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Discipline of Children: Impact of Different Way

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Abstract: Discipline is the training that makes people willing to obey or more able to control themselves often in the form of rules and punishment if these are broken. The objective of discipline is a goal of helping to develop a child with a feeling of security, self-confident. Discipline make them competent, caring and responsible member of society and nation.

Keywords: Children, Discipline, Antecedents.

INTRODUCTION

Discipline is the suppression of base desires and usually understood to be synonymous with self-control. Disciplined behavior can be described as when one's values are aligned with one's aims to what one knows is best and to do it gladly. Discipline is not the punishment; it involves respecting rights of others, acceptable behavior and turns a child into a disciple. It is an action that must be due to ensure that a child has learned what not to do. Effective discipline requires knowledge of the target behavior, awareness of the principles.

Researchers showed that children born with a blank slate and received information from the environment. Discipline is related to behavior and explains that behavior occurs as a result of the particular stimulus. Some antecedent does not necessarily lead to the same behavior in every child or in every situation for a child. Antecedents are important to discipline because they begin contingencies that produce learning. Antecedents are situations that occur before a behavior. Behavior is defined as anything that a person says or does. It serves for to obtain attention to escape unpleasant experience. Consequences are believed to be primary means by which discipline occurs. This concept shows that children are unable to do non-disciplinary activities.

Two basic principles of discipline are reinforcement and punishment. Reinforcement is the procedure by which an event occurs immediately following a behavior that results in the increased future probability of the behavior occurring again. Punishment is the procedure by which consequences occur immediately following a behavior that results in the decreased probability that the behavior will occur in the future.

Discipline is an art, have different ways to teach, to inspire the practice of discipline. These are:

Distraction - Steer attention away from negative activity.

Extinction - In this technique, parents systematically ignore the child when he breaks a rule. Used primarily for annoying behavior rather than dangerous or destructive behavior.

Holding Time - In this technique, parents hold their child firmly, until his emotions are discharged. Parents accept the feelings the child expresses. Whatever they may be and continue until everyone is feeling better.

Modeling Behavior - In this technique parents and teachers demonstrate expected behavior. By behaving in this way they make it clear that they value such behavior.

Punishment - It is a way to make students disciplined however many child psychiatrists say that it should be avoided.

Reward - It is positive reinforcement, appropriate and effective in certain situations. The reward should not be in the form of money. Blessings, wishes, appreciation are the best way of reward.

Positive Environment - Children adopt environment. Home environment, school environment should be positive and disciplined. How should be child-friendly, allowing child environment to explore learning?

Time Scheduling - Work according to time schedule make students punctual. For this technique, parents should take initiatives and actively should be followed.

Withholding Privileges –

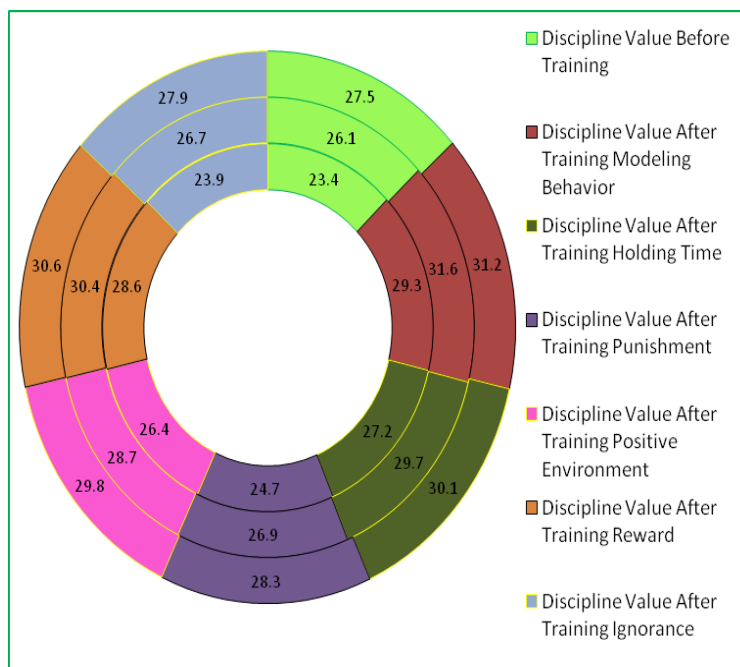
Most effective when the privilege being withheld is related to the child’s behavior. Withholding of a privilege can make it more appealing in the child’s mind.

METHODOLOGY

For study 180 students were randomly selected having age 6-14 years. Selected students were classified into 3 age group i.e., 6-8, 9-11 and 12 -14 years. 60 students were taken in each age group. Further, each age group was divided into 6 subgroups. Each subgroup consists of 10 students with 50% male and 50% female child. A disciplinary test was conducted to find the status of discipline among students. For this purpose, a self-prepared questionnaire applied. Students of each group were trained for discipline using a separate disciplinary method. Again all students were tested for discipline using the same questionnaire. The difference found in discipline was the impact of discipline method.

Table-1: Impact of Various Discipline Methods on Children

Age Group	Discipline Value Before Training	Discipline Value After Training					
		Modeling Behavior	Holding Time	Punishment	Positive Environment	Reward	Ignorance
6-8 year	23.4	29.3	27.2	24.7	26.4	28.6	23.9
9-11 year	26.1	31.6	29.7	26.9	28.7	30.4	26.7
12-14 year	27.5	31.2	30.1	28.3	29.8	30.6	27.9



The result shows that discipline value increased highest after training through modeling behavior then reward while less value observed after ignorance and punishment as a disciplinary method. Holding time, positive environment are also observed as effective methods for making discipline.

CONCLUSION

For effective discipline, pre-teaching, positive feedback, charts, stories of great persons are also applied. The process of disciplining children is an art as well as science. Every child is different in every situation as every child has different needs. The consequence must be meaningful to the child for it to be effective. Children make mistakes and misbehave in different conditions. All parents and children want their children to be able to act appropriately even when they aren’t around. It is teacher’s and parent’s responsibility to teach kids to obey instructions and it is advantageous for them to be a responsible citizen.

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