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A Comparative Study of the Indisciplined Behaviour among Senior Secondary School Students of Almora District

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Abstracts

The present investigation compares the indisciplined behaviour among senior secondary school students in Almora district. 110 students were selected randomly from senior secondary school of Almora district which contain both male and female students. Survey method was used to the present research. For this purpose of investigation “**Anushasan Heenta Maapni (AH-Maapni)**” which was made and standardised by Bheema Manral and Vinod Kumar Harbola was used. AH-Maapni was distributed to 110 senior secondary school students (both male and female). Descriptive statistics were used. Mean, standard deviation, *t*- values were calculated. *t*- test was used to find out the significance of difference of indisciplined behaviour among senior secondary school students at $p < 0.01$ and $p < 0.05$. For the purpose of discussion and comparison participants were selected from eight different categories such as rural area (54.55%), urban area (45.46%), boys (59.09%), girls (40.90%), science stream (45.46%), art stream (54.55%), upper caste (50.00%), and lower caste (50.00%).

Keywords: *Indisciplined behaviour, senior secondary, student, school.*

Introduction: At present time the term student indiscipline is very common. Indisciplined behaviour also used in ancient time. In ancient time students were understand indisciplined when students do not follow up rule regulations of gurukul or aasharam. But in the modern time indiscipline among students leads to a situation where the students doesn't listen to the teachers and take their own decisions, often take law in their own hand, organize strikes and upset the peaceful life. It is an admitted fact that students of today are very much different from those of a generation ago. A student should always try to lead a disciplined life. **Upnishad** forced internal discipline of students. **Gandhi ji** considered self-discipline as an actual discipline. **Idealism** considered disciplined students as those who follow moral values such as satyam, shivam and sundaram. According to **Geeta** religion is a means of discipline. **Egwnyenga (1994)** defined discipline as the training that enables an individual to develop an orderly conduct and self-control as well as direction. **Peretomode (1995)** maintains that discipline involves the ability to have self-control, restraint, respect for self

and respect for others. Student life is a period of study and formation of character. It is the time when boys and girls should devote their time and energy in building up a sound body and a sound mind. The sole aim of student life is to gain knowledge so that they may earn their living as well as understand the problems of the country. This aim can be achieved only when the students respect their teachers and concentrate on their studies. Unfortunately, it is a pity that the students of today waste their precious time in acts of indiscipline. The worst aspect of the problem is that they are very often misled by political leaders who use them as their tools for creating disorder. Since students do not have mature minds, they cannot understand the justness or unjustness of a cause and hence are likely to fall a victim in the hands of bad people. As such, the students neglect their studies and grow undisciplined. The chief cause of student's indiscipline lies in our present educational system. Problem of indiscipline and unrest among students is a part of a much bigger problem viz. reconstruction of our country's educational system. We need to take care of the need of the students. There is need for adequate provision for industrial, technical and vocational education. An undisciplined child is an uncontrollable child and can do just about any damage when he or she does not get whatever he or she wants. The main causes of indisciplined behaviour of students may be that if teacher is foreign and cannot speak good English, teachers reached late in class, bad foundation for the lesson, Due to lengthy holiday, Poor teaching, certain pupils think that they are intellectually superior to the teacher, Negative relations between pupils, The parents of pupils may have no interest in education, Pupils may be abused at home. When the behaviour of student goes against the policies, rules, and disciplinary practices of their institutions, school, college, university, or a government they are said to be **indisciplined**. Students indiscipline refer to those actions of students which show their disobedience towards certain social and disciplinary control. In order to understand the nature of indisciplined behaviour of students we have to analyse the various variables such as living place, gender, academic stream and caste. **Wangu (1983)** found that political values were insignificantly related with the tendency to create indiscipline. **Manral (1985)** found that the low level of intelligence was related with indisciplined behaviour tendency of students. According to **Doyle (1986)** that disorderly behaviour occurs more frequently in the absence of clearly defined classroom activities that constant and structure behaviour. **Wathins wangner (1987)** pointed out the home environment is not only a factor of indiscipline; school is also responsible at same degree. They further suggested four main areas related to school practices which may affect student discipline.

- Organizational aspect
- School staff relationship
- Curriculum and teaching methods
- Peer group influence

Statement of the Problem: A comparative study of the indisciplined behaviour among senior secondary school students of Almora district

Objective of the Study: The purpose of the present study to compare the indisciplined behaviour of senior secondary school students on the basis of their living place, gender, academic stream and caste.

Delimitations of the Study: The problem is very vast & wide. Hence the investigator has delimited the problem as under:

- ✓ The study was confined to Uttarakhand board students only.
- ✓ The study was confined to senior secondary school students (class 11th, 12th).
- ✓ The area of present study was of limited to Almora district and six colleges were taken for sample.

Method: Survey method was used to research.

Population: Population contained all senior secondary school students of Almora district.

Hypothesis:

- ✓ There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their living place.
- ✓ There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their gender.
- ✓ There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their academic stream.
- ✓ There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their caste.

Sample: The present study was carried out on senior secondary school students of Almora district. Present study contains 110 senior secondary school students out of which 65 were boys and 45 were girls.

Tool: The present investigation measures the indisciplined behaviour of senior secondary school students. The research tool “**Anushasan Heenta Maapni (AH-Maapni)**” was made and standardised by Bheema Manral and Vinod Kumar Harbola. The total number of items included in the Maapni were 98. These items were distributed over eight dimensions forming the different situations in the school environment. These were as behaviour related to prayer, uniform and cleanness (AH-1), behaviour related to morality and etiquettes (AH-2), class-room behaviour (AH-3), library and reading room behaviour (AH-4), homework and examination behaviour (AH-5), physical exercise and sports behaviour (AH-6), social and cultural activities (AH-7), general behaviour (AH-8). The total score of all these situations was represented by (AH-T). This tool was developed in Hindi because the rural students studying in intermediate colleges did not understand English well. This tool was made on six point scale as strongly agree, agree, mildly agree, mildly disagree, disagree and strongly disagree. The test-retest reliability of the test has been found to vary from .39 to .79 for its different sub-scales and total.

Administration and Procedure: The boys and girls, who were studying in senior secondary schools of different areas in Almora district, were randomly selected & B. Manral and V. K. Harbola “Anushasan Heenta Maapni (AH-Maapni)” were distributed to 110 senior secondary school students and data was collected. The students were asked to respond to each item according to the response format provided in the AH-Maapni. In case of multiple opinion questions, students were instructed to choose only one opinion from provided list of opinions. The senior secondary school students received a full explanation of how to fill in the maapni. The participants were encouraged to approach the investigator whenever they needed clarification for any doubt. The data obtained from 110 students (both boys and girls) were analyzed with the help of mean, S.D. and t-test.

Statistical Analysis: Data were analyzed using excel programme. Descriptive statistics were used and t-value was calculated. t- test was used to find the significance of difference in study of indisciplined behaviour among 110 senior secondary school students at $p < 0.05$ and $p < 0.01$.

Results: The number of students who participated in the study was 110 including rural (54.55%), urban (45.46%), boys (59.09 %), girls (40.90%), science stream (45.46 %), art stream (54.55 %), upper caste (50.00%), and lower caste (50.00%). The data regarding indisciplined behaviour of senior secondary school students were analyzed as follows:

Table 1: Comparative study of indisciplined behaviour among senior secondary school students on the basis of their living place

Category	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance Level
Rural	60	921.58	187.91	1.50	non-significant at 0.05
Urban	50	892.95	152.47		

*Df = 108, t-value is non-significant at 0.05 level

The above result table no. 1 we can see that there was non-significant difference in indiscipline behavior among senior secondary school students of rural and urban areas. t-value indicates that both rural area students and urban area students have same indiscipline behavior. Thus the null hypothesis, “There is no significant difference in indiscipline behavior of senior secondary school students on the basis of their living place” was accepted. The main reason for no difference may be urban students and rural students have same facilities, curriculum activities, and same quality teachers for education in schools and they face approximate same problems in school by situations. Another reason may be that nowadays in rural area all facilities are provided in school and environment are same. But the mean value of rural students was greater than that of urban students. So according to mean value rural students was more indiscipline than urban students.

Table 2: Comparative study of indiscipline behavior among senior secondary school students on the basis of their gender

Category	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
Male	65	981.92	173.80	6.12 ^{**}	Significant at 0.01
Female	45	809.33	121.92		

*Df = 108, t-value is significant at 0.01 level

The above result table no. 2 we can see that there was significant difference in indisciplined behaviour among senior secondary school students of girls and boys. t-value indicates that boys and girls have different indisciplined behaviour. Thus the null hypothesis, “There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their gender” was rejected. The main reason for this difference may be that boys are less restricted than girls in society. Parents gave more money and preference to boys compare to girls. In schools teachers also gave more opportunity to boys. Teachers have premind thinking that boys can do any work while girls do not. We do not allow girls to free in society due to security problems. So boys are more indisciplined than girls.

Table 3: Comparative study of indisciplined behaviour among senior secondary school students on the basis of their academic stream

Category	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance Level
Art	60	955.07	189.84	3.84 ^{**}	significant at 0.01
Science	50	836.43	135.75		

*Df = 108, t-value is significant at 0.01 level

The above result table no. 3 we can see that there was significant difference in indisciplined behaviour among senior secondary school students of art stream and science stream. t-value indicates that art stream students have more indisciplined behaviour than science stream students. Thus the null hypothesis, “There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their academic stream” was rejected. The main reason for this difference may be that science stream students have more work and serious than art students. Science stream students are more laborious than art stream students. Another reason may be that science stream students have no extra time for other indisciplined activities than art stream students.

Table 4: Comparative study of indisciplined behaviour among senior secondary school students on the basis of their caste

Category	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
Upper caste	55	904.39	205.25	0.25	non-significant at 0.05
Lower caste	55	913.27	161.61		

*Df = 108, t-value is non-significant at 0.05 level

The above result table no. 4 there was non-significant difference in indisciplined behaviour among senior secondary school students of upper caste and lower caste. t-value indicates that lower caste students and upper caste students have same indisciplined behaviour. Thus the null hypothesis, "There is no significant difference in indisciplined behaviour of senior secondary school students on the basis of their caste" was accepted. The main reason for no difference may be that lower caste students growing up very fast and they participated in all subject or activities. Nowadays there are same opportunities in school, societies, home for both upper caste and lower caste students. In present time both progresses in same way. Another reason may be that in present time there is no difference in upper caste and lower caste students in comparison to past time. Both upper caste and lower caste students participated in all curriculum activities in schools and teachers behave in same way for all students which may be general or reserve categories. So both upper caste and lower caste students have same indisciplined behaviour. But the mean value of lower caste students was greater than that of upper caste students. So according to mean value lower caste students were more indisciplined than upper caste students.

Discussion: In the present study, almost of the student indisciplined behaviour mean value range from 809.33 to 981.42. Both rural area students and urban area students have same indisciplined behaviour. Boys are more indisciplined behaviour than girls. Art stream students have more indisciplined behaviour than science stream students. Lower caste students and upper caste students have same indisciplined behaviour. Only differ mean value the lower caste students were more indisciplined in comparison to upper caste students. The lowest mean scores obtained for girl students (M=809.33). The highest mean scores obtained for boys students (M=981.92). For others mean score obtained between this range as urban area students (M=892.95), upper caste students (M=904.39), lower caste students (M=913.27), rural area students (M=921.58) and art stream students (M=955.07). Above calculations shows that girl students were of highest disciplined behaviour and boy's students were of least disciplined behaviour. The observed differences in the indisciplined behaviour between rural area, urban area, males, females, science stream, Art stream, upper caste and lower caste senior secondary school students were partly due to differences in their living areas, societies, subject interest and availability of the resources.

Conclusion: We can conclude by data analysis as follows:

- There is non-significant difference in indisciplined behavior of senior secondary school students in relation to their living place.
- There is significant difference in indisciplined behaviour of senior secondary school students in relation to their gender
- There is significant difference in indisciplined behaviour of senior secondary school students in relation to their academic stream.
- There is non-significant difference in indisciplined behaviour of senior secondary school students in relation to their caste.

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