CHAPTER VII

THE SUMMARY

Discipline is indispensable in every sphere of human life. In no part of life we can do without discipline. Every society needs some solid system of discipline, conceived rationally and pragmatically. The concept of society implies interrelationships and interdependence among large number of individuals which involves an infinite chain of actions and reactions. For humans, to live a civilized life there must be a group order. The fundamental necessity of dealing with individuals in groups and masses carries with it, by implication, the necessity for the maintenance of order. Discipline gives dignity to human actions. The existence of educational institutions, schools, colleges and universities cannot be imagined without some sort of disciplinary frame-work. Discipline is indispensable for smooth functioning of educational institutions and for reaching the great ends of education. In civilized societies, schools are charged with the responsibility of teaching good citizenship behaviours as well as good attitudes and academic actions. The essential benefits of disciplinary framework in educational institutions requires, among other things, appropriate disciplinary orientations, both professed and practised on the part of teachers.

The relevant literature makes mention of three disciplinary orientations, Authoritarian, Laissezfaire and Democratic. The concept of authoritarian discipline centres around the following propositions and practices. By nature the child is erratic and willful. Only an environment of strict regimentation can ensure the desirable development of the child. The teacher demands unquestioned obedience and submission from children. When left to themselves, students cannot be trusted to behave appropriately.
Constant check on students is indispensable. Painful means in the form of fear and punishment for the maintenance of proper order in the school are necessary. Rewards only serve to spoil children. Punishment must be meted out for violation of discipline. Pardon for wrongs has no place in schools.

Laissez-faire disciplinary orientation centres around the following propositions. The child should never be criticized or rebuked. All repression is dangerous. Children should be allowed to learn through the consequences of their own actions. This disciplinary approach is often termed as “hands off” approach.

The concept of democratic discipline is woven around the following propositions. The nature of child is inherently good. The child can respond positively to environmental conditions that stand in harmony with elements of his nature. Disciplinary sensitivities can be smoothly developed in a friendly home and school environment. Teachers should be loving individuals leaving hardly any doubt in the mind of children about their love for them. Development of healthy patterns of behaviour requires positive encouragement. For developing behavioural values, praise and reasonable freedom play an essential role. In case punishment is resorted to, its aim should not be terrorise children.

Individuals operating as teachers in educational institutions are charged with several types of responsibilities. Out of these one is the maintenance of proper discipline by adopting appropriate ways and means. These have to be such as to help students positively in the development of disciplinary values and sensitivities. Teachers inevitably tend to develop one or the other kind of orientation with which they go by while dealing with their students. The development of disciplinary orientations on the part of teachers is influenced by factors which are in the form of self-concept,
emotional maturity, professional commitment, optimistic-pessimistic orientation and the depth and length of teaching experience.

Teachers cannot help developing and practising one or the other kind of disciplinary approach on account of the nature of situations in which they are placed for the performance of their professional duties. No teacher can possibly hold that his teaching experience is unrelated to his disciplinary orientations—professed and practised. No teacher can deny the impact of interaction with the pupils on his disciplinary orientations—professed and practised. Commitment of teachers to their professional duties identified and named as commitment to learner, commitment to society, commitment to achieve excellence, commitment to basic values and commitment to profession can be straightway construed to be essentially related to their disciplinary orientations—professed and practised.

It is the nature of the professed and practised disciplinary orientations of teachers that determines the overall quality of discipline in educational institutions and the character of sensitivities and ideals vital for self-control which educational systems seek to inculcate in pupils. Research undertakings that seek to explore the disciplinary orientations of teachers are of great worth and value from the stand—point of the Disciplinary of Education. But the study of research literature so far accomplished shows that the realm of disciplinary orientations of teachers in India has remained almost wholly untouched by earlier investigators. In view of this situations, it was felt that investigations were needed to discover the nature of disciplinary orientations—professed and practised by teachers and also about the relationship of these orientations with the relevant environmental and organismic variables. The present problem of study was chiselled out from the vast unexplored field of Teachers’ Disciplinary Orientations. No
knowledge based on scientific explorations regarding disciplinary orientations, professed and practised by teachers operating at different school levels was available. Again there was no scientifically built up knowledge about the relationship of disciplinary orientations with other relevant and significant variables, such as varying lengths of teaching experience, different levels of emotional maturity and professional commitment of teachers. The said facts came to the knowledge of this investigator through the perusal of research studies conducted in our country and in other countries in the field of education during the last several decades. Since the area of professed and practised disciplinary orientation remained untouched by early investigators, the present investigator naturally opted to work out her problem of study from this area. The problem of the present study is of high educational significance. No civilized country can afford to remain ignorant about the professed and practised disciplinary orientations of teachers whether working in schools, colleges or universities and specially in a country like India whose constitution squarely declares it to be a democratic country. In a democratic country, the high expectation is that its teachers should prefer democratic disciplinary orientation while performing their professional duties of inculcating the ingredients of healthy and wholesome discipline in their pupils.

The problem of this study was worded as under:

A STUDY OF PROFESSED AND PRACTISED DISCIPLINARY ORIENTATIONS OF TEACHERS IN RELATION TO TEACHING EXPERIENCE, EMOTIONAL MATURITY AND PROFESSIONAL COMMITMENT.
OBJECTIVES OF THE STUDY

1. To construct a tool to measure professed disciplinary orientation of secondary school teachers.
2. To construct a tool to measure practised disciplinary orientation of secondary school teachers.
3. To construct a tool to measure professional commitment of secondary school teachers.
4. To find out the discrepancy between professed and practised disciplinary orientations of secondary school teachers.
5. To find out whether there is any gender difference with regard to disciplinary orientations of secondary school teachers.
6. To find out how varying lengths of teaching experience are related to professed disciplinary orientation of secondary school teachers.
7. To find out how varying lengths of teaching experience are related to practised disciplinary orientation of secondary school teachers.
8. To find out the nature of the relationship between emotional maturity of teachers and their disciplinary orientations.
9. To find out how divergent levels of emotional maturity are related to professed disciplinary orientation and practised disciplinary orientation.
10. To find out how divergent levels of emotional maturity are related to practised disciplinary orientation.
11. To find out the nature of relationship between professional commitment of teachers and their disciplinary orientations.
12. To find out how divergent levels of professional commitment are related to professed disciplinary orientation.
13. To find out how divergent levels of professional commitment are related to practised disciplinary orientation.
14. To find out the difference between professed and practised disciplinary orientations of highly committed teachers.
15. To find out the difference between professed and practised disciplinary orientations of teachers with relatively low professional commitment.
16. To study the relative predictive efficiency of variables of length of teaching experience, emotional maturity and professional commitment in predicting the professed and practised disciplinary orientations of secondary school teachers.

HYPOTHESES
1. Significant difference exists between the professed and the practised disciplinary orientations of secondary school teachers.
2. Male and female secondary school teachers do not differ significantly with regard to their professed and practised disciplinary orientations.
4. Significant difference exists in the disciplinary orientation practised by secondary school teachers having varying lengths of teaching experience.
5. Emotional maturity and the professed disciplinary orientation of secondary school teachers are positively correlated.
6. Secondary school teachers having different levels of emotional maturity differ significantly with regard to their professed disciplinary
7. Emotional maturity and the practised disciplinary orientation of secondary school teachers are positively correlated.

8. Secondary school teachers having different levels of emotional maturity differ significantly with regard to their practised disciplinary orientation.

9. Professional commitment of secondary school teachers and their professed disciplinary orientation are positively correlated.

10. Significant difference exists in the professed disciplinary orientation of secondary school teachers having divergent levels of professional commitment.

11. Professional commitment of secondary school teachers and their practised disciplinary orientation are positively correlated.

12. Significant difference exists in the practised disciplinary orientation of secondary school teachers having divergent levels of professional commitment.

13. No significant difference exists between the professed and the practised disciplinary orientations of secondary school teachers relatively high on professional commitment.

14. Significant difference exists between the professed and the practised disciplinary orientations of secondary school teachers relatively low on professional commitment.

15. As compared to the length of teaching experience and emotional maturity, professional commitment of teachers is a stronger predictor of percentage variance in their professed disciplinary orientation and in their practised disciplinary orientation.
DELIMITATION OF THE STUDY

1. The present study was delimited to 703 government secondary school teachers, working in the State of Punjab. Out of 703 teachers, 309 were male and 394 were female teachers.

2. The study was carried out across thirteen districts of Punjab State.

3. Teachers teaching to sixth – tenth classes irrespective of the stream (arts/science) were randomly selected for the study.

4. The study centred around the following variables:
   (a) Professed disciplinary orientation of teachers
   (b) Practised disciplinary orientation of teachers
   (c) Length of teaching experience.
   (d) Emotional maturity of teachers
   (e) Professional commitment of teachers

5. Professed disciplinary orientation scale, practised disciplinary orientation scale, professional commitment scale for teachers were constructed by the investigator herself.

6. The analysis of data was carried out by using statistical techniques of mean, median, standard deviation, standard error of mean, t-value, correlation and step-up regression equation.

OPERATIONAL DEFINITION OF TERMS

1. Disciplinary Orientation: Disciplinary orientation means one’s predilection to regard or accept one or the other kind of discipline as proper and right, both in terms of theory and practice.

2. Professed Disciplinary Orientation: Refers to the disciplinary orientation teachers claim to be effective for the best development of their students and for smooth functioning of the school activities.
3. **Practised Disciplinary Orientation**: Refers to the disciplinary orientation carried out in action repeatedly by the teachers while handling the problems of discipline in class and school.

4. **Length of Teaching Experience**: It connotes the number of years for which the teacher has been engaged in teaching process. Experience, is actually participating in a process, here it refers to teaching process.

5. **Emotional Maturity**: Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personality, (Walter D. Smitson, 1974, as cited in tool manual). Psychologically emotional maturity is not a state that one attains but rather a direction of development.

6. **Professional Commitment**: It refers to a multi-dimensional construct and describes a phenomenon wherein a person activates his or her cognitive as well as emotional processes to carry out decisions relating to the performance relevant to the profession.

7. **Secondary School Teachers**: They are teachers teaching in the classes from sixth to tenth.

**THE OVERVIEW OF RELATED STUDIES**

The field of discipline as constituted by educational institutions of the civilized societies has been persistently attracting serious and discerning attention of investigators from the middle of the twentieth century down to this day. The focus of these research studies has been the problem of practical dimensions of the maintenance of discipline. There have been studies on disciplinary practices actually adopted by schools in the context of the considerations of reward and punishment. The implications of
teacher–taught relationships have been repeatedly and justifiably explored. The role of image of teachers that imperceptibly gets built in the minds of pupils has also been the object of great curiosity on the part of researchers. Quite a few research studies have been carried out for discovering the nature of the impact of personality traits and characteristics of teachers upon disciplinary contexts and situations in educational institutions. The problem of violence on the part of teenaged students in the educational institutions, has also been catching attention of educators in foreign countries. This problem, which frequently surfaces in Indian educational institutions has, however, remained untouched. Investigators have also not so far dared to undertake experimental studies related to disciplinary stresses and strains experienced by teachers and students in the temples of learning and teaching.

The problem of the present study was conceived in the light of the factum that earlier investigators in the field of education (perhaps all over the world), advertently or inadvertently missed or overlooked the great opportunity of exploring the ever alive phenomenon of discrepancy between professed and practised disciplinary orientations of teachers. These orientations have also consequently remained uninvestigated in relation to such obviously significant variables as teaching experience, emotional maturity, professional commitment, self-concept, optimistic–pessimistic outlook and a host of others.

**DESIGN OF THE STUDY**

The present study is essentially empirical in nature and falls mainly within the purview of survey research design. Exploratory descriptive survey method has been employed in this study. The study was completed in two
phases. In the first phase, the three tools required for the data collection were constructed by the investigator. In the second phase, the data was collected, analysed and interpreted.

SAMPLE
The universe of the study was government secondary school teachers working in rural and urban schools in the State of Punjab. Keeping in view the geographical dimensions of the state, comprising 19 districts, it was decided to use stratified random sampling. Thirteen districts were selected in this manner. The schools from these districts were selected by using the technique of random sampling and the subjects of the study were also selected in the same manner. In this way 703 secondary school teachers from 77 schools formed the functional sample of the study.

TOOLS USED
1. Professed Disciplinary Orientation Scale – Constructed by the investigator herself.
2. Practised Disciplinary Orientation Scale – Constructed by the investigator herself.
4. Professional Commitment Scale for Teachers – Constructed by the investigator herself.
STATISTICAL TECHNIQUES USED FOR ANALYSIS OF THE DATA

Following statistical techniques were used in the present study:

1. Karl Pearson’s Product Moment Coefficient of correlation was used to find the relationship of emotional maturity and professional commitment of teachers with professed disciplinary orientation and with practised disciplinary orientation.
2. t-ratio technique was used to compare different groups of teachers on different variables under the study.
3. Step-up Regression Equations were setup for the prediction of professed and practised disciplinary orientations of teachers.

FINDINGS OF THE STUDY

1. Highly significant difference exists between the professed and the practised disciplinary orientations of secondary school teachers working in government schools in the State of Punjab.
2. The male teachers when taken as a separate group showed highly significant difference between what they professed and what they practised with respect to their disciplinary orientations.
3. The female teachers when taken separately too showed highly significant variation between their professed and practised disciplinary orientations.
4. With respect to disciplinary orientation, secondary school teachers are more democratic in what they profess than in what they practised.
5. There is no significant gender difference with regard to disciplinary orientations – professed as well as practised.
6. Disciplinary orientations whether professed or practised are not significantly related to the length of teaching experience on the part of secondary school teachers. However male teachers with 1–10 years teaching experience were found to be significantly more democratic in their professed and practised disciplinary orientations than the male teachers having 11–24 years of teaching experience.

7. Emotional maturity of teachers and their professed disciplinary orientation are positively and significantly correlated.

8. Teachers with extremely stable and unstable emotional maturity levels differ highly significantly with respect to their professed disciplinary orientation.

9. Teachers with moderate level of emotional maturity differ significantly with respect to professed disciplinary orientation from teachers with unstable level of emotional maturity.

10. Male teachers with divergent levels of emotional maturity vary significantly with regard to their professed disciplinary orientation.

11. Female teachers with extremely stable and unstable levels of emotional maturity differ highly significantly with regard to their professed disciplinary orientation.

12. Professed disciplinary orientation of moderately stable female teachers do not differ from those of extremely stable or unstable groups.

13. Emotional maturity and the practised disciplinary orientation of secondary school teachers are positively and highly correlated.

14. With respect to emotional maturity, extremely stable group of teachers differs significantly with regard to practised disciplinary orientation from moderately stable and unstable groups.
15. Teachers with moderate level and teachers with unstable level of emotional maturity do not differ significantly with regard to their practised disciplinary orientation.

16. Male teachers with extremely stable and male teachers with unstable levels of emotional maturity differ highly significantly with regard to their practised disciplinary orientation.

17. Female teachers having extremely stable level and female teachers having unstable level of emotional maturity differ highly significantly with regard to their practised disciplinary orientation.

18. Professional commitment of secondary school teachers and their professed disciplinary orientation are positively and highly correlated.

19. Teachers with divergent levels of professional commitment differ highly significantly in their professed disciplinary orientation. This is also true separately with respect to male subjects as well as female subjects.

20. The variable of professional commitment of secondary school teachers and the variable in the form of practised disciplinary orientation are positively and highly correlated.

21. Teachers with relatively divergent levels of professional commitment differ significantly in their practised disciplinary orientation. This is also true separately with respect to male subjects as well as female subjects.

22. No significant difference exists between professed and practised disciplinary orientations of relatively highly committed teachers.

23. Significant difference exists in professed and practised disciplinary orientations of teachers with relatively low professional commitment.
24. Emotional maturity and professional commitment of secondary school teachers are significantly good predictors of professed and practised disciplinary orientations whereas teaching experience is a negligible predictor of these disciplinary orientations. Among the three predictors, professional commitment of teachers is the strongest predictor of disciplinary orientations.