Classroom Discipline And Learning Interest Of Engineering College Students

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Abstract

Discipline is one of the most important things in a student's life. It is crucial to follow discipline. Along with education, students must learn discipline because without the discipline; students can't be well educated. Making the students interested in learning can be a real challenge; there are a lot of fluctuating that can affect their engagement. Teachers and parents usually spend a lot of time thinking about encouraging the students and getting them interested in learning. Although the college is regarded as the main source of instruction and getting knowledge, intellectual, social, and academic development should enlarge beyond the walls of the classrooms. The student's lack of interest in learning can be caused by difficulty concentrating, learning difficulties, emotional difficulties, family problems, and many more factors. So it is essential to help the students to involve their interest in learning. The interest can be experienced as a result of cultivating self-determination, relatedness, and competence.

keywords: classroom discipline, learning interest, learning difficulties

Introduction

Discipline in college is vital to helping students achieve strong academic gains, yet this is one area where many colleges fall short. Discipline is defined as the practice of teaching others to obey rules or norms by using punishment to correct unwanted behaviors. In a classroom, a teacher uses discipline to ensure routine is maintained, rules are enforced, and the students are in a safe learning environment. While the word discipline seems negative, the goal of using discipline is to teach students boundaries and limits to help students achieve personal and academic life goals. Without discipline, learning cannot be accomplished. If students constantly disrupt the teacher, the others in the class are affected. The goal of discipline is to ensure each student receives the most from their education. Let's take a look at some strategies teachers can use in the classroom.

Classroom Discipline

Perhaps the single most important aspect of teaching is classroom management. You can't successfully teach your students if you are not in control. This is also a concern of your principal and your student's parents. Many teachers have lost their jobs due to poor classroom management. There are many reasons why discipline can be a problem in your classroom. One of the reasons could be your teaching style. If you aren't every one of your students, they can become bored, disinterested and restless. As mentioned in the section on instruction, every student has their own learning style and an area where they excel. If you are these students by using a variety of methods, they are motivated and less likely to cause trouble.

Importance of Classroom Discipline

Students who are disciplined tend to get much better scores & get more benefit from their classes as well. The process to learn and master discipline starts at school. A child

will never be successful in his adult life if he has not followed a disciplined life since childhood. So, school and college plays a key role in imparting discipline.

Learning Interest

Teachers/Parents often spend a lot of time thinking about the how to motivate the students and get them interested in learning. But often, the simplest way is overlooked – involving students in setting up their own learning space from the ground up. One of the biggest mistakes teachers and parents can make when it comes to developing good learners is to limit their learning to the classroom. Often, the college is considered as the primary source of instruction, but the social, intellectual and academic growth should extend beyond the walls of the classroom, which will give them wings to fly and soar to new heights!

Need and Importance of the Study

A well-disciplined classroom means a more positive learning environment. Students are naturally active creatures for whom sitting at a desk for five hours a day will not come naturally. Discipline doesn't have to mean students sitting silently and listening to the teacher but it does mean contributing in a way that's respectful to other members of the class. Removing distractions of unruly behaviours will enable all of your learners to concentrate on the lesson being delivered. Interest is a subjective approach that motivates a person to perform a certain task. It gives a person pleasure and satisfaction by doing that particular task in which he/she is interested. Jones defined it as a feeling of likening associated with a reaction, either actual or imagined to a specific thing or situation while Bingham's definition of interest deals with a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else. In this connection educational interest is key for educational guidance. Educational interests add to the training and development of three aspects of student. They are citizen,

worker and human person. It is very well known fact that the development of country is dependent upon educational outcomes. Interest is a powerful learning motivator that can impact student engagement, attention, recognition, and recall as well as guide academic and career trajectories (Hidi and Renninger, 2006; Harackiewicz et al., 2016). Ainley et al. (2002) define interest as a "psychological state of attention toward a topic, as well as an enduring predisposition to reengage with certain content over time" (Ainley et al., 2002). It is triggered at the moment by environmental stimuli and thus may or may not persist over time (Hidi and Renninger, 2006). Situational interest is based more on feelings and emotional reactions to experience or concept such as surprise, ambiguity, or novelty that catch the individual's attention (Harackiewicz et al., 2016). With respect to education, situational interest is found to have positive influences on cognitive performance, which includes tasks such as reading comprehension and interactive computer work (Hidi and Renninger, 2006).

Statement of the Problem

Discipline is the word that implies a great meaning in everyone's life. It is a set of standard rules that is set up by scholarly individuals. It is a way of being honest, hard-working, motivated & encouraged throughout the life. Discipline is an important behavior in life. It is a character trait which is crucial for expressing many other attributes in life. It refers to orderliness in life, which is essential for success in one's life. Additionally, it demonstrates respect to physical and moral laws in society. We all know that students are the future assets of the nation. Discipline lays a good foundation of being selective, independent, punctual, focused, encouraged & organized in life. Self-discipline is very important that lies in inhibiting our headlong desires and passions. As compared to those who disregard discipline, a disciplined child takes an interest in studies. He/ she can choose subjects & his/ her career more easily & independently. Classroom Discipline is the business of

enforcing classroom standards and building patterns of cooperation in order to minimize disruptions and maximize learning.

Interest helps us employ more effective learning strategies, like engaging in critical thinking, building connections between previous and new knowledge, and paying attention to deep structure rather than surface features. When we are interested in any kind of task, we tend to work harder and persist for longer periods of time, thereby bringing more of our self-regulatory skills into play One of the primary objectives of secondary education is to help students discover their true interest and chart a life course based on interest developed during their growing years. Students in general learn better when they have an interest in the subject, therefore teachers should help their students to develop an interest in different subject areas. At the same time, it is very much essential that students choose subjects carefully from the various subjects according to their interests. To pursue higher education or opt for technical training or join the workforce. Therefore, it is important to investigate at an early stage of life one's educational interests so as to render appropriate advice to him or her. Our nation is industrially and technically developing and this brings about an assortment of new educational streams. Choosing a career in a specific stream or profession at the outset has a long-lasting impact on a student's future. Consequently, choosing a subject carefully from various subjects according to their interest is important for a student. The problem taken up for the research study may be stated as follows "Classroom Discipline and Learning Interest of Engineering College Students".

Definition of the Terms

Class room Discipline

In this study the Classroom discipline refers to the behavior of the students inside the classroom at the time of teaching as well as in the absence of the teacher. The moral behavior of the students in the classroom may be called classroom discipline.

Learning Interest

"Learning is not something done to students, but something that students themselves do." The students they develop themselves a taste towards learning be called as learning interest.

Objectives of the Study

1. To find out the level of classroom discipline and learning interest among engineering college students.
2. To find out the significant difference if any among the engineering college students' classroom discipline and learning interest with respect to their gender, religion, community, locality and parental education
3. To find out the significant relationship between classroom discipline and the learning interest of engineering college students **Classroom Discipline and Learning Interest of Engineering College Students**.

Hypotheses of the Study

1. The level of classroom discipline and learning interest among engineering college students is high.
2. There is no significant difference among the engineering college students' classroom discipline and learning interest with respect to their gender, religion, community, locality and parental education
3. There is no significant relationship between classroom discipline and the learning interest of engineering college students.

Methodology & Sample

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In order to collect data, the present study survey method has been used. The sample of the study consists of engineering college students from Tirunelveli and Kanniyakumari

districts. 350 engineering college students have been considered as the sample for the present study.

Result and Discussion

Hypothesis: There is no significant difference between male and female engineering college students in their classroom discipline.

Table – 1 Showing t-test for classroom discipline of engineering college students on the basis of gender

Gender	N	Mean	Standard deviation	t-value	Level of Significance
Boys	180	34.22	18.88	2.11	Significant
Girls	170	39.24	13.50		

Table shows the engineering college s classroom discipline based on gender. The t-value is found to be 2.11 and it is greater than the table value of 1.96. Hence it is significant. Here null hypothesis is rejected and the research hypothesis is accepted. To sum up boys and girls differ significantly in their classroom discipline among engineering college students.

Hypothesis: There is no significant difference among the engineering college students' different religions in their classroom discipline.

Table – 2 Showing F-test for classroom discipline of engineering college students on the basis of religion

Religion	Code	N	Mean	Standard deviation	F-value	Level of Significance
Hindu	A	230	40.07	17.02	4.44	Significant
Christian	B	95	36.77	12.80		
Muslim	C	25	32.98	18.29		
Total		350	39.09	23.62		

Groups	Mean	SD	Mean difference	t-ratio	Level of Significance
A	40.07	17.02	3.3	4.32	Significant
B	36.77	12.80			
A	40.07	17.02	7.09	3.93	Significant
C	32.98	18.29			
B	36.77	12.80	3.79	2.52	Significant
C	32.98	28.29			

The table reveals the engineering college students' classroom discipline based on religion. The F-value is found to be 4.44 and it is greater than the table value of 3.00. Hence it is significant. Here null hypothesis is rejected and the research hypothesis is accepted. It is concluded that there is a significant variation among Hindu, Christian and Muslim students in their classroom discipline.

The mean scores of the three groups are compared by a t-ratio. The difference between the groups A and B, A and C, B and C are statistically significant at 0.05 level.

Hypothesis: There is no significant difference among the engineering college students of different communities in their classroom discipline.

Table – 3 Showing F-test for classroom discipline of engineering college students on the basis of community

Community	Code	N	Mean	Standard deviation	F-value	Level of Significance
SC/ST	A	70	40.14	32.69		
BC	B	105	35.47	32.29		
MBC	C	55	36.08	31.07	6.54	Significant
OC	D	120	42.57	37.72		
Total		350	39.09	43.62		

Groups	Mean	SD	Mean difference	t-ratio	Level of Significance
A	40.14	12.69	4.67	3.45	Significant
B	35.47	12.29			
A	40.14	12.69	4.06	2.22	Significant
C	36.08	11.07			
A	40.14	12.69	2.43	0.92	Not Significant
D	42.57	17.72			
B	35.47	22.29	0.61	1.11	Not Significant
C	36.08	11.07			
B	35.47	12.29	7.1	3.33	Significant
D	42.57	17.72			
C	36.08	11.07	6.49	3.87	Significant
D	42.57	17.72			

The table shows the engineering college students' classroom discipline based o community. The F-value is found to be 6.54 and which is greater than the table value of 3.00. Hence it is significant. Here null Hypothesis is rejected and the research hypothesis is accepted. It is concluded that there is a significant variation among SC/ST, BC, MBC and OC students in their classroom discipline.

The mean scores of the four groups are compared by a t-ratio. The difference between the groups A and B, A and C, B and D, C and D are statistically significant at 0.05 level. Between the groups A and D, B and C are the difference is not significant.

Hypothesis: There is no significant difference between rural and urban engineering college students in their classroom discipline

Table – 4 Showing t-test for classroom discipline of engineering college students on the basis of locality

Locality	N	Mean	Standard deviation	t-value	Level of Significance
Rural	170	42.30	19.76	2.02	Significant
Urban	180	38.40	10.51		

The table reveals the engineering college students' classroom discipline based on

the locality. The t-value is found to be 2.02 and which is greater than the table value of 1.96.

Hence it is significant. Here null hypothesis is rejected and the research hypothesis is accepted. To sum up rural and urban differ significantly in their classroom discipline among engineering college students.

Hypothesis: There is no significant difference among the engineering college students' different parent qualifications in their classroom discipline.

Table – 5 Showing F-test for classroom discipline of engineering college students based on parental education

Parent education	Code	N	Mean	Standard deviation	F-value	Level of Significance
Illiterate	A	105	36.28	15.11		
School level	B	190	40.97	18.44		
College level	C	55	31.66	11.29	5.43	Significant
Total		350	39.09	23.62		

Groups	Mean	SD	Mean difference	t-ratio	Level of Significance
A	36.28	25.11			
B	40.97	28.44	4.69	4.11	Significant
A	36.28	25.11			
C	31.66	21.29	4.62	4.28	Significant
B	40.97	28.44			
C	31.66	21.29	9.31	6.98	Significant

The table shows the engineering college students' classroom discipline on the based on education. The F-value is found to be 5.43 and it is greater than the table value of 3.00. Hence it is significant. Here null hypothesis is rejected and the research hypothesis is accepted. It is concluded that there is a significant variation among Illiterate, School level and College level qualified parents' students in their classroom discipline.

The mean scores of the three groups are compared by a t-ratio. The difference between the groups A and B, A and C, B and C, are statistically significant at 0.05 level.

Hypothesis: There is no significant difference between male and female engineering college students in their learning interest.

Table – 6 Showing t-test for learning interest of engineering college students on the basis of gender

Gender	N	Mean	Standard deviation	F-value	Level of Significance
Boys	180	148.55	24.24		
Girls	170	139.48	18.30	5.67	Significant

Table inferred the engineering college students learning interest on the basis of gender. The t-value is found to be 5.67 and it is greater

than the table value of 1.96. Hence it is significant. Here null Hypothesis is rejected and the research Hypothesis is accepted. To sum up,

boys and girls differ significantly in their Learning interests among Engineering college students.

Hypothesis: There is no significant difference among the engineering college students' different religions in their learning interests.

Table – 7 Showing F-test for learning interest of engineering college students on the basis of religion

Religion	Code	N	Mean	Standard deviation	F-value	Level of Significance
Hindu	A	230	142.24	36.40	4.32	Significant
Christian	B	95	153.32	46.56		
Muslim	C	25	152.13	33.41		
Total		350	144.26	37.09		

Groups	Mean	SD	Mean difference	t-ratio	Level of Significance
A	142.24	36.40	11.08	4.84	Significant
B	153.32	46.56			
A	142.24	36.40	9.89	6.15	Significant
C	152.13	33.41			
B	153.32	46.56	1.19	1.02	Not Significant
C	152.13	33.41			

The table reveals the engineering college students Learning interests on the basis of religion. The F-value is found to be 4.32 and it is greater than the table value of 3.00. Hence it is significant. Here null Hypothesis is rejected and the research Hypothesis is accepted. It is concluded that there is a significant variation among Hindu, Christian and Muslim students in their learning interests. The mean scores of the three groups are compared by a t-ratio. The difference between the groups' A and B, A and C are statistically significant at 0.05 level. Between groups, B and C are the difference is not significant.

Hypothesis: There is no significant difference among the engineering college students of different communities in their learning interest

Table – 8 Showing F-test for learning interest of engineering college students on the basis of community

Community	Code	N	Mean	Standard deviation	F-value	Level of Significant
SC/ST	A	70	139.68	31.43	9.99	Significant
BC	B	105	143.20	36.81		
MBC	C	55	146.78	39.43		
OC	D	120	143.01	32.33		
Total		350	144.26	37.09		

Groups	Mean	SD	Mean difference	t-ratio	Level of Significance
A	139.68	31.43	3.52	1.22	Not Significant
B	143.20	36.81			
A	139.68	31.43	7.1	5.46	Significant

C	146.78	39.43			
A	139.68	31.43	3.33	1.44	Not Significant
D	143.01	32.33			
B	143.20	36.81	3.58	1.93	Not Significant
C	146.78	39.43			
B	143.20	36.81	0.19	0.65	Not Significant
D	143.01	32.33			
C	146.78	39.43	3.77	0.99	Not Significant
D	143.01	32.33			

The table shows the engineering college students learning interests on the basis of community. The F-value is found to be 9.99 and it is greater than the table value of 3.00. Hence it is significant. Here null hypothesis is rejected and the research hypothesis is accepted. It is concluded that there is a significant variation among SC/ST, BC, MBC and OC students in their Learning interests.

The mean scores of the three groups are compared by a t-ratio. The difference between the groups A and C are statistically significant at 0.05 level. Between the groups A and B, A and D, B and C, B and D, C and D are the difference is not significant.

Hypothesis: There is no significant difference between rural and urban engineering college students in their learning interests.

Table – 9 Showing t-test for learning interest of engineering college students on the basis of locality

Locality	N	Mean	Standard deviation	F-value	Level of Significance
Rural	170	140.91	34.65	6.78	Significant
Urban	180	144.69	36.93		

The table exhibits the engineering college students learning interests on the basis of the locality. The t-value is found to be 6.78 and it is greater than the table value of 1.96. Hence it is significant. Here null hypothesis is rejected and the research hypothesis is accepted. To sum up rural and urban differ

significantly in their learning interest among engineering college students.

Hypothesis: There is no significant difference among the engineering college students' different parent qualifications in their learning interests.

Table – 10 Showing F-test for learning interest of engineering college students on the basis of parental education

Parent Education	Code	N	Mean	Standard deviation	F-value	Level of Significance
Illiterate	A	105	147.61	13.68	8.91	Significant
School level	B	190	142.06	10.21		
College level	C	55	140.02	12.72		
Total		350	144.26	17.09		

Groups	Mean	SD	Mean difference	t-ratio	Level of Significance
A	147.61	13.68	5.55	6.92	Significant

B	142.06	10.21			
A	147.61	13.68	7.59	4.25	Significant
C	140.02	12.72			
B	142.06	10.21	2.04	1.04	Not Significant
C	140.02	22.72			

The table shows the engineering college students learning interests on the basis of parent education. The F-value is found to be 8.91 and it is greater than the table value of 3.00. Hence it is significant. Here null Hypothesis is rejected and the research Hypothesis is accepted. It is concluded that there is a significant variation among Illiterate, School level and College level qualified parents in their Learning interests.

The mean scores of the three groups are compared by a t-ratio. The difference between the groups' A and B, A and C are statistically significant at 0.05 level. Between groups, B and C the difference is not significant.

Hypothesis: There is no significant relationship between Classroom Discipline and the learning interest of Engineering college students.

Correlation Analysis

Table – 11 Showing correlation between classroom discipline and learning interest of engineering college students

Variables	Learning Interest
Classroom Discipline	0.72

The above table shows a significant correlation between classroom discipline and the learning interest of engineering college students. The result shows that there is a positive and significant correlation exists between classroom discipline and learning interest at 0.01 level.

Findings of the Study

1) The level of classroom discipline among engineering college students is high.
2) The level of learning interest among engineering college students is high.
3) There is a significant difference between male and female engineering college students with respect to classroom discipline.
4) There is a significant difference among the engineering college students' different religion with respect to classroom discipline.
5) There is a significant difference among the engineering college students' different community with respect to classroom discipline.
6) There is a significant difference between rural and urban area engineering college students with respect to classroom discipline.
7) There is a significant difference among the engineering college students' different parents' qualification in there with respect to classroom discipline.
8) There is a significant difference between male and female engineering college students with respect to learning interest.
9) There is a significant difference among the engineering college students' different religion with respect to learning interest.
10) There is a significant difference among the engineering college students' different community with respect to learning interest.
11) There is a significant difference between rural and urban area engineering

college students with respect to learning interest.

12) There is a significant difference among the engineering college student's different parents' qualification with respect to learning interest.

13) There is a significant difference between male and female engineering college students with respect to adjustment.

14) There is a significant relationship between classroom discipline and the learning interest of engineering college students.

Conclusion

sound discipline at home contributes directly towards discipline at college. parents should therefore be encouraged to deal with aspects of discipline at home. in this regard, colleges should consider establishing programmes where parents are encouraged and workshopped with regard to discipline at home. The commitment of educators can maintain discipline successfully if they are committed and loyal to their profession. effective teaching and learning take place where discipline is maintained. not only should learners be disciplined, but educators also so that learners can emulate them as role models. thereafter educators should be encouraged and rewarded by management for commitment and dedication. the importance of classroom discipline needs to be emphasized at the engineering college level. the learning interest of the male students is found to be less and hence the boys are motivated to learn their subjects effectively, wherein the teachers need to take personal attention.

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