CHAPTER-II

REVIEW OF RELATED LITERATURE

A review of related literature is of paramount importance for every researcher who wants to proceed meaningfully in choosing his/her research project from the field of interest. Best (1993) says, ".........a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and what problems remained to be solved." The perusal of research studies enables researchers to acquaint themselves with the research strategies that have proved efficacious in executing research works carried out by earlier investigators. This helps the researcher to proceed with essential insight and avoid pitfalls of trials and errors. According to Koul (2001), ".........review of related literature, besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, enables the researcher to define the limits of his field." The real purpose of the review of related research is the fitness of a particular project into a broader scheme, enabling one to see its importance and to relate it to other studies.

Below is given a review of a reasonable number of studies related directly or indirectly to the problem undertaken by the investigator.

2.1 TEACHERS AND DISCIPLINE

Mathur (1958) investigated into the state of discipline among students of Rajasthan and reported that students were more indisciplined in boys' government and traditional schools as compared to girls' aided or religious and vocational schools. Close student-teacher, teacher-teacher
relationship and religious education were opined to develop better discipline.

Singh, R.P. (1960) revealed through his study that majority of teachers in Uttar Pradesh were enthusiastic about democracy and were convinced that democracy is the best form of government, eighty five percent of teachers claimed taking cooperation of students in class management but one third of students complained that their opinion was not taken in classroom administration. Sixty one percent of the schools under the study had experimented with self-govt. by pupils.

Khan (1964) compared attitudes of adolescent students and their elders towards authority and discipline. The results of the study showed that differences in age account for differences in attitude. Younger adolescents and older adults tend to hold more authoritarian attitude than older adolescents and younger adults. The tendency of most of the subjects under the study was to adhere to the traditional patterns of discipline and control, which were essentially authoritarian.

Manuel (1964) concluded from his study that parents and teachers preferred school for the quality of its discipline, whereas students preferred extracurricular activities as criteria of a good school.

Ahuwalia (1965) focused on impact of democracy on secondary education in India and found that conditions in secondary schools have started changing in response to the demands of democracy. Certain totalitarian tendencies are persisting in some schools in the form of pseudo-democratic tendencies but such schools are small in number.

Kulandaivel and Rao (1968) concluded from the study that a good teacher as viewed by students is who treats them alike, without showing caste prejudices, reprimands students for their follies there and then, is
conscientious and acts as a guide to students.

**Dubey (1971)** studied indiscipline among school students as an individual and group phenomenon and concluded that the problem of indiscipline is not related to intelligence and introversion and it may be checked if authorities in the school are alert and tactful.

**Anand (1972)** investigated teacher-pupil relationship in higher secondary schools in Delhi and reported that personal relationship lacks between teachers and pupils, age is not significant variable in affecting the relationship between the mutual liking of teachers and students and there is no significant relationship between teachers' experience and students' liking for them.

**Vij (1972)** in his qualitative study on parent-teacher cooperation in secondary schools concluded that parent-teacher cooperation and achievement of students were positively and significantly related.

**Bakshai (1973)** investigated the causes of indiscipline among students of secondary schools of Iran and reported that major important causes of student indiscipline were ineffective control and leadership provided by teachers who cared less about teaching and guiding their pupils, unsympathetic and tactless handling of matters concerning students.

**Thakur (1976)** sought the opinion of senior pupils on the qualities of a good teacher. The study revealed that pupils were in favour of strict discipline and strict administration; a teacher who did not let them down was loved by all. The negative traits in teachers were reported as partiality, favouratism, wasting time, rudeness and ridiculing.

**Rao (1977)** surveyed classroom climate in secondary schools and found that the classroom climate in classes handled by women teachers was significantly better than the classes handled by men teachers. The study also
showed that professional qualifications, age or experience of the teacher seemed to have no influence on the classroom climate.

Saraswati (1978) concluded from her study that a comparison of the children's report of maternal and paternal disciplinary practices indicates that both parents were seen as using more power assertion than induction, by both girls and boys under the study.

Jain (1979) focused on the concept of freedom and its relationship to education. He studied many philosophers like Bertieiter, Dewey, Engels, Fraser, Friers, Hollins, Huxley, Kohlberg, Locke, Whitehead and Wilson and concluded that teachers need to create dialogue conditions in the classrooms.

Kafiluddin (1980) concluded from his study on parental discipline, family structure as factors in the genesis of aggression; that a child subjected to power-assertive discipline would be more aggressive than a child who has been disciplined by indirect methods such as love-withdrawal and induction.

Aggarwal (1981) carried out a study to find the difference of self-esteem between authoritarian and democratic adolescents in relation to their attitude towards parental control and discipline. The results showed no difference in attitude of authoritarian and demographic groups towards parental control and that generally people are inclined towards authoritarianism instead of democratism.

Shah (1982) studied authoritarianism and some personality traits of school children and found that children in family setup where both parents are low in their authoritarian tendencies, are more warm and sociable than those with higher authoritarian tendencies.

Garg (1983) investigated children's perception of parental disciplinary
practice and its relation to development of personality needs and moral judgement ability. The results indicated that moderate parental disciplinary practice significantly promoted a need for achievement and a need for change. But a poor mode of parental control promoted, in greater magnitude, the moral judgement of the children in comparison with strict and moderate modes of parental disciplinary practices.

Gupta (1983) concluded from his study that prior knowledge of consequences of the act, given to the subject, enhanced obedience behaviour. The reasons reported for disobedience by university students were unreasonable severity of punishment and forced authority.

Lalitha (1984) found that teacher behaviour has significantly positive relationships with pupils behaviour in the case of all types of schools in Karnataka.

Malik (1984) surveyed personality factors and learning environment of successful and unsuccessful science teachers of Rajasthan. The study showed that teaching success was positively correlated with dimensions of democracy and experience. Teaching success was negatively correlated with dimensions of friction, apathy and disorganisation.

Ghose (1985) found that pre-emptory and perfunctory attitudes of teachers were largely responsible for indisciplined behaviour and indifferent attitude of students towards their teachers. The results were based on analysis of continued authoritarian and negligent behaviour of teachers, through ages–vedic down to present times. The study also revealed that authoritarian attitudes of present teachers were largely influenced by those of the past, down from the vedic age.

Khushdil (1985) carried out an investigation into the mutual role expectations and actual role perceptions of the principals and teachers of
senior secondary schools of Delhi. Principals’ desire of teachers to play disciplinarian role was more than what the teachers liked to play. The correlations between the democratic role and the disciplinarian, patronizing and authoritative roles were negative and highly significant. Both teachers and principals regarded the democratic role as the most important one.

Peercy (1986) investigated the disciplinary techniques used for specific discipline problems by middle school classroom teachers. The purpose was to identify these disciplinary techniques. The results of the study indicated that there were differences between disciplinary techniques used for specific discipline problems with the variables of sex, race and grade level taught. No significant differences were found to exist with the variables of level of education, years of teaching experience and subject area taught. Females used verbal interaction to control misbehaviour compared to males using corporal punishment for the same behaviour.

Bell (1987) concluded from his study that a large majority of teachers (85.70%) desired direct involvement in formulation of student discipline policies. The study showed that discipline codes were used most often at secondary school level (92.9%).

Khan (1988) focused on students' perceptions of teachers as a function of academic achievement, educational level and school background of students. The study showed that effective teaching strategies, maintenance of discipline, good temperament, adequate educational guidance etc. turned out to be high priority qualities of school teachers as perceived by their students.

Cherian (1990) established on the basis of the study that there was a significant relationship between punishment of pupils and their academic achievement.
Mogharreban (1990) carried out a study to investigate the role of the young child’s perception of maternal discipline orientation as a possible mediating factor in the relationship between maternal discipline strategies and the child’s pro-social behaviour. Comparisons were made between mothers’ reported use of induction, love withdrawal and power assertion and third grade children’s report of their mothers discipline orientations.

Bhadramani (1991) carried out a study on punishment and children’s attitude towards schooling. The results of the study showed a high and negative correlation between intensity of punishment and attitude towards schooling. A highly negative correlation was observed between intensity of punishment and all the three dimensions of attitude scale i.e. towards school, school climate and school curriculum.

Balson, McCaslin and Good (1992) conducted a survey on 520 primary teachers and 700 post primary teachers to assess their attitudes to three styles of classroom disciplining. Analysis indicated that most of the teachers support group-approach to discipline, which shares decision making between teachers and students. The teacher-oriented approach ranks a close second and very little support is provided to the idea of allowing students to independently monitor their own behaviour. Male teachers provide strongest support for a teacher-oriented approach to discipline. Male teachers with nine to twelve years experience rate power sharing techniques as less acceptable, whereas their female counterparts are more in favour of sharing power.

Jackson and Henricksen (1994) found that there was a high correlation between child competencies and authoritative parenting style. Authoritative parenting increased child competencies and decreased the risk of children becoming smokers.
Cozzi (1998) measured teachers’ attitude within the construct of discipline theory and found that there were significant differences on the characteristics of: regular education vs special education, teacher gender and level of teacher education.

Koshewa (1998) found that possibilities and tensions of a democratic community may depend upon six interrelated factors: a socially constructed curriculum, a teacher–researcher model, aesthetic experience, a commitment to justice and equality, democratic classroom practices and emphatic practices can foster compassionate learning communities by eroding traditional, authoritarian approaches to classroom discipline.

Baker (2001) compared attitudes of regular education teachers with special education teachers at secondary level, regarding discipline and classroom management strategies. The findings revealed that both kinds of teachers shared similar attitudes towards these two issues, no significant difference was found on any of the statements pertaining to the major causes of disciplining problems.

Jhonson (2001) focused on the impact of zero tolerance policies on student offending and administrative approaches for maintaining discipline in the schools of Florida state. The study concluded that all the schools under the study frequently relied upon out of school suspension and alternative placement as a response to dealing with student misconduct. Equally harsh consequences were administered to male and female students. Zero–tolerance was perceived to be deterrent for student misconduct, yet indications from this study premise that the administration of consequences did not have an impact upon future misconduct.

Knepper (2001) concluded that each classroom’s climate is reflective of its own culture. While no single philosophy works best when teaching
adolescents, it is clear that teaching and learning effectiveness is reached through teachers’ beliefs and teachers’ behaviours.

Nobel (2001) through her study assessed perception of teachers and students regarding necessary elements for secondary school discipline system. The data revealed that students and teachers perceived teamwork, respect, consistency and communication as elements of an effective discipline system in a secondary school. Students and teachers need to be included at all levels in the discipline management and operational processes at the school.

Smith and Lois (2001) revealed through their study that both teachers and administrators perceive that they do not know how to defuse violent situations that occur in the classrooms or on the school campus, teachers are not receiving in-service training in techniques and strategies that address the issue of violence, teachers are willing to participate in a training programme on how to handle violent classroom situations.

Stradling (2001) in her study addressed the ethical aspects of schooling by exploring the relationship between democratic ideals in theoretical sense and their implications for specific policies and practices in schools. The study concluded that public dialogue should focus more on what constitutes good schooling and recommended that educational research should focus more on strategies for creating and sustaining democratic schools.

Kavanaugh (2002) studied new teachers’ perceptions of discipline related school problems and teacher satisfaction. The study revealed that statistically significant differences were found in new teachers’ perception of discipline related school problems in relation to teacher gender, school level, size and location of school. But no significant difference was found
on teacher satisfaction items.

Nelson (2002) surveyed administrators, tenured teachers and parents in a qualitative study to investigate common threads of effective discipline practices as perceived by them. The study indicated that administrators and teachers need to have quality professional development opportunities to acquire strategies for school discipline, effective discipline practices are built through consistency and teamwork.

Ortega (2003) gathered qualitative data from teachers and parents of an elementary school in Las Vegas, New Mexico with the purpose of developing a school based violence prevention programme using an in-house suspension strategy. The results helped forming an in-house suspension programme called EnCASA (Clinical Assistance for Student Achievement). The En-CASA suspension programme added clinical social work services, that provided counselling and violence prevention inventions, in order to support academic tutoring, a safe and structured environment during the school day.

Ho (2004) compared Australian and Chinese teachers’ personal efficacy in instruction, discipline, guidance and beliefs about external influences. Two staged studies were conducted with the participation of 316 Australian teachers and 411 Hong Kong-Chinese teachers. Results of multi-group factor analysis indicated highly comparable factorial structures of teacher efficacy for the two groups, although personal guidance efficacy was more differentiated from personal instruction and discipline efficacy among Australian teachers.

Traynor (2004) compared three classroom management approaches and found that the three groups of teachers had varied abilities to perceive maladaptive behaviour in their environment, varied attitudes towards
interviewing to maintain classroom order. The three groups of teachers had three unique dispositions—yielding, stringent and flexible respectively.

_Tzuo (2004)_ focused on the nature of teacher control and children's freedom in a child-centred classroom. The results of the study showed high teacher control and high children's freedom in a holistic teaching process, teacher control and children's freedom were not exclusive of one another, children's freedom was defined in an active way, as freedom to participate rather than in a passive way, as freedom from any constraints.

_Black (2005)_ in his study on two urban high schools in Los Angeles observed that African-American male students are disciplined more harshly and more often than any other sub-group in the school system. They receive more suspensions and expulsions than any other group. The research showed that white male students are suspended for severe occurrences such as bringing a weapon to school, whereas African-American male students are suspended mostly for being disrespectful.

_Coronado (2005)_ examined second and third year teachers' perceptions of how well they were prepared within the educator preparation program of Texas A & M International University. The survey provided evidence that the two greatest weaknesses of the teachers’ education programme were classroom management and discipline and special education. Based on the results the researcher concluded that educator preparation program students, benefited from early and appropriate field experiences.

_Denney (2005)_ conducted a study on discipline policies, procedures and practices and their effect on high school students' perceptions of school context. Surveys, interviews and other relevant data documented three problem areas impacting student perceptions of school context - there is
little respect between teachers and students, cultural and life style differences between students and staff hinder student success. On perceptions of appropriate and acceptable behaviour, students and staff differ.

Farrell (2005) examined discipline problems and violence prevention in an ethically diverse middle school. The study revealed that black ethnicity was significantly related to suspension rate, youths’ misbehaviour was significantly related to factors like low neighbourhood involvement, low adult support and low school performance.

Foster (2005) studied democratic practices within a middle school setting and concluded that (i) in order to build a more democratic middle school community the school community members must develop a shared language about democracy (ii) address issues of power and authority (iii) ensure more opportunities for student decision making.

Fuller (2005) examined relationships between a teacher’s annual number of behaviour referrals and the teacher's coping resources. The study revealed that teachers with higher referral rates showed less coping skills than teachers with lower referrals, thus suggesting that teacher's coping resources may influence teacher behaviour.

Gibbes (2005) investigated the difference between the classroom management perceptions of teachers who were certified through traditional university teacher training programmes and those who were certified through a state's alternate route certification programme. The overall findings of this study revealed that the two groups of teachers in the sample surveyed, held similar attitudes towards classroom management. No statistical difference was observed in their attitudes and beliefs.

Guo (2005) in his study on effects of classroom climate on children's
social behaviour in rural China found that classroom order and rule clarity enhanced the negative relation between aggression victimization and delinquency to school adjustment and also that teacher admonishment reduced negative relation between aggression, victimization, delinquency respectively to school adjustment variables.

Hammond (2005) studied the impact of using ‘Responsible Classroom Management’ plan on overall school effectiveness. The independent variable was the RCM model and the dependent variables were the number of office referrals, out-of-school suspensions and end-of-grade achievement scores for students, the results indicated that office-referrals, out-of-school suspension decreased, teacher and parent perceptions remained favourable towards school discipline, use of RCM had a direct impact on the schools' overall effectiveness.

Kacmaz (2005) conducted a study on American primary teachers' sense of efficacy, teaching philosophy and beliefs about control in the classroom. Results of data analysis revealed that teachers' personal, professional and contextual background characteristics were not related to their classroom management styles. But teachers' teaching beliefs and efficacy levels were highly related to their classroom control beliefs. Results also indicated that teachers' teaching beliefs were influenced by their experience as teachers.

Kafka (2005) in his study of school discipline policies in Los Angeles found that the entire notion of discipline shifted during 1950s to 1970s, from an educative process for which educators had a moral obligation to a system of punishment in which educators had bureaucratic authority, and 'zero-tolerance' policies ultimately became an institutionalized component of American Public Schooling, use of police on school campuses became
standard in these schools.

Mateja (2005) carried out a study on 245 students and 55 class teachers of 11-14 years old students to find which disciplinary approach is most effective in a democratic society and are the schools practising it? The basic finding of the study is that disciplinary techniques with a higher degree of teacher control and low student autonomy predominate. The approach being used is not effective enough and must be reshaped into more democratic mould.

Renee (2005) surveyed 2513 students and 576 school teachers participating in the Responsible Discipline Programme (RDP). The survey results indicate that perception of safety significantly increased between the initiation and maintenance levels of the school-wide positive behaviour support program. A significant predictive relationship between staff ratings of student behaviour and students’ overall perceptions of school safety was found.

Sanders (2005) in her doctoral research on the psychological effects of physical punishment examined school corporal punishment from a phenomenological perspective. The purpose of the research was to gain greater understanding of the psychological effects of corporal punishment sustained in a school setting by individuals, from their perspectives as adults. Participants were adult volunteers, aged 18 to 64 years, who had experienced school corporal punishment previously. The results indicated (i) significantly more negative than either positive or neutral outcomes were recalled. (ii) The most common theme derived from narrative transcripts of the interviews was a feeling of shame, embarrassment or humiliation felt at the time that the corporal punishment occurred (ii) they expressed recollections of being fearful of corporal punishment.
Suarez (2005) in her study to identify the perceptions of elementary junior and high school teachers on the effectiveness of school wide surveillance cameras, came to the conclusion that teachers rated the school wide surveillance system in a positive manner in dealing with their safety and discipline concerns without infringing on their individual rights.

Gregory (2006) in her Ph.D. research conducted two studies at a large urban high school in California with a purpose to examine defiance or cooperation in a high school classroom.

The results showed that (i) defiance was most common reason for African-American referrals. Majority of the students were referred by one teacher (ii) students behaved more defiantly and less cooperatively with teachers perceived by them as unfair and untrustworthy in their use of authority. (iii) The same students behaved less defiantly and more cooperatively with teachers, perceived by them as fair and trust worthy in their use of authority.

Marks (2006) concluded from the study that teachers report that their number one concern in classroom today is classroom management. All the participant teachers held care and relationships with students at the center of their practice, in–service teachers can help the novice teachers to be morally effective managers in culturally and linguistically diverse classrooms.

Graham (2007) focused on classroom management practices in urban schools. The qualitative study evaluated schools’ success in managing student disruptions based on teacher referral rates. The teachers were surveyed and interviewed and they participated in training based on the ‘Discipline with Unity Programme.’ The results of the study indicated that new teachers who were not adequately trained in classroom management procedures were ineffective in dealing with classroom disruptions and
therefore submitted an excessive number of student referrals. However, new teachers who put into practice components of the ‘Discipline with Unity Programme’ experienced improvement in their classroom learning environment and a reduction in the number of discipline referrals.

Kaemingk (2007) investigated promising practices in school discipline programmes of two California Charter schools. The findings showed that each school demonstrated promising practices. The first school indicated that the use of clear school-wide rules, consistently enforced, improves student discipline. The second school used an adult-to-student mentoring programme successfully. Students in the programme had an improved relationship with authority figures at the school. Leadership from the school administration was a significant factor in the success of each school’s student discipline programme. Rewards, long viewed in a negative light, have found wider acceptance of late. If they prove to be beneficial, there is potential for use in all school settings.

2.2 DISCIPLINE AND EMOTIONAL MATURITY

Chhaya (1974) carried out a study to find certain psychological characteristics of an effective teacher and to compare them with those of an ineffective teacher. The results revealed that effective teachers were significantly more emotionally stable than ineffective teachers.

Arya (1984) came to conclusion that superior intelligence showed high relationship with emotional maturity.

Wangoo (1984) studied teacher personality correlates and scholastic competence as related to teacher effectiveness. The major finding of the study was personality adjustment, democratic leadership, a high degree of intelligence and emotional control were the main characteristics that went
with teacher effectiveness.

**Chadda (1985)** focused on self-concept of teachers and their emotional adjustment. The profile analysis of emotional adjustment scores revealed that the distribution of scores was not normal for the total sample of teachers, as well as for male-female, rural-urban sub-groups. No significant difference was observed between emotional adjustment scores of various sub-groups of teachers. The coefficient of correlation for self-concept and emotional adjustment scores was not found to be high and also not statistically significant for various groups of teachers except for urban male teachers. There was a moderate correlation between emotional maturity and self-concept of male teachers, urban teachers. There was zero or no correlation between scores of self-concept and emotional adjustment for female teachers.

**Sathyagirirajan (1985)** studied competency, personality, motivation and professional perceptions of college teachers. The results proved that teachers’ competency was related to intelligence, emotional stability and professional perceptions.

**DeMorat (1998)** examined teacher-student interactions in a kindergarten classroom for evidence of emotion socialization. The results suggest that classroom provides distinct opportunities for children to learn appropriate emotion expressiveness from their teacher. The functional analysis of teacher displays of happiness suggested that happiness served to encourage exemplary behaviour in the classroom.

**Alexis and Boyd (1999)** studied emotional life of teachers and found that teachers displayed a host of indicators, mental, physical and emotional afflictions for which they sought remedies through means that were not always effective. The data from the study suggests that there is need for the
development of interventions that would help teachers deal more effectively
with the negative effects of teaching on their emotional lives.

Liljestrom, Roulston and deMarrias (2000) explored the emotion of
anger as it is experienced in teachers’ professional lives and reported that
more experienced teachers make use of elaborate and extensive steps to
suppress or control anger and other negative emotions, as compared to
younger women teachers. All the teachers expressed a uniform belief that
administrators should support them in disciplinary matters or in disputes
with students and parents.

Byron (2001) studied emotional intelligence as a factor in the training
of novice teachers and their adjustment and transition from the role of
students to the role of teacher. The demographic information collected
indicated that the majority of the subjects in this study were women, were
white and had completed some college.

Enos (2002) outlined the implications of emotions for education. The
study revealed robust findings across samples and demographic groups. The
organization of emotion appeared universal, stable and measurable. Positive
emotions exhibit contrary tendencies towards activity and passivity,
excitement and calm. Negative emotions exhibit competing tendencies
towards attack and suffering, hostility and despair. The implications of
emotions for education were:-

(i) Emotion is not the enemy of cognition, reason or schooling.
(ii) Emotion is an indispensable part of thinking and learning.
(iii) Education in emotion process could contribute powerfully to effective
    schooling and primary prevention of emotional illness.

Ozcelik (2005) studied 'emotional fit' in the workplace. He defined
emotional fit as the congruence between the activation levels of an
employee's affective trait and the emotional climates of the workplace environment. He concluded that an employee's degree of emotional fit is positively related to his/her psychological engagement at work with regards to connection with others and connection with work; in terms of connection with others, emotional fit was positively related to commitment.

Smeltzer and Cathy (2005) conducted a Ph.D. work with a purpose to explore the emotional experiences of beginning teachers, as they learn to teach. The findings of the study suggested (i) that the characteristics of beginning teachers and the conditions at the work place influence the relationship between context and emotions (ii) both positive and negative emotions can have positive effects on teacher learning (iii) through the construction of emotional conditions in the classroom, engagement in emotionally symbiotic interactions and regulation of emotions, beginning teachers develop emotional knowledge that is essential to teach and finally (iv) that emotional knowledge is an important dimension of teacher development.

Kang (2006) proved through his study that parents who experience depression or stress may demonstrate more intrusive and insensitive parenting behaviour, that both maternal and child emotional availability were strongly associated with child cognitive functioning regardless of differences in child age and populations.

Brien (2006) carried out a study with the purpose of developing a theory using qualitative grounded theory methods to explain how the emotions of community college women who balance parenting, job and school, affect their educational decisions. The results indicate that emotions do affect decisions to attend by resulting in the consequences of self-satisfaction, depression, withdrawal, self-direction, stress and anxiety. These
emotions affected choice of classes, decisions of educational and career goals.

Barrett (2007) focused on teachers' perceptions of the socio-emotional dimensions of classroom behaviour. The study used conduct grades to examine both experienced and student-teachers’ perceptions of six socio-emotional dimensions of classroom behaviour. Both the experienced teachers as well as the student-teachers associated serious emotional disturbances, depression, social maladjustment with poor student behaviour.

Sung (2007) studied teacher’s beliefs about socializing children's emotional development in pre-school. The study focuses attention on the importance of children's emotions in early children education. The results revealed that teachers’ emotional support reflects experience, long term goals and cultural norms.

2.3 DISCIPLINE AND PROFESSIONAL COMMITMENT

Gajjar (1974) concluded from his study that teachers who had better personal contacts with the students and/or who were active members of the committees pertaining to student’s affairs were more clear about the needs of the students.

Singhal (1977) studied academic leadership and student unrest and found that 56% teachers did not spend adequate time on preparation for teaching, the relationship between their attitudes and student unrest was significant, a majority of teachers and students observed that absence of any code of conduct was the root cause of campus disruptions.

Sukhwal (1977) found that majority of the teachers under the study favoured teaching profession, the higher the age, greater was the increase in degree of favourableness in attitude towards the profession.
Wera (1982) conducted a survey in Thailand and found that professional attitude of urban teachers was more favourable than that of rural teachers, female teachers had more favourable attitude towards teaching profession than male teachers, more experienced teachers had more favourable attitude than less experienced teachers.

Garg (1983) focused on teacher's professional responsibility in relation to administrative styles and organizational climate at secondary level. The results showed that level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of teachers of rural schools. A positive correlation was observed between the type of the management of institution and teachers' sense of professional responsibility.

Khanna (1985) concluded that successful teachers were very helpful in raising the level of achievement of their students and also their overall educational standard, high school students were found to be quite sensitive and receptive of the prominent personality traits of their teachers.

Jones, Reid and Bevins (1997) focused on teachers' concerns about emphasis on skills required for good classroom performance during initial teacher training. The results show that experienced teachers argued that newly qualified teachers need training not only in their role as classroom managers but also in their wider professional commitments.

Healy (1999) drawing on a larger study of professional teachers found that commitments change overtime and commitments of returners to job are the outcome of the interplay between 'choices' and 'conditions' encountered by them during their life cycle.

Asam (2000) conducted an exploratory study to examine the professional socialization experiences and influence of cultural identity on
sixteen pre-service native Hawaiian teachers over a two year period. Teachers were asked to reflect on their experiences by which they learned to identify with teaching as a profession. Three major themes emerged from the data: influence of role models; cultural issues and changing confidence; and commitment. One of the results indicated that as the participants learned more about teaching, they became even more committed to improving education for native Hawaiian students.

Aubrey (2000) studied moral purposes of successful teachers. Conclusions showed that teachers expressed several reasons for entering the profession (i) working with people (ii) serving society (iii) continuing successful school experience (iv) desiring to emulate a significant teacher. Most of the successful teachers suggested that their moral purposes have not changed very much overtime even though students and methodologies have changed. Finally they described community service as an important activity of committed teachers.

John and Taylor (2001) carried out a study on principals’ leadership style, school climate and institutional commitment of teachers in Philippines. The data collected from 227 full time teachers indicated that (i) principals’ leadership style, school climate and organizational commitment of teachers were found to be interrelated. (ii) teachers perceived higher commitment under a leadership characterized by high consideration. (iii) teachers’ organizational commitment was positively related to climate openness intimacy and low levels of teacher frustration.

Lu and Chang (2002) carried out a survey to find the relationships among professional commitment, job satisfaction and turnover intentions of
hospital nurses. They found a significant positive correlation between job satisfaction and professional commitment. A negative correlation was significant between professional commitment and turnover intentions.

Murray (2002) studied school violence and teachers' perception of social system characteristics with high school settings of different size. The findings revealed significant differences between school size and school violence, teacher characteristics and the connections teachers have between school administration, their profession, and colleagues and students.

Bradley (2003) in her Ph.D. research found a reasonable correlation between desire to teach and making a difference in students' lives and in society. Three qualities were identified which make the teachers successful. These were motivating students, strong communication skills, and compassion and patience.

Wang and Armstrong (2003) concluded from their study in Austria on project management professionals’ commitment to their profession and employing organizations – professionals’ commitment to their profession was significantly higher than that to employing organization; professionals with a postgraduate education were more highly committed to their profession than others without such education.

Bogler (2004) surveyed 983 teachers in Israeli middle and high schools to find influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behaviour. The study indicated that teachers' perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession; teacher empowerment, professional growth, status and self-efficacy were significant predictors of professional commitment.
Knobloch (2004) found that novice agriculture teachers with higher career commitment were more efficacious after first ten weeks of school year and were more likely to persist in face of difficulties. Teachers with a long term career goal to teach and who believe that teaching matches their personal needs possess greater professional commitment to teaching.

Lee (2004) carried out a research with the purpose of finding relationships in job characteristics, career development and professional commitment of the clinical physical therapists. The results revealed –

(i) personal related variables suggest significant difference in professional commitment.
(ii) age, education level and annual income suggest no significant difference in professional commitment.
(iii) attendance to professional conferences suggests significant difference in professional involvement and professional identification.
(iv) job characteristics influence professional commitment significantly.
(v) potential career development influences professional commitment significantly.

Bunton (2005) from her study on the impact of changing nature of faculty composition on the extent and nature of time commitment to students concluded that some effects of the increasing number of part-time and off-track faculty are positive; the overall impact of these hires is negatively affecting time spent with students, especially among the part-time hires who are spending significantly less time with students out of the classroom; faculty from research institutions show less time commitment to students.

Chen (2005) found a highly significant correlation between bank employees' perceptions of human resource practices and their organizational
commitment. This study done in Taiwan indicated that humanistic
democratic managerial practices and high commitment strategy are
emerging.

Coble (2005) studied the ways in which tenure, work group and job
level influence employee commitment. The focus of the study was affective
or emotionally activated commitment and the ways in which this form of
commitment differs according to employees’ tenure, work group or job level.
This study found that affective commitment differs significantly according
to these organizational factors.

Coffee (2005) conducted a Ph.D. study to determine how the severity
of student altercations influenced teachers’ self-supported judgement of
whether and how they would intervene in student altercations and to
determine how specific teacher traits and characteristics influenced teachers’
self-reported judgement of whether and how they would intervene in student
altercations. The findings suggest that teachers’ perceptions of the severity
of each scenario influenced their responses systematically across nine of the
ten given scenarios. The teachers were not significantly influenced by their
personal traits and characteristics. The teachers’ intervention preferences do
not reflect individual teacher ‘traits’ but reflect ‘states’ of teacher
perception.

Hitchens (2005) carried out a study on teachers’ professional
development across the life span with the purpose to find out how all the
teacher participants who were currently working in a reform active
environment were affected in their practice, in their professional growth and
in their commitment to the profession. The data suggested that if the rhetoric
of reform that pushes for changes in standards and assessments, new modes
of school organization and decision making and revised curriculum are to
become a reality, teachers’ professional development across the life span, from pre-service training to life long learning, needs to become a central focus in the process and implementation of educational change.

Lazar (2005) focused on occupational and organizational commitment and turnover intentions of employees. The study showed that occupational and organizational commitment can affect an employee’s intent to leave an organization. An employee’s emotional attachment and obligation to organization had a stronger correlation to turnover intention.

Mutchler (2005) conducted a study on teacher commitment in an academically improving high poverty public school. The research was aimed at to better understand the dynamics of teacher commitment in a particular type of school. The results indicated (i) that factors influencing teachers’ professional commitment center on their cultural and/or ideologically based dedication to making a difference for students (ii) on their willingness to devote personal time and energy outside their classrooms to take action on that commitment (iii) their professional commitment is grounded in the quality of their relationship with fellow teachers and other school employees.

Wright (2005) carried out a study with the objective to determine teacher desirability to participate in a professional development, specific to bullying intervention and prevention activities. The results showed that all the nineteen professional development topics specific to bullying intervention and prevention were perceived as either desirable or very desirable. Professional development topics most desirable were developing teachers’ strategies to prevent and intervene in bullying; developing communication skills in talking with students; developing children's skills
that focus on empathy; anger management coping with harassment etc.

Elitharp (2006) studied the relationship of occupational stress, psychological strain, satisfaction with job, commitment to the profession and resilience to the turnover intentions of special education teachers. The study reports on significant findings that emphasize for the first time, the role of psychological resilience in the study of special education teacher retention. The results indicate that as the perception to psychological resilience increases, commitment to the profession increases and the intent to leave the field of special education decreases.

Moore (2006) concluded from her study on 169 participants that the construct of social responsibility was a solid construct but faculty were not necessarily willing to be committed to it in their professional work, secondly, planning documents from sixty seven educational technology programmes indicated no systematic efforts to integrate social responsibility into the programmes.

Ross (2006) tested a model hypothesizing that principals contribute to student achievement indirectly through teacher commitment and teacher beliefs about their collective capacity. The results supported the hypothesis—schools with higher levels of transformational leadership were found to be having higher collective teacher efficacy, greater teacher commitment to school mission, school community partnerships and higher student achievement. The strongest impact on achievement occurred through teacher commitment to school community partnerships.

2.4 TEACHING EXPERIENCE AND DISCIPLINE

Saran (1975) studied teachers' attitude towards teaching profession as related to the amount of teaching experience and reported that attitude
towards teaching profession was not positively related to experience in teaching profession; teaching experience and adjustment to teaching profession were not significantly related; the amount of experience and need of achievement were positively related.

Patel (1984) carried out a study on role perception of primary school teachers in relation to their psychological characteristics. The findings in relation to teaching experience showed that younger teachers with less experience had better role perception than older teachers.

Subbarayan (1985) focused on teacher effectiveness, research publication and self-concept. The study revealed that teachers who had fifteen or more years of experience did not differ from those of less experience in general factors of teacher effectiveness but significant difference was reported in respect to professional factors.

Wali (1985) in his study on teaching correlates of teacher effectiveness reported that a significant positive correlation exists between experience and professional involvement, experience and democratic temper of teachers.

Veeraghwan (1986) compared high, average and low performance schools. The results showed that high performance schools had more teachers with more years of experience as compared to average and low performance schools.

Ferguson (1987) studied elementary teachers and experienced classroom teachers’ perceptions of effective management of student conduct. The responding sample of 179 subjects included 87 experienced elementary classroom teachers and 92 elementary student-teachers. A significantly greater number of experienced teachers indicated that they had almost no need to learn more about management of students' conduct,
whereas student-teachers indicated that they were undecided; both kinds of teachers indicated that they were undecided as to whether or not their choices or how to handle the classroom situations were based upon research findings.

**Mehta (1990)** carried out a philosophical study on experience as a major premise in education and concluded that experience is an act of acquisition of knowledge as well as realization; epistemologically, the meaning of experience is essentially obtained from the natural world and remains available in different forms. The propositions thus obtained are of significance for theory as well as practice and for pedagogy as well as curriculum.

**Lakshmi (1991)** focused on punishment patterns adopted by parents and teachers and children’s reaction to punishment. The results of the study showed that teachers used relatively more negative methods than parents; according to children's responses and perceptions, mothers, fathers as well as teachers used more negative methods than positive methods; children's reaction to punishment was not related to their age.

**Ray (1992)** found a positive and significant correlation between teachers’ teaching experience and their attitude towards pupils. A positive and significant correlation was observed between teachers’ teaching experience and job satisfaction. Professionally satisfied teachers had a favourable attitude towards pupils.

**Wheeler (2000)** examined the relationship between effective middle school teams and beginning teachers’ self-efficacy and job satisfaction. Thirty four first year teachers assigned to academic middle school teams in three different Denver Metropolitan school districts were surveyed five times throughout the academic year. Results indicate that no relationship
existed between the perceived effectiveness of the middle school team and a first-year teacher’s self-efficacy, yet a significant relationship existed between the perceived effectiveness of the middle school team and a first-year teacher’s job satisfaction. Significant predictors for a teacher’s job satisfaction at the end of their first year of teaching was, their initial job satisfaction, perceived team effectiveness and quality of preservice teacher preparation.

Kowalski (2002) carried out a study on teachers’ implicit theories of personal teaching efficacy and professional experience as predictors of teachers’ willingness to consult with a psychologist regarding students’ academic and behavioural problems. The results indicated that teachers’ professional experience was positively related to a greater sense of personal teaching efficacy. Only personal teaching efficacy effectively predicted teachers’ willingness to consult with a psychologist regarding a student’s behavioural problems.

Kurz (2002) found relationships between a teacher’s gender and personal teacher experience and feelings of goal consensus. Female teachers were found to have higher personal teaching efficacy than their male counterparts.

Morris (2003) investigated the effect of teacher experience and inservices on inclusion on the amount of behaviour incidents found in classes that have severely handicapped students included in a general education classroom and compared amounts of behavioural incidents in similar general education classrooms. The data revealed that years of teaching experience did not significantly affect totals of behaviour incidents. The comparison of behaviour incidents between inclusion and non-inclusion classrooms found that there were more written behaviour reports in inclusion
classrooms where documentation may be a priority. However, there was not a significant difference in total behaviour incidents.

Brown (2004) studied growth and retention of seven teachers’ knowledge of the practical art of teaching from 1992-2002. He presented the research findings in terms of five stories of teacher development. The major findings of the study suggested that genuine or authentic teacher development was not acknowledged as an outcome of institutional professional development initiatives over a ten years period. The professional development of the seven teachers was shown rather to consist of highly personalized, often unanticipated and on-going processes.

Rugraff (2004) studied the relationship of teacher experience and teacher education on student outcomes. The study showed that teachers’ level of education has significant effect on student achievement and drop-out rate; but it showed little to no effect in achievement and drop-out rate based on the years of experience of teachers.

Brantley (2005) examined teachers’ perceptions of shared decision making. Teachers’ perceptions were compared between leadership team members and non-members, at differing school levels, and as an effect of increased years of teaching experience. Completion of, “I would improve shared decision making in my school by…..”, provided data for emergent themes. No statistically significant differences were found as an effect of increased years of teaching experience. Themes found most often were-involve more people in decision making process; improve communication and increase teacher input and teacher involvement.

Daugherty (2005) carried out a study with the purpose to understand the influences on and outcome of teachers’ sense of efficacy, more specifically teacher characteristics of teaching experience, instructional level
and professional development and their relation to teacher efficacy. The results indicated that teachers with more years of experience tend to report higher levels of teacher efficacy.

**Jackson (2005)** examined the influence of North Carolina principals' prior teaching experiences, including the length of their classroom teaching experience and the length of administrative tenure on their schools' performance on 'accountability model.' The findings indicated that neither the number of years served in the administrative position, the years taught prior to becoming principal, nor do the subjects / grade levels taught singularly or in combination, have a significant impact on North Carolina schools' performance over time.

**Jagielo (2005)** conducted a qualitative study so as to examine the perceptions that grassroot Head Start teachers had about the influence of their experiences in life (home, school, work, social forces etc.) on their professional pedagogy. The participants identified a variety of life experiences that influenced their professional pedagogy. Three of the participants identified a predominant influence; one of the participants reported that she reversed the negative climate of her family origin to became positive in her own home and on job; another participant reported that a major shift in her thinking occurred when she experienced stress attack at work;

**McLaren (2006)** focused on development of professional expertise through reflection in the principalship. This study was concerned with school principals as learners and how they learn from experiences and how they reframe their understandings based on those experiences. The results showed that school principals learn from experiences situated in practice through reflection; the participant principals described the ability to reflect
on practice and regulate their learning performance.

Shur (2007) focused on teacher responses to children's verbal bullying and social exclusion. Female elementary school teacher ratings of likelihood of intervention in bullying and the types of strategies used to respond to bullying situations were examined. The sample teachers were found to likely to intervene in the scenarios, but likelihood of intervention ratings were higher for verbal bullying and bullying that was witnessed. There was not a direct relationship between years of teaching experience and likelihood of intervention. Teachers were more likely to intervene in verbal bullying and bullying that was witnessed when years of experience were controlled. The results of the study suggest that teachers need training to understand the key elements of bullying and be able to recognise the different types of bullying so that they can prevent bullying and intervene appropriately when it does occur.

2.5 OVERVIEW

One of the major conclusions to be drawn from the related studies as stated in this chapter is that 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. By and large, 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. In the context of the maintenance of discipline, 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 educational institutions has also been catching attention of educators in foreign countries. This problem, which frequently surfaces in Indian educational institutions also 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.