Impact of Classroom Discipline on University-Level Students' Performance in English as a Foreign Language (EFL)

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Abstract

The study investigates the influence of classroom discipline on the performance of university-level students in English as a Foreign Language (EFL). Classroom discipline is a pivotal factor in academic settings, significantly affecting students' learning outcomes. However, its specific impact on EFL performance at the university level remains relatively understudied. This research aims to bridge this gap by examining the relationship between classroom discipline and students' EFL performance. The study utilizes a mixed-methods approach, incorporating quantitative analysis of academic performance data alongside qualitative insights gathered through interviews or surveys with students and instructors. The findings are expected to shed light on the importance of maintaining effective classroom discipline for enhancing EFL learning outcomes among university students. This research holds implications for educators, policymakers, and educational institutions striving to optimize teaching and learning environments for EFL instruction at the tertiary level.

Keywords: English as a Foreign Language, Students' Performance, optimize teaching and learning environments

Introduction

Discipline is characterized as "the deliberate action or inaction to regulate behavior." It encompasses the ability to maintain self-control or control over others, regardless of the challenges presented, and involves adhering openly and rigorously to laws, guidelines, cultural norms, and values. Through the reinforcement of desirable behavior and discouragement of undesirable behavior, along with guidance and direction for maintaining a harmonious balance between the two, discipline can be seen as a process of teaching and learning. It aims to make life more manageable, predictable, and stable by establishing boundaries and clarifying expectations. Given the axiom that "choices have consequences," any form of reprimand for disregarding discipline is deemed appropriate. Various tragic circumstances serve as stark reminders of the necessity for discipline, with extremely negative outcomes resulting from its absence. For instance, in less than four months, the global COVID-19 pandemic has spread worldwide, causing immense suffering and loss of life. The exponential growth of the pandemic has been exacerbated by a lack of personal discipline, such as failure to adhere to basic preventive measures like handwashing, social distancing, and self-quarantine. In educational settings, indiscipline manifests in disobedience to authority figures, bullying, truancy, tardiness, involvement in cultism, alcohol and drug abuse, verbal or physical assaults, sexual harassment, theft, rioting, vandalism, and other antisocial behaviors. Left unchecked, such misconduct becomes increasingly evident. Conversely, early instillation of discipline, as seen in security or military forces, fosters orderliness and discipline in various facets of individuals' lives. The significance of discipline in educational institutions is

underscored by its multifaceted influence on student learning. Discipline reduces disruptions, promotes effective time management through adherence to schedules, shapes students' characters, enhances motivation, provides opportunities for teachers to serve as role models, and correlates with higher test scores. Moreover, academic achievement models need to consider variables such as exam anxiety, environmental factors, motivation, and emotions. Research indicates that disciplined classroom environments correlate positively with academic success, as students are more likely to thrive when guided by constructive disciplinary practices that prioritize instruction over punishment. Positive discipline not only fosters better decision-making but also facilitates learning and adaptation of behavior to align with classroom rules. In essence, well-disciplined children and adolescents demonstrate qualities that reflect those of responsible adults.

Objectives of the Study

The study aims,

- ❖ To explore the effects of classroom disciplined upon the learners performance.
- ❖ To highlight the students perceptions about well-structured university discipline policies

Literature Review

The outcomes of educational services are not always quantifiable and easy to describe because they entail the growth of students' knowledge, life skills, and behaviour. Research suggests that having supportive parents can help lessen occurrences of disruptive student behaviour in the classroom. Epstein (2001) found that families with academically successful children had certain characteristics in common. Teachers assessed parents' involvement in their children's education at home and at university by gauging the frequency and quality of teacher-parent communication. The influence of teacher quality on student conduct in the classroom Educators have a duty to consider the cultural backgrounds of their students when developing lesson plans and pedagogical strategies. Good university administrators allow teachers to personalise their instruction for each of their students (Kimaro & Machumu, 2015). Selecting a method of instruction that fosters learning and accounts for students' unique patterns of behaviour is crucial for successful classroom management. Self-disciplined students have a better chance of learning from their professors' efforts. Parents are the single most influential factor in a child's academic success. Making classrooms and libraries better places for teaching and learning has a direct impact on student achievement. According to Stough and Montague (2015), classroom behaviour improves when teachers follow their lesson plans. Teachers who take the time to carefully organise their courses and activities can hold their pupils' attention and find it easier to maintain order in the classroom. Lessons that are well-organized and delivered to pupils are more likely to capture their interest, which in turn promotes classroom discipline (Dupper, 2010). No one can deny the importance of parents in the fight against poor student discipline, which in turn contributes to low academic achievement. Maintaining classroom order and regulating student behaviour According to studies conducted by Porumbu and Necsoi (2013), students' behavioural issues are exacerbated by their parents' activities, particularly their use of verbal and nonverbal punishment. A friendly approach from a trained, creative teacher and subject matter specialist is all that is needed to influence student behaviour and inspire them to gain the vital knowledge and abilities (Levin & Nolan, 2010:85). Teachers need to be the ones to keep the peace in their classrooms. Teachers should develop and enforce standards in the classroom that reflect the norms of the greater society (Levin & Nolan, 2010). The success of any university depends on the cooperation of parents and teachers. The Goal of University Discipline Porumbu and Necsoi (2013) assert that the purpose of learner

discipline is to help students become well-adjusted members of society by providing a framework for modelling character and acceptable behaviour and keeping things running smoothly in the classroom. Incentives to behave responsibly and in accordance with social norms appear to have a positive effect on students. So, teachers should motivate their students by giving them prizes and incentives. Collaborative projects are a great way for students to learn from their peers and professors alike (Merriam & Tisdell, 2016). A lack of learner discipline in universitys appears to be the primary cause of the decline in academic performance. Both self-control and submission to authority play crucial roles in a productive classroom setting (De Beer, 2012). Instilling fundamental values in students is crucial for university discipline, especially the qualities of tolerance and respect. When there are interruptions in the classroom, it is the teacher's responsibility to get the students back on track. Omera Johnson argues that striking a healthy balance between cooperative and competitive forces is essential in a classroom setting where instruction is outcomes driven (2013). Discipline is meant to instil in students the knowledge and resolve to act responsibly.

Data Analysis

There is widespread agreement that we must do more to ensure the safety of middle-class Pakistani students and teachers. Recently tragic incidents have put a spotlight on students' terrible behaviour in universitys across the country. Writing for the classroom is increasingly emphasising the importance of parental involvement. It seems that when parents, students, and the community are involved in university activities, the degree of university pride and the quality of comments on university discipline rise. The purpose of this research was to discover the commonalities among the most successful forms of university discipline in universities in Multan, focusing mostly on BS programs. A total of 2 universities. representatives, including teachers, educators, and concerned parents have been selected. To better understand the current state of university discipline, the factors that contribute to effective university discipline practises, the obstacles to effective university discipline practises, and how these stakeholders think effective university discipline practises can be improved, this study surveyed university administrators, experienced educators, and parents.

Evaluation of the answer (teachers, students and parents)

Q1

Views of the Teachers

As for the efficiency and usefulness of their disciplinary measures, administrators' views were all over the map. Heads of department had a deep familiarity with the literature and strategies for maintaining order in classrooms. Many of them shared their concerns about students' safety in the classroom and gave solutions they had personally tried or seen in the research. Topics of discipline were discussed, and channels of communication were opened, including conferences, newsletters, and handbooks. They talked about other approaches that they had been experimenting with or were planning to try out soon. Before establishing a new practise or policy, so on and so forth.

Every university's disciplinary matter is unique in its own way. There is no silver bullet for dealing with discipline problems. Every educational institution needs a group whose sole purpose is to investigate potential solutions. Policies can only be successful if they deal with actual problems, not only the ones that educators perceive to be problematic.

These executives discussed the significant research they undertook to identify new projects that could be implemented at their institutions and the success they had in implementing several common practises. Teachers' Points of view include programmes like Character Counts and mentoring, as well as including more group projects and discussions into classroom instruction. When asked how they ensure effective management of student behaviour, the vast majority of teachers point to student participation. They claimed that everyone with an interest in the outcome of a policy that affects their children, including students, teachers, and, ideally, parents, should have a voice in crafting that policy. Teachers wanted to preserve all current practises while offering more instruction in conflict resolution for students and employees. Z, a teacher, has observed a marked decline in disciplinary problems since the district he serves instituted stricter punishment processes. He went on to explain that since stronger laws began removing students from class and placed them in alternate educational settings, there has been an increase in classroom behaviour. If students are threatened with suspension or expulsion for bad behaviour, they will be less likely to act out. As an teacher, I believe that a zero-tolerance policy is the best way to show students how seriously we take any kind of misconduct. It appears to be effective in influencing student behaviour, which in turn promotes improved university order.

Parents' Points of View, parents were asked about their opinions on their children's learning process, and all but one expressed contentment with the approaches being taken. Multiple parents brought out the importance of these adults providing direction and support to their children. When asked what they valued most in a teachers, many respondents said they wanted someone who would be present at classroom activities frequently rather than just occasionally. Effects of tutoring programmes on students' long-term development were another topic of conversation among parents. Constant communication with parents was mentioned as a key component of a successful discipline plan.

Q2

Teachers perspective, When parents, students, teachers, and administrators all work together, it helps keep universities and their disciplinary rules running smoothly. It's important to get input from everyone who stands to be affected when crafting a policy or procedure for administering disciplinary action. If university administrators take a proactive attitude, members of the community are more likely to agree that the university's discipline practises are effective. It's crucial to have these talks and keep records of them to make sure everyone is on the same page with regards to the standards that must be met. Handbooks, brochures, newspaper articles, posters, PowerPoint presentations, and videos can all be useful tools for promoting institutions discipline. Children who participate in inappropriate behaviours like teasing and bullying should be subject to disciplinary measures. All the officials agreed that a trustworthy data support system was necessary to monitor the conduct of the students and the number of violations. Maintaining a record of student behaviour on both an individual and university level is crucial for spotting patterns and making the appropriate modifications. A challenging and current curriculum is essential for

maintaining students' interest and motivation. There may be a greater sense of authority and support in the corridors when more adults, including teachers, administrators, and parent volunteers, are present at bell change times. To make sure that everyone in the university feels safe and secure, we need to take a comprehensive approach that involves the principal, teachers, students, parents, and support staff.

Parents' Points of View, a principal's involvement and instructors' concern for their kids are essential for successful disciplinary policies to be put into place. Teachers should talk about, reinforce, and even model appropriate disciplinary practises. If the teacher asks for input from both students and parents, the disciplinary policies will be accepted by everyone. It's important to talk things out openly.

Q3

Teachers' views point, Lack of written material on discipline concerns was cited as a major challenge by administrators. The administrators also emphasised the importance of increased staff development, noting that teachers benefit from observing diverse management styles in action. Teachers are in dire need of resources that help them better understand and manage student behaviour problems and create effective solutions. It's possible that parents of disruptive pupils will be hesitant to meet with university officials to discuss their child's behaviour problems. At least administration has seen a consistent problem with parents not showing up for scheduled conferences. Many parents also find it difficult to arrange convenient times for parent-teacher conferences due to work commitments. Helping children with academics and discipline while they are coping with challenges at home including alcohol, drugs, poverty, and dysfunctional situations can be difficult for teachers and administrators. Due to their layouts, university corridors, stalls, cafeterias, and gyms can be difficult to monitor. The majority of teachers agree that there should be an increased number of adults present during class transitions. A significant barrier was noted as the absence of well-defined norms and penalties. It was suggested that not enough consequences are imposed on some people. Parents who are too busy or unwilling to meet to discuss their child's behavioural difficulties are often cited as a major barrier by teachers.

Parents' Points of View. There was a consensus that parents' lack of education on the topic of student behaviour and teachers' lack of expertise in dealing with disruptive pupils were major factors. Parents' worries about home problems leaking into the classroom have been shared by the administration. universities were suggested as potential venues for family education through the use of programmes, lecturers, and summer camps. The parents also emphasised the value of training teens and teachers how to de-escalate potentially volatile situations. Many parents are worried about their children's safety in university and have asked for further security measures to be taken, including the installation of metal detectors and the hiring of police officers. Concerns have been raised by parents that instructors are not being sent to conferences that help them improve their classroom management and their own skills.

Q4

Teachers' Points of View, teachers promised to do things like show genuine curiosity in their students' futures and make an effort to get to know them as individuals. They argued that

principals should trust instructors with as much classroom management as they can handle, allow teachers try out new approaches when those approaches prove successful, and generally offer teachers a lot of latitude. All of the participants acknowledged the need for both faculty and administration to play more visible roles in the institution's day-to-day activities. Finally, they suggested the administration implement effective staff development programmes to increase educators' capabilities as classroom supervisors and disciplinarians.

Parents' Points of View. The parents were unanimous in their belief that the university's management and teachers should take immediate action whenever a disciplinary problem arose. They said the university had the potential to aid students with behavioural problems by teaching them to regulate their behaviour, think critically about it, and consult an adult when they sense trouble is coming. There may be a system in place where disruptive students are paired with an adult or another student who can help them straighten out their behaviour. Parents offered numerous constructive recommendations, such as the following: First, university administrators might refer kids with behavioural concerns to counselling to assist them gain the social and emotional skills they need to succeed in university. Students who follow the university's behavioural expectations and show good character may be rewarded in a variety of ways, including verbal praise from their teachers and the attention of the university's administration.

The primary goals of university discipline are to ensure the safety of faculty and students and to create a setting that is conducive to learning. Sadly, violent or unlawful student behaviour sometimes overshadows these goals and generates headlines. The great majority of disciplinary problems, however, originate from students' actions that are not illegal in character. Although these problems are not immediately dangerous to pupils, they do dampen the spirit of the classroom.

There was a time when nobody—administrators, educators, parents, or students—took university violence and bullying seriously. None of this represents contemporary society. Amid growing fears for students' safety, many educational institutions have begun reviewing their disciplinary policies. According to research by Frosch and Gropper (1999), parents who are actively involved in their children's universitys are more likely to enforce proper discipline, and they are also more likely to volunteer at the universitys and act as their ambassadors in the local community. In this survey, these opinions were widely held.

Discussion

Good student behaviour is essential to children's academic progress, as shown by this study and others like it. If the classroom is not in order, neither the teacher nor the pupils will be able to do their jobs effectively. Effective measures for university discipline require input from all stakeholders. Although it is ultimately the principal's and faculty's obligation to implement disciplinary measures in the classroom, it is in everyone's best interest if they are established in close consultation with students and their families. In order to be effective, disciplinary measures in universitys must be directed at real problems with real consequences for students' ability to learn. The most productive methods look for and treat the root reasons of students' bad behaviour. First, what are the boundaries of acceptable behaviour? The second query concerns the values that young people should hold.

All children will learn to resolve problems in socially acceptable ways and without violence, for example, as a direct result of these practises. Second, there will be no bullying of students. Third, no one in class should harass or otherwise hinder the work of others.

An good discipline policy, in whatever form it takes, will teach students to take responsibility for their actions, be respectful to one another, and appreciate the importance of hard work and civic responsibility. Parental involvement is crucial for effective university punishment programmes. When parents are involved, their children benefit from a more nuanced understanding of the university's expectations and a smoother transition. Many concerned guardians have witnessed the decline in order and discipline in their children's universitys, which they recall from when they themselves were little. Student violence, disruptive behaviour, bullying, and intimidation occur far too frequently. Families and institutions of learning must collaborate to effect change. The money spent on preventative measures is money well spent. The first step for parents to take in their children's education is to enrol them in a cooperative preuniversity programme, where they can see and learn from early childhood educators as they model positive disciplinary practises. Then, parents must continue to play an integral role as partners all through their children's university years.

Administrators and teachers agree that having access to high-quality professional development opportunities is crucial to creating successful university discipline policies. The events should be on preventative measures, with a spotlight on issues of equity and making the most of current resources. Time for dialogue and assistance with logistics are two must-haves. Give educators plenty of time and space for in-depth discussions on what works in the classroom, as well as many opportunity for peer mentoring and refresher training. Disruptive or aggressive students will be asked to leave class and may be transferred to another learning environment. The classroom should be a place where both students and educators may feel secure.

It is vital to acknowledge and celebrate students who make positive contributions to the university and demonstrate appropriate behaviour. Children should be inspired to engage in positive and constructive behaviours through a range of planned events, courses, and experiences. University publications including newsletters, hallway bulletin boards, newspapers, and assemblies should feature student names and pictures to celebrate students' achievements.

Discipline plans that are put into action successfully rely on consistency and cooperation from all parties involved. It is important for educators to maintain uniformity in their disciplinary policies and expectations for all students. Teachers and staff members need to work together for the good of the institution and the students. The safety of the professors and students must be prioritised, and all feasible safeguards and interventions must be done.

The effectiveness of various strategies for preventing disruptions in the classroom can be used as a proxy for the overall success of university discipline programmes. For kids who receive multiple disciplinary referrals, many of the focus group's participating educators recommended instituting counselling and constructive peer mentoring programmes. Monitoring discipline rates and trends allows you to adjust your current practises and implement any new strategies that prove successful. Each year, we should evaluate whether or not our current system of punishment remains the best and most effective option available.

Conclusion

Learner success is heavily influenced by factors like as disposition and context. Motivating factors in students' pursuit of discipline vary widely. Those high in such characteristics employ a wide variety of learning tactics, some of which are more prevalent in those with extrinsic motivation than in those with intrinsic motivation. Given the importance of motivation to student success, it is imperative that educators place a premium on inspiring students to believe in themselves and their discipline in the institution. Teachers also need to be well-prepared to use a variety of tactics when instructing students and to combine the learner's value system with their own. Like a dish where all the flavours complement each other perfectly, we are the sum of our parts. Each of us has a role to play, but we can't overstate our importance or minimise the contributions of others. The study's overarching purpose was to learn about the perspectives of university administrators, experienced educators, and parents on present methods of university punishment and how they may be enhanced the decipline.

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