12.1 Introduction

12.1.1 Extent Of Student Indiscipline In The Country

Indiscipline has always ranked high on the problems encountered by teachers and, as such, it is posing a serious challenge to educational institutions throughout the world. In India, however, the problem of student indiscipline has assumed alarming proportions. Students are in the news for destruction of public property, assaults on teachers and other authorities, strikes and demonstrations, hooliganism, and all sorts of indecent acts. This has often resulted in indefinite closure of schools and colleges. There are innumerable instances of students interfering with law and order. Despite the anxiety expressed by all concerned, this sorry state of affairs has shown no signs of improvement.

12.1.2 Discipline And Indiscipline Defined

The concepts of discipline and indiscipline were thoroughly reviewed in the light of a baffling array of definitions. All the authors agree that discipline is a learning process whereby the individual progressively learns to develop habits of self-control and recognises his responsibility to himself as well as to the society. It is a pre-condition for the healthy educational growth and
development of students. Indiscipline, on the other hand, is a misconduct and a behavioral deviation which obstructs the smooth course of educational process. In short, indiscipline is that behaviour which is disapproved and condemned by educational institutions and the society alike.

12.1.3 General Reasons For Indiscipline

A wide variety of causes responsible for student unrest were studied. These include loss of leadership by teachers and social personalities, economic difficulties, defects in the existing system of education, general loss of idealism, and interference by political parties to promote their own ends. Views of various authorities were considered in this respect.

12.1.4 Psychological Analysis Of Indiscipline

Amidst various points of view, the fact cannot be ignored that it is the individual who is guilty of misconduct or indiscipline and, as such, his attitude and adjustment matter a lot. Recent trends of research indicate, however, that indiscipline is not essentially a symptom of maladjustment or outcome of poor socio-economic status. Whereas personality problems account for indiscipline in some cases, it also is an expression of the rebelliousness of our young men against the age old traditions, rules and regulations. Modern youth, activist as they are, sometimes resort to protests against these arbitrary rules. This sort of activism is different from the indiscipline which has its roots in maladjusted personality.
12.1.5 Concept Of Self As An Approach To Personality.

When we realize the importance of a person's personality for real appraisal of his behaviour we cannot ignore that organized system within the personality which is the collection of attitudes, opinions, and beliefs an individual holds about himself, i.e., his self-system. What a person thinks of himself, consciously or unconsciously, influences his behaviour considerably. A person's behaviour in any situation depends upon the way he perceives the situation, and in any situation the individual is likely to include himself as part of the situation he is perceiving. An understanding of a person's self is essential not only for understanding but for the prediction of his behaviour as well. Self-concept and behaviour mutually go on influencing each other.

12.1.6 Self-concept Applied To Indiscipline

Since self-concept influences behaviour there may be some relationship between indisciplined or disciplined behaviour and the self-concepts held by the indisciplined and disciplined students. Whereas negative self-concept may be responsible for some indiscipline, it may not account for the behaviour of those students who resort to demonstrations as an expression of rejection of old values and who have strong activistic disposition to impel them to act. Though there has been no work so far to understand the self-concepts of disciplined and indisciplined students, yet the assumption can be readily made.
that the difference between disciplined and indisciplined students may essentially be due to a difference in their self-concepts. An investigation to this effect will enable us to understand why indisciplined students behave as they do, and in what respect they differ from the disciplined students.

12.1.7 Problem Of Identifying The Indisciplined Students.

The attempt to understand the self-concepts of disciplined and indisciplined students is beset with a special difficulty – that of identifying disciplined as well as the indisciplined students. There is no objective criterion available for this purpose which may be free from bias. This necessitates the development of an objective measure of indiscipline as well as discipline. The construction and standardization of such an instrument is a prerequisite for any study aimed at an evaluation of the self-concepts of disciplined and indisciplined students.

12.1.8 Aims Of The Study

In the light of foregoing considerations the aims of the study were as follows:

1) To prepare and standardize an objective type of test for identifying disciplined and indisciplined students.

ii) To compare the self-concepts of disciplined and indisciplined students identified thus and to find out the nature and extent of difference, if any, between the self-concepts of these students.
12.1.9 Presentation Of The Study Report

In view of the objectives of the study, the Report of the study was divided into two parts. Part I dealt with the construction and standardization of a test for identifying disciplined and indisciplined students, while Part II consisted of the assessment and comparison of the self-concepts of students thus identified.

PART - I

IDENTIFICATION OF THE DISCIPLINED AND INDISCIPLINED STUDENTS

12.2 Form Of The Instrument Designed For Identifying Disciplined And Indisciplined Students

With a view to evolve some suitable test for the purpose a critical thought was given to self-report questionnaires and inventories. Weaknesses inherent in them and the positive contributions made by them were thoroughly reviewed. The influence of social desirability variable on personality inventories and the advantages of forced-choice technique as a means to control the undesirable impact of social desirability on subjects' responses were considered. Indiscipline is a derogatory type of behaviour and, as such, it directly comes under the influence of social desirability variable. Therefore, it was thought highly proper to develop an inventory utilizing the forced-choice technique to measure a negative form of behaviour like indiscipline.
Development Of a Forced-choice Inventory For Identifying Disciplined And Indisciplined Students.

As a first step, statements were framed covering behaviour of students under different situations, i.e., in the college, in hostel, and in public places. Both negative and positive statements were framed describing various types of indisciplined and disciplined behaviour, respectively. Negative statements indicating indiscipline were couched in a language so as to conceal their underlying motive and to restrict the play of defensive attitudes. This unstructured element in the statements lent a projective touch to them. For determining social desirability or undesirability involved in the statements ratings were obtained from 30 college principals. On this basis statements were arranged into pairs equated in terms of social desirability. 27 pairs of statements were obtained in this manner. Further, 10 judges approved of the equality of social desirability in each pair. Anonymity was added to get frank and honest responses. Besides, the instructions were framed in a manner that the students were made to believe as if they were participating in a dialogue between two persons on various educational issues, thus concealing the actual purpose of the test.

In the absence of any other criterion, item-validation and item-discrimination was obtained by means of teachers' ratings. For this purpose a 4-point rating scale was prepared with verbal descriptions of the behaviour in question inscribed
on it. Three pilot studies were done on 750 subjects before the Inventory was finalized. Subjects for these pilot studies were drawn from colleges situated in three states and they were equated in terms of age and educational level. Inventory was also translated in Hindi. In its final form, the Inventory consisted of 25 pairs, i.e., 50 statements. This Inventory was named as D-I Inventory.

12.4 Scoring Of The Inventory

Scoring weights were assigned to items on the basis of their discriminative value. Weights were both negative and positive, negative weight for an item discriminating in favour of indiscipline and positive weight for the items having discriminative value in favour of discipline. The greater the discriminative power of an item in one direction or the other the greater was the weight assigned to it.

12.4.1 Identification Of Disciplined And Indisciplined Students.

Negative and positive score of an individual on the Inventory were summed up algebraically. Resultant final score, whether negative or positive, pointed to a student's being disciplined or indisciplined. A cutting score of 8 was considered to be valid enough for the purpose. In other words, the final score of 8 or more meant that the student was disciplined, while a score of -8 or less showed that the student was indisciplined. All such students whose score on the
Inventory ranged between +7 and -7 were considered to be doubtful cases, i.e., neither clearly disciplined nor indisciplined.

12.5 Reliability And Validity Of The Inventory

Possibilities of determining reliability of the Inventory by different methods were explored. Ultimately test-retest reliability was calculated, with a time lag of 45 days between the two administrations. The co-efficient obtained was .68 which was considered to be fairly high keeping in view relatively small number of items.

Application of various types of validity was considered vis-a-vis the D-I Inventory. Predictive validity would have been most suitable, but it was not possible in this case as it involved follow-up. Therefore, concurrent validity was established. For this purpose students' responses on the Inventory were cross-validated against teachers' ratings. In view of the dichotomous nature of the responses as well as the criterion behaviour point-biserial correlations were obtained for each of the 50 items in the Inventory. 35 of the 50 items yielded statistically significant correlations. Keeping in view the pioneering nature of the test and the non-availability of any other test in the field this was regarded as a satisfactory evidence of the validity of the Inventory.
PART - II

ASSESSMENT AND COMPARISON OF THE SELF-CONCEPTS OF DISCIPLINED AND INDISCIPLINED STUDENTS

12.6 Method For The Assessment Of The Self-Concepts Of Disciplined And Indisciplined Students.

Various techniques available for the assessment of self-concept were reviewed. Ultimately, it was decided to employ the adjective checking technique which employs the language of everyday usage and has got apparent advantages of naturalness and simplicity. This method has been widely used to compare the self-concepts of various groups of individuals distinguishable on the basis of meaningful social-psychological variables, and has lived up to the requirements of reliability and validity.

Deo's Personality Word List consisting of 210 adjectives covering various aspects of personality was employed for assessing the self-concepts of disciplined and indisciplined students. It possesses high test-retest reliability and consistency of responses. It also has fairly high convergent and discriminant validity. It has been used effectively in the past for studying the self-concepts of different groups.

12.7 Collection Of Data

Sample for the study consisted of 850 college students in the age range of 17-22 drawn from certain colleges randomly selected from three states and two union territories. Both the D-I Inventory and the Personality Word List were administered.
in one sitting in accordance with the instructions laid down. Prior to the administration of tests subjects were addressed by the author with a view to arouse their interest and establish proper rapport. Actual purpose of the study was, however, concealed from them. Ratings were later obtained in the case of every student from at least two teachers who were in a position to give their definite opinion on whether the student was disciplined or indisciplined. These ratings were obtained on a 4-point scale prepared especially for the purpose and mentioned earlier under section 12.3.

12.8 Analysis Of Data

12.8a Data On The D-I Inventory

Students were identified as disciplined, indisciplined, and doubtful on the basis of their scores on the Inventory, as described under sections 12.4 and 12.4.1 above. Frequency distributions were prepared for the scores of the three groups and the mean, median, SD, Ku and Sk were found out in each case. Curves were plotted on the basis of the distributions obtained. CR test was applied to the mean difference in the scores of disciplined and indisciplined, disciplined and doubtful, and indisciplined and doubtful in order to find out if the three groups really differed in the manner of giving responses on the Inventory. Since the study was concerned with the assessment of the self-concepts of disciplined and indisciplined students, doubtful group was henceforth eliminated from further analysis.
First of all, the number of adjectives checked as self-descriptive by both the disciplined and indisciplined students, termed as W-scores, were taken into consideration. Distributions of the W-scores of the two groups were prepared and analyzed. Difference between the mean W-score of disciplined and indisciplined students was tested for significance.

With a view to find out which of the 210 adjectives significantly discriminate between the self-concepts of the two groups preferences for various adjectives were calculated in terms of percentage frequencies. Later, percentage differences were found out and test of significance applied. Thereafter, scores of disciplined and indisciplined students were found out on various dimensions of Personality Word List, such as, Intelligence, Emotional Adjustment, Social Adjustment, Character and Aesthetic Sense. Frequency distributions were prepared and frequency polygons plotted on the basis of the scores of both the groups in the case of each of the dimensions. Comparison of the two groups on these dimensions was made in terms of mean difference. Mean difference on various dimensions was subjected to the test of significance. This analysis brought out the specific areas of self-concept where disciplined and indisciplined students differed most.

Negative-positive aspect of the self-concepts of disciplined and indisciplined students was also considered. Negative and positive-self scores of selected number of students
from both the groups were worked out, taking into consideration negative and positive adjectives endorsed by each individual. Mean difference of the two groups on negative and positive-self scores was tested for significance by means of CR test. Moreover, composite self-concept scores were obtained for both the groups by subtracting the negative-self score from the positive-self score. These scores were studied through frequency distributions and frequency polygons. Comparison of the two groups was made in terms of mean difference in the self-concept scores.

12.9 Interpretation Of Results

12.9a Results On The D-I Inventory

On the basis of their scores on the Inventory 400 students were identified as indisciplined, 300 as disciplined, and 150 as doubtful cases. Distributions of scores of the three groups were interpreted in the light of variability, normality or non-normality. Results of CR test showed that all the three groups - disciplined, indisciplined, and doubtful - differed significantly in the manner of giving responses to various items in the Inventory. Mean differences in the scores of three groups were significant beyond one per cent level. This established the diagnostic value of the Inventory.

12.9b Results On The Self-Concepts Of Disciplined And Indisciplined Students

An analysis of the W-scores revealed that indisciplined students described themselves through greater number of adjectives.
Mean difference in the W-scores of the two groups was significant at almost .02 level.

Ninety out of 210 adjectives were found to be significantly discriminating between the self-concepts of disciplined and indisciplined students. Inferences were made concerning the respective self-concepts of the two groups on the basis of adjectives picked up significantly more often by one group or the other. Dimensionwise analysis of the self-concept revealed that disciplined and indisciplined students differed significantly on Emotional and Social Adjustment. Inferences were made about the type of self-concept exhibited by the disciplined and indisciplined students on the basis of their preferences for adjectives covered by each of the dimensions.

On negative-positive self, too, significant differences were observed. Indisciplined students employed greater number of negative adjectives to describe themselves than did the disciplined students. Both the groups, however, endorsed greater number of positive than negative adjectives. Self-concepts of the two groups were interpreted in the light of specific negative and positive adjectives endorsed by them which had yielded significant discrimination.

Comparison in terms of self-concept scores showed that indisciplined students had a low mean self-concept score, while disciplined students achieved a high mean self-concept score.
12.10 Comparison Of The Self-Concepts Of Disciplined And Indisciplined Students

From the adjectives preferred significantly more often by indisciplined students following conclusions were drawn about their self-concepts:

1) They are graceful and likable and possess an amiable exterior.

11) They describe themselves as enthusiastic, energetic and forceful.

111) They are highly sociable and possess lots of social appeal. They are highly extroverted individuals.

1v) They are carefree.

Small number of indisciplined students endorsed certain highly undesirable adjectives lending anti-social touch to their self-concepts and pointing to maladjustment. Vast majority of indisciplined students, however, possess bright self-concepts.

From the adjectives preferred more by disciplined students following inferences were made concerning their self-concepts:

1) They appear to be shy and socially withdrawn. Adjectives endorsed by them also suggest that they are introverts.

11) They say that they are nature and wise.

111) They are patient and well adjusted and describe themselves as relaxed.

In the disciplined group, too, some students betray signs of maladjustment. They entertain feelings of inferiority and describe themselves as confused and absent minded.
Some similarities were also observed in the self-concepts of disciplined and indisciplined students. Majority of students from both the groups consider themselves as kind, unselfish, polite, fair minded and open minded. They also describe themselves as friendly, co-operative, sincere, tolerant and self-controlled.

Dimensionwise analysis of self-concept revealed that the two groups differed significantly on emotional and social adjustment. Students from both the groups display a fair amount of emotional adjustment. On social adjustment, however, indisciplined students have a clear edge over their counterpart in that they are very well-off socially. Disciplined students are, however, not inclined to lead an active social life. On neutral dimension which also discriminates between the two groups indisciplined students characterise themselves with strength and energy. Disciplined students appear to be lacking in these traits. Indisciplined students rate themselves high on intelligence dimension while disciplined students usually abstain from endorsing adjectives on this dimension. Same is true about aesthetic dimension. Whereas indisciplined students possess personal charm and aesthetic appeal - as observed from adjectives endorsed, disciplined students avoid describing themselves in these terms. However, both disciplined and indisciplined students display sound and endurable character and their self-concept reveals many desirable traits of character.
On negative-positive aspects of self-concept endorse indiscriminated students/larger number of negative adjectives as self-descriptive in comparison with their counterpart. This was interpreted as honesty or accuracy on their part and also indicated better adjustment. On positive self, however, disciplined students attribute to their self far more positive words than do the indiscriminated students. This was interpreted as defensiveness.

On composite self-concept scores results obtained yielded a much higher score for the disciplined students and comparatively lower score for the indiscriminated students. Higher self-concept score of disciplined students was attributed to the larger number of positive than negative adjectives endorsed by them. While a higher score indicated highly self-regard lower score did not necessarily indicate low self-regard.

12.11 Recommendations

Certain recommendations were made to channelise the energies and capacities of the indiscriminated students, particularly, along socially desirable and useful pursuits. Suggestions given aimed at making the pursuit of education richer so as to afford maximum opportunity for personal and social advancement to each and every student in keeping with his interests and abilities. The recommendations were as given below

1) Early identification of deviant youthful behaviour with a view to introduce corrective measures before the things go out of control.
Counseling facilities in schools and colleges with a view to promote realistic self-appraisal on the part of students.

Healthy channelizers for indisciplined students to divert their energies along desirable and socially useful channels in keeping with their interests and potentialities. These were expected to sublimate their youthful energies in useful pursuits and thus prevent their drain-out in the form of rowdiness and other acts of indiscipline.

A more wholesome educational programme which should be individual-oriented, paying attention to the basic needs, interests, and aptitudes of every student.

Raising the moral standards of students.

Suggestions For Further Research

Following guidelines were laid down for further research in the fields:

1) Self-ideal discrepancy of both the disciplined and indisciplined students should be studied.

2) Efforts should be made to find out those factors which may be helpful in changing the self-concepts of indisciplined students for the better.

3) Attempts should be made to study the relationship between the scores on the D-I Inventory of the students identified as disciplined and indisciplined and their corresponding self-concept scores.

4) Predictive validity of the D-I Inventory should be determined.

5) Case study of indisciplined students may be undertaken to understand some of the personal factors in the environment of indisciplined students which are conducive to indiscipline.

6) A study of the adjustment of disciplined and indisciplined students by means of a personality test should be undertaken and a comparison be made between the study of adjustment of these students as measured by a self-concept test and as measured through a separate test of personality.