

## Comparative Study of School Discipline and Environment Regarding Student Personality: A Case Study of Government 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 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 students' personalities, including resilience, self-worth, and social skills. It is anticipated that the results of this comparison study will 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.

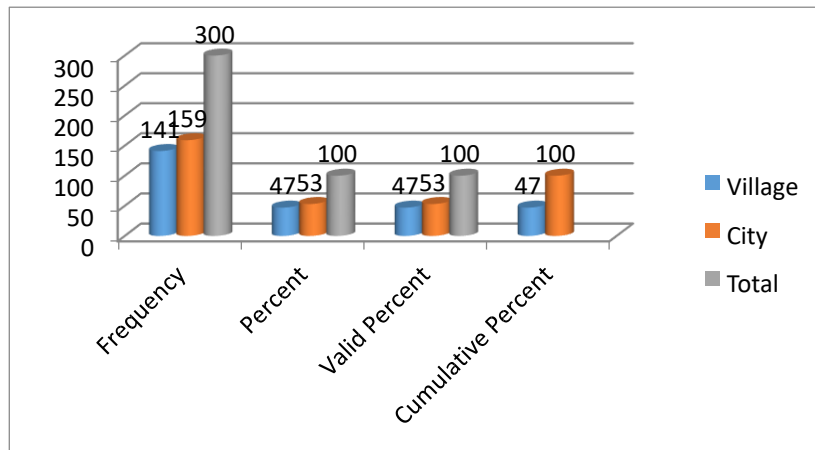
### ***Results and Discussion.***

Data of 300 students of different public schools in rural and urban areas of Punjab is analyzed through SPSS 22. A 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
<b>Village</b>	141	47.0	47.0	47.0
<b>City</b>	159	53.0	53.0	100.0
<b>Total</b>	300	100.0	100.0	

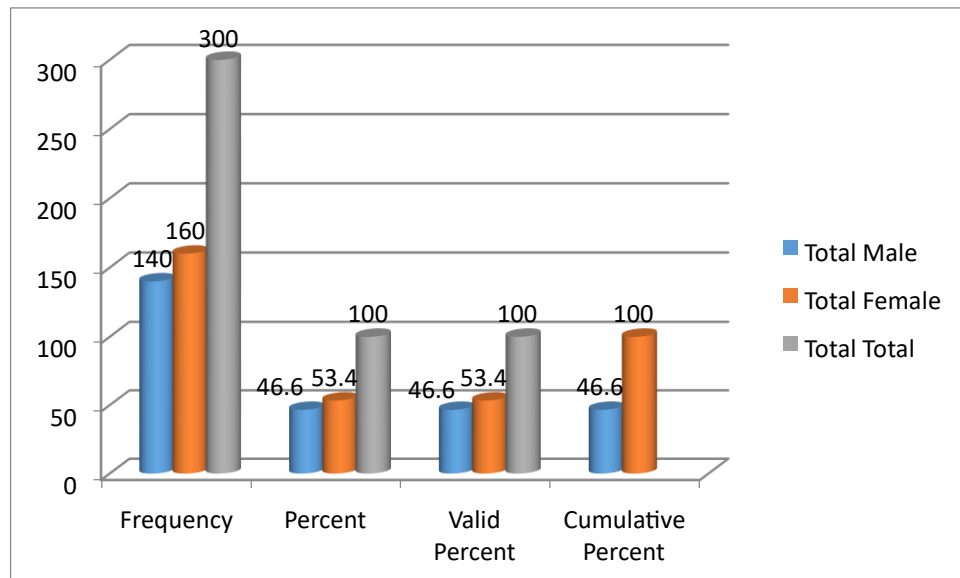
Table 4.1 and Diagram 4.1 shows the community in which students are living. 47 percent of students included in the study are living in the villages while the remaining 43 percent are living in cities. This shows that there is almost equal participation of students in the study from rural and urban areas.



**Table 4.2. Gender of the Student**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Male</b>	140	46.6	46.6	46.6
<b>Female</b>	160	53.4	53.4	100.0
<b>Total</b>	300	100.0	100.0	

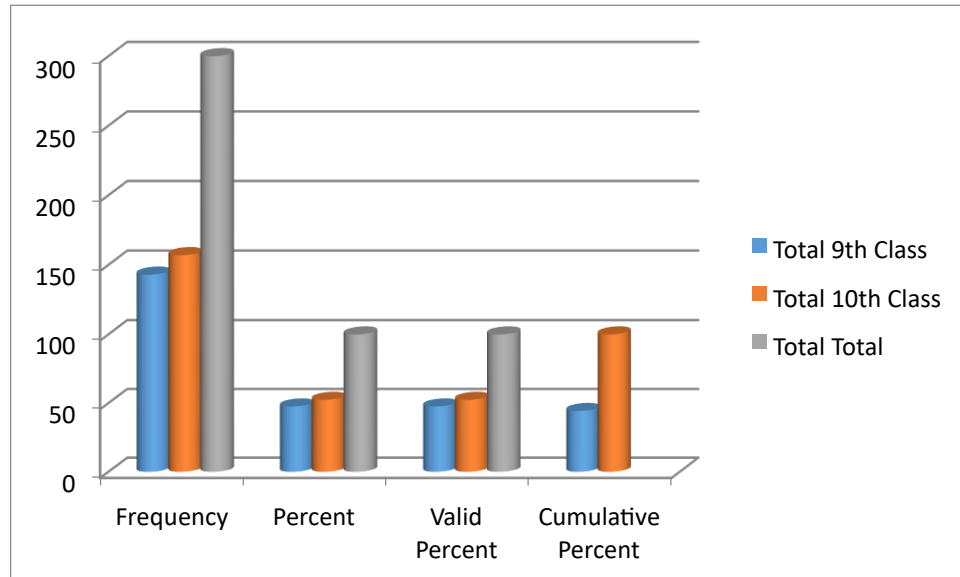
Table 4.2 and Diagram 4.2 shows the gender of the students. 46.6 percent of the total students included in the study are male, while 53.4 percent of students are females. This shows that most of the students included in the study are females. 61.9 percent of the total females included in the study are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



### 4.3. Class of the Student

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>9th Class</b>	143	47.6	47.6	44.3
<b>10th Class</b>	157	52.4	52.4	100.0
<b>Total</b>	300	100.0	100.0	

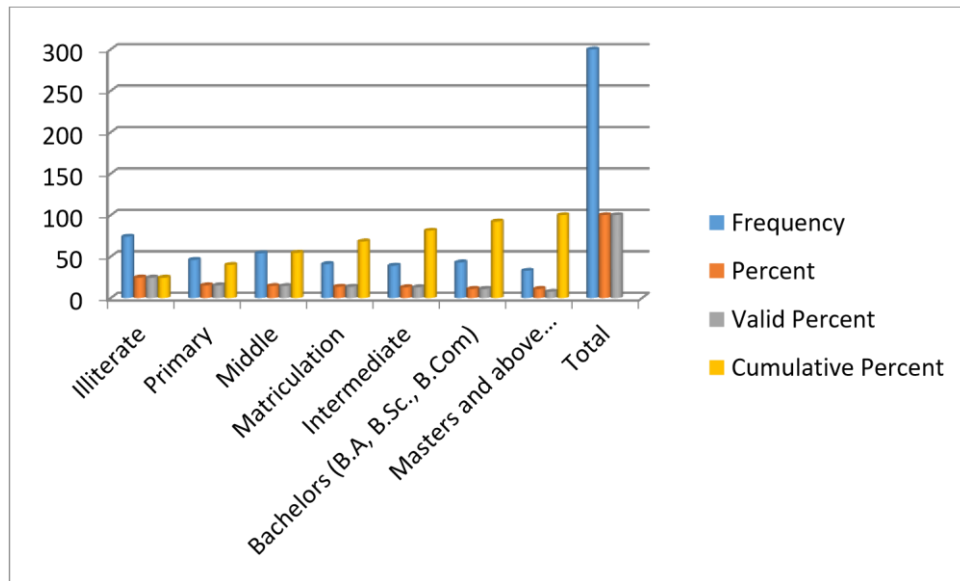
Table 4.3 and Diagram 4.3 shows the class of students in which students are getting an education. 47.6 percent of the total students included in the study are in the 9<sup>th</sup> class, while the remaining 42.4 percent of the students are living in the 10<sup>th</sup> class. This shows that most of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



#### 4.5. Mother's Education

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

Table 4.5 and Diagram 4.5 shows the educational background of the mothers 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 the majority of the mothers of students included in the study are less qualified.

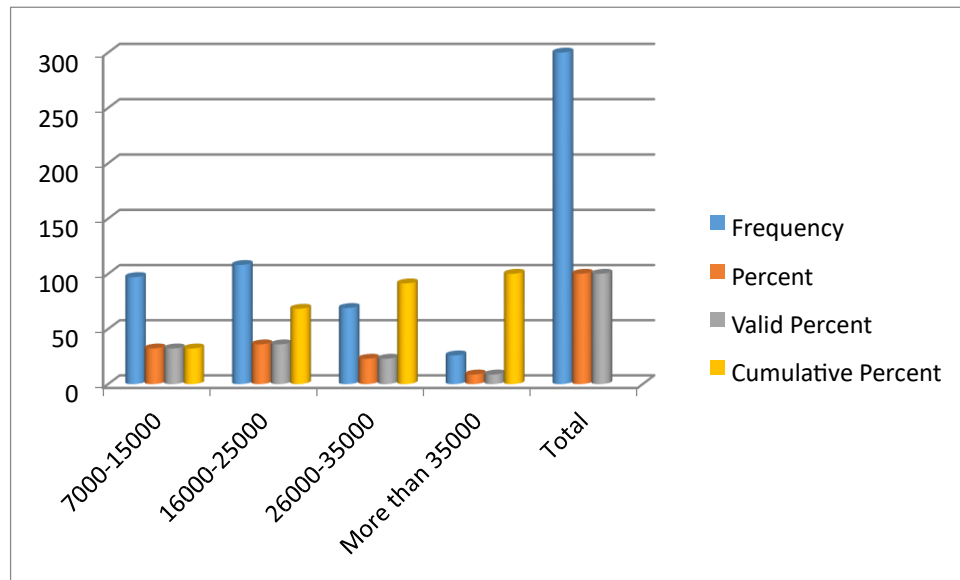


#### 4.6. Family's Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>7000-15000</b>	97	32.3	32.3	32.3
<b>16000-25000</b>	108	36.0	36.0	68.3
<b>26000-35000</b>	69	23.0	23.0	91.3
<b>More than 35000</b>	26	8.7	8.7	100.0
<b>Total</b>	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 of 7000-15000, 36.0 percent of the

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

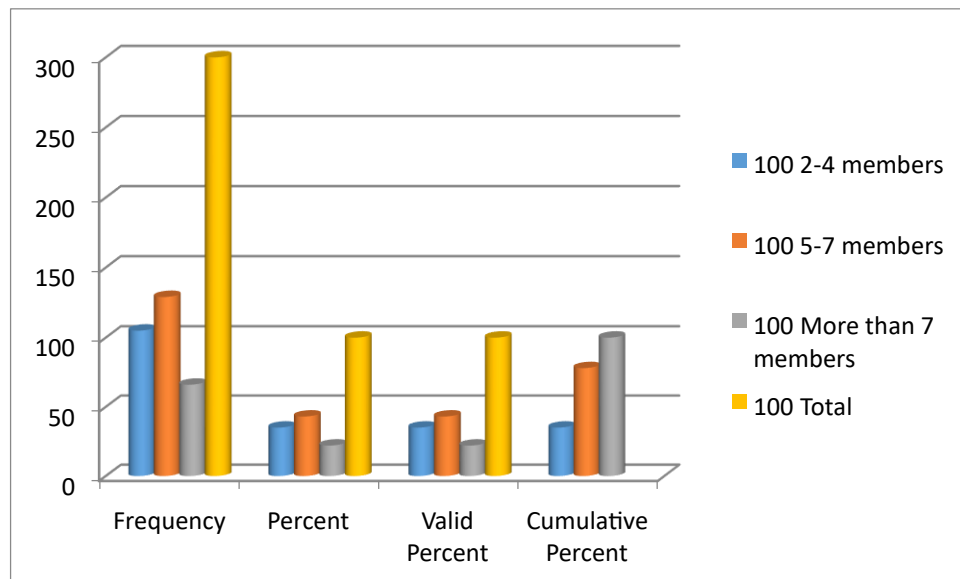


**Table 4.9. What is your family size?**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>2-4 members</b>	105	35.0	35.0	35.0
<b>5-7 members</b>	129	43.0	43.0	78.0
<b>More than 7 members</b>	66	22.0	22.0	100.0
<b>Total</b>	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 the majority of the respondents have family size below 7 members.

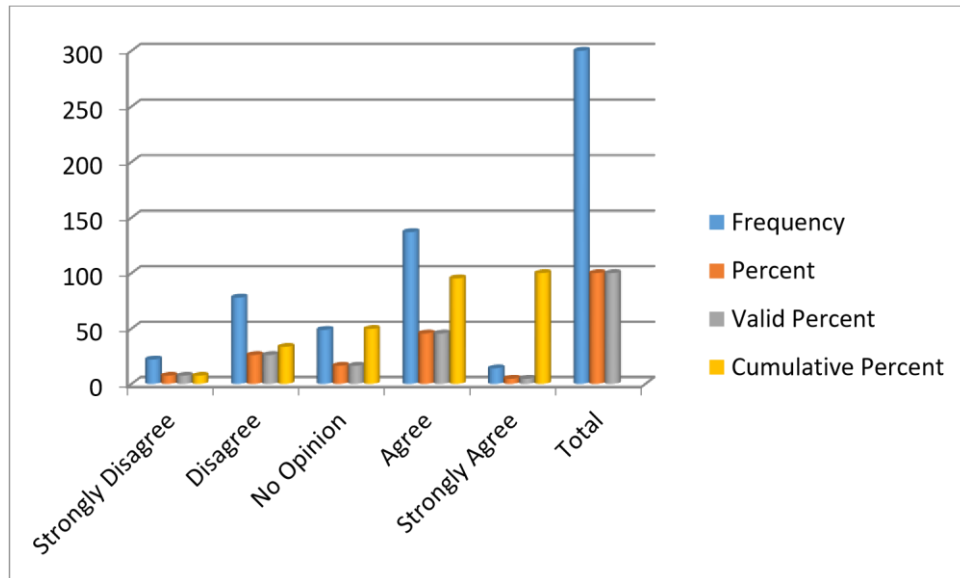


**Table 4.13. You really enjoy your family.**

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

<b>Agree</b>	137	45.7	45.7	95.3
<b>Strongly Agree</b>	14	4.7	4.7	100.0
<b>Total</b>	300	100.0	100.0	

Table 4.15 and Diagram 4.15 shows the respondent's replies 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 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.

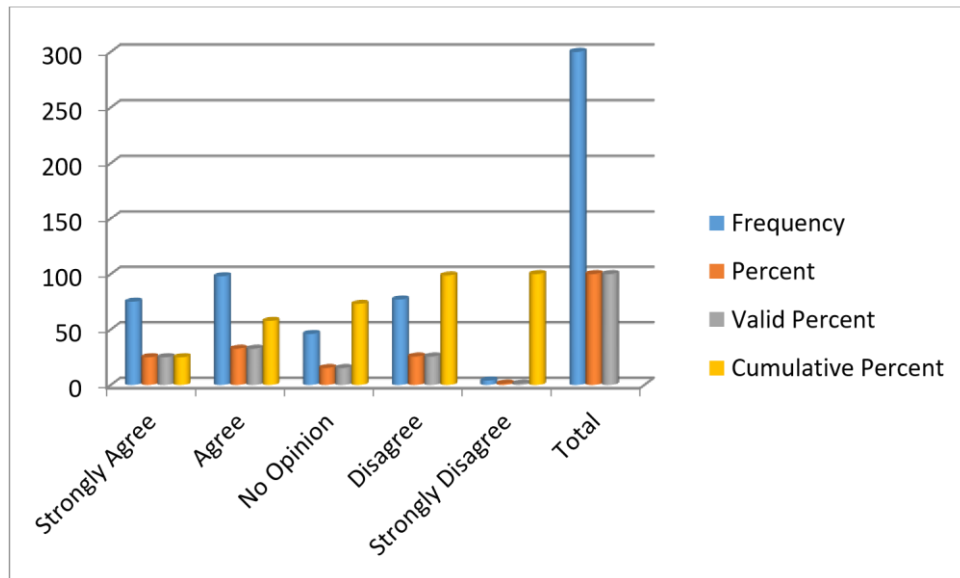


#### 4.25. School classrooms are clean

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Strongly Agree</b>	75	25.0	25.0	25.0

<b>Agree</b>	98	32.7	32.7	57.7
<b>No Opinion</b>	46	15.3	15.3	73.0
<b>Disagree</b>	77	25.7	25.7	98.7
<b>Strongly Disagree</b>	4	1.3	1.3	100.0
<b>Total</b>	300	100.0	100.0	

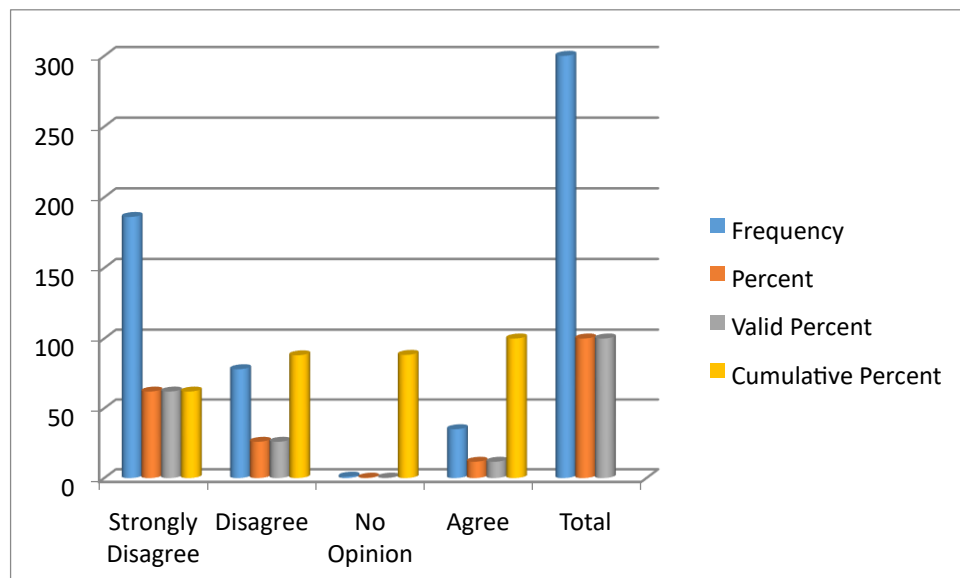
Table 4.27 and Diagram 4.27 shows the respondent's replies regarding the classrooms of their school. 57.7 % of the respondents agreed classrooms are clean, while only 22 % of the respondents disagreed that classrooms are clean. 15.3 % of the respondents said nothing about the classrooms of their school. This shows that the classrooms of most of the respondent's schools are appropriate.



**4.56. The security staff of the school is capable of handling uncertain situations.**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Strongly Disagree</b>	186	62.0	62.0	62.0
<b>Disagree</b>	78	26.0	26.0	88.0
<b>No Opinion</b>	01	0.3	0.3	88.3
<b>Agree</b>	35	11.7	11.7	100.0
<b>Total</b>	300	100.0	100.0	

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

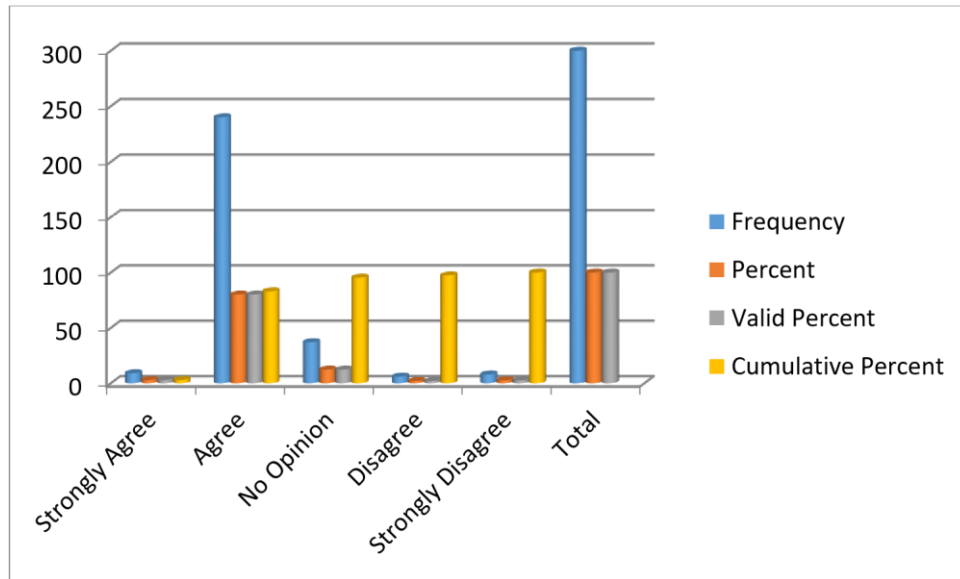


of the respondents disagreed that the security staff of the school is capable of handling uncertain situations.

**4.71. You have frequent mood swings.**

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

Table 4.74 and Diagram 4.74 show the respondent's replies 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 respondents agreed that they have frequent mood swings.

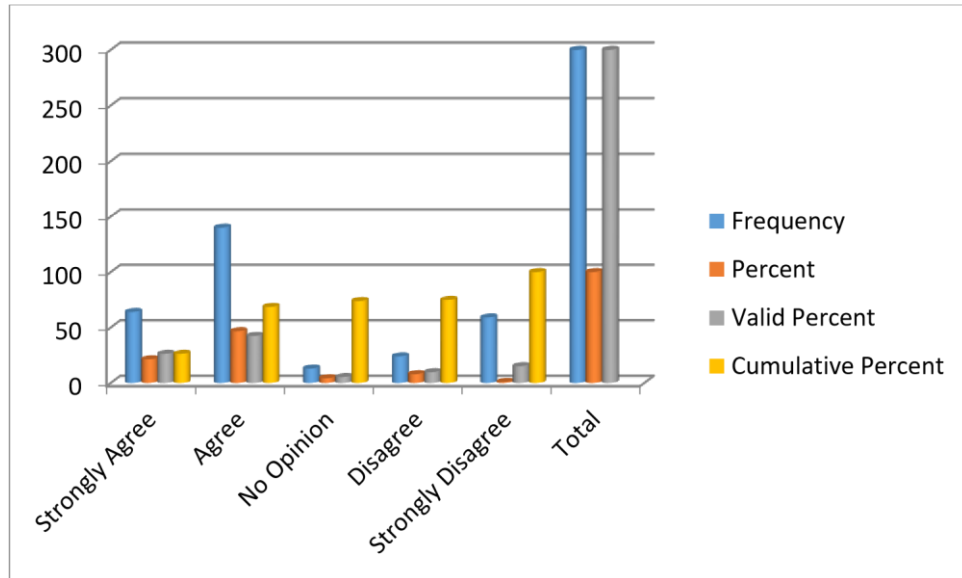


**4.74. You make plans and stick to them.**

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

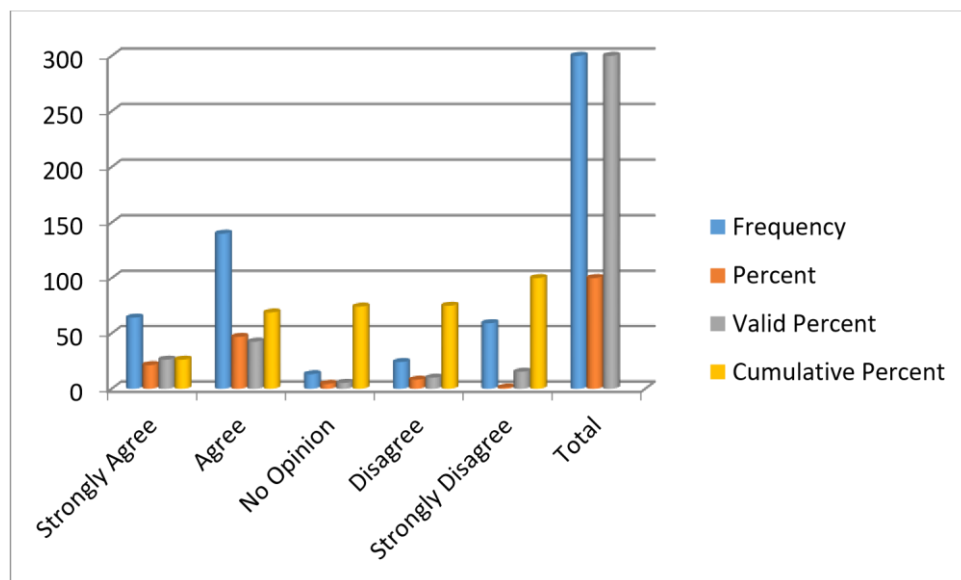
respondents said nothing about their plans. This shows that most of the respondents disagreed that they make plans and stick to them.



**Table 4.79. You waste your time.**

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

Table 4.81 and Diagram 4.81 shows the respondent's replies 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 respondents disagreed that they waste their time.





**Table 4.84. Regression Analysis**

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

a. Dependent Variable: student Personality.

Table 4.84 shows the regression analysis. Student personality is a dependent variable, while family characteristics, and 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 students' personalities. Family characteristics, tangibles of school, and class management of teachers had a significant effect on student personality at 0.05 confidence interval, while the academic quality of school had an insignificant effect on student personality at 0.05 confidence interval. The behavior of school administrators was significant at a 0.01 confidence interval.

### ***Discussion.***

Investigating the complex relationships between learning factors, student personality development, and school discipline in government schools throughout Punjab, Pakistan, is the 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. The goal of the work is to elucidate the effects of the 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 families, 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 were 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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