50% of the teachers are in disagreement and 50% of the teachers are in agreement about the students misbehaving in a class are not accepted.

12) Without trying to discipline the students, they try to improve their self- discipline: out of the thirty-two teacher 18.8% teacher disagreed that without trying to discipline the students, they try to improve their self- discipline, 68.8% agreed, 12.5% strongly agreed this. Hence it can be interpreted that 19% of the teachers are in disagreement and 81% of the teachers are in agreement about that without trying to discipline the students, they try to improve their self- discipline.

## 2. Commitment to school (Motivation):

Thirty-two teachers were offered eight measured indicators related component to commitment to school in motivation. Each measured indicator is scaled using a five-point scale (Don't know, strongly disagree, Disagree, Agree, Strongly agree)

**Table 7.4: Commitment to school (Motivation)**

Perspective Indicators	Teachers Responses									
	Don't Know		Strongly Disagree		Disagree		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
13. I acknowledge my commitment to the overall development of the students.	-	-	-	-	-	-	12	37.5	20	62.5
14. Teachers have affection and respect for the school.	-	-					16	50	16	50
15. The new student coming to the school is treated with respect.	-	-			2	6.3	20	62.5	10	31.3
16. Teacher-teacher, teacher-student help each other.	-	-			8	25	22	68.8	2	6.3
17. Teacher, students regularly attend school hours.	-	-			6	18.8	14	43.8	12	37.5
18. Students abide by the school discipline rules.	-	-	2	6.3	12	37.5	18	56.3	-	-
19. Teachers are quality teaching and are committed to providing quality education.	-	-					26	81.3	6	18.8
20. We cultivate discipline from our conduct.	-	-					12	37.5	20	62.5

### Observation and Interpretation

13) I acknowledge my commitment to the overall development of the students: out of the thirty-two teacher 37.5% teacher agreed that they acknowledge their commitment to the overall development of the students, 62.5% strongly agreed this. Hence it can be interpreted that 100% of the teachers are in agreement that they acknowledge their commitment to the overall development of the students.

14) Teachers have affection and respect for the school: out of the thirty-two teacher 50% teacher agreed the teachers have affection and respect for the school, 50% strongly agreed this. Hence it can be interpreted that 100% of the teachers are in agreement that the teachers have affection and respect for the school.

15) The new student coming to the school is treated with respect: out of the thirty-two teacher 6.3% teacher disagreed that the new student coming to the school is treated with respect, 62.5% agreed, 31.3% strongly agreed this. Hence it can be interpreted that 6% of the teachers are in disagreement and 94% of the teachers are in agreement about the new student coming to the school is treated with respect.

16) Teacher-teacher, teacher-student help each other: out of the thirty-two teacher 25% teacher disagreed that the teacher-teacher, teacher-student help each other, 68.8% agreed, 6.3% strongly agreed this. Hence it can be interpreted that 25% of the teachers are in disagreement and 75% of the teachers are in agreement that the teacher-teacher, teacher-student help each other.

17) Teacher, students regularly attend school hours: out of the thirty-two teacher 18.8% teacher disagreed that the teacher, students regularly attend school hours, 43.8% agreed, 37.5% strongly agreed this. Hence it can be interpreted that 19% of the teachers are in disagreement and 81% of the teachers are in agreement about the teacher, students regularly attend school hours.

18) Students abide by the school discipline rules: out of the thirty-two teacher 6.3% teacher strongly disagreed that students abide by the school discipline rules, 37.5% disagreed, 56.3% agreed this. Hence it can be interpreted that 44% of the teachers are in disagreement and 56% of the teachers are in agreement that students abide by the school discipline rules.

19) Teachers are quality teaching and are committed to providing quality education: out of the thirty-two teacher 81.3% teacher agreed that teachers are quality teaching and are committed to providing quality education, 18.8% strongly agreed this. Hence it can be interpreted that 100% of the teachers are in agreement about teachers are quality teaching and are committed to providing quality education.

20) We cultivate discipline from our conduct: out of the thirty-two teacher 37.5% teacher strongly disagreed that they cultivate discipline from their conduct, 62.5% strongly agreed this. Hence it can be interpreted that 100% of the teachers are in agreement about they cultivate discipline from their conduct.

**3. Management of Feelings (Self-Regulation):** Thirty-two teachers were offered thirteen measured indicators related component to management of feelings in self-regulation. Each measured indicator is scaled using a five-point scale (Don't know, Strongly disagree, Disagree, Agree, Strongly agree)

**Table 7.5: Management of Feelings (Self-Regulation)**

Perspective Indicators	Teachers Responses									
	Don't Know		Strongly Disagree		Disagree		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
21. Students are given the opportunity to participate in activities as they like.	-	-	12	37.5	6	18.8	8	25	6	18.8
22. Teaching methods are used in group learning in class.	-	-	24	75	2	6.3	6	18.8	-	-
23. Hours of game are taken as per schedule.	-	-	-	-	24	75	8	25	-	-
24. Special guidance is given by teaching yoga and pranayama.	-	-	14	43.8	10	31.3	4	12.5	4	12.5
25. All are given equal opportunity in the cultural programs of the school.	-	-	-	-	16	50	10	31.3	6	18.8
26. It is motivated by thinking of student's creativity.	-	-	8	25	16	50	8	25	-	-
27. Students are given the opportunity to listen, to speak in the classroom.	-	-	4	12.5	8	25	18	56.3	2	6.3
28. Special actions of students are recorded and appreciated.	-	-	-	-	2	6.3	18	56.3	12	37.5
29. Student's opinions are respected and accepted.	-	-	-	-	2	6.3	16	50	14	43.8
30. Paying special attention to student's emotional problems.	-	-	-	-	10	31.3	22	68.8	-	-
31. Students are judged by taking into account complaints about discipline.	-	-	-	-	4	12.5	18	56.3	10	31.3
32. Student's problems are solved by the teacher through counseling.	-	-	-	-	18	56.3	12	37.5	2	6.3
33. Parents are informed of student's extraordinary behaviour.	-	-	-	-	4	12.5	22	68.8	6	18.8

#### Observation and Interpretation

21) Students are given the opportunity to participate in activities as they like: out of the thirty-two teacher 37.5% teacher strongly disagreed that students are given the opportunity to participate in activities as they like, 18.8% disagreed, 25% agreed, 18.8% strongly agreed this. Hence it can be interpreted that 56% of the teachers are in disagreement and 44% of the teachers are in agreement about students are given the opportunity to participate in activities as they like.

22) Teaching methods are used in group learning in class: out of the thirty-two teacher 75% teacher strongly disagreed that teaching methods are used in group learning in class, 6.3% disagreed, 18.8% agreed this. Hence it can be interpreted that 81% of the teachers are in disagreement and 19% of the teachers are in agreement about teaching methods are used in group learning in class.

23) Hours of game are taken as per schedule: out of the thirty-two teacher 75% teacher disagreed that hours of game are taken as per schedule, 25% agreed this. Hence it can be interpreted that 75% of the teachers are in disagreement and 25% of the teachers are in agreement about hours of game are taken as per schedule.

24) Special guidance is given by teaching yoga and pranayama: out of the thirty-two teacher 43.8% teacher strongly disagreed that special guidance is given by teaching yoga and pranayama, 31.3% disagreed, 12.5% agreed, 12.5% strongly agreed this. Hence it can be interpreted that 75% of the teachers are in disagreement and 25% of the teachers are in agreement about special guidance is given by teaching yoga and pranayama.

25) All are given equal opportunity in the cultural programs of the school: out of the thirty-two teacher 50% teacher disagreed that they all are given equal opportunity in the cultural programs of the school, 31.3% agreed, 18.8% strongly agreed this. Hence it can be interpreted that 50% of the teachers are in disagreement and 50% of the teachers are in agreement about they all are given equal opportunity in the cultural programs of the school.

26) It is motivated by thinking of student's creativity: out of the thirty-two teacher 25% teacher strongly disagreed that it is motivated by thinking of student's creativity, 50% disagreed, 25% agreed this. Hence it can be interpreted that 75% of the teachers are in disagreement and 25% of the teachers are in agreement about its motivated by thinking of student's creativity.

27) Students are given the opportunity to listen, to speak in the classroom: out of the thirty-two teacher 12.5% teacher strongly disagreed that their students are given the opportunity to listen, to speak in the classroom, 25% disagreed, 56.3% agreed, 6.3% strongly agreed this. Hence it can be interpreted that 38% of the teachers are in disagreement and 62% of the teachers are in agreement about their students are given the opportunity to listen, to speak in the classroom.

28) Special actions of students are recorded and appreciated: out of the thirty-two teacher 6.3% teacher disagreed that special actions of students are recorded and appreciated, 56.3% agreed, 37.5% strongly agreed this. Hence it can be interpreted that 6% of the teachers are in disagreement and 94% of the teachers are in agreement about special actions of students are recorded and appreciated.

29) Student's opinions are respected and accepted: out of the thirty-two teacher 6.3% teacher disagreed that student's opinions are respected and accepted, 50% agreed, 43.8% strongly agreed this. Hence it can be interpreted that 6% of the teachers are in disagreement and 94% of the teachers are in agreement about Student's opinions are respected and accepted.

30) Paying special attention to student's emotional problems: out of the thirty-two teacher 31.3% teacher disagreed that paying special attention to student's emotional problems, 68.8% agreed this. Hence it can be interpreted that 31% of the teachers are in disagreement and 69% of the teachers are in agreement about paying special attention to student's emotional problems.

31) Students are judged by taking into account complaints about discipline: out of the thirty-two teacher 12.5% teacher disagreed that students are judged by taking into account complaints about discipline, 56.3% agreed, 31.3% strongly agreed this. Hence it can be interpreted that 13% of the teachers are in disagreement and 87% of the teachers are in agreement about students are judged by taking into account complaints about discipline.

32) Student's problems are solved by the teacher through counselling: out of the thirty-two teacher 56.3% teacher disagreed that student's problems are solved by the teacher through counselling, 37.5% agreed, 6.3% strongly agreed this. Hence it can be interpreted that 56% of the teachers are in disagreement and 44% of the teachers are in agreement about student's problems are solved by the teacher through counselling.

33) Parents are informed of student's extraordinary behaviour: out of the thirty-two teacher 12.5% teacher disagreed that parents are informed of student's extraordinary behaviour, 68.8% agreed, 18.8% strongly agreed this. Hence it can be interpreted that 13% of the teachers are in disagreement and 87% of the teachers are in agreement about parents are informed of student's extraordinary behaviour.

## 8. RESULTS

1. There are psychological factors as motivation, self-regulation, mental health, aggression, conflict, adjustments, self-confidence, genetics, etc. with respect to school discipline management.

2. There are components identified as academic discipline, commitment to school, management of feelings, thinking before acting, group involvement, Relationship with school personal with respect to psychological factors for school management.

3. The respective literature analysis focused on dysfunctional family, marital disruption such as divorce, group involvement, relationship with school personal, separation and unwedded or single parenthood, violence crime, peer group pressures, head teacher's work experience, school size and influence of teachers.

### Teachers view on Motivation: Academic discipline in schools:

4. During a survey, it was found that the focus on school discipline was absolutely missing in more than half of the schools.

5. None of the schools follow a democratic approach in creating rules/code of conduct around discipline. Students act disruptive and use abusive language in the most of the classrooms whereas teachers feel low ownership with respect to discipline among students.

6. There is high absenteeism, negligible participation of students in campus cleaning activities and irregularities around completion of their homework.

7. Teachers feel the existing atmosphere of discipline in school has a positive impact on student's progress in academics whereas students even though interested in academics have showcased low engagement.

8. There is a significant prevalence of punishment on misbehaviors in one of the three ways, i.e. emotionally, mentally or physically.

### Teachers view on Active involvement and commitment in schools:

9. Teachers states that they feel committed and are interested in school and school related activities involving managing discipline. Students find the school environment conducive to learning.

10. There is lack of equity in access to opportunities regarding extra-curricular activities.

Teachers view on Self-Regulation- Management of their (student) own feeling:

11. Most of the students reported that they do not have platforms and access to participation in sports, cultural and other activities in order to express themselves without fear; to which the teachers also agreed that they haven't been able to support the students enough although they feel that they do respect and understand student's needs.

12. Students has existed very low mutual respect and understanding between them and their peers. Students are also not able to focus on classroom activities mentally and feel distracted.

## 9. CONCLUSION

This research study provided special assistance to the teachers regarding the enhancement of school discipline of the students. This research revealed various psychological factors of school discipline management. The study found that motivation and self-regulation are the most important factor of school discipline management. The study identified the components of motivation as academic discipline and commitment to school. The study also identified the components of self-regulation as managing feelings and thinking before acting. Study is focused for teacher's perspective in school discipline management. Teachers view on motivation and self-regulation are depends on student's family culture and school climate also. The study helps to obtain teachers perspective on school discipline management. Healthy school climate could be maintained by management, class-teacher, peer group and social involvement in co-curricular activities with proper interactions. It would be certainly beneficial to class-teacher to plan activities for family and all stakeholder's involvement in school discipline management.

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