

CHAPTER III

REVIEW OF THE PREVIOUS WORK

- 3.1. Introduction
- 3.2. Work done on Indiscipline
 - (a) Foreign
 - (b) Indian
- 3.3. Work done on Attitudes
 - (a) Foreign
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3.1. INTRODUCTION

Before undertaking the study of the problem proper, it has been thought necessary to refer to the previous investigations on similar problems. Of course, there are several studies on the problem but only those studies which have been deemed to be very significant have been referred to, here.

Indiscipline of the young students is not the problem of this country alone. Juvenile delinquency and lawlessness are the permanent problems of several advanced countries all over the world. The solution of this wide-spread problem has troubled the educationists and administrators of this

country but very few attempts seem to have been made for a thorough understanding of the causes of indisciplined behaviour. Only a few descriptive studies are reported during the last few years.

The investigations selected in this chapter are under two headings (1) Indiscipline and (2) Attitudes which give clues to the plan of the present work.

3.2. WORK DONE ON INDISCIPLINE

(a) Foreign work

In 1960, Albert and Walters¹ studied the problem of 'adolescent aggression' at Bandura and New York. The work was done on the origins of 26 adolescent boys. Each boy and his matched control were given an intensive interview and a T.A.T. like projective test. The parents of all the boys were interviewed to determine their attitudes about and how they actually handled problems relating to dependency, aggression and sex as they arose

¹Albert and Walters, Richard H. and Ronald, A Study of the Influence of Child Training Practices and Family Interrelationships. Psychological Abstracts, Vol.34, No.5, Oct.1960.

in day to day life. An overview provides an account of the basic differences between the two groups and of how they developed.

(b) Indian work

(a) In 1945 ' Mrs.Pramila Phatak², worked on ' Modern trends in the Psychology of Adolescents and its bearing on Education.'

She collected the data with the help of a questionnaire at Bombay University. She concluded that maladjusted parents are a danger to the youth. The child feels insecure in the house and may begin stealing and indulge in other forms of misbehaviour. She agrees with the previous findings that irresponsible parents may lead their children to misbehaviours. She further concluded that poverty is a contributing factor for delinquent child.

(b) In 1955 ' Miss Bhakti Ghosh '³ worked on the causes of indiscipline at Allahabad University.

² Mrs.P.T.Phatak, Modern Trends in the Psychology of Adolescents and its bearing on Education.Bombay University: M.Ed.Thesis,1945.

³ (Miss)Bhakti Ghosh,Research in Education. (University of Allahabad,Department of Education,1955)

She prepared questionnaires for teachers and students. The aims of her study were (1) to determine the factors responsible for classroom indiscipline, (2) to find out the most common acts of indiscipline and (3) to study the nature of general factors such as attitudes of teachers, parents, economic, political, social and educational conditions and their adverse effects on the standards of discipline.

She had used the Normative Survey Method for her questionnaire and the field work was confined to both the sexes in the educational institutions of Allahabad and to some reputed teachers of Calcutta.

The data reveal that most common type of indisciplinary acts prevalent among the students are negligence in studies, using unfair means during examinations, visiting cinemas during school hours, disrespect towards the teachers and authorities, misbehaviour towards girls and frequent strikes. The most common type of indiscipline found among girls was the negligence of their studies. Her general conclusions are (1) both the teachers and

the students are of the opinion that the spirit of indiscipline has become wide spread among students; (2) the sorry state of affairs is due to absence of better teacher-taught relations in and outside the institutions, negligence of the students' psychological needs by the school, home and society, the adverse effects of political, social and economic conditions of the country and lastly the defective educational system and the school organisation. This problem has also been studied by the two important commissions on secondary education. To do away with the evil spirit of indiscipline, the Mudaliar Committee took an impressionist's attitude and the Narendra Dev committee emphasized greatly the economic factor.

(c) In 1959, ' Mr.J.L.Agad⁴ ' studied the problem of classroom discipline at Delhi. His study was an attempt at eliciting the reactions of teachers to the various methods of inculcating order among pupils at the secondary stage. The study was based on Normative Survey Type of research. He prepared a questionnaire containing ten statements expressing various causes of

⁴J.L.Agad, ' An Investigation into Classroom Discipline,' Journal of Teaching, 32(2), Dec.1959.

student disorder and circulated to 262 teachers in Delhi. He concluded that (1) lack of interest in study is due to non use of audio visual aids ; (2) lack of essential personality traits in teachers is responsible for indiscipline ; (3) lack of teacher-pupil relationship is another factor resulting in indiscipline. (4) lack of sense of responsibility brings about indiscipline.

(d) In 1961 ' Shri N.M.Bhagia '⁵ studied the problem of indiscipline and its causes in secondary schools of Baroda. The investigator used the Normative Survey method for the questionnaire. His questionnaire contains the disciplinary acts. He has supplemented his study by doing few case studies. He administered his questionnaire to the pupils of high schools of Baroda.

His study reveals that each school has five to ten students showing misbehaviours, the main outbursts

⁵ N.M.Bhagia, An Inquiry into Students' Indiscipline and its causes in Secondary schools of Baroda, M.Ed. Dissertation, 1961 submitted at the M.S. University of Baroda, Baroda.

being strikes during last five years. Teachers blame the educational system as the cause of indiscipline. It is, however, true that children coming from the illiterate homes are generally responsible for indiscipline. Irresponsible parents, broken homes, parental attitude and poverty are found as main causes of indiscipline.

(e) In 1965 'B.C.Chandhary'⁶ studied the problem of personality traits of the disciplined and indisciplined pupils in secondary schools at Cuttack. He obtained the ten behavioural traits from the graduate teachers. The rating of the traits was done by two teachers to remove subjectivity. The reliability co-efficient of both the ratings was found to be 0.698. Here the personality dimension 'discipline - indiscipline is presumed to be distributed in continuum. Two extreme groups were selected for further investigation. To test the

⁶ Cited by B.C.Chaudhary, ' Personality traits of disciplined and indisciplined pupils in secondary schools.' Journal of Education and Psychology, Vol.XXIII, No.2, July 1965.

personality traits of the two extreme groups of students, standardised personality inventory was prepared under Indian conditions. The inventory contains items of sex differences, personality dimensions such as neurotic tendency, extroversion-introversion, sociability, emotional stability and dominance submission.

The main purpose of this study was to see the differences, if any, in the personality traits of a sample of disciplined and undisciplined students. The results obtained were (a) disciplined students appear to be emotionally stable than undisciplined ones. (b) Neuroticism and sociability are found more among undisciplined group, and (c) no significant difference is obtained for dominance, submission, and extroversion-introversion.

Most of the above studies were made to find out the real causes of indiscipline. They are related to the present problem as they are based on the students' behaviour and the problem of discipline.

In addition to the studies referred to above, a few reflections by some eminent educationists

are recorded in the words of B.C.Chaudhary -

The studies of Burt and Nye are quite conclusive on the problem of anti-social behaviour but the authors have emphasized more on delinquency than the common indisciplined behaviour observed in school children. Hyme and Benne lay stress on the factors that motivate indisciplined behaviour in the child. According to Hyme the teaching of discipline cannot be tied to some pet personal method but its cause must be determined first; so that its eradication can be planned out. Benne in his paper deals with the adjustment problems of children with reference to social structure of the class room.'

' Reference may be made to some studies in this country. Rappi, in an article on ' student indiscipline ' denounces the programme of university authorities to control the indisciplined behaviour of the students by imparting N.C.C. and A.C.C. training. In his opinion an awakening of the ideal of morality and evaluation of the general conduct of the students are the two possible ways to deal with the problem successfully. Venkatragaiya emphasizes the understanding of the nature of the problem and the circumstances that give birth to it. He points out some of the factors responsible for such behaviour as (a) loss of faith in traditional values (B) deterioration of the standards of

morality and (c) Some corrupt practices in educational institutions. Ziauddin Alvi has pointed out the economic insecurity and consequent frustration, exploitation of fundamental freedom guaranteed harmful effects of present examination system and the frustration due to the failure, lack of teacher pupil relationship are some of the motivational factors behind indisciplined behaviour.⁷

Now we shall see some of the investigations carried out on 'Attitudes.'

3.3. WORK DONE ON ATTITUDES

(a) Foreign work

In 1936 'T.D.Peterson'⁸ studied the relationship between certain attitudes of parents and children. The writer selected ten major attitude objects for securing the reactions of parents and their children. Parents and children of Deer Creek and Dalphi High Schools and individuals in Lafayette

⁷ B.C. Chaudhary, 'Personality traits of disciplined and indisciplined pupils in the secondary schools.' Journal of Education and Psychology, Vol. XXIII, No. 2, July 1965.

⁸ T.D. Peterson, 'The Relationship between certain attitudes of Parents and Children.' Bulletin of Purdue University Studies in Higher Education, XXXI. Further studies in attitudes series. Directed and edited by H.H. Remmers, Ph.D.

and West Lafayette co-operated in making this survey.

The writer used the attitude scales prepared by graduate students of Purdue University under the direction of H.H. Remmers. Each attitude scale had two forms - A and B. The scales consisted of attitudes towards any practice, towards attending movies, towards any racial or national group, towards negro, towards any social institution, and towards high school.

A and B forms of both the sets of tests were given to the parents of the students and to the pupils. 550 sets of attitude scales were distributed. The conclusions were (1) Childrens' attitudes are much like their parents' attitudes. (2) Girls tend to be more liberal than any other type of the group. (3) Mothers are more conservative than the fathers. (4) Mothers and fathers differ very little in their average attitudes. Moreover, the sons and daughters resemble each other. (5) Rural groups are more in favour of the parent administrative policies than the urban groups. (6) Sons and daughters are more liberal towards their

ten social values. (7) The mothers influence childrens' attitudes more than fathers do. (8) Mothers are more effected by the childrens attitudes than are the children by the mothers.

(d) In 1936 ' Charles Thomas Taylor Jr.'⁹ studied certain attitudes of Negro Junior High School pupils. His problem was to study the attitude of pupils towards high school, high school instructors and high school subjects, in relation to age, grade, sex, semester marks and achievement.

The subjects used in the study were pupils of the Jackson Junior High School, Louisville, Kentucky. The 400 subjects were given both the forms.

The subject attitude scale, the high school attitude scale, the Purdue rating scale for instructors, and an achievement scale were administered to the pupils by the certain instructors. The conclusions were -

(1) Age is not a significant variable,

⁹Charles Thomas Taylor, Jr. ' A Study of Certain Attitudes of Negro Junior High School Pupils.' Bulletin of Purdue University Vol.No.XXXVII.Dec.1936, No.4. Studies in Higher Education, XXXI. Further Studies in attitudes series II. Directed and edited by H.H.Remmers, Published by Purdue University at Lafayette, Indiana, 1936, p.192.

- (2) Boys and girls differ in their attitudes towards high school;
- (3) Regardless of age, sex and grade pupils on the average have a favourable attitude towards high school.
- (4) There is a moderate correspondance between attitude towards high school and semester marks.
- (5) There is a low degree of relationship between attitudes towards high school and semester marks.
- (6) There is low degree of relationship between attitude towards high school and achievement test scores ;
- (7) There is no relationship with subjects and achievement test scores.
- (8) There is moderate relationship between attitude towards subjects and teachers;
- (9) Boys and girls have a favourable attitude towards teachers.
- (10) Girls have more favourable attitude towards subjects than boys.

- (11) Boys and girls in all grades have on the average a favourable attitude towards all subjects and so far as grade is concerned, there is no significant difference.

(e) In 1936, ' Charles E. Corbin',¹⁰ studied the attitude of high school pupils towards various methods of discipline. The purpose of this study was defined as follows -

- (1) To discover pupil and teachers' attitudes towards various methods of discipline in high school.
- (2) To find out just how the various groups differ and to determine whether or not their differences are significant.

A larger number of statements which include offences common in high schools and the penalties for these offences were listed for the questionnaire. Thus 91 statements were checked by 692 high school students in grades 9 to 12 from five different high schools in

¹⁰Charles E. Corbin. ' The attitudes of High School pupils towards various methods of discipline.' Purdue University. The division of Educational reference, Studies in higher education, XXXI. Further studies in Attitudes, Series II, directed and edited by H.H. Remmers, Ph.D., p. 214.

Indiana. 54 teachers chosen at random also checked the statements. The five categories of answers were weighed from five to one respectively. The conclusions were -

- (1) Students favour whispering in the class while teachers oppose it. There is no difference between sexes.
- (2) Students and teachers opposed stealing and lying in the class, there is no sex difference.
- (3) Students generally are more liberal and less thoughtful towards most of the offences than teachers are.
- (4) Girls' views are more nearly the same as those of the teachers.
- (5) Students of various schools differ in their attitudes. This depends on the community in which they live.

(f) Another study was undertaken in the same year by ' Loyal D.Hoshaw.'¹¹ He constructed a scale for measuring attitude towards any teacher. He collected affective statements from the literature, students' opinions and own experience. He selected 157 statements according to the criteria suggested by Wang. The pupils of 110 high schools and 60 Purdue University students were given the scale for rating. Ranking was done according to Thurstone method. Final scale was built in two forms, each having 45 statements. Scales and Q values were found out for each student. The scales were administered to 1000 pupils in five high schools of North Central Indiana. His conclusions were -

- (1) Not a single difference appear significant as between sex either for the attitude scale or the Purdue rating scale.
- (2) Attitude does not vary for grades as does the judgment of the ability of the teacher.

¹¹ Loyal D.Hoshaw, The Construction and Evaluation of a Scale for Measuring Attitude toward any teacher.
Op.Cit. p.238.

(g) In 1948 'David Jordon'¹² studied the attitudes of central school pupils to certain school subjects and correlation between attitudes and attainment. He found out that the correlation between attitude and attainment was about +25. The highest correlation was in Mathematics. The results showed some of the evidences that a positive relation exists between attitudes and attainment. So he concluded, 'attitude is a factor helping to determine relative attainment and vice versa.' Each is a resultant of a large number of contributory causes. The correlation co-efficient is positive but not high.

(h) In 1948, 'Margaret McGhee'¹³ studied the attitudes of the school girls towards films, youth clubs, homework, discipline and sport. The conclusions

¹²David Jordon, 'Attitudes of Central School Pupils to certain school subjects and Correlation between attitude and attainment.' British Journal of Educational Psychology, Vol. XI, Part II, June 1941, p.148.

¹³Margaret McGhee, 'School girls' attitudes to films, Youth Clubs, Homework, discipline and sport.' Glasgow University, 1948, given in British Journal of Educational Psychology, Vol. XX, Part ii, June 1950.

were (1) Correlation between age and attitude is not significant.

(2) The group deviating from the general mean is the 14 years old group which is rather negative to films and very negative to discipline.

(3) The most negative score to discipline is achieved by those of the lowest intelligence.

(i) In 1960, A.S.Philips¹⁴ worked on self-concepts in children. It was noted that if the spirit of the child's home was one of the warmth of mutual respect and consideration, the child tended to develop a realistic and positive self picture. Also that for many, the school is only an institution for warmth which determines the growing individual's concept of himself and his attitudes of self acceptance and self rejection.

The results of her experimental study suggest that emotional security particularly with the

¹⁴A.S.Philips. 'Self Concepts in Children.' Educational Review, Journal of the Institute of Education, University of Birmingham, Vol.16, No.2, Feb.1964.

parents is necessary for the development of favourable personality. Also that a democratic environment is the most conducive to social development, the least stimulating being the highly indulgent home.

(j) In 1962, ' Coster John K'¹⁵ studied the attitudes of pupils towards school from the three income levels. The sample was selected from nine Indian high schools. The sample was of 878 pupils. The sample was divided into three income groups. It was found that they responded similarly to attitudinal items on school, school personnel, school programmes, and the value of an education. The responses varied significantly with income level however on items related to intra-personal relationships. Pupils responded uniformly on specific items pertaining to school. They varied significantly according to income level in their general impression of their schools. They also varied significantly in their estimates of being able to get the kind of jobs they wanted after leaving the

¹⁵ Coster John K. ' Attitudes towards school of high school pupils from true income levels.' Journal of Educational Psychology, 1958, 49, Oct., Purdue University. Given in the Psychological Abstract, Vol. 36, No. 2, April, 1962.

school.

The studies described above under the headings indiscipline are made on the basis of observation and very few experimentally.

(b) Indian work

(a) In 1955 'Jayamma M.S.',¹⁶ studied the effects of emotional attitude on the academic achievement of the high school pupils with reference to 'Anger' at Bangalore.

She stated, ' most of the attitudes of school children have their origin in emotional situations and tensions.' Her conclusions were -

- (1) the relationship between anger attitude and academic achievement is noticeable when the intensity of attitude is high.
- (2) The positive influence of 'anger' attitude on the academic achievement is noticeable in the case of pre-adolescent girls. It

¹⁶ M.S. Jayamma, ' Effects of emotional attitude on the academic achievement of the high school pupils with reference to 'anger.' M.Ed. Thesis, 1955. Submitted at the M.S. University of Baroda.

diminishes as we move from the high school stage to college stage. College stage has negative relationship which indicates that the presence of the 'anger' attitude is positively harmful as regards the academic achievement of the pupils. She also stated, " general 'anger' attitude does not seem to influence the academic achievement positively. Intelligence is highly related to academic achievement."

(b) In 1960, ' The Survey',¹⁷ was done on attitudes, opinions and personality traits of 1700 students of the University of Bombay. This study was sponsored by world brotherhood and carried out under the direction of Prof.J.C.Daruwala of Wilson College, Bombay. The questionnaire was prepared for college students only. 1700 students from 12 colleges of Bombay were taken as subjects. The conclusions were -

(1) Frustrations can be traced to (a) indifferent teachers and unprogressive teaching methods (b) old

¹⁷Report on a Survey of the 'Attitudes,opinions and Personality traits of a sample of 1700 students of the University of Bombay.(Bombay:Orient Longmans Ltd., 1960.)

ideas of syllabus (c) undue importance to final examination etc., (d) environmental and social conditions, (e) students do not know how to pass leisure hours. (f) Majority of the students due to lack of higher aim in life, indulge in politics, (g) lack of facilities at school and home interfere in their studies.

(c) (1) In 1962 'Shri M.M.Chokshi',¹⁸ studied students' attitudes towards Hindi. The investigator had prepared three types of questionnaires, (1) for parents (2) teachers and (3) students. The subjects of Stds.VIII,IX and X classes of the high schools of districts of Gujarat were selected. The sample was of 270 students. He concluded, ' (1) students' attitude towards Hindi is lukewarm; (2) Urban and rural students differ in their attitude towards Hindi. Urban subjects show favourable attitude towards Hindi. Teachers attitudes, parents' interest and lack of

¹⁸M.M.Chokshi, ' Students' Attitudes towards Hindi.' M.Ed. dissertation,M.S.University of Baroda, 1962.

motivation from teachers, play their role in the attitudes of the students.

These studies are made on the basis of observations done by some external forces. Personality pattern of the individual leading to such behaviour in children has not been well investigated yet. Besides, these studies are too meagre and inadequate to derive definite conclusions on such a widely prevalent problem and thus necessitates further investigations.

Attitude survey reveals that indifferent teachers and unprogressive teaching methods, old syllabus and undue importance to the final examination cause frustrations in students. Students show unfavourable attitude towards subjects due to lack of motivation from the teachers and parents. Students' attitude towards school varies significantly according to income level. The emotional security particularly with the parents is necessary for the development of right type of attitudes.

3.4. SUMMARY

This chapter refers to the previous studies undertaken on this topic. These 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 foreign countries and
(b) studies undertaken in India.

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

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