

PROBLEMS OF INDISCIPLINE AMONG THE STUDENTS AT SECONDARY SCHOOL OF VADODARA CITY

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Abstract: Discipline is beneficial for academic achievement of the school but on the other side indiscipline is harmful and creates many obstacles in the child's life of including school life. The purpose of this study is; 1) to ascertain the problems of indiscipline among the students at secondary school of Vadodara city, 2) to identify the causes of indiscipline and 3) to identify the strategies to be adopted by the teachers to remove or minimize the problem of indiscipline among the students at secondary schools. The study adopted a qualitative survey method. Twenty-four teachers from twelve different Secondary English medium schools of Vadodara city constitute sample for the study. Semi-structured interview schedule was used by researcher for data collection. The collected data were analyzed by using content analysis. The findings indicated that there were five to six students in every classroom who had indiscipline problems. The students were showing more indiscipline problems through interruptive behavior and students that have family problems show more indiscipline problems. The study concludes that there was always some kind of indiscipline problems in the classroom, so teachers always have to use innovative strategies to remove or minimize the indiscipline problem.

Key Words: problems of Indiscipline, causes of Indiscipline and strategies adopted by teachers to solve indiscipline.

1. INTRODUCTION:

Secondary stage of school is a bridge between primary and higher education. As per National Policy on Education 1986, secondary education begins to expose students to the differentiated role of science, humanities and social science. This is an appropriate stage to provide children with a sense of history and national perspective. It also provides opportunities to understand their constitutional duties and rights as citizens. The Secondary education has broad aims which serve the objective of excellence, coupled with equity and social justice to promote national integration by providing opportunities to talented children largely from different parts of the country to live and learn together to develop their full potential and most importantly to become analysis of nationwide Programme of school improvement. Secondary education based on physiological and psychological age. In Secondary education there is entirely new consideration with growth of modern individualism and of the natural sciences, which is known that adolescent period. During the adolescent period the child undergoes such a radical change physically and psychically. The influence of the adolescent factor has been stronger than most other factors in education. Classroom management in the middle school must take into consideration the unique development nature of students whose bodies and minds are undergoing remarkable changes (Beaman, 2001). In adolescent period bodies begin to develop, students are feeling uncomfortable with new changes, sensations and their interest in the opposite sex can cumulatively excite and puzzle. Emerging intellectual abilities carry the capacity for abstract thinking and reasoning. Young adolescent requires academic challenge for cognitive growth, they also required support to make new learning connections and to require personal learning strategies. The very turbulent phase during adolescents are vulnerable to peer pressure, often reject adult support and control in risky and/or rebellious behaviour and search to find their own identity which is why an effective disciplinary system is essential in secondary schools (Miller, et al.2010).

Teachers in the twenty first century are faced with variety of issues and challenges that go beyond the day to day classroom instructions. Many teachers are unsure how to address these challenges and how to best meet needs of specific learners in the context of larger issues.

Discipline is one of the important tools, which plays a crucial role in school system but disciplinary problems occur when students refuse to follow the rules of the school. Rowdiness, disrespect, bullying, taking out lateness and loutishness such kind of disciplinary problems creates difficulties in teaching- learning process and all these creates indiscipline in classroom. Discipline and teaching of self-discipline are thus imperative for adult age group as a skill to be carried into the future (Manning and Bucher,2012).

There are different types of indiscipline acts among the students, these are: defiance to school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code,

theft/stealing, leaving campus without permission, not reporting to after school detention or Saturday school (Rosen, 1997).

Indiscipline in secondary school includes causes from the principal, staff, students, parents as well as community. He went further to state that problems emanating from the principal includes his failure to recognize and appreciate the problem of his staff and students and lack of interest in their welfare, disregard for opinion and failure to provide for staff participation in formation of policies through regular staff meeting (Nworgu, 1991)

School indiscipline leads to poor academic performance. This situation arises because teachers spending too much time on handling the indiscipline problems, so very less time is left for teaching. This is negatively impacted on completing syllabus on time hence students are not properly prepared for examination. Deviant students end up messing up the culture of the school. School indiscipline strains cordial social relationship between students. If teachers try to correct the students, they felt teacher is enemies of theirs, it creates atmosphere of insecurity for teacher and discourage the teachers hard work. Some parents blind love and concern for their child, they come under the conflict with the teacher and school authorities in the course of correcting their children, due to that child are never felt that there is any fault from their side and they never tried to change their behaviour, at the end results of this bared to whole school (Matsimoti, 2000).

Indiscipline destroys the foundation of the moral and ethical values on which the personal pronouns are yet allowed rich heritage was founded. It ruins a society's hope of raising responsible leadership (Adeshi, 2000).

2. STATEMENT OF THE PROBLEM:

Discipline is beneficial for academic achievement of the school but on the other side indiscipline is harmful and creates many obstacles in the child's life of including school life. Indiscipline among students revealed various inappropriate behaviour done by students in and outside the school. It includes so many problematic behaviour like truancy in school, violence, fighting, bullying, abusing and wearing improper uniform, moral laxity, gambling and other immoral acts.

Indiscipline problem is more seen in adolescent age group child. Classroom management in the middle grade must take into consideration the unique developmental nature of students whose bodies and minds are undergoing remarkable changes. As young adolescents' bodies begin to develop, they often puzzle over new feelings and sensations, their interest in the opposite sex can simultaneously excite and bewilder (Beamon, 2001).

As per scientific research the behaviour of individual indiscipline in which susceptible to teenagers, for example: drug abuse, wicked behaviour, physical abuse, vandalism, intimidation, do not listen to given instruction, alcoholic drinks consumption, absent, inability or unwillingness to perform a task or homework, mendacious habit, stealing, disrespect to the teachers, plagiarism, disrupting friend, break the regulations despite repeatedly warned, against the authority, combustion, attacking or fighting, deceitfulness, disobedience.

In terms of behavioural syndrome of indiscipline found that 100 percent parents play an important role for the health and development of children's behaviour, 72 percent inappropriate home surroundings, 86 percent easy money and honourable corruption among the young, 68 percent mismatch, 70 percent poverty of the parents and 85 percent the role model of parents. In addition, the indiscipline behaviour is also influenced by apathetic demeanour of the government, parents, teachers and peers in every action and social interaction. The syndrome of indiscipline behaviour directly impacts on mental status of teacher in teaching-learning process. Teacher face difficulties to deliver the lesson plan, they are also not interested in providing extra co-curricular activities. In other ways to say that teacher found the less interest in teaching in trying to boost the interest of the child (Belgur, et. al 2017).

Today's changing family structure, parental attitude and societal environments directly and indirectly influence the behaviour of the child. Younger students need constant guidance and supervision. If it is not provided to the students, they are misguided and creating indiscipline. There are so many causes behind the problems of indiscipline in the school and for this teacher has adopted so many strategies to minimize the indiscipline problems in school. The investigator had selected different secondary schools. The reason behind selecting secondary school was that it covers adolescent age group child and this age group faces many disciplinary problems. If the teachers finds common indiscipline problems, causes behind that problems and adopted suitable strategies to remove that problems, it is definitely assuring that it helps to minimize the indiscipline problems among the child. So the investigator has decided to conduct the study on "The Problem of Indiscipline among the Students in Secondary School of Vadodara city".

3. RESEARCH QUESTIONS:

- What are the common problems of indiscipline among the students faced by the teacher in secondary school?
- What are the causes behind the problems of indiscipline among the students of secondary school?
- How the problems of indiscipline among the students managed by the teachers of the secondary school?

4. OBJECTIVE OF THE STUDY:

- To identify the common problem of indiscipline among the students in the secondary school of Vadodara city.
- To identify the causes behind the problem of indiscipline among the students of secondary school of the Vadodara city.
- To study the strategies adopted by the teachers to resolve the problem of indiscipline among the students of secondary school of Vadodara city.

5. METHODOLOGY OF THE STUDY:

The study was qualitative in nature. Researcher used random sampling technique for selection of sample. Researcher selected 12 secondary English medium schools affiliated to Gujarat secondary education board of Vadodara city, were selected randomly. From selected schools, two teachers from each school were selected. So total twenty-four teachers of Vadodara city constitute sample for the study. Sem-structure interview schedule was used by researcher for data collection. The collected data were analyzed by using content analysis.

6. ANALYSIS AND MAJOR FINDING OF THE STUDY:

To find out the common indiscipline problems in secondary school teachers were interviewed. They were asked regarding the kind of indiscipline behavior experienced in and outside the classroom. The most common indiscipline problems identified and cited by teachers were unnecessary talking in classroom, teasing, using improper language, showing physical aggression, bullying, interrupting during teaching learning process (throwing chalk, paper plans, asking irrelevant questions,), incomplete home assignment. These were some of the most cited indiscipline problem experienced in secondary English medium schools of Vadodara city. However, result further indicated problems that includes; not properly wore uniform (missing ties and I cards), usage of improper and foul language, not paying attention in study, gossiping, bad behavior, fighting, pinching other students, unnecessary arguments with teacher, passing comments on teachers, rudeness, abusing. Teachers reported the students were mostly aggressive when disputes arise between the peer group. Some students were showing verbal aggression like throwing books, pens or punching on desk. The majority of teachers complained about the fact that most students either fail to submit their school work, submit incomplete work or not submit their work at all.

Teachers were asked many questions related to the causes behind the problems of indiscipline behavior in the classroom. Most of the teachers reported that there were several causes behind the indiscipline problems like impress peers, effect of tuition class, to seek attention, poor family background, lack of interest in subject, poor basic knowledge. The result revealed the causes behind the indiscipline problems related to study habit, not paying attention in classroom, was tuition class. Some teachers reported that students were giving more importance to tuition class rather than class work and home assignment. Further the result revealed that peer pressure is also one of the reasons for interrupting behavior of the students during teaching learning process. It was further revealed that in most cases, students having poor knowledge of the basic concept lead to inattentive behaviors in classroom & gossiping with each other. It was also found that the reason behind the physical and verbal aggression of students was their family environment and family back ground. One teacher reported that “Some single parent children are not respectful to others, they were aggressive in nature and are quarrelsome”.

The result revealed that the following strategies were adopted by the teachers to handle different indiscipline problems:

- Teach the students with love and affection
- Provide appropriate solution to the child regarding their problems
- Use non-verbal clause in the classroom like eye contacts, gesture, posture, body language
- Before starting the class, gives only 5-minute full attention to your students
- Always use different ways of teaching, recapitulation, discussion, storytelling, art drama, skit to make teaching learning process interesting
- To give warning to child in very serious manner regarding their improper behavior
- Try to give personal attention to each and every child
- Sharing personal and other real-life experience with the child
- Giving examples of good students in the classroom, showing their books, answer sheet etc to motivate the child
- Try to understand and listen the student's problems & discuss with them
- Encourage the students to come up with their own solution of their problems
- Provide guidance and counselling to the child as well as parents
- Change the sitting arrangement of the student time to time
- Make basic rules for the whole class
- Always appreciate the small steps of the child

- Involve the others subject teacher to find the root cause behind the students improper behaviour
- Provisions are made to rectify the improper behaviour through remedial activities
- Give some small duties and responsibility to the students and giving chance to students to explain the concept in class
- Routine behaviour is noted by teacher, giving them remark
- Provide extra knowledge in different and innovative way

7. CONCLUSION:

All the educationists in India agree that there is something wrong about discipline in our schools. It is felt that weak discipline will cause chaos and confusion in the system of education. It may lead to unhappiness and even dangerous situations. Discipline is the basic need of our society. There was indiscipline problem in the school but the level of indiscipline was differed from class to class and from school to school. Indiscipline behaviour not only affect the students present but also has an adverse effect on the student's future. It was the biggest responsibility of the teacher and parents to take care of their child, constant monitoring them.

According to the investigator student showed indiscipline in study habit, wearing improper uniform, interruptive behaviour in the classroom, showing physical and verbal aggression. This reveals that student have showing their indiscipline in different criteria, but the cause behind that problem was the improper home environment, not proper parents care, giving more importance to tuition class. The study reveals that teacher adopted strategies to minimize and remove the indiscipline problem.

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Annexure:

Semi- Structure Interview Schedule:

The following set of questions were asked for collecting data:

- What kind of indiscipline behavior done by students in your classroom?
- How the students interrupted while you are delivering the lesson in classroom?
- How are the students showing physical and verbal aggression in the classroom?
- What are the causes behind raising problems of indiscipline behavior in the classroom?
- How the family background affects the student's improper behavior?
- How do you manage improper behavior in the classroom?
- What kind of strategies used by you to maintain improper behavior in the classroom?
- How are you inculcating values among the students to remove or minimize the improper behavior in the classroom?