ABSTRACT

INDISCIPLINED BEHAVIOUR AMONG STUDENTS IN ASSAM: CAUSES AND REMEDIES

Research Need:

Like discipline, indiscipline is a universal phenomenon. In the long history of human society and social life it has been experienced in different ways and degrees. In Assam the problem of indiscipline has been well felt in different phases of time, life and society. However, after the Assam Movement of 1979-85, August 15th the problem has been worstly felt in every part of the society. Till 1980, Assam was more or less one of the peaceful states. But after 1980 socio-political, socio-cultural, socio-economic and academic life of this part of the country started to take new turn. Today Assam is identified as one of the troubled states of the country.

Insurgency operations by different groups of militants, viz. ULFA, NDFB, BLT as well as SULFA have made life miserable. Counter insurgency operations by Indian Army and by the State Police and Central Reserved Police Forces, under Unified Command System have also striken the moral and conscience of the lay people of the state. Fear-psychosis is always there in the mindsets of all the peace loving people of
the state. Frustration and chaos have engulfed the entire dimensions of life. The problem of underemployment and unemployment has taken new turn in the state. It has already been assessed that at present there are more than 24 lac of educated unemployed youths in the state. This proves that the flow of the spirit of regionalism which began to grow after the Assam Movement, i.e. since 1979 has failed to produce expected results. It has also proved the futility of political and economic farsightedness of the political leaders and bureaucrats of the state and the nation. Ethically degraded politicians and bureaucrats have failed to realise the problems of the frustrated youths of the state. Thus the overall deterioration of the value system and law and order of the Assamese society have ruined the academic status of the state.

Thus, the present socio-political, socio-cultural, socio-economic and more specifically the academic environment of the state have drawn the attention of the investigator to undertake a study Indiscipline Among Students, Its causes and Remedies. The focus of study was given on the behaviour of students at plus two (+2) and undergraduate level.

Resume of Related Studies and Literature:

The acts of indiscipline among students is not a new problem. Everywhere in the world acts of indiscipline among the students
are gradually increasing. From simple disobedience of the teacher and defiance of authority to law and order problems acts of indiscipline are manifested. Researchers, scholars, social scientists and thinkers have tried to look into the problem and attribute it to various causes. Mani (1991) in his study found that broken homes and lack of family cohesiveness are the prime causes of indiscipline. Varshney and Bhargava (1991) pointed out that adequate love and democratic attitude of parents discipline the youth whereas autocratic parents generate indiscipline. Taneja (1998) had pointed out that the factors which are responsible for the indiscipline among students are exploitation by political parties, no social philosophy, lack of healthy home, economic factors. Prabhallada (1998) pointed out various factors such as deterioration of academic life, psychological distance in teacher-taught relationship, over-crowded campus, aimless education, corruption and lack of job security in the curricula that foster indiscipline in the students. Patowari (1999) pointed out the chaotic social environment that encourages indiscipline. Raquiya Zainuddin (2002) had pointed out unrest of the contemporary world and Globalization related fear and frustration as the responsible factors of indiscipline. Saima Siddiqi (2006) studied the problem and found a dozen of responsible factors such as loss of faith in the Aims of Education, absence of guidance and counselling programmes, deterioration of leadership, political factors, lack of values and attitudes among students.
Accounting, the factors prescribed and pointed out as the causes of indiscipline in students, the investigator decided to reveal a cross verification from the opinion of college teachers, principals and students of Assam about different dimensions of indiscipline among students of 16-21 years of age group and its causes and remedies.

Statement Of The Problem :

The Present investigation intended to focus on different aspects of indisciplined behavior among students in colleges from the perception of teachers, principals and students themselves. Identifying area specific causes of indiscipline in students and their solution in the form of a paradigm of action for remedial measures would help local administration and the Govt. of Assam to formulate policy and planning in this context to bring normalcy as well as socio-cultural and economic modernization.

Objectives :

Following were the objectives of the present Study.

1. To find out various dimensions of indisciplined behaviour among students.

2. To find out causes of indisciplined behaviour among students as perceived by (a) their teachers (including institutional heads) and (b) students themselves.
3. To prepare a paradigm of action in the form of reformative measures for student indiscipline.

Hypotheses:

The following hypotheses were formulated to test the objectives taken above.

1. (a) Indisciplined behaviour exists in the student community of every college. Its dimensions are manifold and this can be observed in terms of domains like socio-cultural, economic and educational ones.
(b) There is an increasing trend of indisciplined behaviour among students as perceived by teachers (including Principals) and students.

2. (a) Causes of indisciplined behaviour as perceived by teachers and as sorted out by previous studies are more or less same. However, there are some area specific causes available in the perception of teachers.
(b) There exists consistency in the perception of students and teachers in identifying causes of indiscipline prevailing in the student community.

3. Preparing a paradigm of remedial measures on the basis of perception of teachers and students intends to help planning and policy making for discipline and academic excellence among students.
Design Of The Present Study:

The present investigation falls under normative survey research due to its nature and characteristics. The very purpose of the present investigation was not to develop a body of organised knowledge but to focus on problems and issues of discipline reflected in the college students of Assam. Both the qualitative and quantitative analysis of data as per objectives constituted the prime effort of the researcher.

Population And Sample:

There are at present 190 provincialised and 03 Government Colleges spreading over 23 districts in Assam. (In provincialised colleges only the service liabilities are taken by the Government and the Governing Body is the powerful agency of college management. Whereas in Government Colleges the liabilities of the services and assets are taken by the Government. In such colleges instead of the Governing Body the Government is the most powerful Governing agency). Hence, all the teachers, Principals and students constituted the population of the present study. However, the sample of the study was confined to 24 provincialised and 01 Government Colleges only.
Sampling Of Districts:

Till September 2006 the number of recorded districts in Assam was 23 out of which 13 districts comprised the sample strength of the present study. Five districts were selected purposively due to their nature as per the requirements of the study.

Sampling Of Colleges:

Randomisation technique was applied to sort out 25 colleges out of 193 colleges from 13 districts. Hence, sample strength of colleges was 12.95% against the sample strength of districts in terms of 56.52%.

Sampling Of Principals And Teachers:

There were 25 Principals and 1618 teachers in all the 25 colleges. The sample strength of Principals and teachers for the present study was 200 at the average rate of 8 from each of the colleges \(N=8\times25=200\). The male : female ratio for teachers was 1:1. The total number of 200 teachers got distributed in terms of 25 principals and 175 teachers.

Sampling Of Students:

The sample strength of students was 500 spread over +2 as well as +3 levels from both the single sex and co-educational institutions.
**Research Tools:**

To study the present problem and to suggest remedial measures for the solution of the problem studied, the following tools were constructed, locally standardised and used for the present study:

1. Self-developed Student Indisciplined Behaviour Questionnaire (SIBQ) for teachers.
2. Self-developed Student Indisciplined Behaviour Questionnaire (SIBQ) for students.
3. Information Blank.
4. Informal Interview Schedule.

**Data Collection:**

Primary as well as secondary data were collected for the assessment of various parameters according to the objectives of the present study.

Data Collection was facilitated by the personal request of the investigator after visiting the colleges. Questionnaire was given to Principals and teachers. After a few days (within a week) the filled in questionnaires were collected. This process was in function till 90% Principals and teachers returned the filled in questionnaires till January 2006.

For students' opinion interview was arranged with due request to Principal of the concerned institution. All the formalities and conditions for conducting interview with students were fulfilled.
Analysis And Interpretation Of Data Of The Present Study:

In the present study it was intended to reveal the causes of indisciplined behaviour among students belonging to the age group of 16-21 years and to suggest remedial measures. Hence, data were collected from teachers as well as students through the tools developed for such purpose. Percentage was applied for data analysis.

Main Findings:

Data collected from primary sources like the Government Records, opinions and suggestions given by college Principals and teachers as well as from the students community, these were processed and analysed. On the basis of results of data analysis the following findings were drawn.

I. Students' indiscipline has become a vital issue in every college of Assam (incorporated in the sampled population in the present study). Its dimensions are manifold and these have been reflected in the present study in terms of socio-cultural, educational, economic and area-related ones. Each dimension comprises many causes of students' indiscipline.

II. Causes of indisciplined behaviour as perceived by teachers, institutional heads and students more or less reveal the same direction and intensity. However, these are reported with different articulated words having the similar meaning and intension.
III. Record survey and analysis of views reported by the college Principals and teachers reveal that there is an increasing trend of indisciplined behaviour among students.

IV. Socio-Cultural Causes Of Indiscipline Among Students
(As perceived by the college Principals and teachers)

1. Broken homes characterised by conflict prone environment, lack of adequate family cohesiveness, mal-socialization of children and absence of proper role model for the child at such homes constitute the most important single major factor of students' indisciplined behaviour. It also reveals that discipline or indiscipline is learnt at home and children carry it from home to schools and colleges.

2. Indisciplined activities among college students of 16 to 21 years are the outcomes of their unsuitable status passion through luxurious life style learnt due to their wide exposure to cinema, T.V and other electronic media that picturise violence, vulgarism and western culture. This finding advocates that rebellious attitude and loss of temper in the youths are learnt due to fast changing society of 21st century.

3. Gradual withdrawal of joint family system backed by blind inclination-cum-practice of western culture by college students have led them to lose Indian value system. Hence, deterioration of value has caused indiscipline in the college youths.
V. Educational Causes Of Indiscipline Among Students
(Views of college principals and teachers)

1. Poor goal setting backed by lack of proper direction and clarity in the life style of the college youths make them indiscipline.

2. Inadequate supporting learning devices, poor infrastructure and lack of basic amenities in colleges make their learning monotonous and inattractive. Hence, indiscipline is a reflection of this monotony.

3. Ineffective teaching, mechanical student-taught relationship, authoritarian attitude of teachers, favouritism and politics by teachers in colleges are main teacher-related factors to invite indiscipline as well as loss of interest among students.

4. Inefective educational programmes in colleges fail to care the academic needs of both the gifted as well as academically weak students.

VI. Economic Causes Of Students' Indiscipline (As perceived by teachers and college Principals)

1. College students of affluent families having low academic standard create havoc in colleges.

2. Feeling of economic insecurity among college students of low economic status families makes them insensitive to and non-serious in study. These students easily become victims due to interventions of teacher politicians and political parties. Therefore,
poverty of students backed by dark future due to liberal education is the key factor of students' indiscipline.

VII. Area Specific Causes (Organized from the free-response supplied by the college teachers and Principals regarding indiscipline in students).

1. Insurgency and terrorism have interfered with the hope, academic career and aspiration of students in different ways. Bandh culture (Assam Bandh or closed) is advocated from time to time in short-interval by different terrorist organizations in Assam. Very often even student organizations claim for such no-work status in all offices, market places and educational organizations.

2. Youths in Assam are inclined to develop a tendency for easy money rather than earning by hard work. Hence, corruption and cheating in manifold forms are available in different parts in general and town/city area in particular.

3. Lack of dynamic institutional leadership in different colleges in Assam is a reality due to non-existence of permanent Principal. College administration is backed by poor co-ordination and control mechanisms, egoistic tendency of Principal incharge and lack of relationship-oriented approach to college management.

4. There exists poor work-culture in both teachers and students. Teachers are more interested in private tuition and organizing private coaching centres than teaching in commitment. On the otherhand, students are mainly interested to secure high
percentage of marks by adapting any means rather than learning well for examination.

5. Non-vocational courses in different colleges backed by less seriousness by teacher as well as students advocate that many teachers in a college do not want to teach nor students want to learn.

Discussions:

Findings of the present study have revealed that home and institutional environment encourage indiscipline in students. Broken home fosters deviant behaviour in children. From domestic situations such behaviours in the form of annoyance and frustration are carried to the educational situations. Findings support that children hardly perceive cohesiveness and love in parents in broken home. Experience of family disharmony results in mal-socialization. Lack of affection for them at home and role model in social life change the direction of the child from creative and constructive abilities to involve in destructive and antisocial activities. These facts have got well reflected in the findings of the present investigation which also get support from studies like Aswal (1982), Shankar (1984), Taneja (1998), Mam (1991), Deka, Sen and Chakraborty (2001) and Zainal (2003).

Unsuitable status passion through luxurious life style learnt due to the wide exposure to Cinema, T.V. and other electronic
medias which picturise violence, vulgarism and Western culture make the children unrealistic towards life and culture which encourage to deviate normal behavioural pattern. Studies like Prahallada (1998), Taneja (1998), Varshney & Bhargava (1999), Roquiya Zainuddin (2002) have pointed out these facts which have also supported the findings of the present investigation.

Poor goal setting backed by lack of proper direction and clarity in the lifestyle of the students, inadequate supporting learning devices, poor infrastructure, ineffective teaching, mechanical teacher-taught relationship, authoritarian attitude of teachers, favouritism and politics by teacher in colleges, less attention on the academic standard and values in educational field and social life in the country are the great menace that need prompt attention. These are got well reflected in the present study and supported by the studies of Ghose (1985), Singhal (1997), Prahallada (1998), Taneja (1998), Roquiya Zainuddin (2002), Ranjit (2003) and Saima Siddiqi (2006).

Indiscipline is learnt by the younger generation in their family life and has been carrying them to the institutional settings. Such behaviour is a matter of great concern especially in Town and City areas than in rural places, boys than girls, students offering Arts subjects than Science and Commerce subjects and nucleus than joint family system.
Implications and Conclusions:

on the basis of the present study certain implications and conclusions were drawn. Some of the important among them are being given as the following:

I. The causative factors of indisciplined behaviour among students may be removed with the help of remedial measures like- vocational guidance to the students and parental counselling, modernising the system of education, changing the methods of recruiting teachers, imparting value oriented education.

II. Younger generations of today's society are anyway discontent for one or many reasons. The gravity of such discontent has become more functional because of the over-anxious and unjudicious parental expectations. It is a wellknown fact that discontent leads to discord, conflict and friction in the social life. Contented parents and younger generation can bring about desirable changes for the elimination of indiscipline and for sanity to prevail. Hence the young people are to be taught the dignity of work and they are to be given training to assess the qualities of their works and accordingly take steps for necessary training.

III. The stereotyped curriculum of the liberal system of education should be modernised to fulfil the local needs of the economy and the global needs as well.

IV. Society should be more vigilant about the work culture of the teachers.