CHAPTER-IV
DATA ANALYSIS AND
INTERPRETATION

CHAPTER-4
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4.1 Introduction

a) In the first chapter, researcher presented with an introduction to the problem, stated the problem and brought out the rationale of the problem. Further researcher formulated objectives of the study and also framed research questions that guided the research work. At the end, the researcher has mentioned limitations of the study.

b) In the second chapter, brief review of researches conducted by various researchers has been mentioned.

c) In the third chapter, the methodology is given. This portion is an important part of the dissertation. This is the portion that dealt with the presentation of all the methods implemented to gather data and how the actual research work has been conducted by the researcher.

d) In the fourth chapter, the data analysis and interpretation will be given. This chapter helps in drawing conclusions.

The data thus collected was subjected to appropriate statistical procedure to test the hypotheses with which this study was initiated. The details of the statistical technique employed for analysis of data, results obtained through this analysis and the decisions regarding the rejection and non rejection of hypotheses are presented in this chapter. Statistics is a body of mathematical techniques or processes for gathering, organizing, analysis and interpreting numerical data. Since research yields such quantitative data, statistics is a basis of measurement, evaluation and research. The word statistical data describes group behavior or group characteristics abstracted from a number of individual observations, which are combined to make generalization possible. Statistical methods go to the fundamental purposes of description and analysis. By statistics we can analyze and interpret the data and draw conclusion.

Interpretation of data refers to that important part of the investigation, which is associated with the drawing of inferences from the collected facts after analytical study. It is extremely useful and important part of the study because it makes possible use of collected data. Statistical facts by themselves have no utility; it is interpretation that makes possible for us to utilize collected data in various field of activity.

4.2 ANALYSIS OF DATA

"Analysis is the ordering – the breaking down of data into constituent parts in order to obtain answer to research question."

F.N.Kerlinger(1964)

Analysis of data is done according to the objectives and hypotheses. Objective-wise results and their interpretations are presented under different headings.

OBJECTIVE No. 1

In the present study, the first objective is **to study the opinions of teachers on discipline practices in school.**

An opinionnaire was developed by the researcher. This contained 17 items related to various discipline practices. The opinionnaire was given to 28 teachers of Kamla Nehru School, Bhopal. Following is the analysis of the opinion of teachers one by one.

1) The first item in the opinionnaire was regarding the student's misbehavior. The students were asked that "In which school stages, Do you feel the students show most undesirable behavior?"
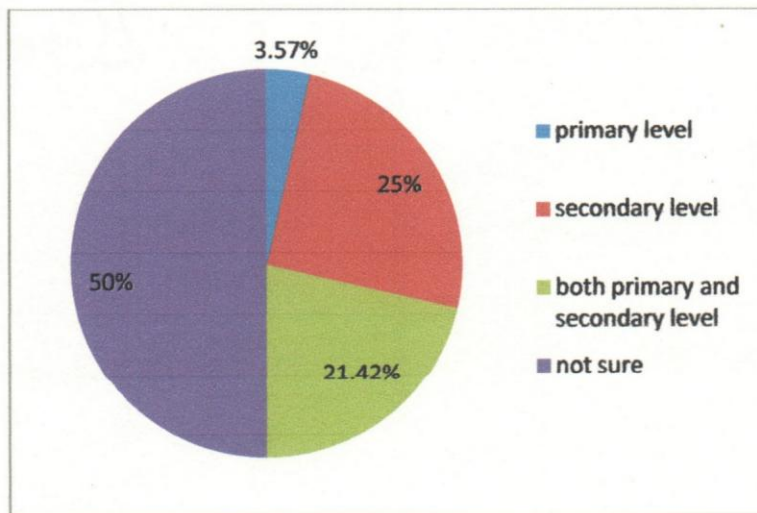
Fig:4.1 Undesirable behavior at different school stages

The above graph depicts opinion by teachers regarding the student's undesirable behavior at different educational stages. 3.57% teachers are of the opinion that students show most undesirable behavior at primary level of school. 25% feel that student's show most undesirable behavior at secondary level of school. 21.42% of teachers feel that

students show most undesirable behavior at both the levels i.e. primary & secondary and unfortunately 50% do not have any opinion regarding student's undesirable behavior. From the above data, it can be said that students show most undesirable behavior at the adolescent age. This can be due to the biological changes in them.

2) Then the teachers were asked about the common misbehaviors exhibited by the students. There was a variety of opinion to this query.

Table-4.1 The common misbehaviors that students practice in the school

S.No.	Opinions	Very often (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
1	Fighting with other children	14.29	3.57	75	7.14	Nil
2	Scratching on walls, boards & desks	14.29	21.42	50	3.57	10.72
3	Absence from school	25	8.93	32.14	8.93	24.99
4	Refusing to obey orders	10.71	3.57	10.71	3.57	71.42

The first aspect of misbehavior is quarrel with the batch mates. 75% of teachers have opinion that sometimes students show this kind of action in class.14.29% teachers opion that very often students does this act.7.14% teachers opion that rarely students quarrel with each other.3.57% teachers say very often students quarrel with their peer group.

The second aspect of misbehavior is scratching on walls, boards and desks. According to the researcher, this is the most common action seen among the students not only in the primary and secondary level but also in colleges. However, while analyzing the data, it was found that nearly 50% of teachers feel that sometimes students do scratching on walls, boards and desks. 21.42% teachers say often students do this type of misbehavior.14.29% teachers feel very often students show this act and 3.57% teachers say students rarely do this act. On contrary, to the views of majority of the teachers above, it was seen that 10.72% teachers say students had never scratched the walls, boards and desks in school.

The third aspect is absence from class. It is seen that 32.14% of teachers opion that sometimes students remain absent from classes. On one hand, 25% teachers say very often students does this act whereas 25% teachers are totally against of this action.8.93% teachers say students often does this act and 8.93% teachers say students rarely does this act.

When it comes to the matter of disobeying orders,71.42% of teachers say that students never refuse to obey orders.10.71% teachers opion students sometimes disobey orders.10.71% teachers also say that students very often disobey orders .3.57% teachers say often students does this action.3.57% teachers say rarely students refuse to obey orders. Seeing the percentages, one can say that it is a good sign that students still respect teachers and obey their orders.

Overall one can say that students sometimes are indulged in quarrel with their batch mates, sometimes scratch on walls, boards etc…remain absent from school but once they are ordered not to repeat these actions, they never refuse to do.

3) When students misbehave in class, there need to have some disciplinary actions against those students. The researcher listed some ways of correcting students generally used by the teachers and took their opinion. The opinion by the teachers for the effective means of correcting students is seen in the table below:

Table –4.2 The effective means of correcting students' behavior by the teachers

S.No.	Effective means	A (%)	UD (%)	D (%)
1.	Informing parents	82.14	17.85	Nil
2.	Sending to the principal	75	10.71	14.28
3.	Screaming at or insulting students	10.57	3.57	85.71
4.	Counting as absent although he/she is present	7.14	Nil	92.85
5.	Sending to the social worker	57.14	3.57	39.28
6.	Dismissal from classroom for a while	39.28	10.71	50
7.	Giving low grades in exam	Nil	Nil	100
8.	Beating	21.43	14.29	64.28

From the above table it is seen that 82.14% teachers have opinion that informing parents is the best option for correcting student's behavior. Unfortunately 17.85% teachers have no say on this opinion.

Sending to the Principal is other way of correcting student's behavior.75% teachers agrees for this way.10.71% teachers have no opinion and 14.28% teachers disagree to this fact.

Screaming at the students is one more way of correcting student's behavior. But 85.71% teachers disagreed to this way.10.71% teachers agreed to this way.3.57% teachers have no opinion regarding this way.

Counting as absent although he/she is present is also one of the effective way of correcting students.92.85% teachers were totally against this way and only 7.14% teachers consider it as right.

Sending to the social is one of the good way. Fortunately 57.14% teachers agreed with it and 39.28% teachers disagreed with this.

Dismissal from classroom is another option for correcting students.50% teachers do not do this and unfortunately 39.28% teachers do this act and 10.71% are undecided.

Giving low grades in exams: This act is opposed by all the teachers which is a very good sign. Beating is also opposed by around 64.28% teachers whereas 21.43% teachers are in favor of this act.

Hence, one can say that informing parents or Principal are the most effective ways that teachers prefer doing with the students. Teachers also prefer sending students to social worker. And it is good sign that teachers avoid screaming at students, giving low grades, beating students and counting as absent although he/she is present. This shows that teachers also avoid using negative discipline practices to the students.

4) Teachers never want their students to punish but there are certain situations that make a teacher to punish their students. Some of the reasons are as follows:

Table-4.3 Reasons that cause teachers to punish students

S.No.	Reasons	Yes	No
1	Disrupting the class by talking or playing	89.29%	10.71%
2	Disobeying orders	85.71%	14.29%
3	Beating unrelated to the child behavior	85.71%	14.29%
4	Not doing homework	82.14%	17.86%
5	Attacking other student	82.14%	17.86%
6	Low marks in exams	78.57%	21.45%
7	Forgetting books or any material to class	78.57%	21.43%
8	Giving a wrong answer to a question	64.29%	35.71%
9	Talking behind the teachers back	64.29%	35.71%

There are two reasons that compel teachers to punish a student. One reason is academic and the other is non academic. When the academic reasons are considered, it is seen that 82.14% teachers punish students for not doing homework.78.57% teachers punish students for getting low marks in exams.78.57% teachers punish students for not bringing books or any required material to the class. There are teachers at around 64.29% who punish students for giving wrong answers. Switching over to the non academic reasons, it is seen that 89.29% of teachers punish students for disrupting the class by talking or playing . 85.71% teachers punish students are punished for disobeying orders and for quarreling with the batchmates.64.29% teachers punish students for talking behind the teachers' back. Hence, one can say that there are both academic and non academic reasons for getting punishment. And it is seen that non academic reasons dominate over the academic ones. It is seen from the above data that disrupting the class by talking or playing is the most common reason for getting punishment from teachers.
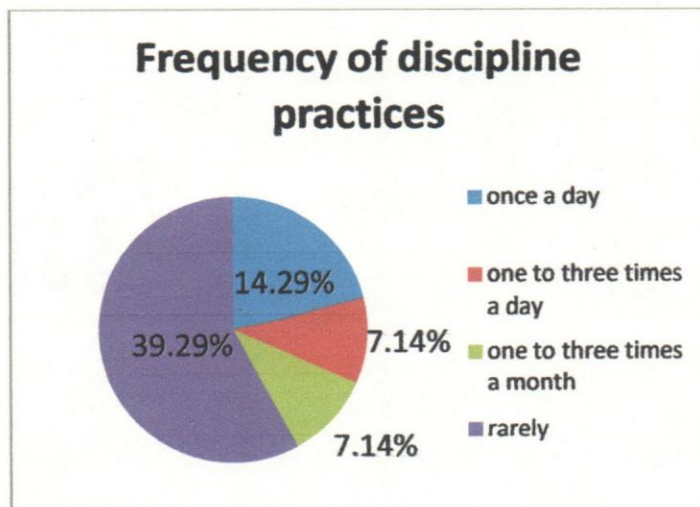
5) It is assumed that there is no class where teacher don't use discipline practices. In order to verify to this fact, the researcher asked a question to the teachers "Whether they had to use discipline practices in class?"

Use of discipline practices

28.57%

71.43%

Yes

No
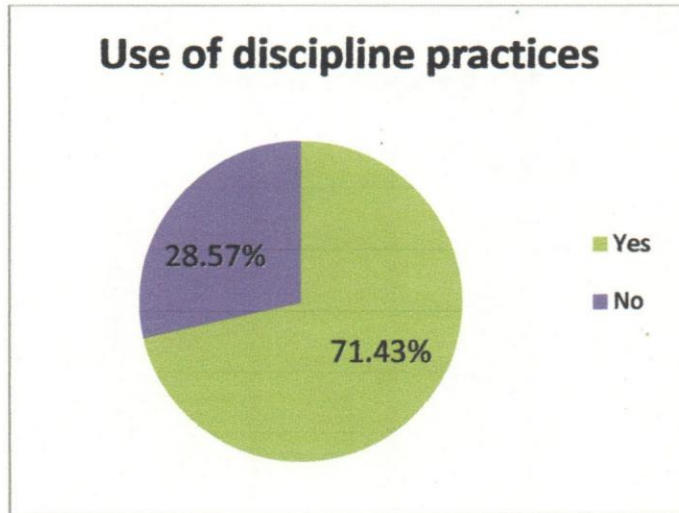
Fig:4.2 Use of discipline practices in classes

It is found during observation that 71.43% teachers have opinion that they have to use discipline practices in school and 28.57% teachers say that they do not have to use discipline practices in classes.

6) Further the teachers were asked about the frequency of discipline practices in school?

Frequency of discipline practices

14.29%

39.29%

7.14%

7.14%

■ once a day

■ one to three times a day

■ one to three times a month

■ rarely

Fig:4.3 Frequency of discipline practices

Teachers had various views on the usage of discipline practices.14.29% teachers said they use discipline practices once in a day, 7.14% teachers said discipline practices is used one to three times a week, 7.14% teachers said they use discipline practices

one to three times a month, 39.29% teachers said rarely they had to use discipline practices in school.

7) It is also seen that as we grow up and go to higher educational level, use of discipline practices is decreased. In order to verify this fact, the researcher did query from the teachers.
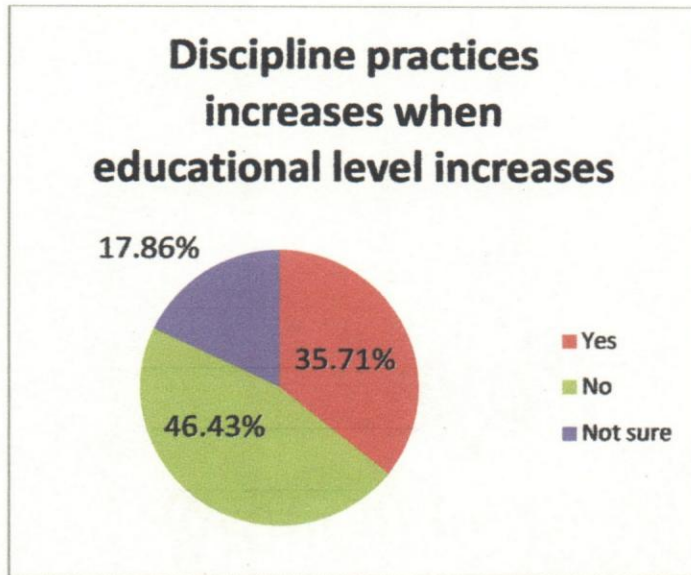
Fig: 4.4 Discipline practices increases as the educational level increases

It was found that 35.71% teachers said as educational level goes high, use of discipline practices also increases,46.43% teachers said higher educational level do not reduce the usage of discipline practices. Unfortunately rest 17.86% do not have any idea about this matter.

8) Further when it was asked that do male students get punishment differently than female students?

Table 4.4: Frequency of punishment on students of different sex

S.No.	Opinion	Agree
1	Male students are punished more than female students	21.43%
2	Female students are punished more than male students	10.71%
3	Both are equally punished	60.71%
4	I am not sure	3.57%

It was seen that 21.43% teachers agreed to the fact that male students are punished more than female students.10.71% teachers agreed to the fact that female students are punished more than male students. 60.71% say that both male and female are equally punished. Unfortunately 3.57% teachers do not have any idea regarding the frequency of punishment to male and female students separately.

9) Once the students are punished, there is some change in their behavior or actions. The researcher listed some of the actions and behaviors and took teachers opinion on those actions or behavior shown by the students.

Table 4.5: Reaction of students after being punished

S.No.	Opinions	Often (%)	Rarely (%)	Never (%)
1	Stop doing the things for sometimes	75	14.29	10.71
2	Inform their parents	50	25	25
3	Continue with the things they are beaten for after a while	42.86	21.43	35.71
4	Cry & do nothing	39.28	7.14	53.57
5	Challenge the teacher	14.29	17.86	67.85
6	Go to the principal	7.14	28.57	64.29
7	Complain to the social worker	Nil	21.43	78.57

From the above reactions, it is seen that 75% teachers have opinion that students stop doing the things for sometimes whereas 10.71% teachers are against this view. 50% teachers say that students inform their parents whereas 25% are against this view. There are some students around who continue with the things they are beaten for after a while. 42.86% teachers have opinion but 35.71 % teachers differ from this view. 39.28% teachers say that students cry but 53.57% teacher don't think.14.29% teachers say that students challenge the teachers whereas 67.85% teachers say that students don't challenge them. After getting punished 7.14% teachers have belief that students go to principal whereas on the other hand 64.29% teachers do not think so.21.43% teachers rarely complain to the social worker whereas rest 78.57% teachers say that students never complain to the social worker. Hence, it is seen that use of discipline practices may stop students from doing things

for a while but permanent eradication of misbehavior is not possible until students don't have self realization.

10) It is important to discuss about the ward's performance with the parents. Hence, there need to be an interaction with the parents .When it was asked to the teachers "How often do you call parents to discuss their child's misbehavior or performance in class?"
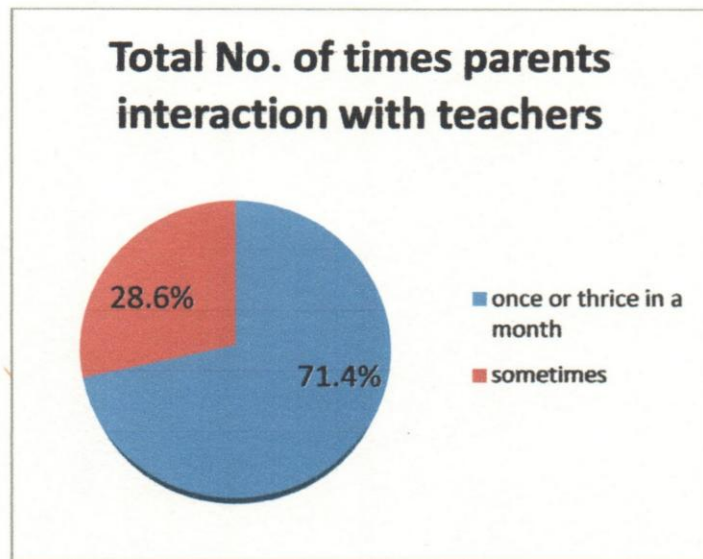
Fig :4.5 No. of times parents interaction with teachers

The researcher got two responses. 71.44% teachers opined that they call parents one to three times in a month and 28.6% say sometimes.

11) Though teachers call parents for discussion about their ward but due to some reasons the parents do not come to the school regularly. Even if they come they show vivid kind of reactions. In order to get the reaction, the researcher asked the teachers "What do parents do when you require seeing them in the school to discuss their child's behavior or performance in class?"

Table 4.6: Parent's reaction when they are called to discuss their child's behavior or performance in class

S.No.	Reactions by parents	Often (%)	Rarely (%)	Never (%)
1	They go to defend their child	85.71	Nil	14.29

2	They don't respond	78.57	Nil	21.43
3	The student wouldn't inform their parents	78.57	Nil	21.43
4	They go to school and confirm that the student deserved it	71.43	25	3.57
5	They go to dispute with the teacher	32.14	17.85	50

85.71% teachers say parents go to defend their child whereas 14.29% teachers say that parents never defend for their child. 78.57% teachers have opinion that parents do not respond at times whereas 21.43% teachers say that parents respond. 78.57% teachers say thee are some students who do not inform their parents and this happens sometimes.21.435 teachers say that students inform their parents timely.71.43% teachers opion that parents sometimes come to the school and confirm that their child deserve discipline action ,25% teachers say that parents rarely come to school to confirm and 3.57% teachers say that parents never come to school for confirmation. There are at times parents who go and have dispute with teachers .32.14% teachers have come across such situation.50% have not yet come across such situation and for 17.85% teachers , such situation has come across rarely.

From the above data it is seen that today parents have become more cautious about type of discipline practices that teachers use for the students.

12) Corporal punishment is legally banned in schools. It is assumed that everyone is aware of this fact. Some parents feel that punishment is required for their child to become discipline but there are some parents who feel that this is a crime and hence the teachers should be punished for this action. Therefore, there are some parents who complain administrators regarding discipline practices taken for their child. On listening to the parents complaints against the teacher, the administrators deal with the parents. The ways in which administrators deal are as follows:

Table:4.7 Administrators Action against parents complain

S.No.	Actions by the administrators	Often (%)	Rarely (%)	Never (%)
1	They say that student must have done something wrong	71.43	3.57	25
2	They warn the teacher	67.86	10.71	21.43

3	They assume that the student deserved that punishment	64.23	14.29	17.86

71.43% teachers have opinion that often administrators support teachers.The administrators say that student must have done something wrong .25% teachers have opinion that administrators never say that and 3.57% teachers say that administrators rarely say that. 67.86% teachers have opinion that administrators sometimes warn the teachers.21.43% teachers say that administrators never do that and 10.71% teachers say that administrators rarely does that. 35.71% teachers opion that administrators sometimes say that student must have done something wrong. 17.86% teachers say that administrators never do that and 14.29% teachers say that administrators rarely does that.Inspite of so many complaints from parents, majority of the administrator staff feel that there is a need of discipline practice in school and students are to be controlled using discipline practices but there are many who do not feel so.

13) When the researcher asked the teachers of Kamla Nehru that 'What do they think about using of discipline practices?'

The researcher received the expected responses as shown below:
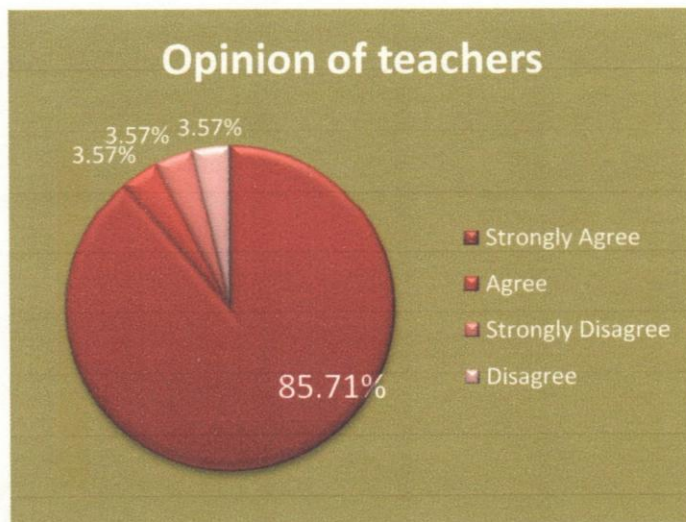
Fig:4.6 Teachers opinion of using discipline practices in school

The above graph shows that 85.7% of teachers strongly agree that there should be discipline practices in school for maintaining discipline. 3.57% teachers agree that there should be discipline practices used in school. On the other hand 3.57% teachers strongly disagree with the fact that there should be discipline practices in school. There were teachers around 3.57% who disagreed with the fact and they believed that students should be motivated for maintain discipline.

14) When the researcher asked the teachers abot the outcome of discipline practices, the teachers gave a mixed response.Some teachers think that discipine practices should be continued and some think that it should be banned.

Table:4.8 Teachers opinion about outcome of discipline practices

S.No.	Outcomes	A (%)	DA (%)	UD (%)
1	Better performance	100	Nil	Nil
2	Corrects behavior	100	Nil	Nil
3	Successful means to maintain teachers respect	82.14	3.57	14.29
4	Should be last option & used in specific cases	57.14	42.86	Nil
5	Should be used under clear conditions & regulations	53.57	35.72	10.71
6	Alternative methods should be implemented	50	39.29	10.71
7	Should be banned	3.57	96.43	Nil

From the above table, it is seen that almost every teacher felt that discipline practice is must for better performance and correction in behavior.82.14% teachers agree with the fact that it is successful means to maintain teachers respect whereas 3.57% teachers do not feel so and 14.29% teachers are undecided. 57.14% teachers have opinion use of discipline practice should be the last option and should be used under clear conditions and regulations whereas 35.72% teachers do not feel so and 10.71% teachers are undecided. 50% teachers are in favor of implementation of alternative methods whereas 39.29% teachers disagree and 10.71% teachers are yet undecided. It is a good sign that almost 96.43% teachers feel that it should be banned whereas 3.57% teachers do not feel so.

Hence, one can say that though teachers have strong opinion that use of discipline practice should be banned but somewhere it is necessary for better performance of child and correcting behavior.

15) "Anything in excess is harmful. And same is with discipline practices."On one hand it is necessary but on the other hand when it crosses the limit it becomes dangerous for any child.

When it was asked to the teachers that whether 'they were physically punished during their childhood or not?' The researcher received various answers.

Table:4.9 Teachers past experience

S.No.	Place	Frequently (%)	Sometimes (%)	Rarely (%)	Never (%)
1	At school	Nil	21.43	17.86	60.71
2	At home	3.57	25	25	46.43

60.71% teachers never received punishment at school. 21.43% teachers received sometimes and 17.43% received rarely.46.43% teachers never received punishment at home. 25% teachers received punishment sometimes and 25% received rarely.

16) The researcher took opinion of teachers on ways to end discipline practices.

Table:4.10 The best ways to end discipline practices in school

S.No.	Ways to end discipline practices	A (%)	D (%)	UD (%)
1	Teachers should receive training on alternative means of punishment	53.57	46.43	Nil
2	Involvement of social worker in student reformation	39.29	57.14	3.57
3	Regularly informing parents	100	Nil	Nil

It was found that 53.57% teachers have opinion that teachers should receive training on alternative means of punishment where as there were teachers again 46.43% who disagree with this fact. 39.29% teachers think that there should be involvement of social worker in school whereas 57.14% teachers disagree to this opinion. Almost every teacher is in favor that parents should be informed regularly about child behavior in class.

17) The researcher feels that there need to be proper counseling of students by the teacher himself so that students can share their problem and teachers can help them to overcome those problems. Each and every individual is unique and it is the duty of teacher to understand each individual and help them to overcome their problems.

Finally in the opinionnaire, the researcher asked the teachers 'Does self esteem is really affected by discipline practices?'

Opinion

- 17.86% Undecided
- 14.29% No
- 67.86% Yes
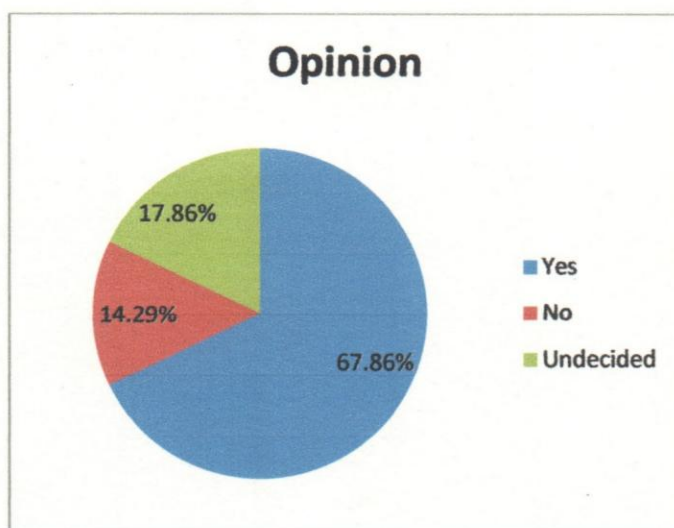
Fig:4.7 Teachers opinion on influence on self esteem of students due to discipline practices

67.86% teachers have opinion that self esteem is affected by discipline practices and 14.29% teachers do not think so and unfortunately 17.86% teachers do not have any idea.

OBJECTIVE No. 2

In the present study, the second objective is **to study the opinions of students on discipline practices in school.** An experience sheet was developed by the researcher. Along with this, there was a group discussion on discipline practices.

1) EXPERIENCE SHEET

A tool was developed to interview children using a experience sheet. It focused on the experiences of children and their perspective. The tool was in the form of a pamphlet which carried illustrations of children receiving various kinds of punishment. The children were expected to look at each illustration and respond

whether they had experienced the same or not. The illustrations in the projective tool presented two kinds of punishments. The first category included those punishments in which pain is inflicted by the direct action of a teacher and the second category included those punishments in which the child's body is used to inflict pain, that is, the child is asked to sit or stand in postures which result in pain and suffering, referred to as posture punishments in this study. The punishments involving verbal abuse were investigated by using abusive words in front of the children. In addition, a few questions were asked about the frequency of punishment and the reasons for punishment.

Table: 4.11 Direct Punishments

S.No.	Types of discipline practices	Frequency	Percentage(%)
1	hits on their back.	30	32.06%
2	ears are boxed	25	27.17%
3	slap on cheeks	24	26.08%
4	students are beaten by scale	21	22.86%
5	taking rounds of ground	21	22.82%
6	not allowed to visit bathrooms	20	21.73%
7	beating by cane	13	14.13%
8	students hairs are pulled	10	10.87%
9	Fingers were pressed with pencil in between	1	3.57%

When students were asked about the direct punishment, the researcher observed the data. It is seen that 32.06% students are those who have got hits on their back. 27.17% students have undergone punishment where their ears are boxed. 26.08% students have got slap on cheeks. 22.86% students are beaten by scale .22.82% students have suffered from the punishment of taking rounds of ground. 21.73% students are not allowed to visit bathrooms .14.13% students have undergone punishment of beating by cane. 10.87% students' hairs are pulled by the teachers.3.57% students fingers were pressed with pencil in between.

Table:4.12 Posture Punishments

S.No.	Types of punishments	Frequency	Percentage(%)
1	Made to stand hands up	35	38.04
2	Made to stand outside class	33	35.87
3	Made to stand on bench	9	9.78
4	Made to kneel down	7	7.60
5	Squatting	5	5.43

When students were asked about the direct punishment, the researcher observed that 38.04% of students were made to stand with their hands up.33% students were made to stand outside class. 9% students were made to stand on bench. 7% students were made to kneel down and 5% students were made to do squatting.

The frequency of posture punishment is very less compared to direct physical punishment.

Table: 4.13 Verbal Punishments

S.No.	Types of verbal abuse	Frequency	Percentage(%)
1	Nalayak	46	50
2	Idiot	29	31.52
3	Pagal	23	25
4	Ullu	13	14.13
5	Kamchor	07	7.60
6	Badjat	07	7.60
7	Harami	01	3.57

Seeing the above table one can say that to 50% of students ,teacher abuse by saying 'Nalayak'.31.52% students are victim of listening ' Idiot' from teachers. 25% of students, teachers use verbal abusive word 'pagal'. To 14.13% students teacher say 'ullu'. 7.60% students listen abusive words such as 'kamchor' and 'badjat' from teachers. To 3.575 students, teacher use word such as 'harami'.

Table:4.14 Reasons for getting punishment

S.No.	Reasons for getting punishment	Frequency	Percentage(%)
1	Shor machane par(to shout in class)	52	56.52
2	Homework na karne par (for not doing home-work)	25	27.17
3	Uniform mein kami rehne par(to have deformity in uniform)	23	25
4	Question answer na sunaa pane par (for not being able to answer the questions)	19	20.65
5	Kaksha karya na karne par (for not doing class-work)	14	15.21
6	Exam mein kam marks lane par(for getting less marks in exam)	14	15.21

The researcher found that 56.52% students become victim of punishment due to shouting in the class. 27.17% students get punishment for not doing homework.25% get punishment due to having any deformity in uniform.20.65% suffer for not being able to answer the questions.15.21% students get punishment for not doing class work and for getting fewer marks.

(1) FOCUS GROUP DISCUSSION

In the group discussion, students shared verbally and in writing their personal experiences and views on corporal punishment. Some students stated that they were unfairly beaten for many reasons unrelated to their behavior. In a case, a student was not well-seated while the teacher was talking to him and the teacher scolded him. Sometimes when teacher is angry due some or the other reason they show their anger on the students without any reason. Many physical, postural and verbal punishments are given to the students such as beating with cane, scale, fingers pressing with pencil in between, squatting, ears getting boxed, using abusive language etc..These punishments not only harm child physically but also harm emotionally and mentally. Due to this, it may also happen that child may undergo depression and commit suicide. Hence, it is required that there should be proper counseling of students. It is important that student should have realization of the mistakes they commit.

It is not that students don't want punishment. When the researcher asked the students "Whether punishment should be given or not?" Majority of the boys said "YES" punishment should be given but in a limit. It is essential to keep the classroom

environment disciplined. Discipline practices also prevent others from committing mistakes. Some boys said that "Punishment should be given because it helps us to do enjoyment." A few boys said that it should not be given in the physical form rather it should be given in the form of completing home work, writing answer 10 times etc...Girls also agreed with boys. Majority of girls agreed with punishment in limit concept. The rest do not want punishment. Hence, the above data clearly mention the fact that students also want to behave in a disciplined way.

In gist one can say that few students demand more attention in classroom. These kind of students need to be moderated and hence the importance of discipline practices comes into the picture. Moreover some of the students are of view that it is better to enforce discipline practices to keep certain section of students indulging in mischief under control. It is the teachers who have to understand the problem of each individual and help them to give chance for becoming good without using discipline practices. There has to be proper counseling of students so that they could share their problems with their teacher.

OBJECTIVE 3

The third objective is to **identify the types of discipline practices in school.** For this purpose the researcher prepared a checklist containing various types of discipline practices and the reasons behind those discipline practices.

Table: 4.15 Types of Discipline Practices:

S.No.	Types of discipline practices	Percentage(%)	Rank	Type
1	Made to stand outside classroom	63	1	Posture
2	Hit on back	56.52	2	Physical
3	Threatening phrases	55.43	3	Verbal
4	Ears getting boxed	50	4	Physical
5	Not allowed to visit bathroom	48.91	5	Physical
6	Mental characteristics/Derisive adjectives	46.30	6	Verbal
7	Hair pulled	40.22	7	Physical
8	Slapped on cheek	39.13	8	Physical
9	Made to stand on bench	36.96	9	Posture
10	Beaten on hand by scale	35.87	10	Physical
11	Made to stand with hands up	35.87	11	Posture

12	Beaten by cane	32.60	12	Physical
13	Running rounds on playground	31.52	13	Physical
14	Pinched	26.09	14	Physical
15	Made to kneel down	21.74	15	Posture
16	Squatting (Murga banana)	11.96	16	Posture
17	Hands wringed	10.87	17	Physical
18	Fingers pressed with pencil in-between	9.78	18	Physical
19	Getting hit on knuckles	6.52	19	Physical
20	Caste and community based	5.43	20	Verbal
21	Nose wringed	2.17	21	Physical
22	Made to stand on one leg	1.00	22	Posture
23	Girls' hair getting knotted	1.00	23	Posture
24	Getting tied to chair/table	Nil	24	Physical
25	Getting electric shocks	Nil	25	Physical

A rank-wise distribution of all types of punishments experienced as well as acknowledged by children is given in Table N. The table shows that the practice of giving children posture stress occupies the top rank. 63% children were made to stand outside class which in turn makes a child emotionally and mentally disturbed. The punishments occupying the next four ranks are hit on back, threatening phrases, ears getting boxed & not allowed to visit bathroom. Triangulation of the three top-ranking punishments reveals that there are a very large number of children who have received all the three kinds of punishments. Out of the five top-ranking punishments, three involve infliction of pain by direct action of the teacher.
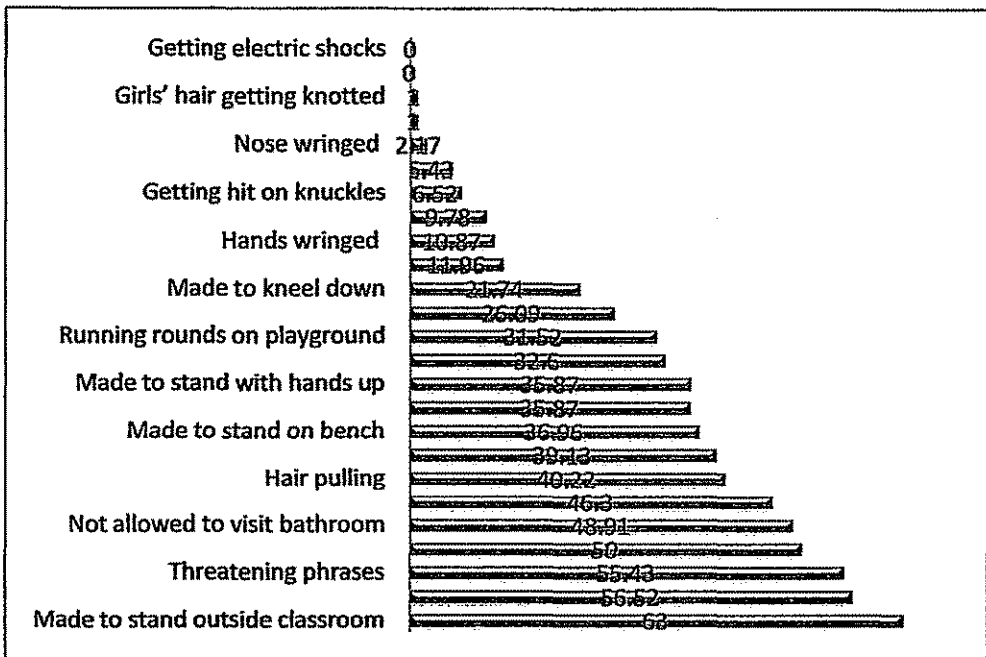
Fig:4.8 Frequency of discipline practices

Reasons for using discipline practices:

Table:4.16 Academic Reasons

S.No.	Academic Reasons	Percentage(%)
1	Doosre subject ka kaam karne par (for doing work of other subjects)	82.61
2	Homework na karne par (for not doing home-work)	68.48
3	kitaab na lane par (for not bringing notebooks and books to the class)	63.04
4	Kaksha karya na karne par (for not doing class-work)	52.17
5	Question answer na sunaa pane par (for not being able to answer the questions)	48.91
6	Teacher se jyada sawal karne par (for asking too many questions)	33.69
7	Padhte samay kitaab par unglee na rakho to (for not placing finger on the text while reading)	29.34
8	Pen na lane par (for not bringing a pen)	17.33

Table:4.17 Child-like Behavior and Human Needs

S.No.	Child-like Behavior and Human Needs	Percentage(%)
1	Baat karne par (for talking)	85.86

2	Masti karne par (for having fun)	77.17
3	Padhate samay baat karne par (for talking while studying)	75
4	Bina period ke bahar khelne par (for playing outside if it is not games period)	67.39
5	Class ke bahar ghoomne se (for loitering around in the school)	60.87
6	Lunch time mein der se aane par (for coming late after lunch break)	55.43
7	Hasne par (for laughing)	54.34
8	Bina permission toilet jane par (for going to toilet without permission)	50
9	Class mein khelne par (for playing in the class)	45.65
10	Chupke khana khane par (for secretly eating food)	44.56
11	Class mein khada hone par (for standing in the class)	43.48
12	Class mein khada hone par (for standing in the class)	39.13
13	Kagaz ka hawaijahaz udane par (for throwing paper airplanes)	36.96
14	Toilet jane ke naam par khelne par (for playing in the name of going to toilet)	34.78
15	Prayer mein aankh kholke khada hone par (for opening eyes during morning prayer)	34.78
16	Prarthana se pahle khelne par (for playing before morning prayers)	33.69
17	Desk ke charo ore ghoomne par(for circling around the desk)	31.52
18	Zyada samay toilet mein bitane par (for spending extra time in toilet)	30.43
19	Toilet jane ke liye permission mangne par (for seeking permission to go to toilet)	29.34
20	Class mein so jane par (for sleeping in the class)	28.26
21	Teacher's room ke bahar khelne par (for playing in front of the staff room)	28.26
22	Dheema bolne par (for talking softly)	27.17
23	Teacher ke table par baithne par (for sitting at the teacher's table)	26.09
24	Line tod kar pani peene ke liye jane par (for breaking the queue to go and drink water)	19.57
25	Recess mein blackboard par likhne par (for writing on the blackboard during recess)	14.13
26	Bahar se cheezein khareedne par (for buying things from vendors)	14.13

Table:4.18 Establishing Inconsequential Order in School

S.No.	Establishing Inconsequential Order in School	Percentage(%)
1	Uniform mein kamee rehne par (for not wearing proper	65.22

		uniform)	
2		School late aane par (for coming late to school)	63.04
3		Prayer se late aane par (for reaching class late after morning assembly)	60.87
4		Bahut chhuttiyan karne par (for missing school on several days)	57.60
5		Parents ko na bulane par (for not asking parents come to school)	52.17
6		School se bhaag jaane par (for running away from the school)	35.87
7		Teacher ka manga saman na lane par (for not taking things that teacher demands)	35.87
8		Fees samay par na lane par (for not paying the fees on time)	32.61
9		Lunch mein ghar bhaag jaane par (for going home during lunch)	29.35
10		Chori karne par (for theft)	21.74
11		Teacher ko good morning na karne par (for not wishing the teacher good morning)	18.48
12		Bina nahaye aane par (for coming to school without taking a bath)	5.43

Table :4.19 Arbitrary

S.No.	Arbitrary	Percentage(%)
1	Gusse se bina galtee ke bhee maartee hai (when she is angry she hits without any reason)	56.52

Tables 4.16, 4.17, 4.18 & 4.19 shows that students are often beaten because of academic performance, for showing child like behavior, establishing inconsequential orders and also for arbitrary reasons. Poor academic performance is cited as one of the main reasons for receiving corporal punishment. In reality, almost all the reasons clubbed under this category also arise out of socio-economic factors, genuine academic struggles and other limitations that prohibit the fulfillment of the work that a teacher demands. These reasons accentuate the well-known character of Indian classrooms in which teachers demand repeated reproduction of the information taught to children. Learning by rote is seen as the only way to learn in and children who do not live up to this expectation suffer physical torture. These reasons cited earlier indicate a complete denial of an appropriate environment to Indian children in the school setting. Children are expected to practice high levels of self-control. They should not express feelings of

hunger and thirst or demand to go to the toilet too often. The joys of childhood, such as making an airplane from a sheet of paper, are considered problematic as they keep the child from being under control. A child is not treated as a child in the classroom; he/she is an unruly body which needs constant controlling. All these factors indicate that the teacher-student relationship is not governed by democratic concerns or insights drawn from educational theory. The interaction is governed by the impulse of adults to control young minds and bodies. The other factors include schools' insistence on establishing order which has no relation to the outside world. The schools function in a cocoon-like setting, removed from reality. As institutions responsible for bringing about desired social change, they have neither an understanding of their students' life at home nor are they well-versed in child psychology and educational theory. To summarize, these harsh methods of punishment – hitting with a scale, hand and cane – are used across schools, without any discrimination on the basis of gender. The punishments, which involve severe injury to the body, begin at an early age – almost as soon as school starts. Several children standing outside the classroom or bent over in a squatting pose (also known as murga banna) is a familiar sight. To increase the intensity of the punishment, children could also be asked to raise their hands while standing or squatting in the sun. These punishments are frequently used by Indian teachers in order to punish children for scoring poor marks in examinations and also for breaking rules of the school. Children's legs, arms, and hair are used to give them pain so that they behave in a 'desirable' way. In this category, the top-ranking punishment is making children stand outside the classroom, threatening phrases and not allowed to visit bathroom.

The next section deals with the experiences of children when they are subjected to various forms of verbal abuse. At the outset it is important to share with the reader that the study had given only ten commonly used abusive terms in the tool. The study points out that as a result of being exposed to such abusive language, the school often proves to be a source of learning for abusive terms. Caste-based abuses which have been banned for more than a decade, but it is found that they continue to be used in the school setting in some form or the other.

Objective : 4 The fourth objective is to **study the self esteem of school student.**

To see the influence of discipline practices on self esteem of students, the investigator developed a scale adapted from Rosenberg Self Esteem Scale.
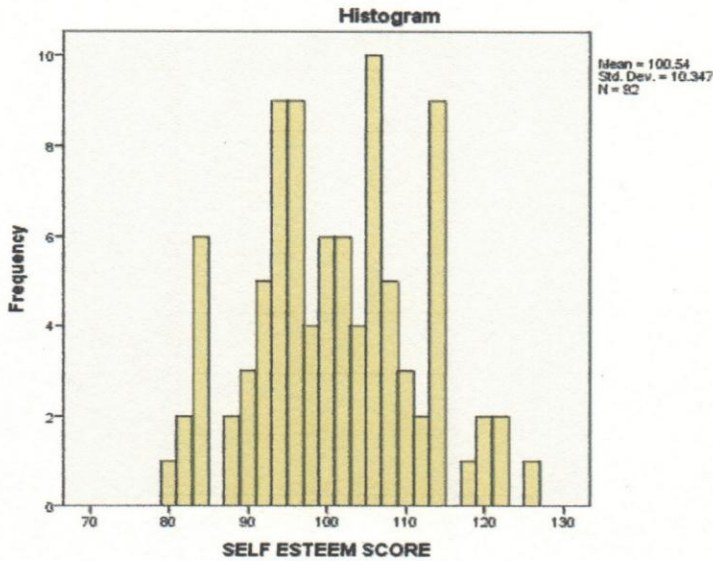

Fig4.9 Histogram representing self esteem scores

Table: 4.20 Table showing Mean, Range and Standard Deviation of self esteem score of students

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SELF ESTEEM SCORE	92	45	80	125	100.54	10.347

The tool consisted of 30 items. The maximum marks of the test were 150.The test was administered on 92 students of Model secondary High School and the scores were analyzed with the help of the Percentiles, Mean and Standard Deviation. The result is shown in table 4.20 above. Mean of the self esteem score is 100.54and SD is 10.35.

Table 4.21 Table showing Percentile of self esteem scores

N	92
Mean	100.54
Std. Deviation	10.347

Variance	107.064
Range	45
Percentile .	
10	85.20
30	94
50	100
70	106
90	114

Table 4.21 shows that 10% students scored less than equal to 85 marks and 15% scored more than 85 marks, 30% students scored less than equal to 94 marks and 70% students scored more than 94 marks. 50 percent students scored less than equal to 100 marks and 50% students scored more than , 70% students scored less than equal to 106 marks and 30% students scored more than 106, 90% students scored less than equal to 114 marks and 10% students scored more than 114.

Objective 5 Self esteem of students undergoing high and low discipline practices.
The fifth objective of the investigation is to study the influence of discipline practices on self esteem of school students. The discipline practices of the students is divided into two categories, such as high and low. Data is analyzed with the help of the t-test.

Table- 4.22 : Mean, SD and t-value for Self-esteem of Students undergoing High And Low Discipline Practice

Discipline Practice	N	Mean	SD	df	t-value
High	24	95.46	9.264	90	2.913
Low	68	102.34	10.170		
Total	92	198.80	19.434		

**Significant at 0.01 level

Table:4.22 shows that the t-value is 2.913 and is significant at 0.01 level with df equal to 90. It shows that there is influence of discipline practices on self esteem of students. Therefore, the null hypothesis namely, "There is no significant difference between self esteem of students undergoing high and low discipline practices", is rejected.

Hence, from above conclusion one can say that discipline practices influence self esteem of students and in turn have effect on student's overall development.

Objective 6   Self esteem of boys and girls undergoing discipline practices.
The sixth objective of the investigation is to study the influence of discipline practices on self esteem of boys and girls.
Data is analyzed with the help of the t-test.

Table:4.23 Difference between Self Esteem of boys and girls undergoing discipline practices

DisciplinePractice	N	M	SD	df	t-value
Boy	61	98.18	9.804	90	3.228
Girl	31	105.19	9.941		
Total					

**Significant at 0.01 level

Table:4.23 shows that the t-value is 3.228 and is significant at 0.01 level with df equal to 90. It shows that there is difference between self esteem score of boys and girls undergoing discipline practices. Therefore, the null hypothesis namely, "There is no significant difference between self esteem of boys and girls undergoing discipline practices", is rejected.

Hence, From above data it can be seen that self esteem score of girls is more than that of boys. It means girls are fewer victims of discipline practices. One can say that discipline practices influence a lot on self esteem of boys compared to girls.