



ROLE OF DISCIPLINE IN SCHOOL ADMINISTRATION

Dr. Basavaraj C. Koralli

ABSTRACT :

The objective of the paper is to clarify discipline and psychological relationship and also how discipline support to administration (school administration), retention, strain and fatigue are most fundamental component of discipline, discipline maintain in school and college by the application of diagnosis of learners behavior. Discipline method and strategies are more commonly using school administration this is the way for School Headmaster and Teacher to maintain a systematic run of a school using in different unwanted situations here introduction of this paper stress on physiological clarification of discipline in school administration.



KEY WORDS: *Contemplation on Loving-kindness, Metta.*

INTRODUCTION

The school provides conditions that facilitate students' learning. They acquire knowledge and skills connected with the other curricular areas, School also takes up some responsibility for the values students acquire. 'They must learn prosocial values. If they do not attend to learning activities and do not behave reasonably well, they will not learn subject matter. If the conditions facilitating learning are not provided, the teacher has to spend much time on 'discipline' problems arising out of anti social values of students. Neither the teacher nor the students will achieve the main objective of education. A certain amount of discipline is essential to instruction. Motivation and discipline are integrally related, It follows ,therefore , that the learning of prosocial values is central in motivation and that in a reciprocal manner, motivation is central in the learning of both subject matter and prosocial (values' (Klausmeier,1971)

Motivation is a process of regulating the motives. A motive is any condition within the organism that affects its readiness to act or to continue a sequence of activities. Thus experiencing a need may serve as motive. Motivation is a more general term which speaks about strengthening the motivational state.

Need satisfaction regulates discipline. Six sets of needs are listed by Maslow. They are, 1. physiological 2.safety 3.love and belonging 3.esteem 4.self actualization and, 5. Need to know and understand. These needs are important in energizing and directing behavior. If it is done the problem of discipline does not arise at all. These needs are hierarchical and if one has to be satisfied the previous one has to be satisfied. For example disadvantaged child may have a much stronger need for love and belonging than a need to know and understand. Therefore he directs more energy toward satisfaction of these needs rather than toward the (earning task. This tells about how discipline problems pop up in schools and colleges.

EMOTION, STRAIN AND FATIGUE:

Our experience is that some class room activities go on easy in friendly fashion; in others there is tenseness and hostility. Severe discipline based on fear [-of explicit punishment, of sarcasm, of poor marks giving program] causes a certain emotional tension which is fatiguing. The writer has seen schools in which normal activity was “frozen” because of terror caused by teacher. More over any method of control which involves tension leads to a reaction some where —if not in school then on the play ground or at home. If fear caused by teacher and school program can effect like this and add to the problem of discipline one can imagine the reflection of fear and other emotional disturbance caused due to community and home in school, play ground. School work may be adversely affected and fatigue increased by distraction from more interesting out side activities. Work of children is less constructive when pupils attention is forced on (earning activities, when their interests are foreign to the immediate lesson and further leads to restlessness.

Children are distracted in their school work by personal problems. Children from disrupted homes and, those who are not accepted in play groups do not do well in school. The tension aroused due to the poor performance, as a consequence leads to the expression of frustration and indiscipline.

Thus emotional tensions from personality maladjustment affect the efficiency and lead to the problem of indiscipline.

MEANING & DEFINITION:

Discipline consists in the submission ones impulses and powers to a ‘regulation’ which imposes form upon chaos and brings efficiency and economy where there would be otherwise ineffectiveness and waste. Discipline is considered as a Process of Education, a control of behavior to attain a purpose.

Discipline also implies

- a. A good understanding of right conduct.
- b. Formation of desirable habits and attitudes and an adherence to such standards as are just and necessary.
- c. The willing acceptance of the controls.

Now a days, We discipline others to obey but we want this obedience to be a thinking obedience, not merely a reliance on authority. Freedom is the watch wood of the new school of discipline. Individuals are allowed to work, think and to act at their will thereby satisfying the needs of self-respect, security and activity. Discipline we emphasise must be of positive and creative type rather than authoritative type in order to integrate character and education as modern educationists believe in Self-discipline, self-control and self- direction which helps the individual to assume self-responsibility.

Educational administration is an comprehensive effort to direct, to guide and to integrate associating human activity which are focused towards some specific ends. From the point of administration, discipline becomes a means through which teachers, students and others are helped to become self-propelled, self-controlled and self-guided persons.

b Scope of Discipline:

Discipline person servicing any time, any situation of life. It has its own scope in his daily life the following points are scope for discipline in administration.

1. Discipline can control the imbalance life and to balance the mind and also it makes tolerance.
2. Discipline inspire to person on his daily duty and jobs.
3. Discipline give to reward and honor.
4. Discipline is role module to their sub-ordinates.
5. Discipline maintain time management in education administration
6. Discipline control emotion, conflict and stress.
7. It makes sound mind in sound body.
8. Discipline develops the all-round personality of a person.
9. Its supports to self direction to drive the any work.
10. Discipline makes good rapport with management and officers.

11. Discipline makes analytical ability.
12. Discipline give the hints to challenging situation to solve the problem easily.
13. Discipline makes handsome on his school work.
14. Totally it makes good habits and all round development of the person.

According to B.K Passi, discipline is a systematic way of leaving being in life. It includes multi-living corner of life. It is a way of scientific thinking, scientific job from beginning point t end point of a given work and also it includes way of communication, way of behavior, way of doing project, way of reading, writing, calculating and way of walking, sitting, playing, sleeping, eating and rapport building with others.

Characteristics of Effective Discipline in Administration.

1. Disciplinary procedures should be in harmony with the total purpose of education.
2. must be based on and controlled by love, sympathy and not by fear.
3. must ensure equal justice for all, respect for the rights and dignity, Humanitarian treatment for all.
4. Discipline is not an end, it is just a means for successful functioning of educational institutions.
5. Must be a valuable by product of Co-operative work, willingly and efficiently undertaken.
6. It cannot be uniform standard thing to be administered.
7. Disciplinary policies and procedures should be primarily preventive, secondarily corrective and be retributive.

Need for Discipline in Administration.

1. Orderliness in the institution is the most Vibrant, essential criteria for the effective functioning.
2. Most significant- prerequisite for the successful implementation of educational program.
3. Necessary condition to help others to grow with their personality giving a feeling of security, sense of confidence and awareness of their freedom
4. To make administration effective.
5. To promote system in administration.
6. To regulate, control and direct administration.
7. To achieve the institutional goals.
8. To provide conducive atmosphere for others to work.
9. To maximise the utilisation of Human Potential
10. To develop good Human Relations among individuals.
11. Discipline in educational institution is also for the requirement of society.

Diagnosis of disciplinary problems

The type of indiscipline that we come across in our schools are, perhaps as follows:

- 1) Talking back (out burst of talking back)
- 2) laughing uncontrollably
- 3) Fighting
- 4) Swearing
- 5) Crying loud
- 6) Extreme behavior
- 7) Staying away from class work
- 8) Resisting to follow instruction.

Observation and maintenance of record of indiscipline are the techniques of identifying discipline problem. In western countries, anecdotal records cumulative records, records of achievements are some of the records maintained to get an insight into the problems of discipline. Unfortunately in our state these documents are either not used properly or used as controlling devices through the process of threatening .The reliability of these tools is lost because of the misconception about them. Prevention is always better than cure. The school program should always be aimed – avoid of discipline.

Self-direction, self-discipline and self-control are really only three different faces of the concept freedom. Freedom has no meaning of itself but rather derives meaning from the terms that defines it. Are we free from every thing or are we free to do every thing? In that sense freedom has the limits of discipline. Discipline is not a dirty word. It is something like a dose of a distasteful medicine that one must take because it is good for one. Rather, it is an organizational “frame’ which allows you to get

things done. Very few-almost no-human activities can proceed successfully in a state of chaos, interpersonal strife, or erratic sequence. In learning situation the method of discipline used by teacher can substantially affect the development of child ability to rationalize the consequence of his or her behavior. In a sense all teachers and all those who deal with children must be “therapists” in their approach in understanding behavior.

Methods for Administration:

Choosing which disciplinary method should be employed in given situations. The following ways are suggested;

1) The discipline with reason Student should be allowed to see the need for order 2) The teacher should calmly and rationally administer corrective measure. 3) The discipline should be based on democratic principle.

The class room atmosphere should reflect security in which the student have a sense of shared objective, a feeling of belongings and of cohesiveness.

Strategies to maintain good Discipline in Administration.

We can maintain good discipline in administration by

1. Promoting Rhythm (leaving no uncertainty about everything).
 2. Developing class/institutional culture. Which offers cohesiveness and imparts confidence to work for a common cause.
 3. By gratifying basic need and safety.
 4. Preventing Boredom to set in among individuals. (an enemy discipline).
 5. By paying proper and suitable attention to individuals. Praising or commenting according to situations.
 6. By using Verbal Control as the common form of resort.
 7. By providing regular opportunities for dialogue among the students and others.
 8. By making each individual accountable for the performance.
 9. By following democratic procedure in approach.
 10. By making communication very clear without leaving any confusion.
 11. By setting himself as an example (leader).
 12. By administrator possessing qualities like consistency, emotional maturity, dignity expertness, diplomacy, patience to listen others.
 13. By regarding, recognizing and respecting individuals.
 14. By praising individuals in front of all and commenting individuals lonely,
 15. By Developing good ‘Human relation’ which exhibits, showing concern, consideration with individuals rather than authority.
 16. By Promoting Honesty among individuals.
- If the administrative discipline is not made functional! effective, then it may lead to
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| i) Administrative indiscipline. | iv) Chaos, disgust, unrest etc. |
| ii) Quality Reduction. | v) No system prevails. |
| iii) No Controls of anything situation. | |

In conclusion we can say that discipline administration helps people to get along with other more skillfully and happily while getting along with themselves. This cannot be obtained by demanding or requesting. They are to be secured by working and living with colleagues and members of the community in such a way that they can practice good human relation.

CONCLUSION:

Discipline is the order of the day and so also with Educational activities. Discipline is the most Vital Aspect of educational administration in an Institution. The type of Discipline obtained in a particular institution will depend upon the philosophy behind its educational programs.

Emotion, strain and fatigue are to be balance by the administrator because where is a peace there is a balanced discipline work is happens.

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