

CHAPTER VIII

SUMMARY, OBSERVATIONS AND SUGGESTIONS

- 8.1. Introduction
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8.1. INTRODUCTION

In ancient times the idea of discipline was very simple. It was considered a matter of externally applied force. The ancients believed, 'Every child must obey the rules of discipline.' But in recent years modern developments in education have effected a change in the old policy. Modern educationists have viewed the concept from a different angle of vision. It can be secured by new methods. New methods include formation of good habits and attitudes in the pupils.

The discipline of children has been beset in recent years with many new and complicating considerations. The more we have learnt about youngsters, the more is

the change in our ideas. The more we learn about the world we live in, the more our ideas about discipline will change.

The new elements add up to new thinking but at the same time they do not guide to one clear cut direction. Some persons say that one should be more gentle and others urge to be more rigid about discipline. Thoughtful persons are aware of the total picture and they think in terms of modern aims of discipline.

Modern concept of discipline has undergone changes but the causes of indiscipline remain the same. Poverty is the most striking cause which adds to the problems of indiscipline. It is futile to expect half starved children, coming from home, devoid of simplest joys and bare necessities of life to love the school work and maintain discipline. The other causes of indiscipline are -

1. break of the joint family system,
2. illiteracy at home,
3. uncongenial environment,
4. crowded homes,
5. over emphasis on the extra curricular activities,

6. films and literature with sex appeal,
7. use of students for political purposes, etc.
8. unhealthy relationships between teacher and taught,
9. Crowded classes in the school,
10. lack of training in developing democratic life,
11. lack of courage and patience,
12. lack of moral and religious training,
13. lack of interest and faith in studies,
14. unsuitable educational system, etc.

All these causes are in one way or the other responsible for the problem of indiscipline in the country. Looking to the causes of indiscipline, it can be said that discipline is the product of the inner control and cannot be imposed from outside. A person is said to be disciplined when his conduct conforms to the socially approved standards of thought and action. The most fundamental meaning of discipline is willingness on the part of an individual to put forth all the efforts which are required for achievement of chosen goals. Willingness and unwillingness refer to transformation of native impulses through desirable or undesirable habits and control. Here

control refers to self control. Discipline should be dictated by the self. This is only possible when the teachers, parents and the members of the society consider the pupils' attitudes. Imposed discipline can never bring everlasting changes in the attitudes of the pupils. Pupils should realise that discipline is nothing but willing compliance to a particular code of conduct which is most essential for life.

Day by day the world is becoming more and more complicated and trends of education and standards of social culture are also changing.

There is a conflict between old and new concepts of education and discipline. It is the duty of the educationists to lessen the conflict between the two cultures. Some new compromising thoughts should be evolved and be executed so that gradually people may accept them.

Discipline is not for its own sake, nor does it focus on immediate results. It does not assume on the one hand that the pupils' mental attitudes and emotional states are favourably changed and on the other hand it is psychological in its methods and constructive in its aims. It is primarily concerned with a state of mind and not

automatic execution of orders from without. It is a gradual transition from control by rule to control by reason.

Modern high school discipline aims to provide conditions that are natural not to children or adults but to adolescents also. It tries to function through motivation rather than repression. In general it accomplishes its purpose by means of rigorous, mental and physical activity on the part of the pupils. At its best high school discipline is psychological in its methods and social in its outlook. So efforts should be made to eradicate the evil of indiscipline by new methods of education.

In the present study, an effort has been made to study the pupils' attitudes towards the areas such as education and educational programme, school, teachers and home in relation to pupils' indiscipline. To know the pupils' opinions about politics, political parties, students' unions, existing government and caste and economic differences, extra curricular activities, democratic life of the pupil in the school etc. Questionnaires have been prepared.

The main purpose of the investigation is how far the attitudes of the pupils play a role in the pupils' problem of indiscipline. The experimental results have shown that attitude is the prime factor in the pupils' problem of indiscipline.

The entire text consists of eight chapters alongwith the summary at the end of each chapter. Need and scope of the investigation alongwith the clarification of the concepts - discipline and attitudes have been discussed in the first and the second chapters. In the second chapter general and specific objectives of the investigation have been discussed. Without the formulation of objectives, the study could not have been organised. The areas of the study have been also decided alongwith the objectives. Six areas namely education and educational programme, school, teachers, home, politics and social and democratic life of the pupil have been selected for study. The scope of the problem is fully discussed by dealing various factors related to the broad areas of investigation e.g. education deals with educational system, syllabus text-books etc. In the same way each broad area is discussed alongwith the scope of the

sub-factors related to it. Specific problems are the basis of the scientific study.

Before going to the next step it was felt necessary that previous work done in this field of education should be reviewed. This present problem purely reveals the facts of the Indian conditions. Still to have an overall picture of both India and abroad the studies done in countries other than India have also been reviewed in the present text. From the various studies it has been concluded that certain studies have been done only theoretically, while very few have been undertaken experimentally. Not a single study has been done on the present problem. Educationists have studied the problem of discipline and attitudes separately. This present study is an integration of the two psychological factors.

For the scientific study of the problem, plan and procedure are required to be fixed up. The first step of the plan was the selection of the sample. The sample was selected on the basis of misbehaviours as the problem is concerned with students' indiscipline. Several misbehaviours were listed, out of which only those misbehaviours were included which had frequent occurrence amongst the pupils

of secondary schools. For the comparative study of the pupils' attitudes, two contrasted groups were needed. So disciplined and undisciplined groups were formed on the basis of misbehaviours. The subjects were the pupils from Std. X.

The next step was the construction of the tools. For these, various measurement techniques of attitude scales were reviewed and each technique was fully discussed with its advantages and disadvantages. Out of several techniques a technique named as Thurstone's equal appearing interval technique was selected for the construction of the scales. Four attitude scales were constructed towards the four areas - education, school, teachers and home. Two attitude questionnaires were prepared by an ordinary method to know the opinions of the pupils towards politics, political parties, students' unions, extra curricular activities and pupils' democratic life. The tools were prepared together with the necessary instructions.

Collection of the data was done using the selected sample of both the disciplined and the undisciplined groups. All the tools were administered to the subjects.

Analysis of the data (collected) was done by utilising the scale values and a median representative score was found out, for each pupils of each scale. Statistical techniques such as 't', chi-square and analysis of variance techniques were used to achieve the group differences. The questionnaires were studied and then the opinions of the pupils for the area - politics and democratic life of the pupils in the school, were collected. The study resulted in the following observations and conclusions.

8.2. OBSERVATIONS AND CONCLUSIONS

(1) Individuals differ with regard to behaviours and misbehaviours. No individual has all good behaviours or all misbehaviours. Those who possess the mixed types of behaviours are not known as indisciplined ones. Those who possess prominent misbehaviours are labelled as indisciplined ones. Thus individuals differ with regard to behaviours and misbehaviours.

(2) There are certain misbehaviours which have a frequent occurrence. Everybody possesses misbehaviours to certain extent, but a very few possess misbehaviours

of frequent occurrence.

(3) Disciplined and indisciplined pupils differ significantly with regard to their attitudes towards education and educational programme. The disciplined group has favourable attitude towards education and educational programme, educational system, syllabus, text-books etc. There are certain defects in the above sub-factors and both the groups have to suffer the consequences yet the disciplined group does not find faults with them and thus it shows favourable attitude towards education and educational programme.

(4) Disciplined and indisciplined groups differ in their attitudes towards school. This means the disciplined group has more favourable attitude towards school, school building, authorities of the school, facilities of the school than the indisciplined group. Both the groups like to come to school but their ways of attending the schools are different. Indisciplined group finds fault with the school building, the school authorities, facilities of the school etc. Indisciplined group at the slightest cause creates troubles and it results into acts of misbehaviours. Disciplined group may

find inconvenience in the school but it does not show the misbehaviours. Thus both the groups differ in their attitudes towards school.

(5) Disciplined and the indisciplined groups differ in their attitudes towards teachers. This means the disciplined group has more favourable attitude towards teachers than the indisciplined group. Disciplined group does not find fault with the teachers, their mode of teaching, their knowledge of subjects they teach, their attitude towards the students etc. It can be interpreted that this group is quite adjustable with the teachers.

(6) The disciplined and the indisciplined groups differ in their attitudes towards home. It can be said that disciplined group has more favourable attitude towards home than the indisciplined group. The disciplined group has no complaint against facilities in the home, and living and non-living things. As soon as a reason for their dissatisfaction arises in the home indisciplined group tends to show misbehaviours.

Above mentioned observations and conclusions are in accordance with the hypothesis.

(7) Examination of the opinions of the pupils about politics reveals that disciplined group has more favourable attitude towards politics than the indisciplined group. Disciplined group wants to know about politics. It wants to discuss the political matters with the political parties but it does not want to indulge itself in politics completely. While the indisciplined group is made the cat's paw by political parties due to lack of consciousness about the political matters. Here the results are shown otherwise. It was hypothesised that the disciplined group does not take interest in politics and political parties. But the experimental results showed that the disciplined group is interested in politics in only as much as to know about the current affairs of the country. Political parties have made the indisciplined students, the tools for party politics and undesirable propaganda. Thus both the groups show different approach towards politics and political parties.

(8) Disciplined pupils differ in their opinions for the existing government, with the indisciplined

pupils. Disciplined pupils do not blame the government for their deterioration in study though in reality government is partly responsible for the cause. Owing to good behaviours and culture, disciplined group does not resort to undesirable actions. On the other hand indisciplined pupils consider the government as the root cause of their underdevelopment in educational progress. And thus the indisciplined pupils become the leaders for the movements against the existing government.

(9) Both the disciplined and the indisciplined groups have favourable opinions about students' unions, caste and economic differences. Both the groups believe that students' unions are helpful to the students' world. Both the groups believe that there should not be caste and economic differences in the society. In their opinion all persons should be treated equally. This is perhaps true for the modern society as caste and economic differences have created the present state of unrest among students. People in any democratic country do not wish to pull on with the sorry state of affairs.

(10) Both the groups like to participate in extra-curricular activities of the school. It is but natural that disciplined group gets enough opportunities for participation in activities while the indisciplined group gets less chances for the same, due to their acts of misbehaviours. Thus the indisciplined group is not satisfied with the facilities or opportunities given. The indisciplined group blames the school authorities and students and may create trouble in the school. The indisciplined pupils are not given chances for organising the school programmes while the other group gets chances for that. Moreover the indisciplined group feels that the teachers' attitude towards the disciplined group is more favourable than towards the indisciplined group. Perhaps this is correct to some extent.

(11) Both the groups show different opinions towards utilising their leisure hours. The disciplined group is aware of the evils of passing their leisure uselessly. The disciplined group utilizes the free hours in some creative work while the indisciplined

group wastes their previous time.

Thus from the opinions of the pupils, it can be interpreted that disciplined pupils have sense of their responsibility and understand the value of democracy. The good behaviour help the disciplined pupils in developing their democratic life.

(12) Rural students do not differ from Urban students with regard to disciplined and indisciplined behaviour in all the four areas. It means rural and urban students both have favourable attitude towards Education, School, Teachers and Home. It is no doubt true that residence of the students has nothing to do with the problem of discipline.

(13) Boys and girls show no difference with regard to disciplined and indisciplined behaviour in all the four areas. This means, both the groups have favourable attitude towards education, school, teachers and home. Boys and girls should not show different attitude towards the problem of discipline.

(14) Older and younger age groups do not differ in their opinions regarding the problem of discipline. It means both the groups have favourable opinions towards

school and teachers. However the significant difference is obtained between the two age groups in the two areas Education and Home. It can be interpreted that as the age approaches maturity the understanding power increases and thus acts of misbehaviours occur less in number. The concept of education is everchanging in a current progressive world. Both the groups have same opinion about school and teachers, probably because both these factors are interdependent.

Thus in a nutshell it can be said that the formation of the disciplined and the indisciplined groups has been helpful in making a study of the pupils' attitudes towards different areas. Disciplined group shows more favourable attitude towards all the areas than the indisciplined group without consideration of organismic variables such as residence, age and sex. Somewhere age and sex have shown significant differences, but these differences have not been obtained throughout. The differences may be due to a chance factor. Therefore it is suggested that attitudes possess the prime importance in the problem of indiscipline. For that, some constructive suggestions are given here.

8.3. SUGGESTIONS

(1) The attitudes of the indisciplined pupils towards Education may be improved by supplying them with their educational and psychological needs. Psychological needs include attitudes of the teachers towards students, attitudes of the authorities, and the atmosphere in the school. Students showing misbehaviours should be treated in such a way that they may not get chances of misbehaving in the school. Educational needs include educational system suitable to the environment, mental set up etc. Syllabus and text books should be such that they may find interest in studying them.

(2) The attitudes of the indisciplined pupils towards school and teachers may be improved by showing them love and sympathy. The teachers' role is the greatest here. The teachers should try to fulfil the needs of the pupils to their best. Students should be provided with all modern facilities, as far as possible, in the school so that their ego may be satisfied.

(3) Home is governed by parents. Parents on getting even a slight indication of the misbehaviours of their wards, should first of all analyse their own behaviours and if, need be, should try to correct them. Over and above that, they should resort to 'dos' rather than 'don'ts'. Careful handling by the parents, help the children in developing their personality.

(4) The values always undergo change in this dynamic world. The needs of the children are also changing in this complex world. The teachers, parents and the guardians should be aware of the children's needs and should try to cater for them as far as possible. Then and then the evil of indiscipline will be eradicated. These are only some of the ways of solving the problems, of discipline and a democratic society.

(5) The teachers and the community expect that children should be sufficiently acquainted, with the current affairs of the country. But there are several instances wherein youngsters have spoiled their careers because of premature involvement in politics. Thus responsibility of the parents and the teachers becomes

manifold. Knowledge of political events may be imparted but it should be done very guardedly without creating prejudices or preferences.

(6) The attitudes of the pupils towards social and democratic life in the school can be changed by supplying students' needs and by treating the indisciplined group as par with the disciplined group. Indisciplined pupils should be allotted responsibilities, so that they may satisfy their ego and divert their minds to desirable acts of behaviours rather than acts of misbehaviours. They should be guided by the elders, teachers, parents and authorities of the school whenever need arises. Indisciplined pupils should be attended to, by the teachers more frequently than the disciplined ones.

(7) For the healthy development of the attitudes of the children, parents should not have sex distinction which is likely to work unfavourably.

(8) Younger generation shows more favourable attitude, than the older generation towards education, school teachers and home. Parents and teachers should

take necessary precautions to see that wrong attitudes do not develop among the children in any stage.

Thus the development of attitude from the early childhood is very important and the most important is the moulding of attitudes after attainment of knowledge and increase in age.

According to Robert Ellis, 'The effectiveness of any procedure will depend largely on the teacher, the class, the individual concerned and the total situation.'¹

There are a few suggestions regarding the follow up work of this study.

(1) Attitude scales towards Education, School, Teachers and Home may be standardised.

(2) The detailed study of pupils' attitudes towards various subfactors such as educational system, syllabus, text-books, school building, facilities in the home, teachers' attitudes, teaching methods, economic

¹R.S.Ellis.Educational Psychology, A Problem Approach. (New Delhi: D.Van.Nostrand Co - East West Press,Pvt.Ltd.),p.505. (1965)

conditions of the home, parents' attitudes, politics and political parties etc. may be studied by case study or questionnaire method.

(3) Above subfactors may be studied in relation to residence, sex and age.

(4) Formation of attitudes and change in attitudes may be studied at different age levels.

(5) A detailed study about the psychological factors which are responsible for the indisciplinary behaviour of the pupils may be done.

(6) Attitudes of the parents may be studied by case study in due consideration of their economic conditions.

(7) The bahviours of delinquent children alongwith their parents' behaviours may be studied.

Below is given the Summary of the entire text.

8.4. SUMMARY

CHAPTER I : INTRODUCTION

Chapter I, at the outset, discusses the common feeling that discipline in secondary schools of India has become a problem because of changed attitudes.

Reflections of the eminent educationists, corroborating the same view have been quoted. Guided by these opinions and reflections the present investigator has thought of undertaking the problem for a scientific study.

Before actually defining the problem, the concept of the two technical terms, 'attitudes' and 'discipline' have been clarified. The relationship between education and discipline cum attitudes having been discussed in detail, the problem has been pin-pointed thus:

'An Investigation to Study the Problem of Discipline in Relation to Pupil Attitudes in the Secondary Schools of Gujarat.'

CHAPTER II : STATEMENT OF THE PROBLEM

In this chapter, specific objectives of the investigation are discussed alongwith the statement of the problem. The scope of the present investigation is discussed here and the Chapter ends with the specific problems related to the present study.

CHAPTER III : REVIEW OF THE PREVIOUS WORK

This chapter refers to the previous studies undertaken on this topic. The studies have been classified thus:

- (1) Studies pertaining to the problem of discipline,
- (2) Studies pertaining to attitudes,
each type has further been classified into
 - (a) Studies undertaken in India and
 - (b) Studies undertaken in foreign countries.

All these studies have been arranged in a systematic order and discussed.

CHAPTER IV : PLAN AND PROCEDURE

This chapter states the entire plan of the present study. Here are the points which have been dealt with in detail:

- (1) Selection of the sample
- (2) Listing the misbehaviours of frequent occurrence
- (3) Formation of the contrasted groups
 - (a) disciplined and (b) undisciplined.
- (4) Areas for the attitude scales and questionnaires
such as
 - (a) Education and Educational Programme
 - (b) School
 - (c) Teachers

- (d) Home
 - (e) Politics and related factors
 - (f) Social and democratic life of the pupil
in the school.
- (5) Collection of the data
 - (6) Analysis of the data.

CHAPTER V : CONSTRUCTION OF THE TOOLS

This chapter presents a bird's eye view of the various techniques of attitude measurement, along with a comparative view of the techniques. From among the various techniques, Thurstone's techniques of equal appearing intervals were considered to be the most appropriate for the purpose of this study. Reasons for the selection of this technique have been fully discussed. This chapter includes the detailed procedure of the construction of the scales and questionnaires. It also discusses the process of finding out the reliability of the tools.

CHAPTER VI : COLLECTION OF THE DATA

This chapter deals with the Selection of the sample on the basis of misbehaviours. It also discusses

how the list of misbehaviours was prepared, checked and finalised. Further each of the misbehaviours and what each misbehaviour means have been discussed in detail. This Chapter also deals with the formation of the contrasted groups, administration of the tools to the selected sample and determination of the reliability of teacher's ratings.

CHAPTER VII : ANALYSIS OF THE DATA

Entire chapter deals with the analysis of the data, by using various statistical techniques including the analysis of variance to find out whether the two contrasted groups differ in their attitudes towards the selected areas.

CHAPTER VIII : SUMMARY, OBSERVATIONS AND SUGGESTIONS

A short summary of each chapter and the observations obtained from the investigation are given. The major observations are :

- (1) Individuals differ with regard to behaviours and misbehaviours.
- (2) There are certain misbehaviours which have a frequent occurrence.

- (3) Disciplined and the indisciplined pupils differ significantly with regard to their attitudes towards -
- (a) Education and Educational Programme
 - (b) School
 - (c) Teachers
 - (d) Home
- (4) Disciplined and indisciplined pupils differ in their opinions about -
- (a) Politics
 - (b) Political parties
 - (c) Existing government
 - (d) Teachers' attitudes
 - (e) Using leisure time
- (5) Disciplined and indisciplined pupils do not differ in their opinions about -
- (a) Students' Unions
 - (b) Caste differences
 - (c) Economic differences
 - (d) Extra curricular activities of the school.
- (6) Rural and urban pupils do not differ with regard to disciplined and indisciplined behaviour in all the four areas.

- (7) Boys and girls do not differ with regard to disciplined and indisciplined behaviour in all the four areas.
- (8) Both the age groups do not differ with regard to disciplined and indisciplined behaviour in the areas - school and teachers.
- (9) Both the age groups differ with regard to disciplined and indisciplined behaviour in the areas - education and home.
- (10) Boys and girls do not differ in attitudes towards -
 - (a) Education and Educational programme
 - (b) School
 - (c) Teachers
 - (d) Home
- (11) Rural and urban pupils do not differ in their attitudes towards -
 - (a) Education and Educational programme
 - (b) School
 - (c) Teachers
 - (d) Home
- (12) Both the age groups do not differ in attitudes towards -

- (a) School
- (b) Teachers

(13) Both the age groups differ in attitudes towards -

- (a) Education
- (b) Home.

The results are in agreement with the hypothesis that the disciplined group differs from the undisciplined group in its attitudes towards all the selected areas.

These results show that attitude is an important associated factor with the problem of students' indiscipline.

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CHAPTER VIII

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