

A Study of Attitude of Upper Primary School Teachers Towards Discipline and Participatory Management

Abstract

In the present study the investigator has studied about the attitude of upper primary school teachers towards Discipline and Participatory Management. Investigator has selected 100 teacher of upper primary school. Self made tool has used for collection of data. The finding revealed that there is no significance difference between the teachers of upper primary school on the basis of gender and type of school.

Keywords: Discipline and Participatory Management, Upper Primary.

Introduction

Discipline is very contentious topic within the teaching profession. In the field of education, the problem of discipline has ever been since very early time. Discipline is an instant willingness and obedience to all order, respect for authority, self reliance and team work. The ability to do the right thing even than no one right thing, when no one is watching or suffer the consequences of guilt which produces pain in our bodied through pain comes discipline (united state marine cops). Student does not know what is right or wrong but teacher know. They can transmit right instruction about discipline only when they themselves are undisciplined. They can never transmit right instruction about right behavior.

Statement of the Problem

A Study of Attitude of Upper Primary School Teachers towards Discipline and Participatory Management.

Review of Literature

Hue, Ming-tak (2007) suggests secondary school have difficulty in integrating guidance and counseling and discipline into schooling. In some school, discipline is over developed while guidance is under developed. The positive aspect of the caring system is distorted as part of a provision of discipline. Ustenel, E.(2008) suggest this study focuses on student discipline as related to the perception, work and backgrounds of effective black and white teachers. The article expands current knowledge by reporting finding from a case study of 4 teachers employed in an urban predominately African American middle school, interviews, field visits and document were analysed. Freiberg,H., Jerome, Huzinec, Chris,A., Templeton, Stacey, M.(2009) suggest this article examine the achievement effect of a pre social classroom & instructional management programs consistency management and cooperative discipline.implemented at 14 elementary school in a single geographic feeder pattern of a large,urban school district,state readind and maths achievement data were collected over 2 years for a cohort.the findings are consistng with other studied of CMCD.Romi, Shlomo,Lewis, Ramon, Kalz Yaacov(2009-10)studied the relationship between teachers classroom discipline techniques and student individual and communal responsibility in Australian, Chinese and Israeli classroom. Result shows that teacher who utilizes more inclusive discipline techniques have students who take more responsibility for their own behavior and for the behavior of their peer. In general students appeared to act responsibly in class in all three setting and their self reported levels of responsibility were generally validated by their teacher, perceptions. Implications for educator and further research are discussed.Jyoti Singh K.V. Malakapuram-NCF 2005(2010) observed that discipline and participatory management learning is based on access to information knowledge creation is based on the foundation of resources. Discouraging forms of discipline corporal punishment verbal, nonverbal abuse, humiliation lives long term detrimental effect discipline should enable child's interest and potential enable performance and conductive to task at



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hand give them the rational behind the rule breaking rules should be judged reasonably form a children's council for remedies.

Need and Significance

For the full development of child's individuality, full freedom is essential. In the absence of this freedom a child's physical mental, moral, artistic and spiritual development according to his inherent tendencies will not be possible. As stated earlier the teacher is the controlling figure of educational process and play important role in the power of social change. Discipline is a training that teaches obedience to rules. It helps a person develop an orderly behavior and self control. It is essential for a student. The role of teacher towards a classroom discipline is to a caring environment in the classroom. Teacher is a source of instruction. The instructions have to flow from teacher. A teachers role in integrate discipline in to curriculum using a framework of listening, being respectful of student, avoiding sarcasms and teaching the responsible decision making so it is necessary to the investigator to know the attitude of teacher about discipline and participatory management

Objectives of the Study

1. To study the difference between the attitude of the male and female upper primary school teachers in terms of Discipline and Participatory Management and its dimensions.
2. To study the difference between the attitude of the upper primary teachers of Government and Private school in terms of Discipline and Participatory Management and its dimensions.

Hypotheses

There exist no significant difference between the attitudes of Male and Female teachers of upper primary school in the terms of Discipline and Participatory Management and its dimensions.

There exist no significant difference between the attitudes of upper primary teachers of Government and Private school in the terms of Discipline and Participatory Management and its dimensions.

Mean, SD and t-value of Male and Female Upper Primary School Teacher on Different Dimensions of Discipline and Participatory Management

t-VALUE	SD	MEAN	N	GROUPS	DIMENSIONS
.513	12.55	200.22	50	MALE	TOTAL
	11.60	198.98	50	FEMALE	
1.263	2.91	32.44	50	MALE	SELF DISCIPLINE
	2.78	31.72	50	FEMALE	
.056	3.77	27.84	50	MALE	PUNCTUALITY
	3.38	27.84	50	FEMALE	
1.177	5.22	35.82	50	MALE	SELF GOVERNESS
	4.43	34.68	50	FEMALE	
-.803	3.15	33.66	50	MALE	DECISION MAKING
	2.80	34.14	50	FEMALE	
-1.607	3.09	30.68	50	MALE	RESOLVING CONFLICT
	2.60	31.60	50	FEMALE	
.887	2.06	17.38	50	MALE	SELF REGULATION
	1.74	17.04	50	FEMALE	
-.825	2.16	22.40	50	MALE	MORAL
	1.94	22.74	50	FEMALE	

Delimitation

1. Due to limited time and resource the study was delimited to only in Delhi.
2. The study was confined to the 100 teachers of class 6 to 8 of Delhi.
3. The researcher administrated the tool for the teachers.

Investigator took 7 dimensions of the problem-

1. Value of Self Discipline,
2. Punctuality,
3. Self Governness,
4. Decision Making,
5. Resolving Conflict,
6. Self Regulation,
7. Moral

Research Method

For the study of the problem researcher has selected random sampling method. Sampling of population has been taken into one level "upper primary teacher"

Sample

100 upper primary teachers have been selected (50 male and 50 female), of Government and Private school both, who were teaching to the students of class vi to viii level

Tool

This tool is Discipline and Participatory Management rating scale. it was developed by the investigator. There are 50 items divide into 7 dimensions of Discipline and Participatory Management

Techniques

After scoring the test the data analyzed in accordance with the objectives of the study. In this study investigator find by statistics mean, SD, t-test,

Analysis

There exist no significant difference between the attitudes of male and female teachers of upper primary school in the terms of Discipline and Participatory Management and its dimensions.

At a glance the result presented in the table reveals that based on the means value, the male teachers of upper primary school were found to possessed more favourable attitude than female teacher of upper primary school in their overall discipline and

participatory management and its all dimension but in decision making, resolving conflict and moral dimension, male teacher of upper primary school were found to the better attitude than female teachers of upper primary school.

Mean, SD and t-value of Upper Primary Teacher of Govt. And Private School on Different Dimensions of Discipline And Participatory Management

t-VALUE	SD	MEAN	N	GROUPS	DIMENSIONS
-.563	11.08	198.92	50	GOVT.	TOTAL
	13.00	200.28	50	PRIVATE	
-.909	2.85	31.82	50	GOVT.	SELF DISCIPLINE
	2.86	32.84	50	PRIVATE	
-1.640	3.93	27.24	50	GOVT.	PUNCTUALITY
	3.09	28.40	50	PRIVATE	
.390	3.54	35.44	50	GOVT.	SELF GOVERNNESS
	5.91	35.06	50	PRIVATE	
-1.006	3.05	33.60	50	GOVT.	DECISION MAKING
	2.91	34.20	50	PRIVATE	
-.414	3.10	31.02	50	GOVT.	RESOLVING CONFLICT
	2.67	31.26	50	PRIVATE	
-.782	1.98	17.06	50	GOVT.	SELF REGULATION
	1.84	17.36	50	PRIVATE	
.825	1.98	22.74	50	GOVT.	MORAL
	2.12	22.40	50	PRIVATE	

At a glance the result presented in the table reveals that based on the means value, the upper primary teachers of private school were found to possessed more favourable attitude than upper primary teachers of govt school in their overall discipline and participatory management and its all dimension except self governness and moral.

Main Finding

There is no significant difference was found between the attitude of the male and female teachers of upper primary school in the term of Discipline and Participatory Management and its dimension. The male upper primary teachers were found to be better attitude than female teachers in their overall Discipline and Participatory Management and its all dimensions except Decision Making, Resolving Conflict and Moral.

There is no significant difference was found between the attitude of the Govt. and Private upper primary school teachers in the term of Discipline and Participatory Management and its dimension. The private teacher of upper primary school possessed positive attitude than govt. teacher in their overall Discipline and Participatory Management and its all dimensions except Self Governness and Moral.

Conclusion

There is no significant difference was found between the attitude of the male and female teachers of upper primary school in the term of Discipline and Participatory Management. There is no significant difference was found between the attitude of the govt. and private upper primary school teachers in the term of discipline and participatory management

Educational Implication

The present study helpful in organization of various competitions for improving participatory management. the experienced teachers interested in their self development may also take advantage of the

results of present study. the present study emphasizes on the inclusion of participatory management programs for in-service teachers, assessment at all levels i.e all primary, secondary, senior secondary and for higher education. The educationist may get help for time to time revision of their staff development programs and may include latest information in the schedule of these. The present study is helpful to the planners of teacher education programs intake of them so as to develop positive attitude in the teachers towards participatory management. The finding of the study have a bearing for curriculum planners of teacher education programs. Teacher education programs need change both at the conceptual as well as the operational level. There is a need to provide more time and weightage for practice of effective domain related activities during practice teaching/internship teaching programs.

Suggestion for Further Research

An investigation may be designed to ascertain the relationship between various cognitive and non cognitive factors and teachers performance. Study may be conducted on effect or impact of socio-psychological factors causing less and unfavourable attitude towards discipline and participatory management on functioning of school. The study can be replicated on prospective teachers of secondary level and higher education. Research may be undertaken to develop selection criteria for teachers in terms of their discipline and participatory management and verbal behavior patterns. A study may be attempted for evaluation of some intervention programs for improving discipline and participatory management of elementary school teachers. The study could also be extended to other places.

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