CHAPTER-I

INTRODUCTION

1.1 DISCIPLINE

The great Greek philosopher Socrates told Philebus:

“We live in cosmos and not chaos. Everything is organised, structured and ordered and based on the principle of reason.” *(Davies and Vaughan, 1868)*

We are troubled today because the discipline and order which have governed us through ages are coming into conflict with new customs in the changing patterns of behaviours in modern societies. We have thrown overboard the old standards without acquiring new ones. Chaotic situation can be sorted out only by bringing in some order. Deep inside we dislike chaos. Discipline in life is imperative to get along with each other and to tackle the complex problems of human living.

Society has certain common expectations on the basis of which people are able to co-operate and regulate their activities. The discipline of society may be thought of as something for which one must qualify if one is to go with life in a socially mature manner. *Hendrik Van* *(1986)* bluntly says that we obey the law because we know that respect for the rights of others marks the difference between a dog-kennel and civilized society.

According to *Whitehead* *(1965)*, “in no part of life we can do without discipline and nor can we do without freedom. Freedom is a condition for effective discipline and discipline is a product of freedom.”

It is impossible to conceive a society without some system of discipline. This was true even of most primitive societies. In modern civilized society, characterised by numerous types of institutions, some
system of discipline, of one kind or the other, is absolutely indispensable. Biestedt (1970) observed that the concept of ‘society’ implies inter-relationships and inter-dependence between a number of individuals which involves an infinite chain of actions and reactions. For man to live a civilized life, there has to be a group order.

According to Eble (1968), all art, all life is search for order. Even play, the freest of all human activity, is not lacking in form. Confucious said, “Order is heaven’s only law” (Dutta, 1986).

1.2 MEANING OF DISCIPLINE


Discipline is the order maintained and observed among pupils or other persons under control or command, such as soldiers, sailors etc. It is their orderly conduct and action which results from training.

According to Dictionary of Education by Good (1973): Discipline is the process or result of directing or subordinating immediate wishes, impulses, desires or interests for the sake of an ideal or for the purpose of gaining more effective dependable action.

According to Jones (1972), Word discipline comes from the Latin word “disciplina” which means teaching or instruction that which is taught to pupils. Discipline, according to him, may be described as the establishing of limits. Usually a child will go just about as far in boisterousness, destructiveness and exhibitionism as he is allowed. Children respect and respond to definite regulations when these are mutually discussed and determined.

the most modern view of discipline recognises that the schools have responsibility for teaching good citizenship behaviours as well as good academic behaviours and that teachers must set up the classroom experiences to encourage both.

1.3 DISCIPLINE IN SCHOOL

Hossain (1980) holds that it is a universally accepted fact that teacher has a significant, meaningful, obligatory and morally responsible role in education, idealistic and realistic. If education is regarded as an instrument, then teachers are the men who will move and handle this instrument to activity. As an instrument, education cannot function itself. It requires the help of teachers to become active and operative. In the society, we need builders, doctors, preachers and many other kinds of professionals. But, if we don’t have real teachers, everything will fall apart.

Barnard (1965) the school has been created by community for a specific purpose, for the fullest realization of individuality through the life of the society and the teacher has a duty to the community in attempting to achieve that purpose. If the pupil attempts to frustrate it, the teacher’s duty is not to acquiesce but to resist, for the sake of pupil concerned and also for the sake of society. It is from this situation that the need for authority arises and justifies teachers as disciplinarians.

For teaching to be more effective, classroom discipline is of paramount importance. The management of classroom basically revolves around the behaviour of students. It is immense task of the teachers to make sure that they utilize all the techniques directly effective for circumstances of the classroom.
Emery (1970) observed that teachers are human engineers. They work with the most complex organization of matter that has been assembled in the universe.

The problem that confronts teacher in classroom is the technique of control by which he attempts to have influence over the students. According to Kounin (1967) successful classroom management is “producing a high rate of work involvement with a low rate of deviancy in academic settings.”

Children of all ages gain security from boundaries. Without them, they can feel lost and unprotected. There is no freedom for teenagers whose lives are uncontained. Even though they constantly attempt to climb the boundary fence, testing it for strength and consistency, they need to know that it is there. The fundamental purpose of discipline is to teach the child what society expects of him and to motivate him to conform to social expectations.

1.4 HISTORY OF SCHOOL DISCIPLINE

The type of discipline we desire for our schools is dependent upon the goals of our society. Human history has passed through different phases and the society as an organic institution, has undergone innumerable ups and downs. Schools could not remain untouched. The political scene of society directly influences its institutions. Thus discipline in schools mirrors the concept of controls in human societies.

During 600 B.C. the ancient Greek city states – Sparta and Athens were totalitarian states. They claimed full authority over the entire life of individuals. Education was looked upon as the first and supreme function of the state. The aim of education was to develop courage, military skill, obedience to law and reverence for the elders and the nation. In Sparta, only
healthy children could live and all others were, by legal command, exposed to die. Every vigorous little boy who was approved by the elders was brought up by the mother till the age of seven. Then he was transferred to barracks for public training. An iron discipline gripped the boy and held him from his seventh to thirtieth year when full citizenship was granted. The Sparta remains the world’s ideal of totalitarian state. Sparta is the greatest example of Greek capacity for subjection to discipline. In Athens City State too, formal education began at the age of seven. The teaching methods were mechanical and rod was often used. But as compared to Sparta, the Athenians relied on modified regimentation to preserve unity and perpetuate the state. The force of law was artfully combined with love and freedom to produce self-governing citizens dedicated to the welfare of the state.

During late Greek period, the interests of the individual became all important. Greeks failed to see that spontaneous impulses must always be guided by some higher principles. It logically followed that there could be no fixed principles of right and wrong. Individualism of the Greeks gradually reached its climax, destroying the scope for observing any fixed moral code.

**Socrates** was the first man to recognise that intellect is an indispensable factor in any high level of ethical conduct. In pre-Socratic period, Pythagoreans favoured aristocratic rather than democratic order. Sophists became the first professors and researchers. They supplied the substitute for the individualism of the Greeks that had reached its climax.

According to **Plato**, “Education is the virtue which makes a man eagerly pursue the ideal perfection of citizenship and teaches him rightly to rule and how to obey.” He adopted the view that virtues of self-control, courage and obedience are not taught by means of intellectual instruction.
They are acquired, as are all arts and skills, by means of practice. As Plato grew older, he advocated more eagerly and consistently ideal of right habits. He insisted upon compulsory training for all and regimentation to become ideal citizens. For more than a thousand years, human life was quite thoroughly institutionalised and conventionalised. Obedience to rule, imitation and strict regimentation, tended to curb even the impulse of self-assertion (Eby, 1963).

Christianity arose in the era when scholarly men had long encouraged systematization of different branches of knowledge. During 12th and 13th centuries, an intellectual revolution of great promise took place but was quickly restrained in the interest of dogmatic theology. It was a time of moral regimentation. The schoolmen of 13th century were the men of pure morals and inspite of the formalism of scholastic philosophy, they exhibited remarkable intelligence.

Cole (1958) observes that Renaissance of the 15th century brought forth self-assertion. Free play of personality in conflict with society or with rivals was the basis. Good social qualities such as friendliness and forgiving were desired in the education of the aristocrats of birth and ability. Instruction and discipline varied to suit the nature of each child. The desire for social approval was the chief motive appealed to by all educators. In Italy, some great teachers of the time, like Vittorino, encouraged friendly authority, motivation and self government as a method of control. Vittorino’s school was regarded as ‘House of Delight’. In his school, discipline was rigorous but not harsh. The hardest punishment was to make the child kneel and lie down in the presence of his fellows. Punishment was, however, certain and immediate.
During early modern times, Comenius was most emphatic about discipline. He advocated that motivation was the key to kindle desire for order and learning. He believed that punishment was sometimes necessary but it should never be associated with school work (Cole, 1958).

Another great teacher, De La Salle, in early eighteenth century advocated that constant effort must be made to act with skill in order to keep the pupils in order. Punishment should be reserved for those who steal and are heedless. Modern psychology has little to add to the viewpoints given two and a half centuries ago by De La Salle, the Catholic priest and a great teacher. In order to make the erring students disciplined, he advocated seating them between two pupils who do not ordinarily commit faults or making them sit near the teacher (Cole, 1958).

During 18th century complete devotion to society and Roman Church was emphasized. Perfect discipline was the aim. The discipline, while remaining firm was mild and gentle, especially as compared to the brutality which ruled in schools of the century. Rousseau advocated that punishment must never be inflicted on children but should always come to them as the natural consequence of their own imprudence. Discipline from without, in his school programme was practically non-existent (Good, 1962).

In the 18th century Germany, the discipline in schools was almost everywhere severe. Since the teachers were untrained and low-grade, they did not know how to charm the pupils; they avoided absolute chaos by beating them into docility. In Nazi Germany before World War I, the accepted discipline was autocratic, requiring strict obedience of all orders, rules and regulations. Since this kind of leadership was generally approved, it was used by teachers in schools.
Jews too believed that the child is naturally wilful, foolish and wild, if not very bad. He needs discipline just as animals need taming. Passages in Jewish scriptures recommending corporal punishment are numerous-

“Withhold not correction from the child, for thou betest him with the rod, he shall not die.”

“The rod and reproof give wisdom, but a child left to himself bringeth his mother to shame” (Eby and Arrowood, 1963).

Where the rod failed, the resort was the death of the child. The term ‘to tame’ came to signify to discipline, reprove or chasten. Christianity contributed to education certain ideas that have characterised it ever since, as it stressed the brotherhood and equal rights for all mankind.

According to the Bible “Honor thy father and thy mother” as the foundation of all social discipline.”

Goetting (1942) considered home discipline as the foundation of all institutional and social existence. English education has always exalted the disciplinary side. Locke was the strongest advocate of the theory of moral discipline. Pestalozzi was opposed to coercion. The masters were forbidden to use punishment. In general, for him there should be no punishments nor rewards. Corporal punishment was resorted to by ‘Father Pestalozzi’ only in extreme cases. Questions of discipline were discussed in the assembly.

Madam Montessori’s statements indicate that she meant to give children perfect freedom and let them grow up a la Emile. In the Montessori school, the teachers give no commands to the pupils, nor are there either punishments or rewards. The burden of control is thus put upon the children themselves and they respond by learning to direct their own activity (Ryan and Cooper, 1955).
Herbart in 19th century, believed that child’s cooperation is required to make discipline effective. With small children a direct appeal to their feelings was the best procedure; but, with older children, he favoured an approach through mind i.e. one should make clear to an older child what the discipline is for, what results may be expected to have, why it is desirable, until he sees for himself that he needs guidance or merits punishment (Good, 1962).

During early 19th century Monitorial system was introduced in schools, in England, Joseth Lancaster and Dr. Bell claimed to devise this system. Dr. Bell had seen the monitorial system in operation at Madras in India. This system was introduced in England to solve the cost of popular education. The Lancasterian system was introduced into New York City in 1806 and then it spread to most of the cities of U.S.A. It remained in use in New York City until 1953. In such schools, discipline was authoritarian, sometimes capricious and often harsh even according to the standards of those times, the punishments included social disgrace and corporal punishment in several forms and all degrees, reaching a maximum in expulsion from the schools.

The reaction against ‘strong discipline’ in the modern period has been swift and widespread. Indeed, the reaction in some quarters is complete: instead of asserting the right of the teacher to control, some writers stress the right of the child to resist if the teacher’s requirements frustrate the child’s purpose. Instead of setting up of a code of conduct, they advocate the abolition of laws and would give the child total freedom. Bernard Shaw, A.S. Neill and Bertrand Russell, among others, wrote powerful words in support of the child against the teacher. Yet the truth may be found to lie between the two extremes.
The meaning of the term discipline – a bond between disciples – should remind the teacher that its essence consists in a willing co-operation.

The problem of discipline is to be taken for analysis and not for teacher condemnation. Discipline was once a word of dreaded significance to the teacher as well as child, since teacher’s success or failure as a disciplinarian was often regarded as the chief measure of his efficiency.

In today’s democratic societies, the endeavour is to promote and perpetuate democratic ideals. This basic philosophy is expressed in the tenets of freedom and quality for all. For individuals to attain these goals, they must live under a type of discipline, which will facilitate the development of attitudes, skills and behaviour appropriate to a democratic society. The very basic process and meaning of democracy is violated by the child that is allowed to grow rampant without restrain and guidance. The cry is often raised that in curtailing his activities, one will injure his development. Yet the opposite is the real kernel of truth. A truly wise parent and teacher does realise that the ability to live with discipline is life’s greatest gift.

1.5 MEANING OF DISCIPLINARY ORIENTATIONS

As briefly narrated in the preceding pages, relevant literature in historical perspective in relation to disciplinary ideas and practices makes mention of three types of disciplinary orientations – authoritarian or autocratic, laissez-faire and democratic.

According to Oxford English Dictionary, Orientation means determination of one’s bearings or relative position in relation to circumstances or ideas. Disciplinary orientation means one’s predilection to regard or accept one or the other kind of discipline as proper or right, both in
Authoritarian Disciplinary Orientation:

Right from Spartan and Greek times, the concept of authoritarian discipline has remained historically centered around the following propositions and practices.

1. By nature the child is erratic and willful.
2. Nothing but an environment of strict regimentation can ensure the desirable development of the child.
3. The teacher is the sole source of all standards of classroom, demanding unquestioned obedience and submission from children.
4. Students cannot be trusted for appropriate behaviours, when left to themselves.
5. Constant check on students is indispensable.
6. Frequent use of distasteful and painful means for the maintenance of proper order in the school is necessary.
7. Fear and punishment are the primary means for the maintenance of proper order in the school.
8. Rewards only serve to spoil children.
9. Punishment must be meted out for violation of discipline.
10. Pardon for wrongs on part of pupils has no place in school.

Laissez-faire Disciplinary Orientation

In the eighteenth century, there arose slogans-'leave alone;' allow to do' and a term came into use Laissez-faire. In such an approach, the policy of non-interference is followed. Jones (1972) described it as 'hands off approach', which suggests that child should never be criticized or corrected.
This approach is frequently employed by many teachers and busy parents. According to this approach, all repression is dangerous. As one goes through the history of education, one finds that Rousseau clearly stood for laissez-faire approach to discipline. According to Treadwell (1988) children who say ‘my parents let me do exactly what I like, are really saying, ‘my parents don’t care what I do.’

**Democratic Disciplinary Orientation**

The concept of democratic discipline has been built up around the following propositions by its different propounders:

1. The nature of child is inherently good.
2. The nature of child is such that he can respond positively to environmental conditions or stimuli that stand in harmony with the elements of his nature.
3. Since nature of child is good, disciplinary sensitivities can be smoothly developed in a friendly school environment.
4. Teachers are the core constituents of school environment. From the standpoint of democratic discipline, they should be loving individuals, leaving no doubt in the mind of the children that they meaningfully love them.
5. For the development of healthy patterns of behaviour, encouragement plays significant role.
6. Praise for appropriate behaviour is equally significant.
7. Reasonable freedom of behaviour is given recognition.
8. Patience and tolerance are among the essential ingredients.
9. Punishment is not totally ruled out but it is resorted to in case of
intentional misbehaviour. The aim of punishment is not to terrorize the students.

“There are at present three main schools of discipline deriving partly from the difference in psychological theory. There are those who say that children should be completely free, however, bad they may be; there are those who say that they should be completely subjected to authority, however, good they may be; and still there are those who say that children should be free but inspite of freedom, they should always be good” (Russel, 1976).

1.6 TEACHERS AND DISCIPLINARY ORIENTATIONS

Individuals operating as teachers in educational institutions are charged with several types of professional responsibilities. One of these responsibilities and categorically a crucial one, is the maintenance of discipline by adopting ways and means which can ensure proper order in school environment and which can positively help students in the development of disciplinary values and sensitivities. As teachers continue to discharge this responsibility, they inevitably tend to develop one or the other kind of disciplinary orientation and they prefer to go by it while dealing with their students. The development of disciplinary orientations on the part of teachers is influenced by several factors. These factors are both external and internal. The internal factors are primarily factors which get gradually built up in the psychic structure of teachers with the passage of time. These factors can be in the form of their self-concept, emotional maturity, professional commitment, teaching experience, the cumulative effect of perception of their own teachers dealing with problems of discipline when they themselves were students.
1.7 DISCIPLINARY ORIENTATIONS AND LENGTH OF TEACHING EXPERIENCE

Experiences undergone by human beings in social and other spheres of life inevitably leave their effects over their ideas and practical modes of interactions with one another. Experiences undergone by teachers in educational settings in relation to their dealings with pupils and colleagues are no exception so far as their effects are concerned. Maintenance of discipline, being their professional duty, teachers tend to profess and practise one or the other kind of disciplinary orientation during the course of their dealings and interactions with their wards. If over a period of time, teachers discover to their satisfaction that the use of authoritative measures is more conducive for the cultivation of self-control or discipline in pupils, they may develop autocratic orientation towards matters of maintenance and cultivation of disciplinary values. If, on the other hand, they find democratic procedures of ensuring discipline, more in line with sound disciplinary imperatives, they are likely to develop and prefer democratic ways of dealing with their pupils. Again, if teachers find that neither authoritative approach nor democratic approach is of any substantial help in generating proper sensibilities of discipline in their wards, they may tend to develop laissez-faire attitude towards the problem. Ultimately, however, in the development of disciplinary orientation of one kind or the other, all depends on how teachers feel the need and importance of discipline and how they react to the actual ground problems of discipline in the institutions in which they work. While it is true that teachers cannot help developing and practising one or the other kind of disciplinary approach because of the nature of situations in which they are placed for the performance of their professional duty, we have absolutely no scientific knowledge on record.
regarding the disciplinary approaches or the orientations which teachers tend to develop and continue with, over varying lengths of their teaching experience. A perusal of the record of empirical and scientific research as given by M.B. Buch in several volumes of Survey of Research in Education, conducted so far since the fifties of the twentieth century down to this day, yields little proof or evidence of any scientific attempt carried out to explore the relationship between the development and practice of disciplinary orientations and the length of teaching experience of teachers, operating in educational institutions, nomenclatured as schools, colleges or universities. In fact, we do not have any scientific or strictly research based knowledge of the disciplinary orientations and practices of our present day teachers as well as teachers of the past. From this, it follows that we have no knowledge on record enjoying definite scientific status regarding the relationship of disciplinary orientations and practices with other pertinent variables, including varying lengths of the teaching experience. The said gap of knowledge is one of the principal reasons for undertaking the present research.

1.8 EMOTIONAL MATURITY AND DISCIPLINARY ORIENTATIONS

The word emotion is derived from the Latin word ‘emover’, which means ‘to move’ or the spirit that moves us. In other words, emotions are the currents of energy that are within us. Emotion activates our lives, shapes our perception and behaviour, which then emanate outwards and influences others. According to Aristotle, what is wanted is appropriate emotion, feeling proportionate to circumstances.
Authorities on the subject of emotional maturity have differently emphasized the characteristics of emotionally mature individuals. The most outstanding mark of emotional maturity according to Cole and Bruce (1958) is the ability to bear tensions, meaning thereby that a person is capable of remaining cool and calm even in the face of trying situations of life. According to Skinner (1970) mature emotional behaviour at any level of growth is that which most fully reflects the fruits of healthy development in all the interacting aspects of personality of the individual. He further observes that emotional maturity means the degree to which the person has realized his potential for richness of living. Hollingworth as cited by Singh and Bhargava (1990) holds that emotionally mature person is capable of gradation or degrees of emotional response. He does not respond in all-or-none fashion. If his hat blows up, he does not blow up with it, he is capable of delaying his responses to exciting situations to which he is exposed. An emotionally mature individual uses his emotions for constructive purposes of life. His emotional actions and expressions are dynamically consistent with the spirit of the situation in which he finds himself placed while dealing with divergent problems of life. Ideally and professionally, teachers are expected to be emotionally mature i.e. they are expected to have the said ingredients of mature emotional behaviour along with the several other elements of mature emotional behaviour. Ratcliffe (1967) viewed that perhaps the most important factor of all, affecting the learning process, is the nature of relationship between teacher and the learner. Emotional factors play a major part in this relationship. The desire to learn is related to teacher-taught relationship. Warmth, kindled by loved in the heart of mature teacher, makes way for the path of understanding those whose lives he guides. The greatest reservoir of strength for fine teaching lies in the teacher’s emotional
resources. The teacher must be conscious of that delicate balance between comfort, sympathy and protection and nurturing of independence and respect for self. The mature teacher will respect order, efficiency and careful workmanship but within that will permit freedom to explore, to think, to act in one’s own unique way. He will exert authority without demanding submission. He has the capacity to relax and be a good companion to the pupils. These are the outstanding marks of an emotionally mature teacher.

According to Gale (1969), emotional maturity is an ongoing process of becoming—a continual state of arrival; it is a process that never ends. A significant part of the emotional becoming of the self involves the differentiation and the control of emotions and meeting emotional needs in successive stages of development. Ruch (1970) opined that mature individual controls his emotions without denying them. He develops healthy and acceptable outlets for releasing an emotional tension i.e. learns to control the expression of his emotions.

Jersild (1952) wrote in his book ‘In search of self’, psychologically, maturity is not a state that one attains but rather a direction of development. This means that the mature person is not the one who ‘has arrived’ but one who is ‘continually arriving.’

Effectively and realistically helping pupils in emotional development is distinctly recognized as a professional obligation of teachers. It is also clearly recognized and emphasized that emotional maturity of teachers has vital bearing upon disciplinary measures they adopt to meet the requirements of emotional development of their pupils. Emotionally well poised teachers tend to control their pupils in a rational, realistic and constructive manner and are observed to emphasize the need of inculcating the ingredients of self-discipline in them. On the other hand, anxiety ridden teachers, lacking
in self-poise, are often seen using rough and inconsistent measures for the maintenance of discipline and also seem to be out of tune with their professional duty for the proper emotional development of their pupils.

From whatever has been stated above, it can be almost logically inferred that disciplinary orientations of teachers are coloured and shaped by what they are in terms of ingredients of emotional maturity or emotional immaturity. These ingredients have their differentiating effects on the quality of human interactions. This situation surely exists in educational institutions where pupils and teachers have to interact and where teachers are viewed as authorities charged with the responsibility of maintenance of discipline. As they discharge their responsibilities, their disciplinary measures tend to reflect their orientations towards the problems of discipline. It would not be running away from truth to state that the degree of emotional maturity falls in the category of significant factors shaping disciplinary orientations of teachers and parents. However, there is a clear dearth of scientific knowledge, in our country, pertaining to the relationship between the divergent disciplinary orientations professed and practised by teachers and divergent levels of their emotional maturity. The investigator has not come across any such research work through perusal of surveys of educational research by M.B. Buch and other research surveys.

1.9 PROFESSIONAL COMMITMENT AND DISCIPLINARY ORIENTATIONS

Stinnet (1968) opined that the term ‘profession’ as used in modern society, had no counterpart in the ancient world. In Greece, lawyers and doctors had no formal training, other than apprenticeship. During middle ages, the men who provided now called professional services, were either
members of priesthood or members of exclusive guilds.

There is no authoritative and universally accepted definition of profession. Nevertheless the term profession clearly stands for something that is a complex of characteristics.

National Educational Association, Division of Field Service, Washington listed salient characteristics of a profession as under:

(1) A profession involves activities essentially intellectual.
(2) A profession commands a body of specialized knowledge.
(3) A profession requires extended professional preparation.
(4) A profession demands continuous in-service growth.
(5) A profession affords a life career and permanent membership.
(6) A profession sets up its own standards.
(7) A profession exalts service above personal gains.
(8) A profession has a strong, closely knit, professional organization which guarantees professional conduct of its members and works to raise the status of the profession (Stinett, 1968).

Teaching as a Profession:

According to Huggett and Stinett (1956) the characteristics of profession as listed by many thinkers, teaching certainly meets its criterion. Teaching has developed a body of specialized knowledge. The activities of its members are predominately intellectual in nature and the work performed by its members is basic to the preparation for all other professional endeavours, teaching thus sometimes is referred to as the ‘mother of professions.’ Strong professional teacher organizations have emerged. An extended professional preparation is necessary to produce competent teachers.
ILO (1984) observed that teaching should be regarded as a profession. It is a form of public service which requires of teachers’ expert knowledge and specialized skills acquired and maintained through rigorous and continuing study; it calls also for a sense of responsibility for the education and welfare of the pupils in their charge.

**Professional Commitment of teachers :**

Commitment is multi-dimensional construct and is described as a phenomenon wherein a person activates his or her cognitive and emotional processes, makes decisions about organizational membership.

According to Cambridge Dictionary, “commitment means to promise or to give your loyalty to a particular principle, person or a plan of action.” A committed person is loyal and involved, he has a sense of belongingness, feeling that the professional group is an extension of himself and he is an extension of the professional group.

According to President Kalam (2002), “Total commitment is a crucial quality for those who want to reach the very top of their profession. Total commitment is the common denominator among all successful men and women; total commitment is total involvement, much more than mere working hard’.

In America, National Board for Professional Teaching Standards (2006), identified committed teachers, as ones who are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students’ interests, abilities, skills,
knowledge, family circumstances and peer relationships. Their decisions are not only grounded in the literature but also in their experience. They seek the advice of others and draw on educational research and scholarship to improve their practice.

**Azad (2003)** in his article, ‘THE TEACHER OF THE NEW MILLENNIUM’, opined that one single factor that enables a teacher to fulfill his responsibilities to nation is his commitment to the cause of education.

According to **Dave (1998)** there are five commitment areas of a teacher. These are:

1. **Commitment to the Learner** – including love for the learner, readiness to help learners, concern for their all round development, to tuning his teaching to meet the varied requirements of his students.

2. **Commitment to the Society** – such as awareness and concern about impact of teacher’s work on the degree of advancement of families, community and the nation.

3. **Commitment to Achieve Excellence** – that is care and concern for doing everything in the classrooms, in the school and the community in the best possible manner and in the spirit of “whatever you do, do it well.”

4. **Commitment to Basic Human Values** – including the role aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. Teacher must live the values he wants to inspire in his wards.

5. **Commitment to the Profession** – that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances one entered it.
APEID document (1992), recommended that greater efforts need to be made to professionalize teachers as an occupational group. Such type of professionalization requires on the part of teachers: a collective responsibility towards students; to undertake applied action research to improve their performance; a commitment to self-evaluation and regulation within the professional group.

Maintenance of discipline in the educational institutions and actively helping pupils in the development of disciplined personalities are naturally and rightly counted among the significant professional duties of teachers. Obviously, the performance of the said duties, among other things, clearly demands appropriate disciplinary orientations and their effective implementation on the part of teachers. This evidently means that professionally committed teachers cannot help having and cultivating disciplinary orientation which they deem pertinent from the standpoint of maintenance of discipline and also from the standpoint of actively assisting pupils in the development of truly disciplined personalities.

Though this is essentially true, surprisingly no attempt has been made so far to scientifically ascertain the relationship between divergent disciplinary orientations and what has come to be historically called professional commitment of teachers from the time of Pestalozzi. This fact, unmistakably comes to light as one goes through the research studies undertaken in India from the fifties of the twentieth century – as compiled in volumes of Survey of Research in Education by M.B. Buch. The same fact also comes to light when one goes through Dissertation Abstracts International, relating to the field of education and social sciences. Lack of scientific knowledge regarding the bearing of professional commitment of teachers on their disciplinary orientation – professed and practised, has been
assumed to be one of the principal grounds for undertaking the present problem of research. Needless to say, exploration of the relationship between the said two sets of variables would also be psychologically interesting and extremely significant from the standpoint of Discipline of Education.

1.10 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

The problem of this study straightway emerged from what has been stated in the preceding pages. The importance of disciplinary orientations of teachers cannot be easily overstated. It is the nature of their professed and practised orientations that specifically determines the overall quality of discipline in educational institutions and the character of the sensitivities vital for self-control that educational systems seek to inculcate in pupils. Thus any research undertaking that seeks to explore the disciplinary orientation of teachers must be deemed as of great worth and value from the standpoint of the Discipline of Education. But surprisingly the study of research literature so far accomplished and accumulated in black and white shows that the realm of disciplinary orientations of teachers in our country has remained almost wholly untouched by earlier investigators. In view of this factual situation, investigations are certainly needed to discover the nature of disciplinary orientations professed and practised by teachers in India and also about the relationship of these orientations with relevant environmental and organismic or individual variables. The present problem of the study was chiselled out of the vast unexplored field of disciplinary orientations of teachers. We have no knowledge based on scientific explorations regarding disciplinary orientations professed and practised by teachers operating at different school levels. Again, we have no scientific
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 divergent levels of professional commitment of individuals working as teachers. It is specifically re-iterated here that said facts came to the knowledge of this investigator, as she went through the research studies, conducted in our country in the field of education during the 20th century and the initial years of this century, which have been compiled by M.B. Buch in several volumes of Survey of Research in Education. The perusal of the international abstracts too revealed that there were hardly any studies worth mentioning relating to the professed and practised disciplinary orientations of teachers of other countries. Since the area of professed disciplinary orientations remained virtually untouched by earlier investigators, the present investigator naturally opted to work out the problem of her study from this area. As this investigator is working as a teacher in a College of Education, she had the additional reason to choose her problem of research from the domain of professed and practised disciplinary orientations.

The investigator is strongly inclined to repeat that the problem of the present study is straightway of high educational significance. No civilized country can afford to remain ignorant about the professed and practised disciplinary orientations of its teachers, whether working in schools or colleges or universities, especially in a country like India whose constitution squarely declares it to be a democratic country. Needless to say that 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 research logically and inevitably came to be worded as:

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

1.11 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.

1.12 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 orientation.

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
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.

1.13 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.
1.14 OPERATIONAL DEFINITION OF TERMS

The key terms used in the study are operationally defined as under:

1. **Disciplinary Orientations**: 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. Orientation means determination of one’s bearings or relative position in relation to circumstances or ideas (Oxford English Dictionary). Relevant literature in historical perspective in relation to disciplinary practices, makes mention of three disciplinary orientations, namely, authoritarian or autocratic, Laissez-faire and democratic.

2. **Professed Disciplinary Orientation**: Refers to the orientation self-acknowledged by the teachers i.e. the kind of discipline they claim to be effective for the best development of their students and for smooth functioning of the school activities; the orientation they claim openly to have themselves.

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. They may handle the disciplinary matters in a democratic manner or they may use authoritarian methods. Practised disciplinary orientation is the actual way of a teacher which he/she uses often to tackle disciplinary problems irrespective of her faith in a particular type of discipline/

4. **Length of Teaching Experience**: It connotes the number of years for which the teacher has been engaged in teaching process, through which he gains knowledge and skills of handling the students, the task of teaching. 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)*. The most outstanding mark of emotional maturity is the ability to bear tension, *(Cole, 1953)*. 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 where in a person activates his or her cognitive as well as emotional processes to make decisions relating to the performance relevant to the profession. Employee commitment leads to high performance, retention and high productivity. According to *Dave (1998)*, there are five commitment areas of a teacher, these are: commitment to the learner, commitment to society, commitment to the profession, commitment to achieve excellence and commitment to basic human values.

7. **Secondary School Teachers**: They are teachers teaching in the classes from the sixth to the tenth. During the conduct of the study 4 tier school system was in vogue i.e. primary, middle, secondary and senior secondary. The teachers who constituted the sample were from secondary and senior secondary schools, they were teaching classes from the sixth to the tenth.