Comparative Study of School Discipline and Environment Regarding Student Personality: A Case Study of Governments Schools in Punjab Pakistan

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Abstract

This study explores the intricate interactions that exist between learning parameters, student personality development, and school discipline in government schools located across the Punjab, Pakistan. With a case study approach, the research uses a mixed-methods technique to investigate in detail the formal and informal components of disciplinary actions as well as the educational environments that shape students personalities. In an effort to clarify the nuances of disciplinary strategies, the study examines both official disciplinary regulations and routines in government schools. It also explores the many aspects of the educational setting, such as extracurricular engagement, teacher-student relationships and interactions in the classroom. Through the use of psychological frameworks, the study seeks to evaluate the impact of various instructional strategies and disciplinary settings on student's personalities, including resilience, self-worth and social skills. It is anticipated that the results of this comparison study would provide important new perspectives on the situation of classroom management and learning environments in Punjab government schools at the moment. Moreover, the study provides actionable suggestions to improve the effectiveness of disciplinary tactics and encourage supportive learning environments that support the development of students' whole personalities. This study has consequences that go beyond the local environment, giving rise to evidence-based practices and policies in education that may be implemented in a variety of contexts. The results of this study are intended to provide complex understandings that are relevant not just to Punjab but also to guide educational policies and practices in many international contexts.

Keywords: School Discipline, Student Personality, Extracurricular Engagement, Classroom Management.

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Introduction.

Education provides the foundation for a person's whole development and it is impossible to overestimate the influence that classroom settings and school policies have on students' personalities. The goal of this research, which focuses on government schools in Punjab, Pakistan, is to compare learning environments and disciplinary procedures in order to gain a better understanding of how these factors affect students' complex personal growth.

Background.

In Punjab, different socioeconomic origins, different infrastructures and resource limitations characterize the environment in which government schools function. In order to maintain appropriate disciplinary measures and provide a stimulating learning environment, these characteristics frequently pose particular difficulties. Acknowledging these difficulties, the purpose of this study is to provide insight into the condition of government school discipline and learning environments at the moment.

Objectives.

This study's main goals are:
a) Examine the official disciplinary procedures in Punjab government schools.
b) To assess the educational settings, encompassing classroom interactions and extracurricular pursuits.
c) To evaluate how learning settings and disciplinary actions affect students personal growth.

Methodology.

The study uses a case study approach and chooses a sample that is typical of Punjab's government schools. Using a mixed-methods approach, the study collects quantitative data through surveys, obtains qualitative insights through interviews with educators and students and observes classroom dynamics.

Results and Discussion.

Data of 300 students of different public schools in rural and urban areas of Punjab is analyzed through SPSS 22. Descriptive method is used to analyze the data and findings are discussed below:

Table 4.1. In what type of community is your school located?

	Frequency	Percent	Valid Percent	Cumulative Percent
Village	141	47.0	47.0	47.0
City	159	53.0	53.0	100.0
Total	300	100.0	100.0	

Table 4.1 and Diagram 4.1 shows the community in which students are living. 47 percent of students included in the study are living in the villages while the remaining 43 percent are living in cities. This shows that there is almost equal participation of students in the study from rural and urban areas
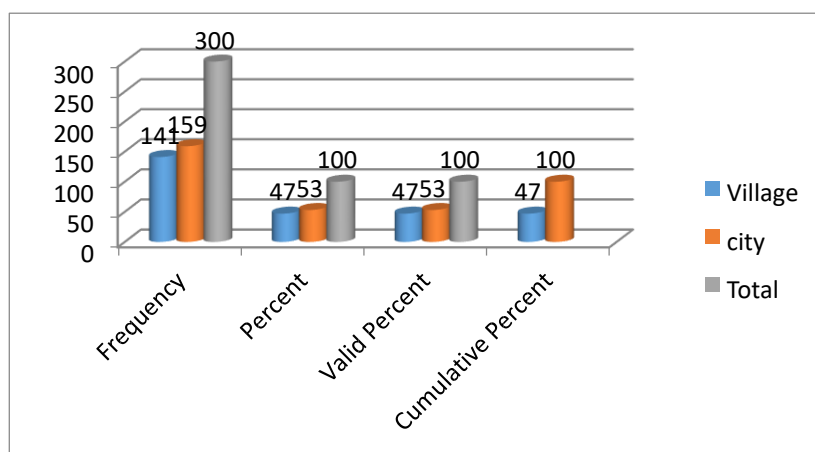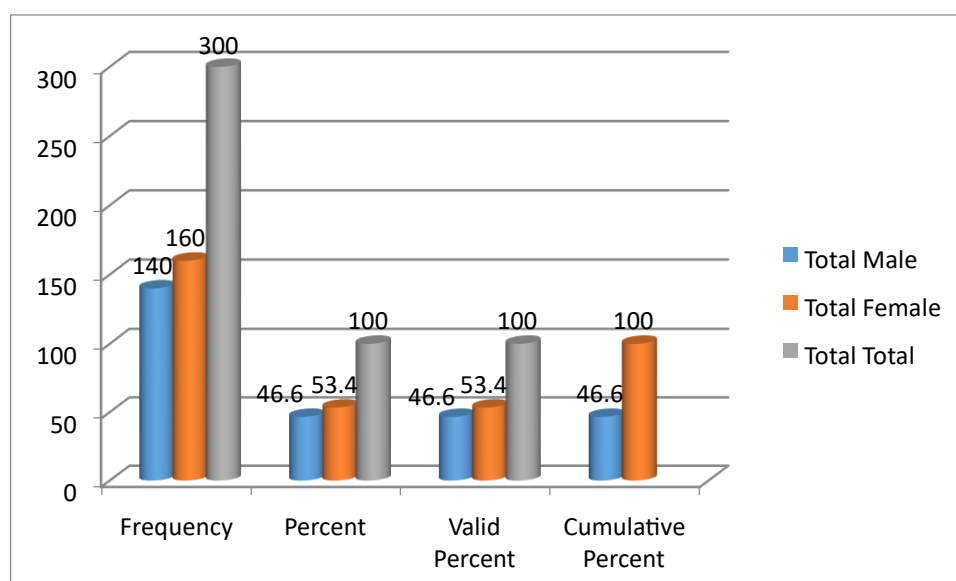
Table 4.2. Gender of the Student

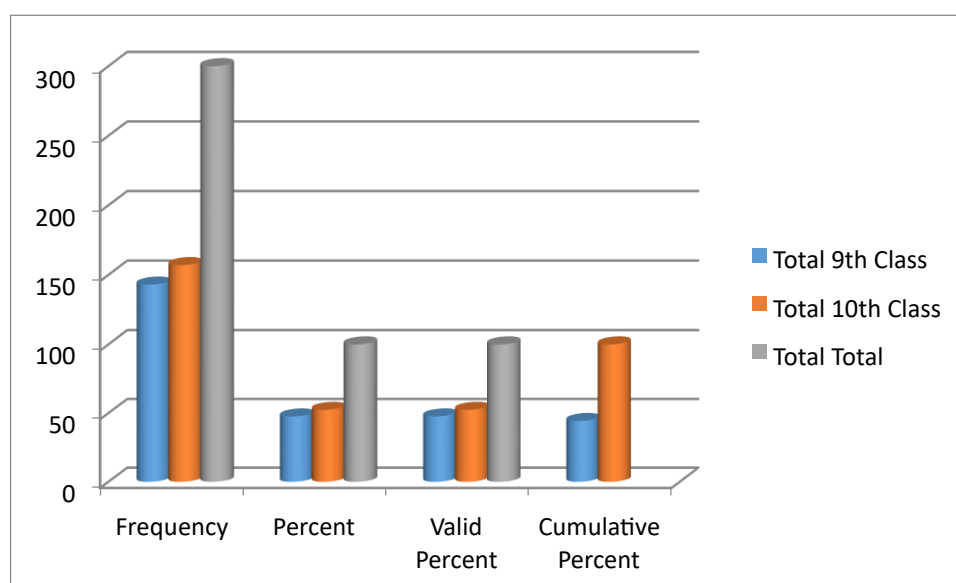|	Frequency	Percent	Valid Percent	Cumulative Percent
Male	140	46.6	46.6	46.6
Female	160	53.4	53.4	100.0
Total	300	100.0	100.0	

Table 4.2 and Diagram 4.2 shows the gender of the students. 46.6 percent of total students included in the study are male while 53.4 percent students are females. This shows that most of the students included in the study are females. 61.9 percent of the total females included in the study are from urban area while remaining 39.1 percent of females are from rural area.

4.3. Class of the Student

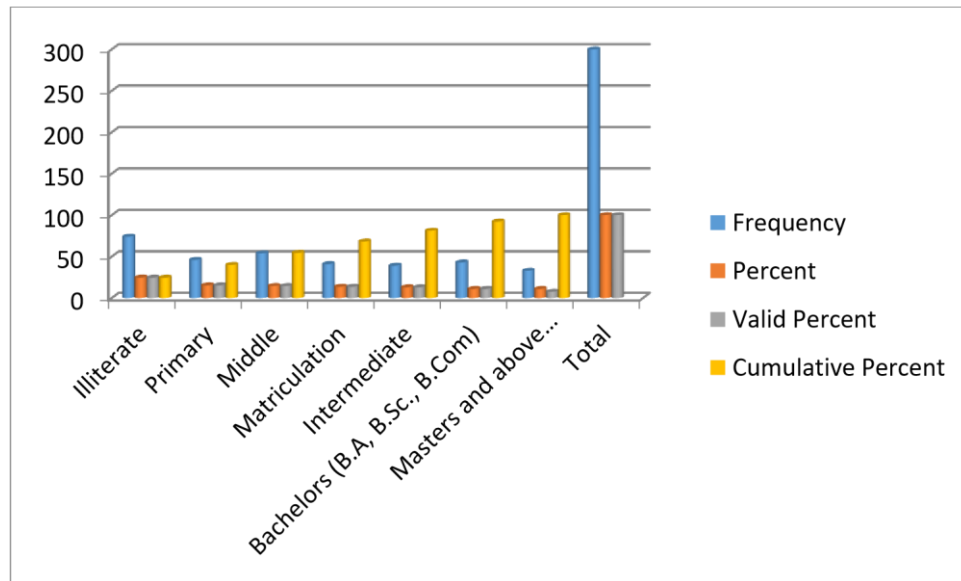|	Frequency	Percent	Valid Percent	Cumulative Percent
9th Class	143	47.6	47.6	44.3
10th Class	157	52.4	52.4	100.0
Total	300	100.0	100.0	

Table 4.3 and Diagram 4.3 shows the class of students in which student is getting education. 47.6 percent of total students included in the study are in 9th class while remaining 42.4 percent of the students are living in 10th class. This shows that most of the students are in 10th class. 42.2 percent of the total students included in the study are in 9th class while remaining 47.8 percent of the female students are in 10th. 48.0 percent of the total males included in the study are 10th class area while remaining 52.0 percent of the males are in 9th class.

4.5. Mother's Education

	quency	Percent	Valid Percent	Cumulative Percent
Illiterate	74	24.7	24.6	24.6
Primary	46	15.3	15.3	40
Middle	54	14.6	14.6	54.6
Matriculation	41	13.6	13.6	68.3
Intermediate	39	13	13	81.3
Bachelors (B.A, B.Sc., B.Com)	43	11	11	92.3
Masters and above (M.A/M.Sc.,M.Phil., Ph.D.	33	11.0	7.6	100
Total	300	100.0	100.0	

Table 4.5 and Diagram 4.5 shows the educational background of mother of the respondents. 24.6% of the household heads are illiterate, 29.6 percent have education till matric level, 13.6 percent have education till secondary, 13 percent have education till BA/BSc level and 11.0 percent have master's degree or above. This shows that majority of the mothers of students included in the study are lower qualified.

4.6. Family's Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
7000-15000	97	32.3	32.3	32.3
16000-25000	108	36.0	36.0	68.3
26000-35000	69	23.0	23.0	91.3
More than 35000	26	8.7	8.7	100.0
Total	300	100.0	100.0	

Table 4.8 and Diagram 4.8 shows the family income of the respondents. 32.3 percent of the respondents have family income ranges 7000-15000, 36.0 percent of the

respondents have family income ranges 16000-25000, 23.0 percent of the respondents have family income ranges 26000-35000, and 8.7 percent of the respondents are having family income more than 35000. This shows that majority of the respondents are having family income below 25000.
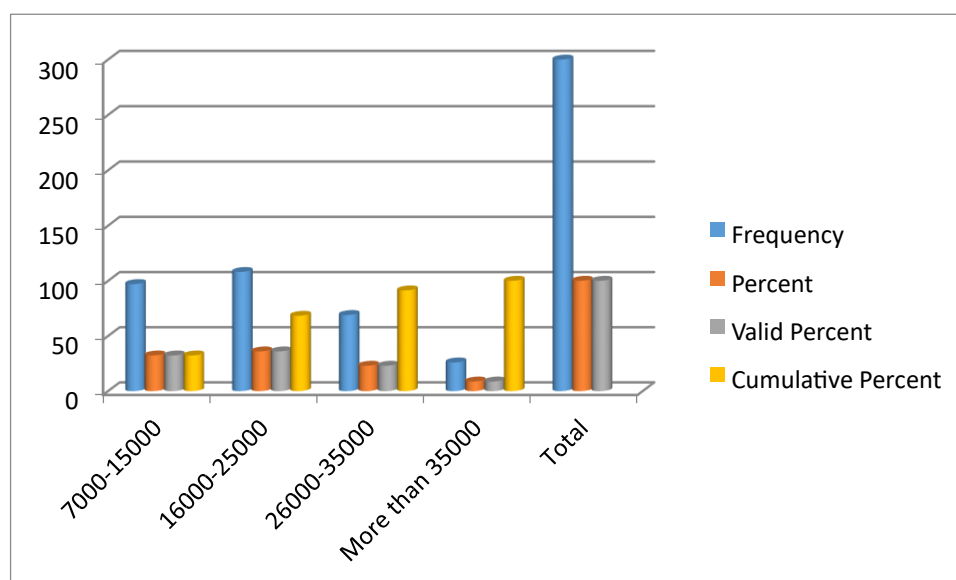

Table 4.9. What is your family size?

	Frequency	Percent	Valid Percent	Cumulative Percent
2-4 members	105	35.0	35.0	35.0
5-7 members	129	43.0	43.0	78.0
More than 7 members	66	22.0	22.0	100.0
Total	300	100.0	100.0	

Table 4.11 and Diagram 4.11 shows the number of family members of respondents. 35.0 percent of the respondents have family members in the range of 2-4, 43.0 percent of respondents have family members in the range of 5-7, and 22.0 percent of respondents have family members more than 7 members. This shows that majority of the respondents have family size below 7 members.
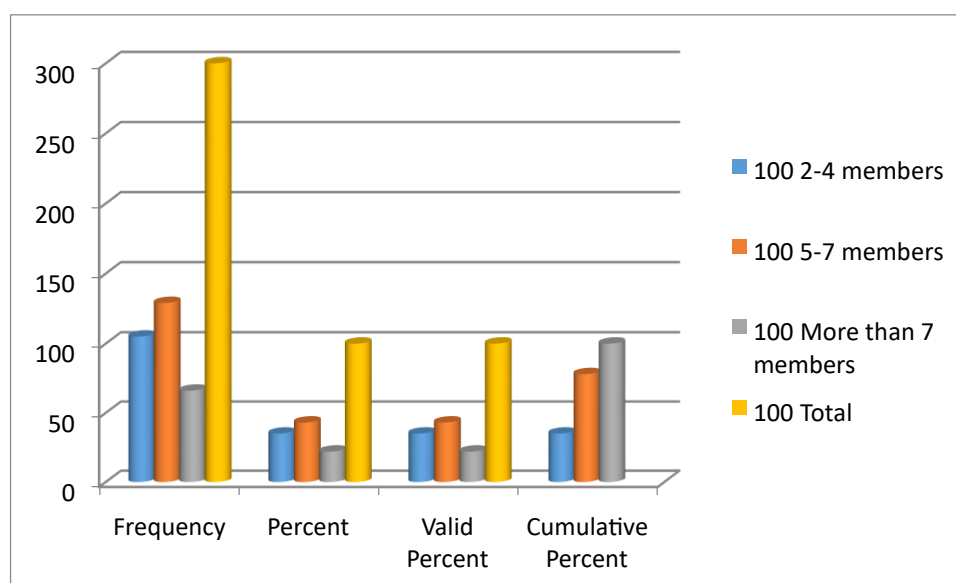

Table 4.13. You really enjoy your family.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	7.3	7.3	7.3
Disagree	78	26.0	26.0	33.3
No Opinion	49	16.3	16.3	49.7

Agree	137	45.7	45.7	95.3
Strongly Agree	14	4.7	4.7	100.0
Total	300	100.0	100.0	

Table 4.15 and Diagram 4.15 shows the respondent's reply regarding their families. 33.3% of the respondents disagreed that they really enjoy the company of their family while only 51.3 % of the respondents they really enjoy the company of their family. 16.4 % of the respondents said nothing about their families. This shows that most of the respondents really enjoy the company of their families.
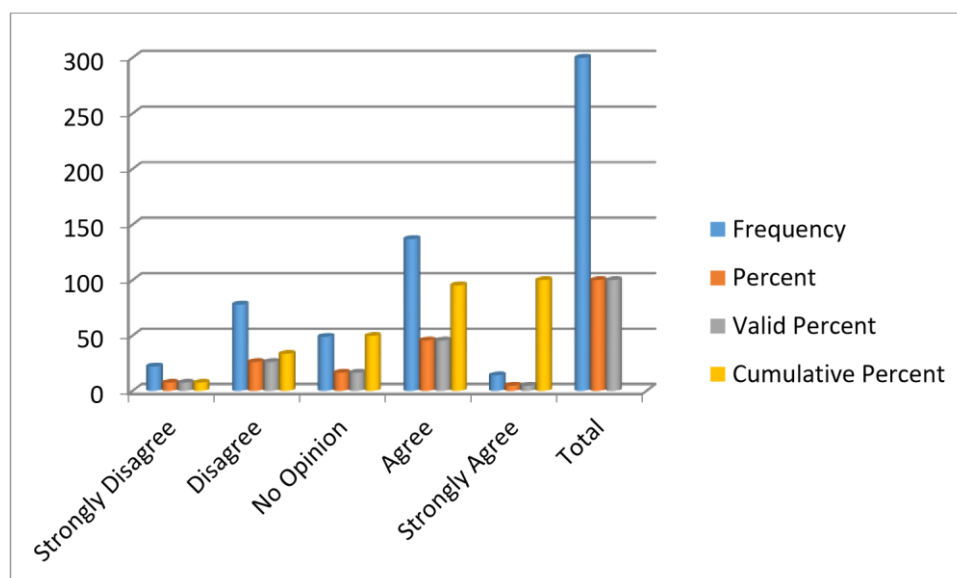

4.25. School classrooms are clean

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	75	25.0	25.0	25.0

|				
Agree	98	32.7	32.7	57.7
No Opinion	46	15.3	15.3	73.0
Disagree	77	25.7	25.7	98.7
Strongly Disagree	4	1.3	1.3	100.0
Total	300	100.0	100.0	

Table 4.27 and Diagram 4.27 shows the respondent's reply regarding classrooms of their school. 57.7 % of the respondents agreed classrooms are clean while only 22 % of the respondents disagreed that classrooms are clean. 15.3 % of the respondents said nothing about classrooms of their school. This shows that classrooms of the most of the respondent's schools is appropriate.
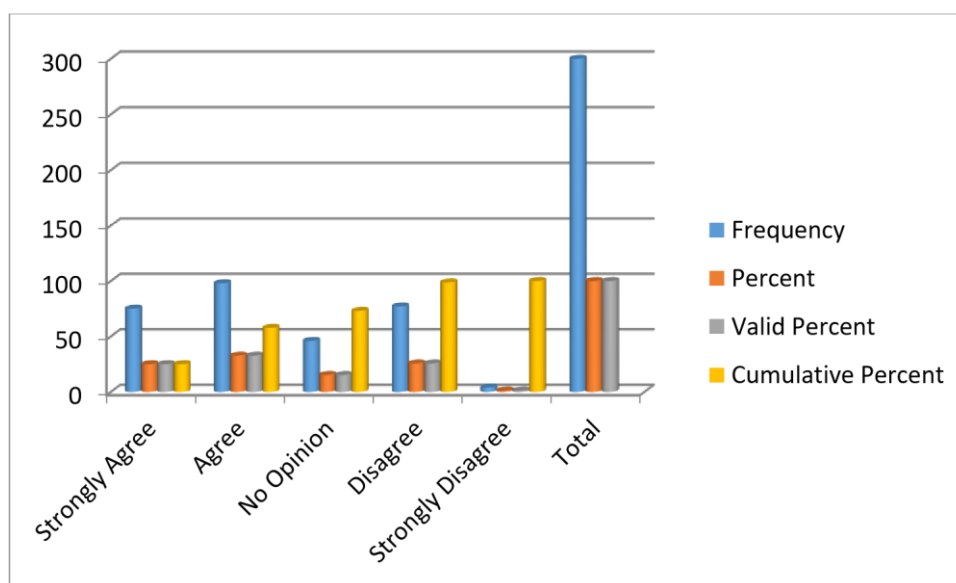
4.56. Security staff of school is capable of handling uncertain situations.				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Disagree	186	62.0	62.0	62.0
Disagree	78	26.0	26.0	88.0
No Opinion	01	0.3	0.3	88.3
Agree	35	11.7	11.7	100.0
Total	300	100.0	100.0	

Table 4.58 and Diagram 4.58 shows the respondent's reply regarding school security staff. 12.7 % of the respondents agreed that security staff of school is capable of handling uncertain situations while only 88 % of the respondents disagreed that security staff of school is capable of handling uncertain situations. 0.3 % of the respondents said nothing about security staff of school. This shows that most of the
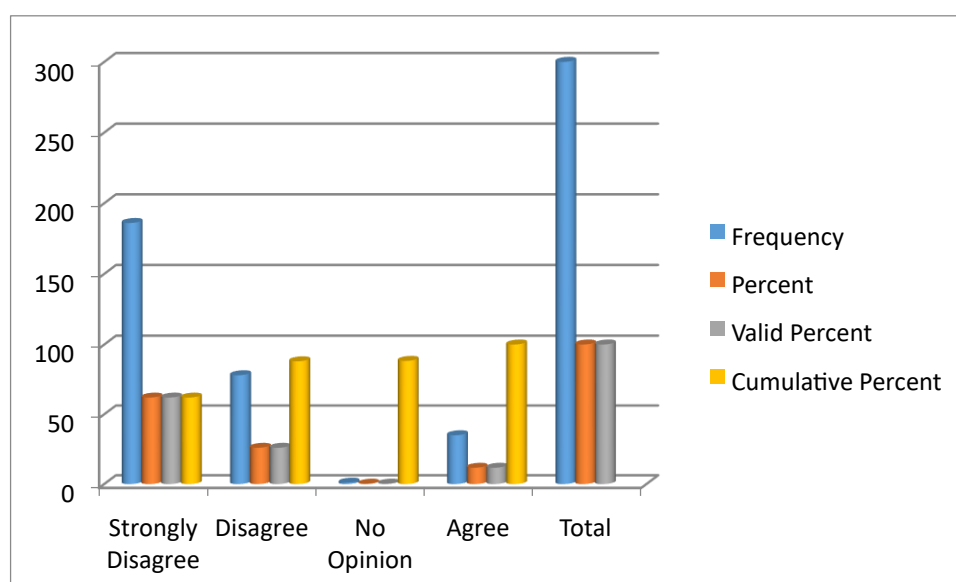
respondent's disagreed that security staff of school is capable of handling uncertain situations.

4.71. You have frequent mood swings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	3.0	3.0	3.0
Agree	240	80.0	80.0	83.0
No Opinion	37	12.3	12.3	95.3
Disagree	6	2.0	2.0	97.3
Strongly Disagree	8	2.7	2.7	100.0
Total	300	100.0	100.0	

Table 4.74 and Diagram 4.74 shows the respondent's reply regarding changes in their mood. 83 % of the respondents agreed that they have frequent mood swings while 4.7 % of the respondents disagreed that they have frequent mood swings. 12.3 % of the respondents said nothing about mood swings. This shows that most of the respondent's agreed that they have frequent mood swings.
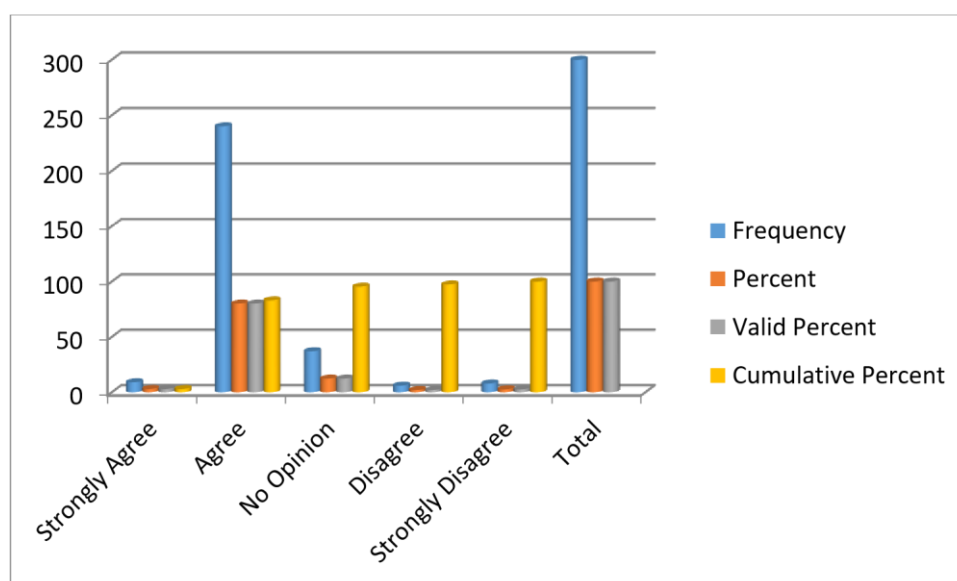
4.74. You make plans and stick to them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	60	20.0	20.5	20.5
Disagree	116	38.7	39.6	60.1
No Opinion	60	20.0	20.5	80.5
Agree	48	16.0	16.4	96.9
Strongly Agree	9	3.0	3.1	100.0
Total	300	100.0	100.0	

Table 4.77 and Diagram 4.77 shows the respondent's reply regarding their plans. 19.5 % of the respondents agreed that they make plans and stick to them while 60.1 % of the respondents disagreed that they make plans and stick to them. 20.5 % of the

respondents said nothing about their plans. This shows that most of the respondent's disagreed that they make plans and stick to them.
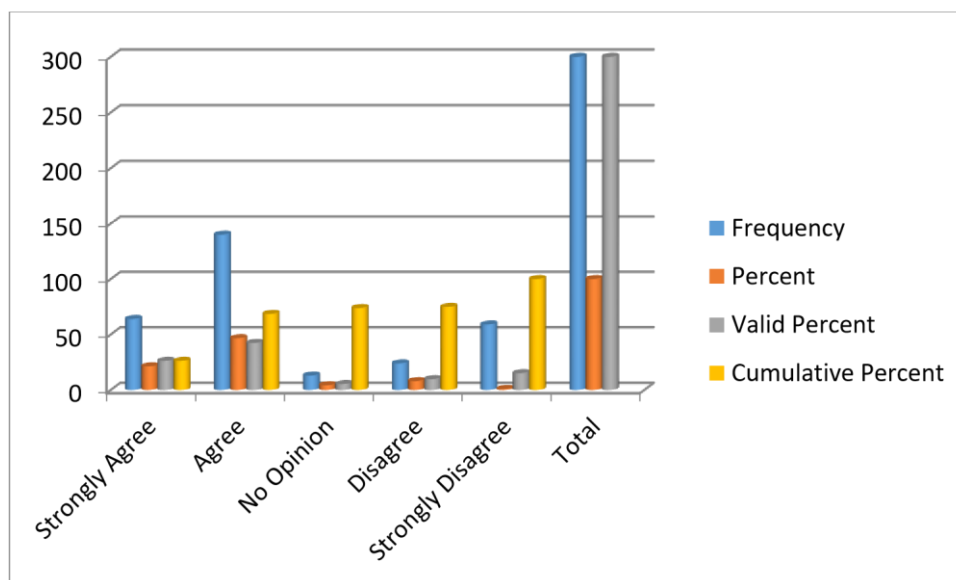
Table 4.79. You waste your time.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	98	32.7	33.0	33.0
Disagree	145	48.3	48.8	81.8
No Opinion	32	10.7	10.8	92.6
Agree	20	6.7	6.7	99.3
Strongly Agree	5	.7	.7	100.0
Total	300	100.0	100.0	

Table 4.81 and Diagram 4.81 shows the respondent's reply regarding their time. 7.4 % of the respondents agreed that they waste their time while 81.8 % of the respondents disagreed that they waste their time. 10.8 % of the respondents said nothing about their time. This shows that most of the respondent's disagreed that they waste their time.
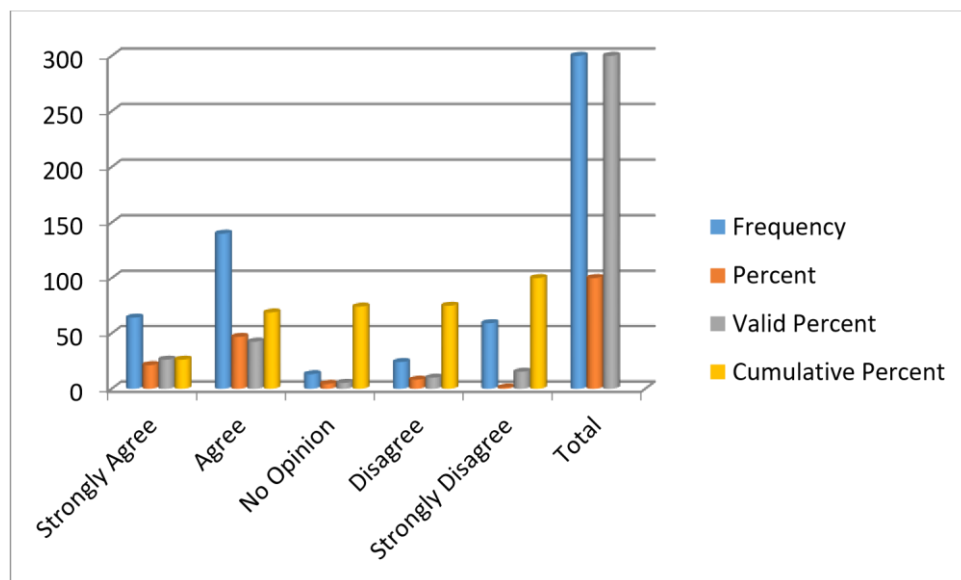
Table 4.84. Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	2.958 .189	.207		14.289	.000
FC	1.234	.092	.162	2.054	.040
TAN		.563	.178	2.191	.001
CM	1.059	1.028	.074	2.107	.039
AQ	.107	.120	.062	.979	.328
BSA	.559	.214	.062	1.789	.328

a. Dependent Variable: student Personality.

Table 4.84 shows the regression analysis. Student personality is dependent variable while family characteristics, school characteristics (Tangibles of school, class management of teachers and academic quality of school) are used as independent variables in regression analysis. Family characteristics, tangibles of school, class management of teachers, academic quality of school, and behavior of school administrators have a positive effect on student's personality. Family characteristics, tangibles of school, class management of teachers had a significant effect on student personality at 0.05 confidence interval while academic quality of school had insignificant effect on student personality at 0.05 confidence interval. Behavior of school administrators was significant at 0.01 confidence interval.

Discussion.

Investigating the complex relationships between learning factors, student personality development and school discipline in government schools throughout Punjab, Pakistan, main aim of this work. Schools are ecosystems where conditions support growth rather than merely physical buildings made of brick and mortar. Beyond laws and norms, exploration penetrates the social and physical environments that kids live in every day and has a significant impact on their development. Goal of work is to elucidate the effects of school environment and discipline on students' overall development, going beyond the immediate concerns of upholding order. How can

these components help people develop resilient, flexible, and well-rounded personalities in addition to compliance?

Conclusion.

In Punjab, Pakistan, including rural and urban areas, the study attempted to assess the impact of public school administrative and environmental elements on students' personalities, academic success and character development. A set of questions was developed in order to assess the impact that various school features and the school's social milieu had on students' self-esteem, self-control, behavior, values and attitudes, as well as their academic performance. Between the ages of 14 and 16, 300 high school students provided data. Ten schools were chosen from the rural and ten from the urban areas in order to gather data. From each school, fifteen pupils were chosen. The SPSS 22 was used to assess the results using the data description approach. The results are listed as follows:

- The majority of mothers of students in the research were either illiterate or had lesser qualifications, whereas the majority of household heads of students included in the survey were literate and had qualifications above matriculation. The majority of the study's participants were from nuclear families in the lower middle class, with monthly family incomes under 25,000.

- The majority of the pupils come from families with fewer than seven people, and they are close and caring for one another. The majority of students love and respect their family, and they rely on them.

- Every school we visited for research had orderly, spotless classrooms. Most schools in rural locations lacked guarded boundary walls, while those in metropolitan areas had safe and secure boundaries. Security staff at the schools was ill-equipped to handle ambiguous scenarios

- The majority of students reported that while they don't become bothered by things easily, they created plans but couldn't follow through on them, and they found it hard to get started on work. Most of the study's participants reported that they don't waste time or talk a lot.

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