



## **Discipline as a Predicting Factor of Quality Teaching Learning Process at Primary Schools of Southern Punjab**

Sidra Arshad<sup>1</sup>

<sup>1</sup> M.phil Scholar, Department of Education, The Islamia University of Bahawalpur, Pakistan,  
Email: Sidraarshad656@gmail.com

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### **ABSTRACT**

This study deals with discipline as a predicting factor of quality teaching learning process at primary schools of southern Punjab. There are number of factors that are responsible for quality teaching learning process, discipline is one of them. Objectives were set are to identify the role of discipline in teaching learning process at primary school level; to determine the extent of discipline in teaching learning process in schools of southern Punjab; to highlight the effectiveness of positive discipline in teaching learning process in primary schools of southern Punjab and to identify the factors of quality teaching learning process in primary schools of southern Punjab. Mixed method approach was employed to conduct the study. The study was descriptive in nature. The population of the study was considered the public head teachers and PST teachers at government schools. Researcher randomly selected 15 public primary schools, 75 teachers and 15 head teachers as a sample from three tehsils of Bahawalpur district. In current study questionnaire, semi-structured interview and observation sheet was used as a research tool to collect data. The data was analyzed using Statistical Package for Social Science (SPSS) software. To analyze the items, the statistical techniques of mean score and one-independent t-test were used. Major findings of the study reveal that being a teacher I am, causes of students' indiscipline, quality education means to me, me being a teacher have, me with my students, standards for provision of quality education and role of students in teaching learning process. Conclusion shows that discipline is a main factor that effect on quality teaching learning process.



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Corresponding Author's Email: [Sidraarshad656@gmail.com](mailto:Sidraarshad656@gmail.com)

## **1. Introduction**

Education is a natural process that is take place in interaction of the environment and individuals and by which an individual gains knowledge and develops attitude and skills (Akram, Siddiqui, Nawaz, Ghauri, & Cheema, 2011). Education is also a process of initiation it means that education is an activity instead of a concept of idea (Jamil, Farooq, Sajid, & Shehzadi, 2021; Javed, Nawaz, & Qurat-Ul-Ain, 2015; M. Nawaz, Basheer, & Afridi, 2019). Education is a tool to eliminate the poverty (Parveen, 2014) and boost health (Majeed & Gillani, 2017; Shafiq & Gillani, 2018). Education is a natural process that is acquired by experiences in the environment rather than just listening to words and it is carried out by the child. It is the process of reorganization and reconstruction of an experience that brings change in student's life and experiences.

Education gives insight to the nation to solve the problems, using the resources, examining the past weakness and preparing for future life. Education is related to the

development of a whole man, and each activity must participate to it. There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from birth to death, is a process of learning. Education trained the next generation in knowledge and skills which is important for society for example, story-telling method passed values (Jan, Chen, & Chen, 2002).

## **1.1 Background of the Study**

Teaching learning is an interacting process that engages learners in different types of activities to enable them to get values, skills, attitudes and knowledge. It is the most powerful instrument of education to bring about desirable change in students' life. Animals and human have the ability to learn anything (Karban, 2015). Effective teacher tries to engage and motivate the pupils in learning process. He is sure about that each student is able to achieve success in his every field of life and in school. Effective teacher expect from his students for good behavior and standard learning.

Quality means "fitness for purpose" (Wittek & Kvernbekk, 2011). It is the totality of characteristics and features of a thing which can be bear on its ability to satisfy the implied and stated needs. Quality means being the degree of excellence of a thing. Quality is conformance to requirements or specifications. When something is touch to our mental satisfaction level that is called quality. Quality occurs when we compare one thing to another thing: how things are good and bad, quality is used in cars, shoes and shirts also. It means that anything either be a low quality or high quality. We have low and high quality at the same time. So quality means standard of something and comparison of things. Quality education provides to all students capabilities. Quality teaching learning process provides adequate and sufficient opportunity to learn (Sulaiman, Rahman, & Dzulkifli, 2008). Higher education process like teaching and learning always be examined and reviewed to ensure the fitness for purpose. Quality assurance measurement is important in adding value of product and also applied during the process of implementation a program.

Quality assurance is a quality management measure that is providing us confidence in which quality requirements have met (Manghani, 2011). Quality assurance has become an essential aspect to maintain the quality. Quality is something to meet the customers' needs and it is a process of continuous improvement. Quality education is considered as a backbone of the nation. Government has formulated plans for the promotion of quality education (Khan & Nawaz, 2010). Quality education may promote knowledge, skills of people and develop for their improvements. The school may attain quality education when there is active role of teacher. Teacher encourages and motivates the students to achieve the quality education. Parents might play the role for quality education to their children. They may invest money, time and resources for their children.

Discipline is a training of subjecting code of behavior of someone (Galabawa, 2001). Discipline is an important element which plays a vital role in school system that force on uploading the moral values of learners. Discipline is also important in an organization such as in school there is good law and order instead of chaos. Discipline refers to values which able the students to survive in school, family and society (Pacione, 2015). Discipline has positive influence on students and his environment. Classroom discipline is important part of the total education process. It contains all the steps through which cooperation between the students and teacher takes place. It is the process to sure that lesson in classroom run smoothly despite of students' disruptive behavior.

## **2. Literature Review**

Learning means permanent change in behavior and attitudes of the students for developing skills, values and develops understanding of scientific law among them. It appears change in a way that it looks natural. It can take place by experience means without planning while teaching is an internal process of learning. It includes planning and implementation of experience and activities to achieve goals. If teacher is self-motivated then he can motivate his students. Animals and human have the ability to learn anything (Karban, 2015). Learning is both motivation and behavior but behavior can be seen but motivation cannot be seen. So quality teaching and learning process is a powerful instrument to bring desirable change in the student's behavior. Teaching in an art in which

the things are introduced which are unknown for the learners. Teaching is the process of transferring knowledge and imparting values, skills and attitudes to the students. It is an action taken by a teacher who brings out learning and enables the learners to perform the learning activities by accepting challenges (Hattie, 2012).

Discipline refers to the values which able the students to survive in school, family and society (Pacione, 2015). Punishment is used to control the student's behavior while discipline means to develop student's behavior. Discipline teaches the students confidence and self-control. Discipline enables the students to respect of others and themselves and develops the sense of responsibility among them. Discipline also shapes and directed the students' behavior so that child never adopted wrong behavior.

Discipline means the ability of carrying out the reasonable orders and instructions to reach the proper standard of behaviors. It is knows that abstract quality in individuals is linked with and manifested by a individual's ability to do work well at the correct time, in the right situation, without or with guidance. Discipline has positive influence on students and his environment. Classroom discipline is important part of the total education process. It contains all the steps through which cooperation between the students and teacher takes place. It is the process to sure that lesson in classroom run smoothly despite of students' disruptive behavior. Students' behavior also contributes in positive learning (Chadsey, 2016). To improve the aspects of quality education means to sure the excellence for all so that measurable results of learning are achieved by all, such as in numeracy, literacy and life skills. However, this would have an impact on quality when quality education planning done at school level. Thus, it may be inferred that quality is one of the major concerns in education sector and teachers may play very important role for the nation and prepare the young generation for future. So, teacher's concepts of quality need to be clear and their practices need to be done.

## **2.1. Teaching and Learning Process**

Teaching is the cause and learning is the effect. Teaching is the process in which students can learn means learning brought about through teaching. Teaching is helpful to make learning effective. Learning is the process in which behavior is change by practice and training. Learning is the process of gaining latest knowledge, skills, values and behavior or modifying existing. Animals and human have the ability to learn anything (Karban, 2015). Learning is the moderation of the behavior and attitudes of the students and they learn new skills and knowledge. It develops understanding of a scientific law. We learn by read a book, search through a paper and attend a course. We also learn by our own experience without any planning. While teaching is an activity guided by the teacher, develop concepts and theories among students. It is the process of attending the people's feelings, needs and experience.

Teaching and learning is the combined process which meets the students learning needs, assess the learning objectives, develops methodologies, implements the plan for work and evaluates the results. Learning is inside the learner while teaching is outside the learner. Learning and teaching is very important to prepare the youth for citizenship so that they move in the modern society. Learning is classified in three domains like cognitive which is most commonly used, affective which includes objective relating to values, attitudes and interest, and psychomotor that focuses on motor skills and actions (Keuntjes, 2019).

Teaching is desirable and purposive learning. Every teacher set the direction and target for the students. In teaching learning process need to involve all stakeholders especially teacher and students besides institution (Ghavifekr & Rosdy, 2015). Teaching and learning process is a continuous process containing steps like Attention, Interest, Desire, Conviction, Action and Satisfaction.

### **2.1.1. Attention**

Attention refers to a variety of alertness and orientation. Internal attention includes cognitive control whereas external attention selection of sensory information (Chun, Golomb, & Turk-Browne, 2011). The first task of teacher is to take attention of the students

by introducing new ideas for better learning. It is the first step in teaching and learning process.

### **2.1.2 Interest**

When teacher attracts the students attention then he automatically able to develop interest among his students and urges them for their learning. He can convey a message to arouse their interest.

### **2.1.3 Desire**

Desire is the hope and emotion for someone. It concerned with interest because interest becomes a desire for learning and motivation (Ghavifekr & Rosdy, 2015). Teacher explains the information to satisfy the learners need.

### **2.1.4 Conviction**

The act of finding a person guilty of a crime is conviction. After desire, students come to know what action is important and how take this action. He visualizes the action in his own situation and gets confidence for the ability of doing.

### **2.1.5 Action**

The act of doing something is called action. Action can never be neglected because it needs extensive work so that it makes easy for learners. Equipment should be available for an action.

### **2.1.6 Satisfaction**

Fulfillment of one's expectations and needs is called satisfaction. This is the last step of teaching learning process. It is helpful for the students to evaluate the progress. It is motivation force for learning. These all steps based on motivation (Karban, 2015).

## **2.2. Statement of the Problem**

Discipline is the key to success and holds great value. It makes students deal well with things. It has great impact on student's performance. Students cannot be learned and teacher cannot be taught effectively in unsafe environment so discipline is very important in public primary schools. Better discipline of classroom ensures the quality of teaching and learning in schools. Majority of the people believe that quality education may build on capacity of individual to live their life in more comfortable way. Quality education enhances skills and attributes among people to inspire their dormant faculties. The present study was conducted to explore Discipline as a predicting factor of quality teaching learning process at public primary schools of Southern Punjab.

## **2.3. Objectives of the Study**

The study focused on the following objectives:

1. To identify the role of discipline in teaching learning process at primary school level.
2. To determine the extent of discipline in teaching learning process in schools of southern Punjab.
3. To highlight the effectiveness of positive discipline in teaching learning process in primary schools of southern Punjab.
4. To identify the factors of quality teaching learning process in primary schools of southern Punjab.

## **2.4. Research Questions**

1. What is the role of discipline in teaching learning process at primary school level?
2. What is the extent of discipline in teaching learning process in primary schools of southern Punjab?

3. How will you highlight the effectiveness of positive discipline in teaching learning process in primary schools of southern Punjab?
4. What are the factors of quality teaching learning process in primary schools of southern Punjab?

## **2.5. Significance of the Study**

This study is very helpful to investigate the current situation of discipline in schools. It is very helpful for understanding the importance of school discipline.

1. It may be helpful for school administration to establish the factors that contribute to quality in teaching learning process.
2. It guides the teachers to manage school discipline.
3. The findings may be helpful for parents.
4. This study has value for future researchers and they can find new idea for research.

## **2.5. Delimitations**

Keeping in view the available resources, the study was delimited to:

- Only Bahawalpur district
- Only public sector primary schools

## **3. Research Methodology**

The methodology was adopted for the study to find out the solution of targeted research problem. It covers topics related to population, sample, and development of research instrument, data collection and data analysis. This research is taken by mixed method approach means both qualitative and quantitative methods were adopted to complete this study.

### **3.1. Population of the Study**

The population of the study was considered as all head teachers and teachers of all schools of public sector at primary level including male and female of all tehsil of district Bahawalpur, the Southern Punjab.

### **3.2. Sample & Sampling Techniques**

As the research was delimited to Bahawalpur District only so, all the tehsils are the part of the sample. Out of six (6) tehsils of Bahawalpur, three (3) tehsils of Bahawalpur district were selected by adopting simple random sampling techniques from each tehsil, five public sector primary schools were selected. Those five schools included two boys' schools, two girls' schools and one co-education school. From each school five teachers were targeted for the study. As well as head teacher was also the part of the study. For this study, Multi-stage sampling technique was adopted to reach the target sample.

### **3.3. Development of Research Tool**

Research tools are the instruments that researcher used for the purpose of data collection. There are different types of research instruments such as semi-structured interview, observation sheet, focus group discussion, checklist, distribution, records, experimental approach, opinion naire and questionnaire from which we have selected questionnaire, observation sheet and semi-structured interview as the data collection instrument in this study. These instruments were developed in the light of related literature.

### **3.4. Data Collection**

The sample was consisted of three tehsil of district Bahawalpur, Yazman, Bahawalpur city and Khaerpur Tamewali. Data collected through questionnaire, observation sheet and semi-structured interview. The researcher visited government schools personally and met with head teachers as well as teachers. Questionnaires were distributed among teachers, they were requested to go through the guidelines and fill it. In this study, semi-

structured interview was conducted by the researcher for head teacher to collect in-depth information. Observation checklist was used by the researcher to observe the school and classroom what is going on.

#### 4. Data Analysis

The data collected were both qualitative and quantitative in this study. The data collected through semi-structured interview was analyzed by thematic analysis and collected through an observation sheet and questionnaire were analyzed using percentage and mean score by using Statistical Package for Social Science (SPSS) software. To analyze the items, the statistical formulas such as mean score and one-independent t-test were used to examine this study. In questionnaire, scale that used to calculate the mean score are strongly agreed (4 points), agreed (3 points), disagreed (2 points) and strongly disagreed (1 point). While collecting data, the coding and data feeding is done in SPSS software. After collecting, and evaluating the results, mean score was calculated and conclusions were drawn. The data were organized in tabular form.

**Table 1**  
**Factor 1: Being a teacher, I am**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
1	Discipline means punishment.	74	98.6	1	1.3	1.45
2	Discipline shapes child behavior.	2	2.6	73	97.3	3.29
3	Discipline is helpful to learn self-control	3	4	72	96	3.28
4	Discipline is core part of teaching and learning	3	4	72	96	3.51
5	Discipline helps to activate background knowledge	15	20	60	80	3.00
	Accumulative mean score	2.91				

Table 1 indicates about the first factor of discipline that comprises five items. Item 1 reveals the perceptions of the respondents regarding discipline means punishment, majority of the respondents (98.6%) responses that discipline means punishment while the respondents (97.3%) responded that discipline shapes child behavior. Majority of the respondents (96%) responses that discipline is helpful to learning self-control as well as it's a core part of teaching learning process. While the respondents (80%) acknowledge the discipline helps to activate background knowledge. The mean score increases from 1.45 to 3.51 that indicate majority of the respondents are supportive in agreeing to the statements of the questionnaire related to 1<sup>st</sup> factor. The accumulative mean score is 2.91. The table shows that majority of the respondents (97.3%) show agreement to the statement, "Discipline shapes child behavior".

**Table 2**  
**Factor 2: Causes of students' indiscipline**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
6	Health issues	26	34.7	49	55.3	2.67
7	Family issues	11	14.6	64	85.3	3.09
8	Financial issues	19	25.3	56	74.6	2.95
9	Peer surroundings	5	6.7	70	93.4	3.12
10	Lack of attention by the parents	4	5.3	71	74.6	3.23
11	Lack of attention by the class teacher	11	14.7	64	75.3	3.12
12	Mass media	16	21.3	59	78.7	3.05
13	Teacher's boring teaching method	21	28	54	62	2.93
14	Lacks of teacher's interest in class	13	17.3	62	82.7	3.09
	Accumulative mean score	3.03				

Table 2 indicates about the second factor of indiscipline that comprises nine items. Item 1 reveals the perceptions of the respondents regarding causes of students' indiscipline is health issues, majority of the respondents (55.3%) responses that causes of students' indiscipline is health issues while the respondents (85.3%) responded that family issues. Majority of the respondents (74.6%) responses that financial issues as well as lack of

attention by the parents while the respondents (93.4%) acknowledge the peer surroundings. Almost (75.3%) respondents agreed with lack of attention by the class teacher, (78.7%) agreed with mass media, (62%) said teacher's boring teaching methods and (82.7%) responses lack of teachers' interest in class. The mean score increases from 2.67 to 3.23 that indicate majority of the respondents are supportive in agreeing to the statements of the questionnaire related to 2<sup>nd</sup> factor. The accumulative mean score is 3.03. The table shows that majority of the respondents (93.4%) show agreement to the statement, "Causes of students' indiscipline is peer surroundings".

**Table 3**  
**Factor 3: Quality education means to me**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
15	To achieve 100% results in exams	27	36	48	64	2.75
16	Self-control of teachers	10	13.3	65	86.6	3.12
17	Students' enrollment	17	22.7	58	77.3	2.92
18	Students' parents trust on school	9	12	66	88	3.21
19	Learning by rote memorization	31	41.3	44	58.7	2.57
	Accumulative mean score	2.91				

Table 3 indicates about the third factor of quality education that comprises five items. Item 1 reveals the perceptions of the respondents regarding quality education means to achieve 100% results in exams, majority of the respondents (64%) responses that quality education means to achieve 100% results in exams while the respondents (86.6%) responded that self-control of teachers. Majority of the respondents (77.3%) responses that students' enrollment while the respondents (88%) acknowledge the Students' parents trust on school and almost (58.7%) agreed with learning by rote memorization. The mean score increases from 2.57 to 3.21 that indicate majority of the respondents are supportive in agreeing to the statements of the questionnaire related to 3<sup>rd</sup> factor. The accumulative mean score is 2.91. The table shows that majority of the respondents (88%) show agreement to the statement, "Quality education means students' parents trust on school".

**Table 4**  
**Factor 4: Me being a teacher have**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
20	Good command on the subject	0	0	75	100	3.61
21	Clear concepts of the subject	1	1.3	74	98.6	3.60
22	Interesting lesson presentations	0	0	75	100	3.59
23	Prepare lesson plan daily	8	10.7	67	89.3	3.37
24	Good communication skills	1	1.3	74	98.7	3.49
25	Positive attitude for problem solving	1	1.3	74	98.7	3.49
26	Take interest in school activities	2	2.6	73	94.7	3.47
27	Punctuality	1	1.3	74	98.6	2.64
28	Satisfaction with salary	17	22.7	58	77.3	3.89
29	Satisfaction with my profession	7	9.4	48	90.7	3.31
30	Sense of responsibility	2	2.6	73	97.4	3.55
	Accumulative mean score	3.46				

Table 4 indicates about the fourth factor of teacher have that comprises eleven items. Item 1 reveals the perceptions of the respondents regarding being a teacher I have good command on subject, majority of the respondents (100%) responses that being a teacher I have good command on subject as well as give interesting lesson presentation while the respondents (98.7%) responded that good communication skills and positive attitude for problem solving and (98.6%) said that clear concept of subject and punctuality. Majority of the respondents (94.7%) responses that I take interest in school activities while (89.3%) responses I also prepare lesson plan daily. (77.3%) respondents acknowledge the satisfaction with salary, (90.7%) agreed that satisfaction with my profession and (97.4%) said that I have sense of responsibility. The mean score increases from 2.64 to 3.89 that indicate majority of the respondents are supportive in agreeing to the statements of the

questionnaire related to 4<sup>th</sup> factor. The accumulative mean score is 3.46. The table shows that majority of the respondents (100%) show agreement to the statement, "Being a teacher I have good command on the subject and give interesting lesson presentation".

**Table 5**  
**Factor 5: Me with my students**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
31	Equally treat with all students	1	1.3	74	98.7	3.68
32	Give importance to students' opinion	1	1.3	74	98.7	3.53
33	Use understandable language for students	1	1.3	74	98.7	3.60
34	Cooperate with students in teaching learning activities	1	1.3	74	98.6	3.56
	Accumulative mean score	3.73				

Table 5 indicates about the fifth factor of teachers' behavior with students that comprise four items. Item 1 reveals the perceptions of the respondents regarding I equally treat with all students, majority of the respondents (98.7%) responses that I equally treat with all students as well as give importance to students' opinion and use understandable language for students while the respondents (98.6%) acknowledge the I cooperate with students in teaching learning activities. The mean score increases from 3.53 to 3.68 that indicate majority of the respondents are supportive in agreeing to the statements of the questionnaire related to 5<sup>th</sup> factor. The accumulative mean score is 3.73. The table shows that majority of the respondents (98.7%) show agreement to the statement, "I equally treat with my students as well as give importance to students' opinion and use understandable language for students".

**Table 6**  
**Factor 6: Standards for provision of quality education may be achieved through the following**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
35	Effective teaching method	0	0	75	100	3.68
36	Fruitful classroom activities	2	2.7	73	97.3	3.41
37	Teachers' satisfactory working conditions	1	1.3	74	98.7	3.41
38	Teacher's regularity in class	1	1.3	74	98.7	3.59
39	Teachers' comprehensive communication skills	3	4	72	96	3.43
40	Teachers' problem solving skills in class	2	2.7	73	97.3	3.51
41	Head teacher-teacher cooperation	2	2.7	73	97.3	3.51
42	Teacher-student cooperation	1	1.3	74	98.7	3.65
43	School environment	1	1.3	74	98.7	3.57
	Accumulative mean score	3.53				

Table 6 indicates about the sixth factor of standards for provision of quality education that comprises nine items. Item 1 reveals the perceptions of the respondents regarding quality education achieved through effective teaching method, majority of the respondents (100%) responses that quality education achieved through effective teaching method while the respondents (98.7%) responded that teacher' satisfactory working conditions, teachers regularity in class, teacher-student cooperation as well as school environment. Majority of the respondents (97.3%) responses that quality education achieved through fruitful classroom activities as well as teachers' problem-solving skills in class and head teacher-teacher cooperation while the respondents (96%) acknowledge the teachers' comprehensive communication skills. The mean score increases from 3.41 to 3.68 that indicate majority of the respondents are supportive in agreeing to the statements of the questionnaire related to 6<sup>th</sup> factor. The accumulative mean score is 3.53. The table shows that majority of the respondents (100%) show agreement to the statement, "Quality education achieved through effective teaching method".

**Table 7**



**Factor 7: Role of students in teaching learning process**

Sr. No	Statement	SDA+DA		SA+ A		Mean score
		F	%	F	%	
44	Actively engaged in classroom activities	1	1.3	74	98.7	3.49
45	Excited about their learning	3	4	72	96	3.48
46	Willing to try new things	3	4	72	96	3.32
47	Work independently	9	12	66	88	3.27
48	Able to discuss issues	4	5.3	71	94.6	3.23
49	Work in groups	3	4	72	96	3.41
50	Work quietly	31	41.4	44	58.7	2.63
	Accumulative mean score		3.26			

Table 7 indicates about the seventh factor of teaching learning process that comprises seven items. Item 1 reveals the perceptions of the respondents regarding students actively engaged in classroom activities, majority of the respondents (98.7%) responses that students actively engaged in classroom activities while the respondents (96%) responded that students are excited about their leaning as well as try to new things and work in groups. Majority of the respondents (94.6%) responses that students are able to discuss issues while the respondents (88%) acknowledge the students work independently and almost (58.7%) said that students work quietly. The mean score increases from 2.63 to 3.49 that indicate majority of the respondents are supportive in agreeing to the statements of the questionnaire related to 7<sup>th</sup> factor. The accumulative mean score is 3.26. The table shows that majority of the respondents (98.7%) show agreement to the statement, "Students are actively engaged in classroom activities".

**Table 8****Gender wise: Discipline as a predicting factor of quality teaching learning process**

Factors	Gender	N	Mean	T	M.D	Sig
Factor 1	Male	32	2.71	-4.276	-.339	.000
	Female	43	3.05			
Factor 2	Male	32	3.00	-.444	-.043	.659
	Female	43	3.05			
Factor 3	Male	32	2.86	-.991	-.102	.325
	Female	43	2.96			
Factor 4	Male	32	3.37	-1.657	-.141	.102
	Female	43	3.52			
Factor 5	Male	32	3.46	-1.635	-.475	.106
	Female	43	3.94			
Factor 6	Male	32	3.49	-.814	-.069	.418
	Female	43	3.56			
Factor 7	Male	32	3.17	-1.581	-.159	.118
	Female	43	3.33			

Table 8 indicates that the gender wise discipline as a predicting factor of quality teaching learning process by teacher's opinion. The scale contains 7 factors. The result of this table shows that in factor 1 female have strong opinions than male respondents. In all remaining factors male and female teachers have equal opinion.

**5. Findings**

The analysis of the data informed us that a number of the respondents 97% accept the idea that discipline shape students' behavior. A great number of the respondents 96% are in favor that discipline is helpful to learn self-control (M. A. Nawaz, Afzal, & Shehzadi, 2013) and 80% agreed with this statement that discipline helps to activate background knowledge (Ahmad, Hashmi, Shehzadi, & Nawaz, 2021; Shehzadi, 2018; Ullah, Kamran, Akram, Nawaz, & Rehman, 2021). The majority of the respondents 86% said that they usually come on time in school and respect for school property. 93% of respondents also are in favor that they usually respect to teachers while 60% said that they sometime respect to other students. A big deal of the respondents 86% said that they usually attend all classes, 60% wear proper school uniform and 86% respondents accept that they follow rules & regulations of school. But mostly of the students 53% sometime keep quiet in the absence of the teacher in classes. 86% students usually take part in classroom activities as well as

do homework regularly, 80% friendly with their class fellows and 86% also in favor that they usually pay attention during lectures. A good number of the respondents 46% said that they sometime raise hand before talk but they usually work quietly while 53% sometime keep materials neat in classroom and 60% said that they rarely hit others physically.

The analysis of the data informed us that a big deal of the respondents 98% disagreed that discipline means punishment while 96% agreed that discipline is core part of teaching and learning. Largest part of the respondents 55% agreed that causes of indiscipline among students is health issues but 85% said that family issues while great majority of the respondents 74% agreed that financial issues and large majority of the respondents 93% agreed that peer surroundings. Majority portion of the respondents 74% are in favor that lack of attention by the parents and 75% said that lack of attention by the class teacher. Almost of the respondents 78% agreed that mass media but 62% accept the idea that teacher's boring teaching method and 82% agreed with this statement that lacks of teacher's interest in class. Major portion of the teachers 80% said that they sometime give rewards who behave well but 93% usually Praise for good performance of students and 60% sometime give punishments who misbehave while 86% usually listen students' ideas carefully. Mostly 53% said that they rarely use multi-media in classroom while 100% usually use Textbooks, chalk/markers, Board, duster and 86% use charts, 46% helping materials/notes but 46% said that they sometime use low cost A.V aids.60% respondents said that there are adequate required classrooms, 93% comfortable sitting arrangements and 73% staff room but scare of science laboratory with equipment in school. As they also in favor that 86% adequate playground, 100% boundary wall, 93% sufficient furniture while 66% scare of computer lab, 53% library, 73% garden in school. Major portion of the respondents 100% accept that there are adequate washrooms, 86% said wash basin but 60% said scarce of canteen and 73% said playground Toys in school.

The analysis of the data informed us that Mostly respondents 98% agreed with this statement that teacher have punctuality and 97% agreed that sense of responsibility. Vast majority of the respondents 98% agreed with these statements that equally treat with all students and largest part of the respondents 98% agreed that give importance to students' opinion. Almost of the respondents 98% agreed with this statement that use understandable language for students and great bulk of the respondents 98% said that cooperate with students in teaching learning activities. A number of the respondents 98% agreed with this statement that actively engaged in classroom activities whereas 96% agreed that excited about their learning and willing to try new things. Most of the respondents 88% agreed with this statement that work independently and 94% said that Able to discuss issues. Great majority of the respondents 96% agreed with this statement that work in groups and 58% accept that work quietly.

The analysis of the data informed us that at great length of the respondents 64% agreed with this statement that quality education means to achieve 100% results in exams while 86% said that self-control of teachers but a big deal of the respondents 77% that students' enrollment. A number of the respondents 88% agreed that Students' parents trust on school and mostly respondents 58% agreed that learning by rote memorization. Great majority of the respondents 100% agreed with this statement that teacher have good command on the subject and interesting lesson presentations while 98% agreed that clear concepts of the subject. A number of the respondents 89% agreed with this statement that prepare lesson plan daily. Most of the respondents 98% agreed with this statement that good communication skills and positive attitude for problem solving. Brunt of the respondents 94% agreed with this statement that students take interest in school activities. A good number of the respondents 77% agreed with this statement that satisfaction with salary and 90% said that Satisfaction with my profession. Almost of the respondents 100% agreed with this statement that effective teaching method while brunt of the respondents 97% agreed with this statement that Fruitful classroom activities but large majority of the respondents 98% agreed with this statement that teachers' satisfactory working conditions and teacher's regularity in class. At great length of the respondents 96% agreed with this statement that teacher's comprehensive communication skills. Almost of the respondents 97% agreed with this statement that teachers' problem solving skills in class and head teacher-teacher cooperation. Major portion of the respondents 98% agreed with this statement that teacher-student cooperation and school environment.

## 6. Conclusions

Conclusions were drawn on the basis of the findings:

- Discipline shapes child behavior and develops confidence among them. It prepares the students in such a way that they are able to work independently, they listen carefully to their teachers that improve the teaching learning process and it is helpful in good management of school, better training and changing in behavior of students. Without discipline teacher cannot teach anything to the students.
- There is no extent of discipline. Discipline is applied in school in morning assembly, co-curricular activities such as in Sports and games, literary program, quiz, drawing, speech, Islamic lectures and magic show. When students in school, in home or outside of the home he needs discipline because discipline practices develop self-discipline, self-responsibility, punctuality and positive attitude towards problem solving among students. Students get ethical values and become good citizen.
- Positive discipline is more effective way to manage misbehaving students in classroom rather than punishment. Positive discipline is possible through mutual respect, effective communication and problem solving skills, focusing on solutions instead of punishment and through an encouragement. It is also helpful to train the students' mind, character building and bring positive change in conversation and behavior of the students. It develops confidence, punctuality, responsibility and dress sense among students.
- Discipline is the main factor besides this School and classroom environment, syllabus, materials, teaching methods, teacher's qualification and behavior, students' interest and focus on the study, family background of the students' parent's cooperation and school management are the factors determining quality teaching learning process.

### 6.1. Suggestions

The current research was designed to identify the discipline as a predicting factor of quality teaching learning process. The following suggestions for further studies to uplift the standards of quality teaching learning process in primary schools. Teaching strategies should apply in primary schools that enrich the understanding of the students and enables them to participate freely in teaching learning activities. Schools should follow same syllabus and same curricula to create quality learners. Monitoring and invigilation is necessary element of quality teaching learning process. Good steps should be introduced to explore the reason behind the lack of proper supervision. There is large enrollment but scare of facilities in primary schools. This research suggests for further studies to explore the ways to handle with the challenges for ensuring the quality teaching learning process.

School community should discuss with all stakeholders to give attention to the equipment and facilities including playground, library, and water supply in school. Government should take responsibility to manage the class size by minimize the number of students and built additional classroom. Teachers should provide continuously in-service training to improve their subject related knowledge and to develop pedagogical skills among them.

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