DOI: 10.52131/pjhss.2024.v12i1.2023

Pakistan Journal of Humanities and Social Sciences

Volume 12, Number 01, 2024, Pages 396–402
Journal Homepage:
https://journals.internationalrasd.org/index.php/pjhss

Discipline in Education, and its relationship with Students' Academic Achievement at University Level

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ARTICLE INFO

Article History:
Received: December 19, 2023
Revised: March 11, 2024
Accepted: March 13, 2024
Available Online: March 14, 2024

Keywords:
Discipline in Education
Academic Achievement
Assignments
Class Discussions

Funding:
This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

The purpose of the research was to know the relationship of discipline in education and students' academic achievement at university level. The study's population of concern included all social sciences students from two universities in Multan district (Bahauddin Zakariya University and The Women University). Sample of the study was consisted of 300 students. Just the students of social sciences was selected from these universities, and 25 students were chosen from each department. Questionnaire was developed for students which contains 26 items and five point likert was used for scoring. Data were entered on SPSS sheet after the completion of data collection. Various statistical methods were applied to obtain the findings about the student's reactions like percentage, mean, frequency and standard deviation was used to apply and examine the relationship of discipline in education with student academic achievement. After complete analysis of data it was found that the majority of the participants believe that discipline in education helps student's to complete their assignments on time, arrive on time for class and participates in every class discussions.

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1. Introduction

Discipline in education is a critical aspect that plays a pivotal role in shaping the academic achievement at the university level. The relationship between discipline and student academic achievement is a dynamic interplay that significantly influences the overall educational experience. Discipline is the term used to describe the policies and procedures institute use to control student conduct and meet their developmental requirements. It is regarded as an essential component that successfully builds pupils' capacity for self-control (Li, Bi, Willems, & Finkenauer, 2021). Wade, Lubans, Smith, and Duncan (2020) described that the right use of teaching techniques and attitudes lessens disciplinary issues, which is the teacher's contribution to the promotion of disciplined behaviors. The ability to teach physical education skills facilitates improved group management, gives the instructor more time for corrections and feedback, and increases student engagement, autonomy, and effectiveness in the classroom of all which have a positive impact on academic attainment. There has been much research done on the connection between student academic achievement and instructor abilities. Academic achievement and disciplined conduct are linked to beneficial outcomes when teaching and learning are centered on the student through the use of participatory techniques, constructive corrections, and student autonomy (Gil-Arias, Claver, Práxedes, Villar, & Harvey, 2020). According to Press.oup (2019, October 31) discipline is the process of training others to abide by rules or a code of behavior and rectifying disobedience with punishment. Johnson (2019) described that student conduct can have a big influence on their social and academic success, especially in secondary school. Studies have indicated that pupils who participate in

disruptive behaviors, such verbal or physical abuse, harassment, and absence from classes, are susceptible to subpar academic outcomes, reduced school attendance, and dropout rates.

Ikegbusi and Manafa (2023) stated that academic behavior, social behavior, emotional behavior, behavioral issues, attendance behavior, and extracurricular conduct are just a few of the many behaviors that students may display. Reinforcing positive conduct instead of punishing poor behavior is the goal of positive behavior interventions and supports (PBIS), another disciplinary strategy. Research indicates that implementing PBIS can enhance the atmosphere in the classroom, reduce disruptive conduct, and boost student performance (Horner, Sugai, Todd, & Lewis-Palmer, 2005). Ryan and Deci (2000) pointed out that pupils who have trouble managing their own learning may be more likely to face challenges in the classroom and eventually drop out. Ladson-Billings (1995) explained that culturally responsive educators may foster a sense of connection and belonging in their students by embracing their cultural backgrounds and experiences into their lesson plans. This can improve student-teacher relationships and academic results. Hamre and Pianta (2005) claimed that a range of unfavorable effects for students, including as reduced academic success, less motivation, and an increase in behavioral issues, have been associated to unfavorable teacher-student interactions. Teachers should establish deep connections with their pupils by demonstrating empathy in order to promote effective teacher-student interaction. According to Bradshaw, Mitchell, and Leaf (2010) outlined the steps involved in this strategy, which include setting up explicit behavioral expectations, giving regular praise, and providing rewards for excellent conduct. According to research, Positive Behavioral Intervention and supports (PBIS) may significantly enhance academic achievement, school atmosphere, and student conduct.

2. Literature Review

Zero-tolerance standards, which call for extreme punishment for any offense, no matter how serious, are one method of implementing school disciplinary guidelines. Because it may disproportionately affect children of color and kids with disabilities, this technique has drawn criticism for raising the likelihood of suspension and expulsion (Losen & Skiba, 2010). Guerrero-Dib, Portales, and Heredia-Escorza (2020) described that academic integrity, or the sincere and moral conduct of academic labor, is exemplified by the academic behavior of students. Refraining from plagiarism, correctly referencing sources, and truthfully presenting one's own work are all parts of academic integrity. Students who commit academic dishonesty, such as plagiarism or cheating, jeopardize the credibility of the academic community and run the danger of having their personal reputations damaged both professionally and academically. Wriston and Duchesneau (2023) stated that regarding student discipline, schools are strongly urged in the current setting to foster an atmosphere that is more upbeat and encouraging for every student. Positive disciplinary policies and practices are stated to be able to enhance kids' overall development in addition to creating safe and inclusive learning environments when they are applied equitably and with a race-equity focus. According to (Slađana & Dušica, 2021) several facets of a student's personality development are impacted by positive discipline. Particular emphasis is placed on the positive discipline's capacity to foster teenagers' self-esteem in the classroom. An association has been found in a research between the degree of teenagers' self-esteem and the evaluation of positive punishment in a institute setting.

Selecting detrimental behaviors can have an adverse effect on children' intellectual, social, and emotional development both immediately and over time. Put differently, strict disciplinary measures like physical punishment, constraint, and seclusion can cause severe and perhaps fatal bodily harm. These and additional practices that have been connected to the school-to-prison pipeline include exclusionary punishment (such as suspensions and expulsions) and hardening measures (such metal detectors and institution police). These policies do even greater harm to academic performance and psychological well-being (The Education Trust, 2023). Pekrun, Elliot, and Maier (2009) stated that students are more likely to feel supported and appreciated when teachers treat them with warmth, compassion, and respect. This can improve students' academic and emotional wellbeing. According to Thakur (2017) additionally, it was said how encouragement from discipline molds kids' conduct and teaches them self-control. This kind of incentive, encouragement, motivates the youngster to work hard, study, and succeed. Because the youngster learns that he or she is personally responsible for gaining praise or other rewards, it helps to promote self-esteem. Kids have the option of earning it or not. They feel in control of their life as a result, and control is a necessary component of a strong sense of self. DeRosier (2021) explained that student conduct that supports learning and academic performance is defined as the behaviors and

habits that students participate in. Regular attendance, enthusiastic participation in class, timely completion of homework assignments, and efficient test preparation are just a few examples of the many behaviors that make up academic conduct. Positive academic behaviors have been linked to improved academic performance and higher marks for pupils than negative ones, according to research.

2.1. Objectives

Following were the objectives:

- To explore the role of discipline in education in the perceptions of students.
- To find out the relationship of discipline in education and students' academic achievement at university level.
- To find out the relationship of discipline in education and students' academic achievement at university level with respect to their demographic variable.

2.2. Hypothesis

Following hypothesis were formulated:

- Students have no perceptions about the role of discipline in education.
- There is no relationship of discipline in education and students' academic achievement at university level.
- There is no relationship of discipline in education and students' academic achievement at university level with respect to their demographic variable.

2.3. Significance of the Study

The study was expected to give information about discipline in education which will be helpful for teachers as well as students and the Ministry of Education. The study is expected to help in solving the increasing problems of indiscipline among students. Also the study will assist the teachers on how to manage institutional rules and regulations. Discipline in education play an important role for teachers and students. It gives benefit for both teachers and students. It encourages students for positive academic performance. It will brings positivity in our life. Discipline in the classroom helps students stay more focused on their goals. It may create a healthy and safe environment for students.

3. Research Methodology

Present study was correlational in nature and descriptive survey was used. Descriptive survey aim to describe or record existing circumstances or thoughts (Wimmer, 2013) however correlational designs help researchers to clarify how two measured variables link to one another (Jackson, 2010). All of the students in the social science departments of the universities The Women University and the Bahauddin Zakariya University in the Multan district was the study's target population. The sample was chosen with simple random sampling techniques. Two universities, Bahauddin Zakariya University and The Women University, were selected from the Multan district to serve up the study's sample. Just the students of social sciences was selected from these universities, and 25 students were chosen from each department for this faculty, ensuring 300 total students in the study's sample.

Table 1: Description of sample

Sr. No:	University	No of social sciences departments in each university	No of students from each university
1.	Bahauddin Zakariya University Multan	6	25*6=150
2.	The Women University Multan	6	25*6=150
Total	**2**	**12**	**300**

Following an extensive conversation with an expert and a review of the appropriate literature i.e. (Kothari, 2004). A questionnaire comprising 38 statements was created for the current study earlier. In order to ensure the content validity of the questionnaire's assertions, a social science expert was asked to study and analyze the questionnaire's items and then provide their input. Based on the expert's recommendations, the researcher made improvements to each statement. Finally, the study's instrument consisted of 26 statements

that university students could simply grasp and use to collect data. A pilot study was carried out using students chosen from the social sciences departments to evaluate the reliability of the research instrument. It was not the main sample that was selected for the pilot study. The SPSS was used to enter all of the data collected for the pilot study in order to assess the instrument's reliability. The instrument's reliability was determined by looking at the Cronback Alpha value, which was found to be high enough 0.85, depending on the study.

4. Data Analysis

Descriptive and inferential statistics, such as the mean, median, and correlation coefficient, were used to analyze the data. Data analysis was conducted using SPSS software.

4.1. Results Findings

Table 2: Analysis of Statements

N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
300	35.00	123.00	68.2233	13.63966	.343	.141	.509	.281
300								

A sample of 300 observations for the variable "total" has a mean of 68.2233 and a standard deviation of 13.63966, with a range from 35.00 to 123.00. Skewness is 0.343, indicating small right skewness, while kurtosis is 0.509, showing significant peakedness related to a normal distribution. Standard errors for skewness and kurtosis are 0.141 and 0.281 respectively. Overall, the distribution is small symmetric but peaked, with a positively skewed tendency and variability across the range.

Tables 3: T-test, Difference between Institute, Gender, Residential Area, Age, and class T-test of Institute

Order	N	Mean	Std. Deviation	T	df	Mean Difference
WUM	150	101.6933	2.15490	.735	298	.21333
BZU	150	101.4800	2.83014			

The t-test sample between WUM and BZU, with 150 samples each, is displayed in this table. The t-value is 0.735, with 298 degree of freedom, and the mean difference is 0.21333. If the t-value shows a small mean difference, the significance of the difference cannot be analyzed without the p-value.

Table 4: T-test of Gender

Order	N	Mean	Std. Deviation	T	df	Mean Difference
Male	51	101.1176	1.94573	-1.466	298	-.56508
Female	249	101.6827	2.60732			

The table of gender group shows that the mean for the female group (N=249) is more higher than the mean for the male group (N=51), which is 101.1176. The t-value of -1.466 shows a small difference, but statistical significance cannot be determined in the absence of the p-value.

Table 5: T-test of Residential Area

Order	N	Mean	Std. Deviation	T	df	Mean Difference
Urban	194	101.6753	2.33972	.825	298	.25073
Rural	106	101.4245	2.80798			

The table evaluates the group samples t-test of Urban (N=194, mean=101.6753, SD=2.33972) and Rural (N=106, mean=101.4245, SD=2.80798).The positive t-value of 0.825 suggests a uncertain difference supporting Urban, but the missing p-value avoids confirming significance. Mean difference is 0.25073, indicating a small numerical difference, with Urban showing a higher mean.

Table 6: T-test of Age

Order	N	Mean	Std. Deviation	T	df	Mean Difference
18 to 23	140	101.3357	2.48336	-1.622	298	-.47054
24 to 29	160	101.8063	2.52658			

The table between sample t-test of two age groups—18 to 23 (N=140, mean=101.3357) and 24 to 29 (N=160, mean=101.3357. The t-value of -1.622 suggests a lower mean for the younger group, with a mean difference of -0.47054. Significance cannot be

confirmed, due to the lacking p-value. Overall, individuals aged 24 to 29 show a higher mean compared to those aged 18 to 23.

Table 7: T-test of Class

Order	N	Mean	Std. Deviation	T	df	Mean Difference
BS	235	101.5872	2.57284	.007	298	.00262
M.PHILL	65	101.5846	2.30416			

The table shows that the sample t-test between BS (N=235) and M.PHILL (N=65) groups. Both groups have a mean of 101.5872, with a small difference suggested by the t-value of 0.007. The p-value of 0.007 is possible not significant, indicating no useful difference between the two groups.

Table 8: Difference among semester, subjects and CGPA, ANOVA of Semester

Semester	Sum of Squares	Df	Mean	F	Sig
Between Groups	117.956	12	9.830	2.148	.014
Within Groups	1313.231	287	4.576		
Total	1431.187	299			

The table shows ANOVA results analyzing the effect of different semesters. "Between Groups" analysis shows a statistically significant difference among semesters (F=2.148, p=0.014), suggesting considerable variability. The "Within Groups" row shows variability specific to each semester, while the "Total" row indicates variability above the board. The results show significant differences across groups and indicate that the observed changes of semesters are unlikely to be a result of random chance.

Table 9: ANOVA of Subjects

Subjects	Sum of Squares	df	Mean	F	Sig
Between Groups	73.588	12	6.132	2.196	.012
Within Groups	801.412	287	2..792		
Total	875.000	299			

The ANOVA table shows results on the impact of different subjects on a variable. "Between Groups" analysis shows a significant difference across subjects (F=2.196, p=0.012), indicating considerable variability. The "Within Groups" row indicates subject-level variability, but the "Total" row shows overall variability. The results recommend that subject choice significantly influences on the variable.

Table 10: ANOVA of CGPA

CGPA	Sum of Squares	df	Mean	F	Sig
Between Groups	1.486	12	.124	1.150	.319
Within Groups	30.901	287	.108		
Total	32.387	299			

The ANOVA table evaluates significant effects of subjects on a variable, with a p-value of 0.012 and 12 degrees of freedom. The "Between Groups" analysis shows important variation among subjects, suggesting differences in the variable. This is supported by "Within Groups" and total variability. The small p-value and F-ratio of 2.196 suggest observed differences are highlighted subject selection's importance. However, for CGPA, the p-value of .319 indicates no significant difference between groups.

Table 11: Correlation

Correlation			
CGPA	Pearson Correlation	1	.048
	Sig. (2-tailed)		.410
	N	300	300
Sum	Pearson Correlation	.048	1
	Sig. (2-tailed)	.410	
	N	300	300

The table shows the Pearson correlation coefficients between CGPA and "sum" based on a sample of 300 observations. The correlation coefficient is 0.048, showing a weak positive relationship. However, with a p-value of 0.410, the correlation is not statistically significant at the straight level of 0.05. Thus, while there is a weak positive relationship, it's not considered significant.

5. Conclusion

The dataset includes 300 observations. It shows a range of values from minimum to maximum, with a central tendency around the mean. The distribution shows a slight skewness and kurtosis, representing some deviation from a perfectly symmetrical and normal distribution. The dataset shows a moderately positively skewed distribution with a central tendency around the mean and variability through the range. The t-test between the two institutes, WUM and BZU, with 150 observations. It evaluates there is a significant difference in performance between the institutes based on their mean difference. The table of t-test between male and female groups, revealing a numerical difference in the measured variable, with females exhibiting a higher mean. The table shows that urban and rural groups, suggesting a slight numerical difference in the measured variable, with the urban group showing a higher mean. The result of age group shows that individuals aged 24 to 29 showing a higher mean compared to those aged 18 to 23. The table shows that the result of BS and M.PHILL group. This small difference, combined with the non-significant p-value, indicates that there is likely no significant difference between the two categories. The table indicates the results of an ANOVA test between different groups across a semester variable, showing a significant difference between groups on the p-value. The table determine the result of an analysis of variance about various subjects, representing a significant difference between groups based on a p-value. The table shows the result of an analysis of variance observing CGPA across different groups. It shows no significant difference between groups based on a p-value. The correlation analysis suggests a weak positive relationship between the variables CGPA and Sum. However, the correlation is not statistically significant, as shown by the p-value.

6. Discussion

The objective of the study was to examine the role of discipline in education in the perception of student and to find out the relationship with student academic achievement at university level. One of the result from present study shows that the majority of respondents generally arrive on time for class, with a mean rating suggesting a tendency towards punctuality. A significant portion of respondents consistently participates in class discussions. On the other hand, (Bieketty, 2004) also found that lack of discipline among teachers can affect students' academic achievement. Another result from present study reveal that there appears to be a weak positive relationship between discipline in education and students' academic achievement. Similarly, Waschull (2005) is not in line with the findings that there is no significant relationships among discipline and academic students' achievement. This study found insignificant difference between gender in terms of influence of institute discipline and academic achievement.

6.1. Recommendations

There were the following recommendation of the study:

Encourage a positive and inclusive learning environment that motivates and engages students. Encourage an environment of communication between teachers and students so that problems may be examined and creative solutions can be learned. Create and execute complete discipline strategies that go above the execution of rules. The programs need to focus on time management, character development, and establishing a supportive learning environment. In order to deliver a comprehensive approach, implement these programs in the curriculum. Institutions are able to identify effective strategies and areas of interest in require improvement through regular assessment.

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