Maintenance of Students' Code of Conduct in Developing Progressive School Discipline

Asif Khan[1], Bibi Asia Naz[1*], Javed Iqbal[2] and Abdul Ghaffar[1]

[1]Department of Education, Abdul Wali Khan University Mardan, Pakistan.
[2]Department of Education, Hazara University, Pakistan.

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

Original Research Article

ABSTRACT

This study was conducted to investigate the students' conduct in order to develop progressive school discipline at the secondary level. In this research paper, an attempt has been made to know the role of students' conduct in class management and school discipline. Therefore importance has been given to students' code of conduct for developing progressive school discipline. The population for this study was the principals, class teachers of high school classes (9th and 10th) and the teachers who teach them a specific subject at High School of Distt: Swabi. The sample was selected randomly. A questionnaire was the data collection tool and the collected data has been analyzed through mean, standard deviation, t-test, frequency distribution and percentage.

_____

Corresponding author: E-mail: asianaz@awkum.edu.pk;

1. INTRODUCTION

According to the new trends of education, teaching and education is learner centered. The message is clear in respect that the whole teaching and learning process evolves round the learner. An educator plays his role as facilitator rather than authoritarian. The responsibilities of an educator have been made limited in the sense that his every effort should be only to change the students' learning behavior and discipline them in order to create a the better learning environment in the class as well as in the school. As it is stated in Students' Code of Conduct developed by Orange County Public Schools (2013-2014) it is the schools authority to discipline the students for all those behaviors and acts which are related to the school. In the sense of discipline, conduct is behavior which can be bad or good. Conduct can be defined as those behaviors which an individual demonstrates, particularly in a particular place or situation [1]

Sometimes students demonstrate demanding behaviors. When they do not do their homework assigned by their teachers, talk in the class, keep walk around the room, leave the classroom without permission, fight and hit others, spit in the class, throw other learner's objects, hurt others or themselves, then it is said that the student misbehaved. According to Delta School District 37 Administrative Procedures Manual [2], it is expected from students that they will adopt acceptable behavior in order to run the school learning activities effectively and avoid the unacceptable behaviours, which disrupt the learning environment. Students will be held accountable for their behavior if they are disruptive in the school.

The word "discipline" is defined by Webster's 1913 dictionary as both verb and noun to form someone's habits of obedience or to control someone's actions to be systematic (verb) while as a noun it is defined as to deal with a discipline or learner suitably. So it means that discipline is not punishment; rather it is training and "producing behaviour that is in order and not disruptive in the context". Thus it gives a clear message that school discipline is for the improvement of students' conduct because discipline is for removal of bad behaviors and substituting the good ones [3].

As it is stated in a revised policy of the University of Texas at Dallas [4], school discipline paves the way towards the achievement of educational goals. Educational goals consist of students' academic learning,' moral and behavioral development. A student is liable to discipline for his misconduct, prohibited by the university no matter where it occurs on or off campus. The key to success to ensure effective corporate governance is having a code for the concerns. More precisely, a code of conduct further strengthens the control over the environment of an organization [5]. As it is stated in an approved "Code of Conduct for Students" by the South African Government Schools Act, (2008) the aim of Code of Conduct is to spell out the rules and regulationswhich are concerned with the learner's behavior at the school.

Class discipline is the key to manage a classroom. It provides an environment for learning, facilitates the physical space for students, furniture, but also provides the environment where learners' attitudes and sentiments, and what the society expects of the learning experiences are developed [6].

Discipline develops positive behaviours while it removes the negative ones. It reflects the belief that there is no concept that school discipline will be constructive rather it needs to be punitive. Positive discipline brings durable change in positive behavior; forcibly applied discipline becomes destructive instead of constructive. As described by Arab Naz [7] any kind of punishment is often been found necessary in promoting smooth running of activities at school.

Due to current trends about avoiding corporal punishment, a lot of disciplinary issues are being faced by teachers inside the class and as well as in the school. It is stated in the The Global Initiative to End All Corporal Punishment of Children, [8] and "Right to Free and Compulsory Education Act, 2012" which has been passed in Islamabad Capital Territory, and has provided for the right to education for children aged 5-16 and corporal punishment has been prohibited in government schools for children of the said age. This act was passed for the capital territory initially but later was expanded in all provinces of Pakistan. It is stressed to develop students' positive conduct in order to maintain the school discipline as has been done in all educationally advanced countries like U.S, U.K, South Africa and Australia etc.

4. RESULTS

Categorization of Mean

1. 1.0--2.49 =Below Average
2. 2.50--3.49 = Average
3. 3.50--5.00 = Above average

Table 1 describes that the students conduct in school and with teachers (M;2.4, S.D; 14.47) and (M; 2.3,SD; 7.02) respectively which is below average. It shows that student conduct in school and with teacher is not up to the level While students' conduct (M; 3.1, SD; 15.18) in class is average. This shows that students are behaving well in the class with each others.

Table 2 shows comparative views of teachers and principals about students conduct. Since p = 0.980 > α = 0.05, reveals that there is insignificant differences in the views of teachers and principals about students' conduct in school while p = 0.000 < α = 0.05 and p = 0.003 < α = 0.05 exhibit significant differences in the opinions of principals and teachers regarding students' conduct in class and students' conduct with teachers respectively.

Table 3 shows that F (3, 57) = 1.117 since p = 0 .35> α = 0.05 for students' conduct in schools, F (3, 57) = 0.118 since p = 0 .94> α = 0.05 for students conduct in class, and F (3, 57) = 0.421 since p = 0 .73> α = 0.05 for students conduct with teachers, reveals that respondent with different experiences have similar views regarding students' conduct in schools, students' conduct in class and students' conduct with teachers respectively in progressive school's discipline.

The statistics of Table 4 describe that

i. 77% of the principals and teachers of the selected population recommended applying psychological techniques to reform the students conduct.
ii. Ethical education is thought to be effective by 50% of the respondents.
iii. 50.81% suggest that a code of conduct for students needs to be developed.
iv. 11.47% gave their views about teachers'
   a. to be role model
   b. marks discipline should be specified in certificate awarding
   c. Keeping students busy in creative and learning activities.

Responsibilities of the parents, the students and the school are defined by the Students' Code of Conduct but it also spells out areas connected to: responsibilities and right of learners; ground for disciplinary application; and, processes to be followed for acts requiring disciplinary action [9].

Hence maintenance a code of conduct for students is the key element in developing progressive discipline in school. Discipline is progressive in the in the sense that it provides opportunities for students to reflect on their misbehavior to improve if they have misbehaved. Discipline policies provide guidance to direct accountability efforts and behavioral change.

Students learn from their own behavior [10] Discipline becomes progressive when disciplinary actions are applied in a specific process without punishment. In progressive discipline action is taken in a systematic way with consequences for less serious behaviour being proportionate to the severity and frequency of the disruptive behaviour [11].

2. OBJECTIVES OF THE STUDY

The main objectives of this research study are:

1. To investigate the student conduct as perceived by the principals and class teacher:
2. To find out differences in the respondents opinions by their position and experience wise regarding students conduct:
3. To identify effective strategies currently being used for developing positive conduct amongst the students for progressive school discipline.

3. METHODOLOGY

The population of the study was the 22 High Schools of Distt: Swabi Khyber Pakhtoonkhwa province of Pakistan. Out of 75 high school teachers, 38 class teachers whose teaching experience was not less than 10 years with the assumption that they know how to handle students well and 22 principals were selected.

Questionnaires were distributed by the researcher himself amongst the principals and teachers. The questionnaire was three times administered and it took three months to complete.

Mean, Standard Deviation, t-test, frequency distribution and percentage were used as statistical tools to analyze the collected data.

Table 1. Students' conduct as perceived by the principals and class teachers

	N	Mean	Std. deviation
Students conduct in schools	60	2.4	14.47109
Students conduct in class	60	3.1	15.18599
Students conduct with teachers	60	2.3	7.02812

Table 2. Comparative views of teachers and principals about students conduct

S. No	Category	Position	N	Mean	S. Dev	T	DF	Sig
1	Students' conduct in School	Principals	22	34.3182	14.91	.846	59	.980
		Teachers	38	37.5897	14.27			
2	Students' conduct in class	Principals	22	53.8182	22.40	2.034	59	.000
		Teachers	38	61.8462	7.92			
3	Students' conduct with teachers	Principals	22	16.1364	9.30	1.485	59	.003
		Teachers	38	13.0256	5.15			

Table 3. Comparative views of respondent's experience wise regarding students' conduct

		Sum of squares	DF	Mean square	F	Sig.
Students conduct in schools	Between groups	697.905	3	232.635	1.117	.350
	Within groups	11866.849	57	208.190		
	Total	12564.754	60			
Students conduct in class	Between groups	85.436	3	28.479	.118	.949
	Within groups	13751.416	57	241.253		
	Total	13836.852	60			
Students conduct with teachers	Between groups	64.311	3	21.437	.421	.738
	Within groups	2899.362	57	50.866		
	Total	2963.672	60			

Table 4. Suggestions about students' conduct to maintain discipline

S. No	Suggestions	F	Percent
1	Teacher should be a role model himself	7	11.47
2	A disciplinary committee should be established	11	18.03
3	Award and reward system should be established	20	32.78
4	Code of conduct for students should be developed	31	50.81
5	Psychological techniques (Counseling, Report to Parents, Corporal Punishment) should be applied	47	77.04
6	Marks of discipline should be placed in examination grading	7	11.47
7	Ethical education should be given	31	50.81
8	Availability of all possible facilities by school in teaching and learning	9	14.75
9	Keeping students busy in creative and learning activities	7	11.47
10	Environment of trust between students and teachers	12	19.67
11	Avoid nepotism (personal like and dislike)	15	24.59
e12	Disciplinary class for students should be arranged once a week.	19	31.14

5. DISCUSSION

Current research describes that students' conduct has an impact on school discipline and teaching learning process. The importance of students' behaviour, inside and outside the class room, cannot be ignored as it affects the overall discipline academically and administratively. A Student's class room behavior affects not only his own academic achievements but also affects the confidence level of teachers' teaching and it affects teachers' personal life. As it is stated in House of Common Education Committee [12] that the impact on staff, of those pupils, who experience challenging classroom conduct, is enormous. Effects have been cited including constant stress, depression, voice loss, loss of confidence, sickness from teaching resulting in time off work and a negative impact on home/family life. Poor behavior of students is an

essential factor in discouraging people from entering the teaching profession and has impacts upon serving teachers.

Furthermore the research reveals that teachers and principals believe that good conduct of learners is essential for their academic performance while disruptive and bad behavior of students in the classroom affects their ability of concentrate. Our participants believe that students' conduct in the classroom, school, and with the teacher is vital for teaching learning process.

Although corporal punishment was condemned by a majority of the respondents but still it is given as there is no alternate method to solve the conduct issues. Corporal punishment is still in use in many countries of the world. About 88 countries have legal status and 109 have banned the corporal punishment [13]. The principal and teachers' views give an idea that verbal and oral advice is not enough to bring stability to school discipline. There is a need for written agreement for the students, teachers and principals to maintain the class management and school discipline. School code of behavior affects processes for soothing and reconciliatory dealings [14].

A safe, secure and free of disruption atmosphere is required to impart knowledge to his pupils. It is not possible without consistent and proper adoption and implementation of a code of students' conduct which with effective implementation force students to cooperate with teachers in class during teaching. An effectively implemented code of conduct can ensure that students abide by the school's discipline policy. Such a policy could support academic achievements, school success and develops an environment in the school where learners and school employees feel responsibility and respect each other [15].

Psychological techniques (counseling, report to parents/ collaborate with parents, constructive punishment etc), ethical education and developing a code of conduct for students is effective in maintaining progressive discipline at school [16] and this finding is align with the Finding of the research that there are psychological methods and techniques which our participants believe can develop positive behavior in student towards their academic achievements, class and school discipline. Teachers and students must take the

responsibility of displaying respect and honor for the learning and school staff authority. They must use courteous language to the teachers and colleagues. They may follow the reasonable direction which is given by the code of conduct of the school. Students should avoid challenging behavior which is considered contempt of the code. It will be intolerable to assault any of the school staff members. Discrimination, bullying and any kind of harassment towards the staff are equally forbidden. They must not call names, fight and harass other learners, bully, mock about or intentionally harm another student. They must take care of their books and assignments and other related materials, technology, and encourage a climate where learning is cherished [17].

6. RECOMMENDATIONS

The principals and the most experienced class teachers recommended maintaining discipline in class and schooling that

i. Effort may be made to use psychological techniques like appreciation of good behaviour and condemnation of bad behaviour, in order to develop positive behavior in students towards their teachers, class and school discipline.
ii. There should be a proper code of conduct for students to develop a progressive school discipline.
iii. On monthly basis seminar on ethical education may be arranged in the schools.
iv. Award and reward systems need to be improved.
v. Disciplinary classes for students should be arranged at least once a week.
vi. Staff should avoid nepotism.
vii. There should be an environment of trust between the students and teachers.
viii. Teacher should prove himself as a role model for students.

7. CONCLUSION

This should briefly state the major findings of the study. If you are using copy-paste option then select 'match destination formatting' in paste option OR use 'paste special' option and select 'unformatted Unicode text' option.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Oxford Dicsionaries Language matters; 2014.
   Available:www.oxforddictionaries.com:http://www.oxforddictionaries.com/definition/american_english/conduc
2. Delta School District 37 Administrative Procedures Manual. Student Conduct and discipline. Delta, BC, Canada; 2013.
3. Jackson Public Schools. 2013-14 Code of Student Conduct. Mississippi; 2013.
4. University of Texas. Students Code of Conduct. Dallas: University of Texax at Dallas; 2014.
   Available:http//policy.utdallas.edu/utdsp5003
5. International Fedration of Accountants. Defining and Developin an Effective Code of Conduct for Organization. New York, California, USA; 2007.
6. Asia e University. Google; 2002.
   Available:peoplelearn.homestead.com/BEduc/Chapter_9.pdf
7. Arab Naz, WK. The impact of corporal punishment on students' academic performance/Career NCE and personality development up to secondary level education In Khyber PakhtunKhwa Pakistan. International Journal of Business and Social Science. 2011;2(12):130-140.
8. The global initiative to end all corporal punishment of children. Summary of necessary legal reform to achieve full prohibition. Islamabad: prepared by the Global Initiative to End All Corporal Punishment of Children; 2013.
9. The School Board of St. Lucie County. Code of Student Conduct. Florid, USA; 2013.
10. Dennis M. Walcott. Citywide Standards on Intervention and Discipline Measures. City of New York, New York, USA; 2012.
11. Government of Montana. Dicipline Handline Guide-State Human Resource Division; 2008.
    Available:hr.mt.gov/content/hrpp/docs/Guides/Disciplineguide08.pdf
12. House of Commons Education Committee. Behaviour and Discipline in Schools. London: House of Commons London: The Stationary Office Limited; 2011.
13. Peterson T. Eliminating teachers' use of corporal punisment in Jordan. USA: Univercity of Harward; 2013-14.
14. Department of Education and Children's Services. School Discipline. North South Wales Department of Eduction Australia; 2007.
15. Palm Beach County. Code of student Conduct for Secondary School Students. Florida, USA; 2012.
16. Orange Conty Public Schools. Code of Student Conduct. Orlando, Florida, USA; 2014-2015.
17. Detroit Public Schools. Students' Rights, Responsibilities & Code of Conduct. Michigan, USA; 2013.