

**A STUDY OF INDISCIPLINED BEHAVIOUR AMONG THE SECONDARY  
SCHOOL STUDENTS OF NAGALAND WITH SPECIAL REFERENCE  
TO KOHIMA AND DIMAPUR DISTRICTS**

Thesis Submitted for the Degree of Doctor of Philosophy in Education

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## **DECLARATION**

I, Rhonthunglo W. Kithan, Research Scholar in the Department of Education, Nagaland University, hereby declare that this thesis entitled, **“A STUDY OF INDISCIPLINED BEHAVIOUR AMONG THE SECONDARY SCHOOL SECONDARY STUDENTS OF NAGALAND WITH SPECIAL REFERENCE TO KOHIMA AND DIMAPUR DISTRICTS”** is my original research work undertaken and carried out under the guidance and supervision of Dr. Lungsang Zeliang, Professor, Department of Education, Nagaland University and this has not formed the basis for the award of any degree in any other University or Institution. I further declare that the materials obtained from other sources have been duly acknowledged and that, the Thesis is my original work and free of any plagiarism based on the check carried out through “Urkund” Plagiarism detection tool on 6/9/2018. The Thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.

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**This thesis is dedicated to my loving father and mother Mr. Womomo Lotha and Mrs. Renponsali Kithan and to my four sisters (Piyano Kithan, Adeno Kithan, Zuthunglo Kithan and Thunglano Kithan) and to my two younger brothers (Nrithung Kithan and Chonbenthung Kithan).**

**(RHONTHUNGLO W KITHAN)**

**Research Scholar**

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## **CHAPTER-I**

### **INTRODUCTION**

#### **1.0 INTRODUCTION**

Education is a process that develops the personality and inherent capabilities of a child. The new born infant is not aware of the social customs and traditions but as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional self and a social feeling also develops in him gradually. It socialises her or him to play adult roles in society and provides the necessary knowledge and skills for an individual to be a responsible citizen and member of the society. Education develops the full personality of the individual in all fields and aspects and it also contributes to the growth and development of society. Thus, education is one of the strongest instruments of social change and one of the complex and major processes among many that are operating in the society. It is only through education that moral idea and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another. Education is greatly essential for the growth and development of individual as well as the society.

According to Swami Dayanand, “Education is a means for character formation and righteous living”.

Comenius says “All who are born as human beings need education because they are destined to be real man, not wild beasts, dull animals and clumps of wood”.

In the words of T. Rayment, “Education is that process of Development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment”.

#### **1.1 A BRIEF BACKGROUND OF THE STATE OF NAGALAND**

The state of Nagaland Act 1962 converted the Naga Hills Tuensang area into a separate state called Nagaland. It was inaugurated in Kohima on 1st December 1963 and presided by Dr. S. Radhakrishnan, the then President of India. Presently the state is divided into 11 districts and inhabited by 16 tribes. Nagaland is surrounded by Assam in the West, Myanmar in the East, Arunachal Pradesh in the North and Manipur in the South. It is located approximately between 25°6’N and 27°4’N Latitude and between the Longitudinal lines

93°20'E and 95°15'E. It covers an area of 16,579 Sq.Km (approximately) situated in the North Eastern part of India.

According to the Census of India, 2011, the population of Nagaland is 19, 80,602 comprising 10, 25,707 males and 9, 54,895 females. In Nagaland, the sex ratio is 931 females against 1000 males. The density of population in Nagaland is 119 persons per.sq.km. At present the proportions of literate is 80.11% which is higher than the national average of 74.05%. The female literacy rate is 76.69% and that of male is 83.29% .

## **1.2 Education in Nagaland**

Earlier there was no formal and systematic way of imparting education in the Naga society. The morung occupied a central position in the organization and administration of the village. It was an institutionalized mechanism of social control and education. The morung was the institution where the young people were trained, disciplined and given proper instruction in every field of life. In the absence of any other institutionalized system of schooling, the morung played foremost part in making them effective members of the society. It was the American Missionaries who first introduced formal system of education. After Nagaland got its statehood in 1963, a number of government institutions sprang up with government initiative to give education.

The Structure of Education in Nagaland:

Pre-primary stage	-	Nursery, A and B
Elementary stage	-	Primary school – Class 1 - IV
Middle school	-	Class V - Viii
Secondary stage	-	Class ix – x
Higher Secondary stage	-	Class xi – xii
Degree course	-	3 yrs period
Post Graduate course	-	2 yrs period

## **1.3 CONCEPTUAL FRAMEWORK OF THE STUDY**

### **1.3.1. Disciplined behaviour**

Discipline is the act of training and teaching children self control, mind or characters, condition of order and obedience and socially acceptable behaviour. Discipline is also a way of training the students so that they learn to obey the rules and regulations and learn to distinguish the right from wrong. It is the minimum expected social behaviour manifested by an individual in terms of his/her activities in a particular context and refinement or improvement or civilizing of both individual and society. The flow of life current is controlled and regulated by certain laws, rules and regulations; if one's mode of life is in accordance with laid down rules, procedures, values and patterns, it may be termed as disciplined life.

In a school, it can be simply understood as obedience or adherence to rules and regulations for the purpose of orderliness and efficiency. The aim of discipline in school should be to train the child the virtues, sentiments and habits which will enable him/her to be a good citizen and a good man. It is understood as obedience to or adherence to orders or rules. Discipline in school also means respect for school rules and regulations and the maintenance of an established standard of behaviour and implies self control, restraint and self respect for oneself and others. Discipline is necessary in all walks of life, be it home or school.

P.C. Wren states, "As in the army, the navy or the state, so in the school, the pre-requisite, the very existence is discipline." Discipline in school life is very essential as it prepares the individual to become a law abiding citizen to undertake and discharge his share of responsibilities worthily.

### **1.3.2 Indisciplined behaviour**

Indiscipline is an act which is deemed educationally and socially harmful and specifically defined as disobeying of rules and regulations. Indiscipline is a negative form of discipline. Indisciplined behaviour of an individual refers to his/her degree of non – adherence to the minimum expectations of norms prescribed by a particular culture to determine the degree of orderliness of behaviour pattern. Hence indiscipline means lack of control, lack of proper training, unruly behaviour, disorder and disobedient means.

According to English Dictionary “Indiscipline is a situation in which people do not control their behaviour or obey rules.”

Indiscipline in school means disregard to school rules and regulations thereby producing disorderly behaviour in the individual. Indiscipline in school also means lack of self control, restraint and unwillingness to obey and adhere to certain school rules and regulations. The level of discipline in the school reflects the level of discipline in the society at large. Schools of today have been confronted by many problems of indisciplined acts exhibited by students. Indiscipline among the students are displayed in various unruly behaviour like truancy at school, bunking class, reaching the school late, neglecting homework, lying, stealing, violence at school, disregarding teachers, improper dressing, moral laxity, using harmful substances in the school campus, vandalism, examination mal practices and many other such acts. Thus Indiscipline in school leads to a situation where it eliminates productive or orderly behaviour in an individual. Indiscipline behaviour of the child may eventually lead to a serious offence and ultimately to crime.

In modern times, indiscipline can be found both in classroom as well as outside classroom. Children show inattention and indiscipline when they are deprived of educational opportunities according to their interest. When we look at the present situation, not many provisions have been made on subjects related to disciplinary habits. Thus lack of suitable curriculum also sometimes attributed for growing indiscipline and disorderly behaviour among the students. Inability of the teachers to identify individual differences in the classroom, unpsychological methods of teaching, lack of adequate educational facilities, lack of trained teachers are also some of the factors in which children go astray and show indisciplined behaviour. Indiscipline in schools cannot be blamed on the school alone. Poor economic condition of the parents, rejection and favouritism shown towards the children by parents encourages the children to develop a sense of revolt towards the society in general and show indiscipline in the school as well as outside the school. In addition, various home factors like broken homes, fighting parents and careless parents contributes to indiscipline among the children and ultimately the students exhibits the same acts in the institutions of learning also.

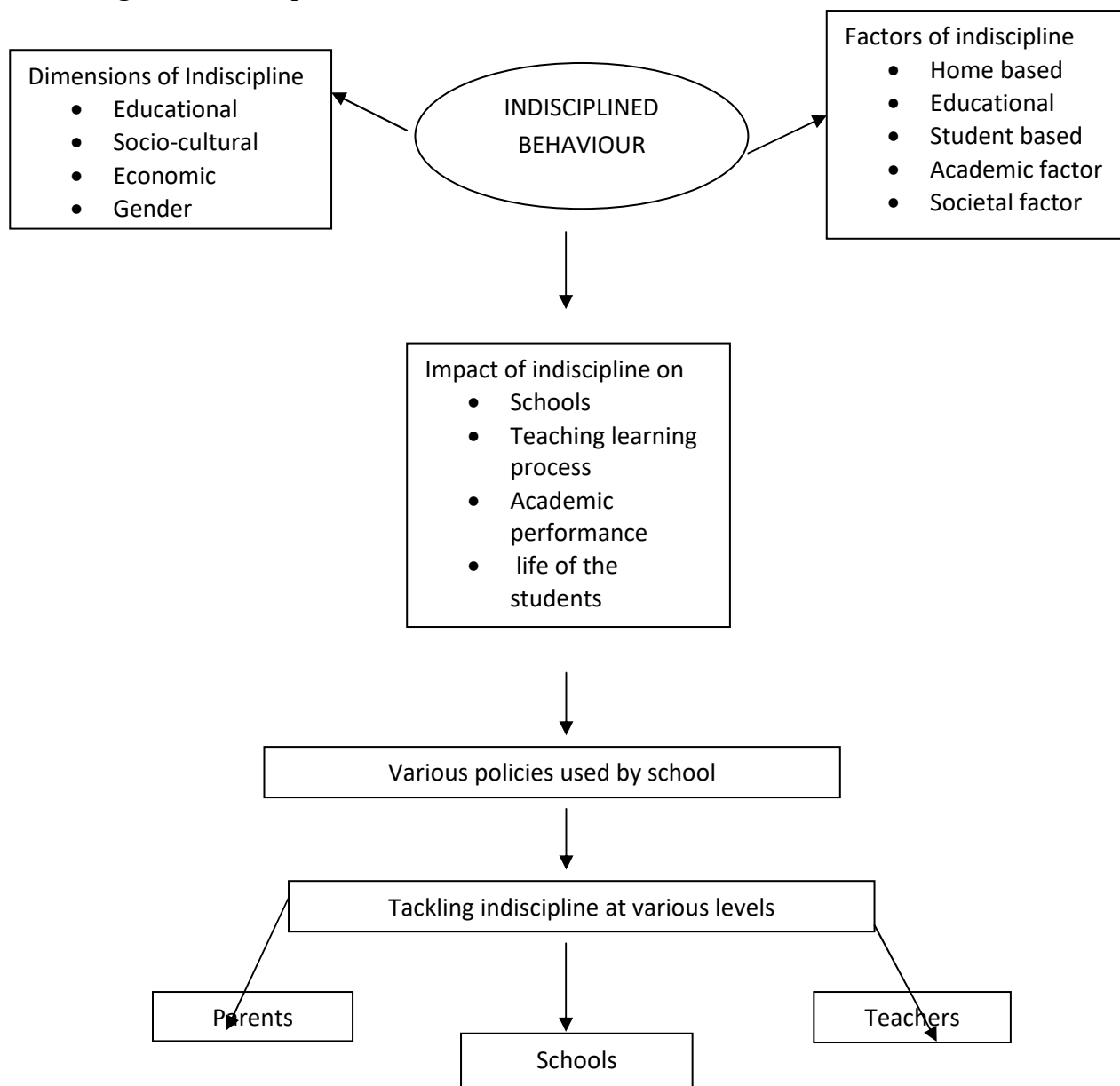
Indiscipline is also a societal problem which needs to be solved. Most of the indisciplined acts carried out by the students also emanate from our own social values and burden laid upon them by the society. Our society of today is full of corruption. Moral and

spiritual values have been deteriorated all in the name of modernity and technology. Thus, the acts of indiscipline exhibited by students in the school cannot be attributed solely to the individual alone but also to the society and home environment in which the individual is coming from. John Dewey laid great stress on social discipline. According to him, if the child develops a sense of social discipline, a child control himself and exercise self discipline without doing any harm to others or to the society in general.

The discipline issue of the students have numerous impacts. As a result of indiscipline, students have neglected their studies, they involve in examination malpractices and the activity of many other academic vices leads to poor academic performance and early withdrawal in the school. They also become anti-social indulging in drinks and drugs. They ultimately become delinquent if proper timely intervention is not given. All types of crimes are perpetuations of indiscipline. Thus, fostering of discipline is sine quo none for the promotion of all political, social and economic development of a society and nation.

In the school, moral education to the children should be taught and more opportunities should be provided to the students, the teachers should also try to understand the needs and interest of the children and try to meet, sitting arrangement should also be made comfortable, interesting methods of teaching should be used; teacher should also know the psychology of the child and could be able to identify individual differences in the classroom. At home, the role of parenting practices is an important setting in which the children learns. Therefore, parents close monitoring of the child's discipline, inculcating moral values and self discipline help the child to choose acceptable behaviours and learn self control. Family acts as an agent of socialization and it has significant impact on the child. It is the joint responsibility of the parents, teachers, elders and community and policy makers to fight against these acts of indiscipline displayed by students. Stringent measures are necessary to curb unwanted acts among the students.

### 1.3.3. Figure 1. Indisciplined Behaviour



**The above figure shows the various dimensions and approaches of issues of discipline**

### 1.4 NEED AND IMPORTANCE OF THE STUDY

The problem of indiscipline in schools has persisted over the years; it is one of the common and serious problems in the society for a long time. Student's unrest and indiscipline undermine the quality of education. The destiny of the nation in the words of D.S. Kothari is being shaped in the classrooms; the institutional settings should be more concerned for the future makeup of the new generation i.e., the young generation of the country's citizen. Thus the tendency to make education more useful, special emphasis should be given on discipline which has prime importance for congenial social life.

Discipline has vital importance for building a strong nation. Discipline in individual life, social life and in academic settings have a great significance for the prosperity of individual as well as social and national life. The students are the leaders of tomorrow, they are the builders of the nation. Living a disciplined life right from the childhood will do a great good in their future endeavour. The students should be taught the right etiquette, the right path and the right moral code of conduct. It is the responsibility of all the stakeholders to cooperate and work together for the betterment of the child. The child should be made to learn the wrong and right, the good and the bad, the consequences of living an undisciplined life and the benefit of the same. Maintaining discipline in academic session is of a prime importance by the Principals, Teachers and Staffs.

At present, the cases of indiscipline are on the rise. It has become a very serious problem in our society today. Regrettably, now indiscipline has become the order of the day among secondary school students. Some of the present day problems that causes trouble are an acts of indiscipline manifested by the students such as bullying, drinking, chewing tobacco, immoral activities, drug abuse, gang fights, disregarding teachers and elders, cheating, lying, abuse of mass media etc. these have corrupted the young people. There is no doubt that students of today are very much different from those of a generation ago. To eradicate these acts of indiscipline, there is a need to identify the problems that are causing indiscipline among young boys and girls and the methods and policies adopted by Parents, Teachers and Administrators. Both the home and the school have great role to play.

In this globally digitalized world, it is evident that, everything is easily available and sometimes children gets misleading knowledge, information and vice versa which makes them more prone to becoming delinquent. Nowadays we can see lots of children living in a virtual world, getting addicted to online games forgetting everything. They are more attached to computer, mobile phones and other electronic gadgets. This modern gadget becomes their main companion rather than family and friends. It is a serious matter which is not to be taken lightly. Taking into account of all these, the investigator concerned is to find out the acts of indiscipline among Secondary School Students of Nagaland and to suggest a remedy for possible solution to minimize the act of indiscipline among the Secondary School Students of Nagaland.

The specific areas under study are Kohima and Dimapur Districts of Nagaland. The two Districts are very vulnerable districts of the state. Anti – social elements among the



students are becoming more powerful and rising day by day. Thus, to study the trends and acts of Indiscipline among students has become an urgent need. It is hoped that this study will help in curbing some of the indisciplined behaviours exhibited by Secondary School Students of Nagaland.

### **1.5 RESEARCH QUESTIONS**

This study will seek to find answers to these questions

1. What are some of the common Indisciplined behaviours among the students in educational, socio-cultural and economic dimension?
2. Parental and teacher attitude as factors responsible for indiscipline among secondary students.
3. Is there an increasing trend of indiscipline behaviour among students?
4. What are some of the causes of indisciplined behaviour perceived by students, teachers, students, parents and Head of Institutions?

### **1.6 JUSTIFICATION OF THE STUDY**

Secondary stage is the transitional stage where students experience a number of changes, where students learn to imitate, where students try to learn everything whether good or bad. This is the stage where opposite attraction is taking place. They try to experience everything that comes on their way. They are easily influenced from peer groups. This is the stage where the child experience emotional instability. They are not in control of their self. They try to be impressionable and act cool which has high chances of going the wrong direction and tendency to become indisciplined. There is no doubt that student's indiscipline in the school hampers effective teaching and learning making it impossible for production of useful acceptable members of the society. Thus, the existence of indiscipline among secondary school students is also an educational problem that needs to be solved.

In today's generation all forms of indiscipline are manifested by the students. They tend to deviate away from the normal social life. Various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, chewing tobacco, smoking, drug abuse, insulting/assaulting, stealing, rioting, abuse of mass media and many other antisocial vices are on the rise. These problems have turned into an important issue. If

problems of indiscipline among students are left unsolved, there will be serious repercussions in the future life of the child as well as the society which in turn will lead to a serious downfall of the nation. It is the stage where parents, teachers, community, school and elders need to be more alert and vigilant and to be taken care off with utmost priority.

Many uncountable and unimaginable discipline issues and problems are also on the rise due to advance technology leaving aside the advantages. Students at this age are more prone to indiscipline if ignored and not taken care of. In this light, the investigator concerned is to find out various acts of indiscipline among Secondary Students with a view to finding solutions and provide remedial measures in order to make our educational system what it ought to be. If students cultivate the habit of discipline in schools, there will be smooth running in the school system which in turn will lead to the development of the country in general and of the society in particular. Therefore there is a need to get at the root causes of indiscipline among secondary students.

### **1.7 STATEMENT OF THE PROBLEM**

Indiscipline in Schools can manifest itself in student's violent behaviour outside the school as well. The acts of indiscipline engaged by the students not only disrupt learning but also will have a direct impact on the life of the pupil. Indiscipline has been regrettably on unprecedented rise as we can see and hear about such events on a daily basis. It has become a huge concern for all stakeholders; parents, teachers, Administrators, policy makers and the public in general.

It is on this premise that the research problem undertaken was entitled as "A Study of Indisciplined Behaviour among the Secondary School Students of Nagaland with special reference to Kohima and Dimapur districts". This study will make an endeavour to find out the perceptions of parents, teachers, head of institutions/ principals and student themselves regarding acts of indiscipline among the Secondary School Students of Nagaland and find out ways and means and prevent and deal with such acts.

### **1.8 OBJECTIVES OF THE STUDY**

1. To identify various dimensions of Indiscipline among Government and Private secondary students of Kohima and Dimapur Districts.
2. To find out the factors responsible for Indisciplined behaviour among Government and Private secondary school students of Kohima and Dimapur Districts.

3. To find out the impact of Indisciplined behaviour among students as perceived by parents, teachers, institutional heads and student themselves.
4. To find out the policies related to Indiscipline in Government and Private secondary schools of Kohima and Dimapur Districts.
5. To find out how discipline is tackled at various levels.
6. To suggest remedial measures to curb Indiscipline among secondary students.

### **1.9 OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY**

In order to have a better understanding of the concept, the important terms used are briefly explained as:

- (1) Secondary Students : Students studying in classes ix and x
- (2) Indisciplined behaviour: It refers to mode of life not in conformity with rules and regulations and lack of control in the behaviour with the result that they behave in ways that may not be socially acceptable.

### **1.10 DELIMITATIONS OF THE STUDY**

The study is delimited to the following areas –

1. The present study is confined to the students of secondary stage in Kohima and Dimapur districts of Nagaland.
2. The study is delimited to parents, teachers, institutional heads and students from the selected institutions.
3. The study is delimited to the acts of Indiscipline exhibited by Secondary School Students.

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

#### 2.0 INTRODUCTION

Review of related literature is a base for deciding the research problem, selecting objectives and formulating hypotheses. It provides the new researcher the glimpse of a research steps and procedures as to how he or she should precede towards an inference of his/her study. Related literature enables the researcher to know what has already been done in a particular area of study.

This chapter contains the reviews of studies already done by previous researchers. Different studies that have been undertaken by different intellectuals, academicians and researchers in India and abroad have been analysed and reviewed.

#### 2.1 STUDIES DONE IN INDIA

**Shah (1968)** conducted a study of university students in Gujarat. He classified students on the basis of their social status into four groups to point out the type of students who are more undisciplined:

- (a) High status, High ability
- (b) Low status, High ability
- (c) High status, Low ability
- (d) Low status, Low ability. The study found out that, more undisciplined and unrest is found among students of Low status, High ability and High status Low ability.

**Jain, S. (1969)** attempted to investigate the incidences and causes of Truancy among students at the pre-university stage in Uttar Pradesh and found out that:

- a) Truancy came to be without leave or without permission in the academic year on the basis of pooled judgement of educators of long standings.
- b) The incidence of truancy was the highest in Meerut region and lowest in Bareilly region.
- c) Overcrowding in the classroom in rural areas had no relationship with truancy.
- d) The incidence of truancy was significantly higher in privately managed institutions than in government institutions.

e) The most frequently cited causes of truancy were ill-health, mental disturbances and sharing domestic responsibilities.

**Baumrind (1971) did a study on “Relation between parent-child interaction styles and social responsibility in young children”.** In the study, data on the parent-child rearing attitudes and practices were obtained through home observations and through separate interview of father and mother. Baumrind identified three major child rearing practices: Authoritarian, Authoritative and permissive. Authoritarian parents valued obedience from the child and did not believe in verbal give and take in such matters.

**Chitnis.S. (1974) conducted a study entitled “Drugs on the college campus.” Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, Bombay.**

The objective of the study was to make a realistic estimate of the incidence of drugs among colleges of Bombay. The major findings of the study were:

a) Curiosity and boredom seemed to be the major factors. The influence of the peer group, the desire to belong with hep crowd and the desire to heighten sensation of colour and sound were some of the factors mentioned frequently.

b) The peer group seemed to be at least as important in inhibiting the use of drugs as it was in promoting experimentation with drugs.

**Katoon (1976) carried out an investigation on “A social background of delinquent behaviour in Uttar Pradesh”.** The objective of the study was to investigate the social surrounding of the juvenile delinquents in which they were reared and in which they were living in order to ascertain the real impact and the role of international groups in developing delinquents’ behaviour. The study reveals the causes of juvenile delinquency as follows:

- a) Death, divorce or separation of either parent.
- b) Very lenient or over dominant behaviour of parents.
- c) Poor Socio-economic condition.
- d) Uncongenial environment.
- e) Uncongenial or difficult school subjects resulting in poor achievement.

**Siddiqui, M.M. (1976) studied “Social Psychological Study of student behaviour with special reference to indiscipline.”** The objective was to study the psychological (emotional maturity, social maturity, ascendance-submission, security and aggression) and social factors

(educational attainment, socio-economic status and rural or urban inhabitation) which effected students behaviour in general and indiscipline in particular.

The findings of the study were:

- a) The disciplined students were emotionally and socially more mature than the in disciplined ones.
- b) The disciplined students felt more secure and were less aggressive than the indiscipline ones.
- c) The disciplined students mainly belong to lower middle socio-economic groups and rural areas while the indiscipline students usually belong to upper-middle socio economic group and urban areas.

**Singhal, s. (1977) investigated on** Academic leadership and student unrest and it was observed that, the attitudes of the authorities had a significant bearing on student unrest.

**Gour, P.N (1978) investigated on “Students unrest in the universities of Bihar.”**The main aim of the research was to study the problem of student unrest in the University of Bihar during 1967-1972.He reported his findings as the problem of student’s unrest was a deep and complex problem which was multifaceted. Some of the major causes of student unrest were college and university examinations, general mural and extra-mural demands of students, trouble with government, police and college/university authorities on local issues, trouble with bus operators and caste or group rivalries among students.

**Harjeet Kaur, Ph.D. (1979) carried out a study on “A social Psychological study of truancy among female students.”** The study was aimed at:

- a) Studying the attitude of trauancies towards examination in comparison to non truants.
- b) Comparing the education background of truants and non truants.
- c) Studying the effect of frustration, intelligence and age on truancy.

The main conclusions of the study were:

- a) Truants shows non-serious attitude towards examination.
- b) Truants had poor educational background and poor school performance.
- c) Truants had a high failure rate.
- d) Frustration and truancy were closely related.
- e) Lack of supervision and control at home and schools also accelerated the problem of truancy.

**Pimpley, P.N. (1981) conducted a study on “The problem of Non attendance in the schools of the children (6-14 years) of Scheduled castes in Haryana, Dept. of Sociology.” (ICCSSR financed).** The objective of the study is to assess the values and attitudes of these persons with a view to finding out their effect on attendance. The study reveals that, the educational level of the head of the household seemed to have a positive bearing upon the school attendance of children in both urban and rural sample.

**Chatervedi, G.K (1981)** investigated the causes of agitation in Banaras Hindu University and the findings of the study were:

- a. Causes of the agitation might be classified into four broad categories, viz...Political, socio-economic, administration and academic.
- b. Political functionalism among students
- c. Regionalism, communalism- cum-religious sentiments, casteism and vested interest of the authorities.

**Malika K.T. (1981)** did a study on “**Analysis of student indiscipline in Indian Higher Education with special reference to the problem as it exists in Tamil Nadu**”. The main objective of the study was to analyse student indiscipline in Indian Higher Education with special reference to problem as it exists in Tamil Nadu. The main findings were:

- a) Students indiscipline was mainly due to real or imaginary disregard of student status, opposition to disciplinary actions against students, student group rivalry, involvement in teachers problems, students effort to promote their interest and benefits and sympathy with striking students
- b) About 50% of the students had clashed with the authorities sometime or other.
- c) Student’s personal norms correlated significantly with student indiscipline.

**Das, N. (1982)** conducted a study on “**Some behaviour problems of the Secondary School Students of the District of Burdwan and their causes.**”The objectives of the study were:

- a) To identify typical behaviour problems of adolescents studying in schools located in three environmental situations- Urban, industrial and rural.
- b) To identify the causes of such problems and to see whether there are any dominant cause in a typical environment- urban, industrial and rural.

The Findings are:

a) Dissatisfactory home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behavioural problems.

b) Dissatisfying environment in school achievement, frustration, poor adjustment in schools particularly with school programmes, social conditions, teachers and the students community contributed much towards behaviour problems.

**Parekh, R. (1982)** carried out a study on “**Adolescents: their social background and problems.**” The objectives of the study were to identify:

- a) To examine the phenomenon in the background of cultural ethos of Indian society.
- b) To identify the problems of adolescents.
- c) To examine the attitude and aspirations of adolescents.

The major findings are:

- a) Adolescents had high reliance on family
- b) Adolescents culture on the one hand revealed a modern outlook on dress and overt behaviour and traditionalism in the core values on the other.
- c) The socio economic background of the adolescents had great impact on them
- d) 40% of the adolescents had shown deviation in values.

**Garg, R.R (1983)** carried out an investigation on “**Children’s perceptions of parental disciplinary practice and its relation to development of personality needs, moral judgement and problem solving ability.**” The objective was to study the main effect of parental disciplinary practices and social class on personality needs, moral judgement and problem solving ability of children belonging to 10-15 years age gap.

The study reveals parental disciplinary practice significantly promoted a need of achievement, a need of affiliation and a need of change. A poor mode of parental control promoted in greater magnitude, the moral judgement of the children in comparison with strict and moderate mode of parental disciplinary practices.

**Pareek, A.A. (1984)** investigated on “**A study of the problematic behaviour of adolescents with special reference to their self and other acceptance and attitude towards freedom**”

The hypothesis of the study was: a) problematic adolescents have a distorted attitude towards their freedom. b) Problematic adolescents do not accept themselves as well as others. c) The attitude of adolescents mostly depends on their home environment and d) the college atmosphere is usually a contributing factor in the development of the behaviour problem.



The findings of the study were:

Problematic adolescents did accept themselves as well as others.

The attitude of adolescents did not entirely depend on their home environment.

The attitude towards freedom of children was negative in the case of adolescents.

Environment played an important role in the building of personality.

**Shankar U. (1984)** conducted a study on psycho social correlates of the behavioural dynamics of Juvenile Delinquency and found out that:

a) An inverse relationships was observed between socio-economic status and incidence of delinquent behaviour. The maximum incidence of delinquent behaviour was found in the lowest socio-economic status groups.

b) Lack of proper socialization in the home environment was observed to lead to a faulty development of personality which was found to lead a child to becoming delinquents.

c) Low intelligence level was found to be very important determinants of delinquency.

**Ghose, S.C. (1985)** conducted a study on “**Teacher - Students relationship and its impact on student unrest.**”The objectives of the study were:

- Whether the continued authoritarian and negligent behaviour of teachers through the ages- from the Vedic down to the present time- had driven the students of the present to behave indifferently and disrespectfully in relation to their teachers and others.
- Whether the political attitudes and personal outlooks of the present teachers contributed to the aggravation of teacher-student relations as it witness these days.
- Whether the strained teacher-non teacher relationship played any role in the destabilization of the teacher-student relationship.

The major findings of the study were:

- a) The narrow personal outlook and political attitudes of the teachers were largely responsible for the indiscipline behaviour or indifferent attitude of students towards their teachers.
- b) The authoritarian attitudes of the present teachers were largely influenced by those from the passed down from the Vedic age.

- c) The strained teacher – non-teacher relationship influenced students to treat their teachers with indifference.

**Manaral, J.B.S (1985) carried out an investigation on “A study of indisciplined behaviour in Kumaun and Garhwal university students as related to creativity and personality”.** The investigator was designed to study indiscipline among students related to creativity and personality. The Findings of the study were:

- a) There was a negative correlation between the level of intelligence and the tendency to create indiscipline.
- b) In the kumaun university hostels, introversion has a positive relationship with the tendency to create indiscipline.

**Parwal S. (1987) conducted a study entitled “Disciplined vs. Indisciplined students: Their personalities and mental abilities”.** The study attempts to search the causes of Indisciplined behaviour in the personality make-up and mental abilities of students through making a comparison of the disciplined and indisciplined students. The objectives of the study are to know if disciplined and indisciplined students differ in Introversion-Extroversion and mental abilities in terms of verbal reasoning, space relations, numerical ability, clerical speed and accuracy and language usage.

The findings of the study were:

1. Disciplined students were found to be more introvert than indisciplined students irrespective of gender, achievement level and parental income.
2. Disciplined and indisciplined students differ significantly in verbal reasoning, space relation, mechanical reasoning, abstract reasoning, numerical ability, clerical speed and accuracy and language usage – the disciplined showing superiority in all these.

**Jain, Neera. (1989) did a study on “Family structure, parental behaviour and self-esteem in male and female adolescents”.** It attempted to study the family structure, parental behaviour of adolescents, self-esteem and its two components – power and worth and found out that:

- a) High school-high control contributed the highest to the development of self-esteem. High parental support when compared with high control showed stronger effect.

b) The interaction of family structure with parental behaviour and that of sex with parental behaviour were found significant.

**Lakshmi, Manohari, M. (1991)** conducted a study on “**Punishment pattern adopted by parents and teachers and children’s reactions to the punishment with special reference to Elementary school years.**” The study addresses to find out the nature of punishment patterns adopted by parents and teachers and children’s reactions to the same. The objectives of the study were:

1. To find out the methods of discipline adopted by parents and teachers
2. To find out the patterns of punishment adopted by parents and teachers in different areas and situations.
3. To find out the reactions of the children to the punishment.

The major findings of the study were:

- i. Mothers used significantly more negative methods than fathers.
- ii. Low income parents used more negative methods than positive methods and high income parents used more positive methods than negative methods.
- iii. Teachers used relatively more negative methods than parents.
- iv. Children’s reactions to punishment by parents or teachers were not related to their age.
- v. Children’s reactions and parental approach to punishment were significantly related when parental approach was positive, children’s reaction was also positive.

**Malhotra, M.M and Menon, P.N. (1991)** investigated on “**Factors contributing to Students Indiscipline in the Polytechnics of Haryana state.**” The study was conducted with an attempt to identify the factors that contribute to indiscipline in Polytechnics. The type of indiscipline has also been discussed. The sample was selected from four out of 12 government and privately managed schools. The most important factors of indiscipline among student are ragging of first year students by seniors, copying in the examination, late coming in the classroom, wandering during class time and absence from classes.

**Mani, (1991)** carried out a study on “**Student unrest in India**”. The study revealed that, the influence of the family was the key factor in moulding the discipline of the children. In all the influences which play a part in the genesis of criminals, the mother’s personality appeared to

be the most fundamental. Next comes the peer group influence which contributes a lot for the indiscipline because the group provides the youth with security , reward him with a sense of belongingness and recognition which he may lack within his family. This would seem to be particularly true of young people coming from unhappy or broken homes.

**Lakshine, Manohari, M. (1991)** did a study on **“Punishment patterns adopted by parents and teachers and children’s reactions to the punishment with special reference to elementary school years.”**The objectives of the study were:

- a) To find out the methods of discipline followed by parents and teachers.
- b) To find out the patterns of punishment adopted by parents and teachers in different areas and situations.

The major findings were:

- a) Mothers used significantly more negative methods than fathers.
- b) Low income parents used more negative methods than positive methods and high income parents used more positive methods than negative methods.
- c) Teachers used relatively more negative methods than parents
- d) When parental approach was positive, children’s reaction was also positive.

**Patowary (1999)** conducted a study entitled **“the rise in indiscipline among school students of Assam”**. He observed that, different acts of indiscipline and anti-social behaviour among students were the manifestations of a sort of social malice that has its genesis in the Assam agitation, which made the old orders of the society ineffective in a pronounced manner but failed to replace them with new and effective ones.

Political interventions in matters of appointment of teachers and admissions of students have also aggravated the situations. While on the other hand, many post of teachers, principals and vice-principals in the schools are lying vacant. Moreover the primary level of schooling has lost its efficacy to imbibe sense of discipline among the students. Besides, the development of TV and cinema has now become an addiction for a good number of our children. The attitude of the majority of the guardians in vesting responsibilities with their wards has also a contributory role in this connection.

**Varshney and Bhargava (1999)** did a study on **“Parenting as the family background of school truancy”**and found out that:

- i) Lack of adequate love, encouragement, democratic attitude, acceptance etc seems to be important for truant behaviour.
- ii) Both extreme love and deprivation do not seem to be adequate for normal development of child and
- iii) Lack of acceptance and autocratic behaviour tends to be sociopathic.

**Gurpet, Sharon Joyann. (2002)** conducted a study on “**Parental contact and student discipline in the classroom settings.**” The study attempted to determine if there was relationship between parental contact and classroom discipline. Five schools using the same discipline plan and located in south-eastern states were used in a collection of archival data. A survey instrument was used to determine the teacher’s opinions of whether parental contact aided in the decrease of student office referrals. A structured interview with the parents was conducted.

The overall findings from the study indicated that parents do have an effect on their child’s classroom discipline when parental conduct is included in a discipline plan. A statistically significant negative relationship was found between parental contact and the number of office referrals indicating that parental contact does indeed affect classroom behaviour. These findings would support the involvement of parental contact in discipline plans considered or developed by other schools.

**Hirisave, Uma and Shanti. K. (2002)** carried out a study on “**Scholastic difficulties with Behavioural Problem**”. The study attempted to investigate behavioural problems in children with scholastic Skill difficulties. A sample of children (n=20) aged 5-8 years with scholastics difficulties with those who did not have difficulties were evaluated. Analysis of the behaviour problems exposed that children with difficulties in scholastics skills were found to be more impulsive, throw more temper tantrums, were more nervous, restless, stubborn, and disobedient and had great difficulty in concentrating in academic and non-academic tasks.

**Sarma, Makunda (2007)** carried out a study entitled “**Indisciplined Behaviour among students in Assam, Causes and Remedies**” and the study found out that:

1. Socio-cultural causes of indiscipline: broken home, wild exposure to cinema, T.V and other electronic media and gradual withdrawal of joint family system backed by blind inclination-cu-practice of western culture.

2. Educational causes of Indiscipline: poor goal settings, poor infrastructure, ineffective teaching, ineffective educational factors etc.
3. Economic causes of Indiscipline: i) college student of affluent families having low academic standard create havoc in colleges. ii) Economic insecurity among college students backed by dark future due to liberal education is the key factor of student's indiscipline.

**Dr. Yatendra Kumar S. Pal. (2009)** did a study on “**A study of Educational Problems of Secondary School Students.**” The study was conducted to find out the educational problems of Secondary School Students. The researcher selected 10 secondary schools of Gujarati medium as a sample. 583 students have been selected with the help of purposive sample. Result found out that classroom interaction should be healthy and interesting. Teacher should create school environment free for good communication, teacher should be aware of the family situation of the students and try to solve it.

**KV Muhammad (2016)** carried out a study on “Deviant Behaviour and related causes among Higher Secondary School Students in Kerala”. Some of the major findings of the study were:

- a) The most occurring deviant behaviour are those related to the dimension outside the classroom behaviour.
- b) The several deviant behaviour identified are malpractice or copying at the time of project works or examination, immature love, lying, addiction to movies and talking in between the teachers while teachers are engaged in the class.
- c) The most deviant behavioural manifestations related to media were addiction to movies, mobile phones and using abusive words towards among higher secondary school students.

## **2.2 STUDIES DONE ABROAD**

**Mccarty, Jacqueline Marie (1995)** conducted a study on the effects of school uniforms on student behaviour and perceptions in an urban middle school. The analysis of the study indicated that students who experienced a uniform policy have less fear of crime/harm. These students also felt a greater sense of belonging. On the other hand, students in the school without a uniform policy, free to choose their own attire reported more satisfaction with the

school clothing policy than those in the school without clothing policy. While there were some effects based on demographics, none of these effects interacted with the dress policy variable. Analysis of the behavioural data revealed no trends overtime in terms of student's violations.

**Petersmeyer, Claudia, Ph.D. Univ. Of Victoria (1997)** did a study on Adolescent risk behaviour as related to parenting style and determined the adolescent level of interest and engagement in risk behaviour as it relates to adolescents and parents perceptions of the parenting variables, demandingness and responsiveness. Data were collected from adolescents and parents.

Results indicated that, adolescent's interest in becoming involved in risk behaviours although a relatively low incidence of actual engagement in risk behaviour is evident at this time. Adolescent's perception of parental demandingness and responsiveness were relatively positive as well. Relationship between adolescent perceptions of parental demandingness and responsiveness particularly with regard to mothers were inversely related to interest in risk behaviour. Multiple regression analysis indicated that mothers' demandingness as perceived by adolescents is the most significant predictor.

**Mohr, Alice F. Ph.D. Univ. of Calgary (1998)** carried out an investigation entitled **"Adolescents Substance –abuse vulnerability and protective factors from developmental perspective"**. A total of 134 participants aged 12 and 21 years were recruited from a number of community venues within a large urban centre in Western Canada. The participants were divided into two groups-Non-substance abusing and substance abusing adolescent. The two groups were then compared and examined from the perspective of vulnerability and protective factors that would mediate the risk condition of substance abuse. Adolescents from background of alcohol abuse were expected to be more vulnerable to the risk condition of substance abuse.

Result of the investigation indicated that there were significant differences in maternal attachment, self-concept and parental substance abuse between the two groups classified as non-substance abusing and substance abusing adolescents. Attachment was not found to be a protective factor against substance abuse. The no. of people in the household for drinking problem was found to be the strongest predictor of adolescent's substance abuse. The resilient sub-group did not differ significantly in any manner from the main group of non-substance abusing individuals indicated competence across domains. The findings were discussed in

terms of theoretical and practical implications for prevention and intervention efforts for adolescent's substance abuse.

**Bernard E. Whitley (1998)** conducted a study on factors associated with cheating among College Students and found out that, cheating was the most common in the 1969-75 and 1986-1996 time periods than between 1976 and 1985. Among the strongest correlates of cheating were having moderate expectations of success, having cheated in the past, studying under poor conditions, holding positive attitudes towards cheating, perceiving that social norms support cheating and anticipating a large award for success.

**Giancola, Susan Poland, Ph.D. Univ. of Pennsylvania (1998)** carried out a study on **“Student misbehaviour: an exploratory study of individual, family, social and institutional Influences”**. The examines student misbehaviour in the context of individual, familial, social and institutional influences. The result from the study confirm the existence of a common general misbehaviour construct comprised of both misbehaviour and substance abuse items as consistent with behaviour problem theory. Upon examination of the relative importance of known risk and protective factors for adolescent misbehaviour .The study found out that large schools do not necessarily pose a risk to students but that small schools might aid in protecting students from behaviour problems.

**Hartley, Macy, Melenda Mcnish. Ph.D. (1998)** did a study on the relationship among disruptive behaviours, attention and academic achievement in a Clinic Referral Sample. The results of the analysis did not support the disruptive behaviour are predictors of academic achievement. According to the analysis inattention emerged as a predictor but overall measures of intelligence were a better predictor than measures of behaviour.

**Dixon, Betty Jean, Ed.D. (1998)** conducted a study on peer acceptance and peer rejection outcome of adolescents at risk for school dropout. The study investigated the relationship between adolescents who are at risk of dropping out of school and their acceptance or rejected by their peers at school. The sample constitute of 72 10<sup>th</sup> and 11<sup>th</sup> grade students.14 students in the sample were identified as at risk for dropping out to school based on a Five Flag Classification System developed by Crichlow and Vita. Basing on academic maladjustment derived from Cumulative School and Discipline Record. The indicators are



grade retention, yearly school attendance less than 80% in one school year, placement in special education or referral for remedial service.

**Jonnes, Lynn, Darrell (1999)** carried out a study on **“implementation of the traditional model and the behaviour intervention model in the middle school.”** The BISTM was compared with the Traditional Model of Discipline to determine if it was more effective with helping students make positive choices and offer more insights to students regarding their behaviour. The premise of the Behavioural Intervention Strategies Team Model is to empower teachers to handle their own discipline. Two eighth grade teams participated in this study. One used the Behaviour Intervention Strategies Model while the other used the Traditional Model of write up and refer them to the office. It was used to compare the teams-No. of referrals, gender and grade point average. An exit survey was used to provide demographics and students perceptions on safety and the purpose school discipline in their school. This data was correlated.

Although the Null hypotheses were correct in the study, there was some supporting evidence for the Behaviour Intervention Strategies Model which could lead to further investigation.

**Schneiders, Helena Lorraine Maccallum. Ed.D, University of Louisville (1999)** conducted a study entitled **“Parental empathy and discipline choice: implications for a nurturing parenting programme.”**

The study investigated on the relationship between empathic awareness (construct B) and belief in the value of punishment (construct C) from scores on the AAPI (1984). Most specifically it was anticipated that participation on the nurturing parenting programme would increase empathic response and decrease harsh/abusive discipline choices.

Data for this study were obtained from client charts of 330 parents. The charts are part of the records of the nurturing parenting programme at the family nurturing centre of Katucky.

Data revealed that there is a statistically significant correlation between pre-test, post-test and change in implied empathic response and reported discipline choice in the sample group with the exception of the prenatal parenting group. Furthermore there were statistically significant changes in level of implied empathic response and reported discipline choice after participation in the nurturing programme among each parental category.

**Seppala, Mary F. Ed.D. University of Massachusetts. (2000)** did a study on dropping out of high school; student's perspectives in an attempt to understand the meaning of dropping out of high school from students perspectives, the study investigates dropouts from a single high school. Data collected during 1999 was drawn from interview with 12 students who left high school and from observations of their former high school and community. Participants were purposefully selected based on the absence of known-risk factors such as race/ethnicity, lower income status and single parent's home.

**Castle, Carol A. (2001)** conducted a study on adolescents' relatedness and youth violence behaviours among selected rural and Suburban High School students to find out:

- a) Exhibited relatedness with a friend, peer group and/or the school
- b) Exhibited behaviours that may be associated with youth violence behaviour identified in previous studies.

Students perceived that they and other students in the high school campus exhibited relatedness and youth violence behaviours.

Basing on the findings, they reported:

- i. Weak sense of belonging but perceived that other students exhibited a stronger sense of belonging.
- ii. A moderately strong level of reciprocity but perceived that other students exhibited a weaker level of reciprocity.
- iii. A weak level of mutuality and perceived that other students also exhibited a weak level of mutuality.

Students surveyed perceived that other students exhibited youth violence behaviour and 36 students reported that they exhibited these behaviours. This potential for violence among adolescents is also reported in the literature.

**Clark, Larry Greg, (2001)** conducted on a study teachers as agent of discipline, an analysis of the Missouri School Improvement Programme and increasing controls over public school teachers. The study had two major parts. The first extended Foucault's notion of disciplinary power utilizing his historical analytic, particularly technologies of normalization as a framework analysing American Education Policy and practice. The 2<sup>nd</sup> part of this study was an application of this framework in an analysis of the Missouri School Improvement Programme.

Although MISIP was developed in the era in which talk of increased professionalism, increased teacher involvement in decision making and decreasing centralized control of Education was prevalent, MISIP appears to strengthen and increase bureaucratic controls over teachers. The controls are mandated by state law and implementation is monitored by state appointed officials to a degree of state control not present prior to MISIP; thereby, shifting from the established practice of local School control to control by state government.

**Morganstein, Tamara, Ph.D. M, Gill University (Canada) (2001)** did a study on peer relations and self perceptions of boys with behavioural problems. The purpose of this study was to examine the interventions on boys peer relationships, self-perceptions and undesirable behaviour. In addition, boy's perceptions were compared to those of parents and teachers. Participants included parents and teachers of 29 students who were exhibiting aggressions, non-compliance or both. Schools were randomly assigned to one of the interventions: conjoint behavioural, consultations, self administered video tape therapy or conjoint behavioural consultation plus video tape therapy. The 3 interventions improved boys' social interactions both directly and indirectly. The intervention affected boys' friendships in an indirect manner by-

- a) Improving parental awareness about the importance of children interacting with same age, same sex and peers.
- b) Made parents more at ease about letting their sons play at friend's houses and
- c) Reduced undesirable parental behaviour which in turns modified the children's conduct with peers.

At post intervention, boys perceived themselves more positively and exhibited fewer behavioural difficulties. Moderate correlations were found between boys and parents perceptions of students peer acceptance at pre-interventions and post interventions. Findings are discussed in terms of the implications for school psychologists who work with students with behavioural difficulties.

**Seris, Karen, Hofstra Univ. (2001)** did a study on **"Using action research to alleviate bullying and victimization in the classroom."** Results of the study indicates that when teachers takes time to establish a personal relationship with the child and when they provide opportunities for increased social interactions in the Classroom, highlights the students talent and give them an increased opportunities to make decisions, there are significant changes in the student's school life. Through change in practice incidence of Bullying and Victimization

decreased in the teacher's classroom. Results of the study also indicates that Teachers Action Research was an effective tool for helping to solve problems that exists in school as well as an essential tool for professional development.

**Borazzo, Maric Ealine, Ph.D. Nora South Eastern University (2002)** investigated on the impact of teacher conflict style and its influence on middle school discipline and the research result obtained demonstrated that, there were significance differences between each style and consequently, the discipline outcome. The research also provides yet another tool for analysing teacher-student interaction relative discipline. However, data indicates and supports evidence that the dilemma also include in the structural and cultural realm of society.

**Firle, L.C (2002) conducted a study entitled “Perceptions of student’s behavioural problems and disciplinary actions in selected school districts.”**

The purpose of the study was to provide information to assist schools system in developing and implementing more effective disciplinary processes for behavioural problems in grades 10-12 in the selected districts.

The research was conducted for the following reasons:

- a) To assess the degree to which students, parents, teachers and staff members perceptions, agree concerning perceived behavioural problems in the school.
- b) To determine whether there is agreement or disagreement among students, teachers, staff members and parents regarding disciplinary methods.

Data were collected through the use of survey that was distributed. The sample size was 408 students in grades 10 – 12 in rural Mississippi school districts, 48 teachers, 17 noncertified staff and 302 parents. Results indicated that students tend to have a low perception of the disciplinary problems and methods mentioned in the study.

**Mattis, Dalia. I (2002)** did a study on psychological and school factors that influence the behaviour of students assigned to a Disciplinary Alternative Education Programme to investigate the relationship among the predictability of selected socio-demographic, psychological and school factors and the degree of disruptive behaviour of students, assigned to a disciplinary alternative education programme.

The major conclusions to be drawn from the findings were: socio- demographic variables such as gender, age, ethnicity, parental attachment, parental support/involvement, and parental monitoring /supervision and peer attachment have predictive power in regards to

the disruptive behaviour of students assigned to a Disciplinary Alternatives Education Programme.

**Hudson, Betsy (2002)** conducted a study on the impact and perceived home, school and social factors have on non - compliant behaviour among middle school student to determine the influence of selected family, school and social variables on non- compliant behaviour of middle school students. Based on the findings, it was concluded that, a relationship did exist between the total aspect of non – compliant behaviour and peer action, income, ethnicity, gender, teacher interaction, perceived parenting style, age and school climate.

**Jackson, Evelyn. Ph.D, Capella Universiy (2002)** carried out an investigation on “**The impact of parenting styles on Adolescent Academic Achievement and Classroom Behaviour**”. The study explored the relationship between parenting styles and adolescent academic achievement, classroom work habits and coping skills. The study surveyed the attitudes of iii ninth grade students towards their own parents’ styles of parenting. Students fourth identified their classroom behaviour and grade point averages through the analyses of the survey questions used to test each research questions, parenting style was found to affect academic achievement and work habits but not coping skills.

**Timberlake, Machele. Ph.D, University of Kansas. (2002)** did a study on **comparison of students with emotional/behavioural disorders who attend public alternative special day school in urban and rural settings**. An archival record search procedure was conducted to analyse student’s records and compare data on students attending urban and rural alternative schools. At risks factors were identified and fell into three general categories:

- a) Anti-social Behaviours.
- b) Personal factors &
- c) Family problem

**Ruberu Ranjit, Emeritus Professor of Education.University of Colombo (2003)** investigated on indiscipline in Sri Lankan Universities and expressed his views that, General Discipline in the universities has deteriorated to such extent that, Indiscipline tends to become the acceptance norm. Instances are frequent where the new comers to the university are harassed during ragging and in some instances subjected to physical threats besides verbal abuse

**Tim mermans, M. Van der PA Koot HM (2007)** conducted a study entitled “**Which forms of child/adolescent externalizing behaviour account for late adolescent risky sexual behaviour and substance use?**”

Descriptive Survey method was followed with a random sample of 309 children from 4/5 years to 18 years. The tools used were level and course of parent-rated opposition, physical aggression, status violations and property violations were used to predict adolescent health risk behaviour at the age of 18 years. The major findings were: 1) both level and change in physical aggression were unique predictors of all forms of adolescents health risk behaviour. 2) Levels of status violations predicted smoking and soft drug use only, while change in property violations predicted each of the health risk behaviours. 3) The links between opposition and health risk behaviours were accounted for by co-occurring problem behaviours.

**Ngwokabueni, Ponfua Yhayeh (2015)** carried out a study entitled “**Students Indiscipline: Types, causes and possible solutions: the case Secondary Schools in Cameroon**”. The study explored students’ indiscipline in Secondary Schools in Cameroon. The study also examined the familiar or common forms, the causes and probable ways to curb indiscipline in schools. The result showed that, the familiar and common types of indiscipline as disobedience to teachers and school perfects included collective misconduct of students and unacceptable habits. Students indiscipline behaviours were classified on three basis: 1. student-based such as students poor study habits and student restlessness and inattentive, low self concept etc., 2. society based such as parental overprotection of children, poor value system, injustice in the society by the practice of nepotism, favouritism and corruption, unwholesome mass media and unsatisfactory home environment and 3. School based causes such as lateness and absenteeism, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by the administrators. The possible remedies to curb indiscipline in Secondary Schools include moral leadership, moral education/instruction, education orientation and behaviour-accountability policy implementation.

**Haruna, Usman (2016)** did a study on impact of students Indiscipline on the Management of Secondary Schools in Kogi-East Senatorial District, Kogi State, Nigeria to investigate the impact of Indiscipline on Management of Secondary Schools in Kogi-East Senatorial District.

Survey design was adopted to carry out the study. The finding of the study indicated that, truancy, stealing, examination mal practice, sexual immorality and drug abuse have significant effects on the management of Secondary Schools.

**Silva, Algeless Milka Pereira Meireles da, Negreiros, Fauston, Albano, Ronaldo Matos (2017)** carried out a study entitled **“Indiscipline at Public School: Teachers Conceptions on causes and Intervention”**. The objective of the paper was to verify public school teacher’s conceptions about indiscipline and to investigate behaviours and events that occur in the classroom and are considered indiscipline, the possible causes and the ways of dealing with problems. Forty-eight public school teachers participated in the study. The teachers understand indiscipline as aggressiveness, restlessness, inattentiveness, talking, disrespect to peers and teachers, lack of zeal with material, degradation of the heritage school, emotional problems etc. About the causes, the analysis shows the categories: personal problems, social problems, difficulties in the school-family partnership and in smaller proportion, didactic and pedagogical questions and absence of religiousness.

## **2.3 SUMMARY OF THE STUDY**

Several studies were conducted by different researchers in India on the incidences and causes of student’s unrest and truancy among students. A case study of student agitation, Banaras Hindu University by Chattervedi, G.K (198) found out that, political functionalism among students, attitudes of the authorities, casteism and communalism, vested interest of the authorities, authoritarian attitude of the teachers influences student’s acts of indiscipline. Singhal, s. (1977) conducted a study on “Academic leadership and student unrest and was observed that, the attitudes of the authorities had a significant bearing on student unrest

Gour, P.N (1978) on his Students unrest in the universities of Bihar reported that the problem of student’s unrest was a deep and complex problem which was multifaceted. Some of the major causes of student unrest were college and university examinations, general mural and extra-mural demands of students, trouble with government, police and college/university authorities on local issues, trouble with bus operators and caste or group rivalries among students. Harjeet Kaur, Ph.D. (1979) studied on social Psychological study of truancy among female students and concluded that, truants shows non-serious attitude towards examination, Truants had poor educational background and poor school performance and had a high failure

rate. Frustration and truancy were closely related. Jain, S. (1969) attempted to investigate the incidences and causes of Truancy among students at the pre-university stage in Uttar Pradesh. and found out that, Overcrowding in the classroom in rural areas had no relationship with truancy, the incidence of truancy was significantly higher in privately managed institutions than in government institutions, the most frequently cited causes of truancy were ill-health, mental disturbances and sharing domestic responsibilities and lack of supervision and control at home and schools also accelerated the problem of truancy.

On the causes and factors of indiscipline among the students, the findings emerged from the studies highlighted that, almost all the researchers agreed upon the facts that, the influence of the family was the key factor in moulding the discipline of the children. In addition there were other causes like school based factors, societal factors and personal factors emerged from the Literature Review. Das, N. (1982) on his study, Some behaviour problems of the Secondary School Students of the District of Burdwan and their causes and found out that, dissatisfactory home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behavioural problems, dissatisfying environment in school achievement, frustration, poor adjustment in schools particularly with school programmes, social conditions, teachers and the students community contributed much towards behaviour problems. Malhotra, M.M and Menon, P.N. (1991) conducted on the study, and found out that, the most important factors of indiscipline among student are ragging of first year students by seniors, copying in the examination, late coming in the classroom, wandering during class time and absence from classes. The study made by Mattis, Dalia. I (2002), draws major conclusions that, socio- demographic variables such as gender, age, ethnicity, parental attachment, parental support/involvement, and parental monitoring /supervision and peer attachment have predictive power in regards to the disruptive behaviour of students assigned to a Disciplinary Alternatives Education Programme. Ngwokabuenui, Ponfua Yhayeh (2015) conducted a study on Students Indiscipline: Types, causes and possible solutions: the case Secondary Schools in Cameroon classified Students indiscipline behaviours on three basis: student-based such as students poor study habits and student restlessness and inattentive, low self concept etc., society based such as parental overprotection of children, poor value system, injustice in the society by the practice of nepotism, favouritism and corruption, unwholesome mass media and unsatisfactory home environment and School based causes such as lateness and absenteeism, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by the administrators.



The study also found out that, Influence of western culture and values, student's exposure to TV has an impact on student that led them to indiscipline. Patowary (1999) conducted a study on, the rise in indiscipline among school students of Assam and observed that, the development of cinema and TV has now become an addiction among the children. The study made by Sarma, Makunda (2007) found out that, wild exposure to cinema, TV and other electronic gadgets backed by blind inclination-cum-practice of western culture causes indiscipline among the students. However, not much study has been done in India as well as abroad on the impact of indiscipline among students.

Some findings from the Literature Review also appear to be contradictory. Some researchers have found that low intelligence level was found to be very important determinants of delinquency whereas in some findings Low intelligence level has nothing to do with indisciplined acts of the students. Manaral, J.B.S (1985) on his study, a study of indisciplined behaviour in Kamaun and Garhwal university students as related to creativity and personality and found out that, there was a negative correlation between the level of intelligence and the tendency to create indiscipline. Parwal, S.(1987) conducted a study on Disciplined vs. Indisciplined students: Their personalities and mental abilities and found that, Disciplined and indisciplined students differ significantly in verbal reasoning, space relation, mechanical reasoning, abstract reasoning, numerical ability, clerical speed and accuracy and language usage – the disciplined showing superiority in all these. It was also found that, in some study, poor economic background of the students contributes to indiscipline and some findings revealed that, indiscipline students mainly belong to upper-middle socio economic group and urban area. Siddiqui, M.M. (1976) on his study Social Psychological Study of student behaviour with special reference to indiscipline found out that the disciplined students mainly belong to lower middle socio-economic groups and rural areas while the indiscipline students usually belong to upper-middle socio economic group and urban areas while Shah (1968) found out that, more undisciplined and unrest is found among students of Low status. Pareek, A.A. (1984) conducted a study on problematic behaviour of adolescents and found out that; the attitude of adolescents did not entirely depend on their home environment whereas several researchers found out that home environment is very important in shaping and moulding the behaviour of the child.

The findings of the study that are conducted abroad and in India have similar findings. The studies carried out in other parts of the world by different researchers found out that: (1) students risk behaviour is related to parenting styles and home environment. (2) Teachers attitude towards the student and the method and strategies used by school have an influence

on student discipline issue (3) Low Economic status of the students contributes to Indiscipline among students. (4) Social life and family life are responsible for unruly behaviour of the students. (5). several studies have been carried out both in India and abroad on the impact of parenting style on student's discipline.

Thus, from the findings above, the literature review revealed that, the perceptions of discipline problems among the individuals varied. Some of the acts of Indiscipline among the students emerged from the literature reviews were ragging, copying in the examination, late coming in the classroom, wandering during class time, absence from classes, throw more temper tantrums, nervousness, restlessness, stubbornness, disobedient, difficulty concentrating in academic and non-academic tasks, truancy, substance abuse, assault and theft related to the wearing of expensive clothing, bullying and victimization. Several possible factors responsible for indiscipline among the students emerged from the Literature Review includes peer influence, societal factors, broken homes, single parent, child-rearing practices, teacher influence, inadequate facilities in the school, poor economic background, parental rejection and over protection by parents. The literature review also revealed that, parents do have an effect on their child's classroom discipline, socio economic background of the adolescents had great impact on children's reactions and adolescents from background of alcohol abuse were expected to be more vulnerable to the risk condition of substance abuse. All these causative factors have a negative impact on children's behaviour. The literature review also highlighted on disciplinary actions used by parents and school to counter acts of Indiscipline among the students.

Several studies done by different intellectuals, academicians and researchers in India and abroad have been presented. The investigator believed that there was a need to study Indisciplined Behaviour among the Secondary Students of Nagaland in an effort to try and provide remedial measures to curb indiscipline among the Secondary School Students of Nagaland.

## **CHAPTER-III**

### **METHODOLOGY AND PROCEDURE**

#### **3.0 INTRODUCTION**

Methodology is a way to systematically solve the problem. Methodology with effective procedure is the basic necessity in any research study. The success of any appraisal depends mainly upon the kind of methodologies and procedures followed in the step wise execution of the study of the researcher.

#### **3.1 NATURE OF THE STUDY**

The present study is Descriptive Research Method. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It enables the investigator to present the collected data in a descriptive manner or describe in detail the data being researched.

#### **3.2 POPULATION**

A population refers to any collection of specified group of human beings and non-human entities from which the sample is drawn.

According to 2015 statistics available in the NBSE office, there were 193 Private schools and 44 Government Schools in both Kohima and Dimapur Districts respectively. Out of these schools, 10% of both Government and Private Secondary schools of Kohima and Dimapur Districts were selected for the study. Thus the total number of schools targeted was 4 Government Schools and 20 Private schools making a total of 24 Schools.

#### **3.3 SAMPLE OF THE STUDY**

A sample is the process by which a relatively small number of individual or objects are selected and analysed to find out something about the entire population from which it was selected. It represents all the traits and characteristics of the whole population.

The sample strength in this study was determined based on the number of both Government and Private schools in Kohima and Dimapur Districts of Nagaland. Out of the 237 schools, 24 schools were selected forming 10% of the total number of Schools.

A sample of about 200 teachers, 100 each from Kohima and Dimapur and 100 parents, 50 each from Kohima and Dimapur Districts respectively were also included in the sample. About 500 (250 Kohima and 250 Dimapur) students and 23 Heads of Institutions was also included in the sample.

The following is the detailed sample of the study as shown in the Table.

Table No: 1 Sample of the Study

<b>Heads of the Institutions</b>	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>	<b>Total</b>
<b>Govt – Pvt</b>				
24	200	500	100	824

As shown above, the sample of the study included 24 Heads of the Institutions, 200 Teachers, 500 Students and 100 parents.

The following is the detailed sample of Private and Government School

Table No. 2 Sample of Private and Government School

<b>Private Schools</b>		<b>Government Schools</b>		<b>Total</b>
<b>Kohima</b>	<b>Dimapur</b>	<b>Kohima</b>	<b>Dimapur</b>	
7	13	2	2	24

### 3.3.1 SAMPLING TECHNIQUE

Purposive Sampling Technique and simple random sampling technique were used to select participants in the study. Parents were purposively selected for Interview and Simple Random Sampling was used to select other participants as heads of institutions, students and teachers for the study.

### 3.4 TOOLS USED IN THE PRESENT STUDY

The device or instrument used for gathering the facts and information suitable to and understanding of the project is called tools.

The following tools were developed and used by the researcher for the present study.

- a) Self-developed Students Indisciplined Behaviour Questionnaire (SIBQ) for students.
- b) Self-developed Students Indisciplined Behaviour Questionnaire (SIBQ) for teachers.
- c) Interview Schedule for parents
- d) Interview Schedule for principal/institutional heads.

### **3.4.1 Procedures of Questionnaire Construction and Interview Schedule**

The tools were constructed with maximum items and framed in consultation with the supervisor. After the approval from the supervisor, pilot testing was conducted in two different schools to improve the quality and efficiency of the tools. Thereafter necessary deletions/additions of items were made as per the need. The tools were again shown to experts in the field for final approval. The recommendations of the experts in the field were also incorporated. Finally, the tools were administered to the selected sample from the population of the study to collect relevant information.

## **3.5 The Questionnaire**

Questionnaire is an instrument used to gather data. For the study, the researcher used both the open ended and closed ended questions. Closed ended questions are structured with possible alternative items from which the respondents are required to select the items that best describe their opinion. Open ended questions are the questions in which the respondents are given complete freedom to express their views about a particular phenomenon. The questionnaires were administered to the Students and Teachers. The self Developed Questionnaires for students consists of 38 questions with 219 items and the Self Developed Questionnaires for Teachers consists of 39 questions with 213 items.

### **3.5.1 Description of Questionnaires**

The Questionnaires were constructed based on the objectives of the study. The Self Developed students Questionnaire consisted of 38 questions with 4 open ended questions and 34 close ended questions with 219 items. Similarly, the Self Developed teachers Questionnaire contained a number of 39 questions with 7 open ended questions and 32 close ended questions with 212 items. The Questionnaires were prepared to fulfil the various objectives of the study. The description of tools used in the study is presented below.

## **A. Questionnaire for Students**

The following is the detailed description of Questionnaire for students as shown in Table.

*Table No: 3 Description of Questionnaire for Students.*

<i>Sl No.</i>	<i>Dimension</i>	<i>Question No.</i>	<i>Item no.</i>
1	<i>Profile of students</i>	-	<i>a-e</i>
2	<i>Dimensions of Indiscipline</i>	<i>1-10</i>	<i>1-59</i>
3	<i>Suggestions on how acts of indiscipline can be minimized</i>	<i>12</i>	-
4	<i>Factors responsible for indiscipline</i>	<i>13-21</i>	<i>60-116</i>
5	<i>Impact of indiscipline</i>	<i>22-26</i>	<i>117-159</i>
6	<i>Various policies of indiscipline</i>	<i>27-31</i>	<i>160-181</i>
7	<i>Opinion regarding government policy on abolition of corporal punishment in the school</i>	<i>32</i>	-
8	<i>How indiscipline are tackled at various levels</i>	<i>33-36</i>	<i>162-209</i>
7	<i>Possible solutions for indiscipline</i>	<i>37</i>	<i>210-219</i>
8	<i>Suggestions on how indiscipline among the Secondary School Students can be minimized in the society.</i>	<i>38</i>	-

## **B. Questionnaire for Teachers**

The table below shows detailed description of Questionnaires for Teachers.

*Table No. 4 Description of interview schedule for Teachers*

<i>Sl. No</i>	<i>Dimension</i>	<i>Question No.</i>	<i>Item no.</i>
1	<i>Profile of the Teacher.</i>	-	<i>a - e</i>
2	<i>Dimensions of indiscipline</i>	<i>1-10</i>	<i>1-59</i>
3	<i>Suggestions on how indiscipline can be minimized among the Secondary School Students of Nagaland.</i>	<i>12</i>	-
4	<i>Factors responsible for indiscipline</i>	<i>13-21</i>	<i>60-116</i>
5	<i>Impact of indiscipline</i>	<i>22-26</i>	<i>117-159</i>
6	<i>Various policies of indiscipline</i>	<i>27-32</i>	<i>160-181</i>

7	<i>Opinion regarding abolition of corporal punishment in the school</i>	33	-
8	<i>How indiscipline are tackled are various levels</i>	34-37	182-102
9	<i>Possible solutions to indiscipline</i>	38	-
10	<i>suggestions made by the teachers on how indiscipline among the Secondary School Students can be tackled at home</i>	39	102-112

### 3.5.2 The Interview Schedule

This is a set of questions an interviewer asks when interviewing respondents. Here the investigator seeks answers to a set of pre-conceived questions through personal interview. An interview was conducted for both Parents and Head of Institutions. The Interview questions for parents and Head of Institution comprises of 12 and 16 questions respectively.

#### A. Descriptions of Interview Schedule for Parents

The table below shows detailed description of interview schedule by Parents

*Table No.5 Description of interview schedule by Parents*

<i>Sl. No</i>	<i>Dimension</i>	<i>Question No.</i>
1	<i>Profile of parents</i>	<i>a-e</i>
2	<i>Common discipline problems among the Secondary School Students of Nagaland.</i>	1
3	<i>Factors of indiscipline among the Secondary School Students of Nagaland.</i>	2
4	<i>Issues that contributes significantly to behavioural problems in children at home.</i>	3
5	<i>Impact of indiscipline on the life of the secondary school students</i>	4
6	<i>How parents address the issue on misdemeanour of their child at home.</i>	5
7	<i>How parents train the child at home</i>	6
8	<i>Some ways on how parents train the child at home</i>	7
9	<i>Whether the parents are aware of rules and regulations of their ward's school.</i>	8

10	<i>Responses on how principal/ headmaster communicate to the parents on discipline issue.</i>	9
11	<i>Suggestions on how to minimize the incidence of indiscipline in the society today.</i>	10
12	<i>Suggestions of 'role of school' made by parents to counter indiscipline.</i>	11
13	<i>Methods used by the parents to counter acts of Indiscipline at home.</i>	12

## **B. Descriptions of Interview Schedule for Parents**

The table below shows detailed description of interview schedule for Head of Institutions.

*Table No. 6 Description of interview schedule for Head of Institutions*

<i>Sl. No</i>	<i>Dimension</i>	<i>Question No.</i>
1	<i>Profile of the Teacher.</i>	-
2	<i>Dimensions of indiscipline</i>	1
3	<i>The most common discipline problem among the Secondary School Students</i>	2
4	<i>Prevalent Factors responsible for indiscipline</i>	3
5	<i>Impact of indiscipline on the school administration</i>	4
6	<i>Impact of indiscipline on the life of the Secondary School Students</i>	5
7	<i>whether schools have adequate set of rules and regulations specifically for handling indiscipline students</i>	6
8	<i>whether the school administration have systematic monitoring of teachers discipline</i>	7
9	<i>Set of rules followed by the school in monitoring teachers discipline</i>	8
10	<i>Opinion regarding abolition of corporal punishment in the</i>	9
11	<i>Methods used in place of corporal punishment in the school</i>	10
12	<i>Policies used by school in tackling different types of indiscipline in school.</i>	11



13	<i>whether the school has guidance and counselling services</i>	12
14	<i>Activities that have been carried out so far in tackling the indiscipline students at Secondary Level.</i>	13
15	<i>Management style followed by Head of Institutions to counter indiscipline acts of students.</i>	14
16	<i>Possible ways on how indiscipline acts of students can be reduced or eradicated.</i>	15
17	<i>Suggestions on the role of parents and teachers in tackling indiscipline students</i>	16

### 3.6 PROCEDURE FOR DATA COLLECTION

For collection of data, the investigator obtained a research permit from the DEO to collect data from Government Schools of Kohima and Dimapur Districts of Nagaland. The investigator then made an earlier visit to seek permission from Head masters/ Head of Institutions of both Private and Government Secondary and Higher Secondary Schools of Nagaland. The investigator then personally visited the selected government and private secondary and Higher Secondary schools of Kohima and Dimapur districts along with the tools and administered questionnaires to both teachers and students in the staffrooms and classrooms respectively. After being filled up by the students, the questionnaires were collected back immediately. The researcher also interviewed the Head of Institutions and after which, arrangements were made on when to collect the questionnaires for the teachers. For Parents Interview, the investigator made home visits.

The investigator also faced some challenges during data collection process. The investigator had to go to the school frequently for collecting the questionnaires back from the teachers. There was also non-cooperation from the head of institutions and the absence of research culture among the people made it more difficult. However, the investigator prioritized the research work by managing not just time and energy but could be able to convince the people and completed the research work.

### 3.7 DATA ANALYSIS

Analysis means a detailed examination of the structure and contents of something. To interpret means to explain the meaning of the results. Thus analysis and interpretation of data

means to make detailed explanations. The researcher in the present study had followed the descriptive method and appropriate statistical techniques were used.

Data had been collected through questionnaires and Interview. The investigator attempted to discuss, analyze and interpret the data collected through questionnaire and personal interview using both qualitative and quantitative method. Therefore, the responses collected from Heads of the Institutions, Teachers, Students, and Parents were systematically arranged, entered and calculated and converted into percentages. The necessary data were also qualitatively analyzed followed by interpretation and discussion of the findings.

## CHAPTER-1V

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of the data collected through questionnaires and personal interviews. The technique of data analysis was more qualitative in nature. Hence only the percentages were found out and were interpreted. Logical conclusions were also drawn.

#### 4.2 ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY STUDENTS AND TEACHERS

The table shows the profile of students by Age and Gender

*Table No.7: Profile of Students by Age and Gender*

Age			Gender		
Responses	No	%	Responses	No.	%
14-15years	333	66.6%	Male	247	49.4%
16-17 years	110	22%			
18-19 years	52	10.4%	Female	253	50.6%
20 above	05	01%			
Total	500	100%	Total	500	100%

The above table shows that 66.6% of the respondents were between the age group of 14-15 years, 22% between 16-17 years, and 10.4% between 18-19 years while only 1% is above 20 years. The table also shows that 50.6% of the respondents were male and 49.4% were female.

The table below shows the Profile of Teachers by Age, Gender and Academic Qualifications.

*Table No.8: Profile of Teachers by Age, Gender and Academic Qualifications*

AGE		
Responses	No of respondents	Percentage
24-35	77	38.5%
36-45	65	32.5%
46-55	36	18%
56-65	22	11%

Total	200	200
<b>GENDER</b>		
Responses	No. of Respondents	Percentage
Male	94	47%
Female	106	53%
Total	200	100%
<b>ACADEMIC QUALIFICATION</b>		
Responses	No. of Respondents	Percentage
Graduate	86	43%
Post graduate	114	57%
Total	200	200%

The above table No.4 shows that 38.5% of the respondents were between the age group of 24-35 years, 32.5% between 36-45 years, 18% between 46-55 years and 11% between 56-65 years. The table shows 47% of the respondents were male and 53% were female. The above table also highlights that, 49% of the respondents had B.ed.

## **A. Dimensions of Indiscipline among the Secondary School Students of Nagaland**

The table below shows as per the objective No. 1 of the study, the students and teachers were asked about the various dimensions of indiscipline among the Secondary School Students of Nagaland.

Table No.9: Whether Indiscipline is responsible for problems in the Academic life of the students

<b>STUDENTS RESPONSES</b>				
Whether Indiscipline is responsible for problems in Academic life of the students	No. of respondent	Percentage	Total	
			No.	%
Yes	374	74.8%	374	74.8%
No	77	15.4%	77	15.45%
To some extent	49	9.8%	49	9.8%
Total	500	100%	500	100%

TEACHERS RESPONSES				
Whether Indiscipline is responsible for problems in Academic life of the students	No. of respondents	Percentage	Total	
			No.	%
Yes	162	81%	162	81%
No	09	4.5%%	09	4.5%%
To some extent	29	14.5%%	29	14.5%%
Total	200	100%	200	100%

The above table shows that 74.85% of the students agreed that Indiscipline is responsible for problems in academic life of the students, 15.4% disagreed, while 9.8% agreed to some extent.

The above table also shows that 81% of the teachers agreed that Indiscipline is responsible for problems in academic life of the teachers, 4.5% disagreed, while 14.5% agreed to some extent.

Table No.10: Whether Indiscipline is responsible for problem in Religious life of the students

STUDENTS RESPONSES				
Whether Indiscipline is responsible for problems in Religious life of the students	No. of respondent	Percentage	Total	
			NO	%
Yes	270	54%	270	54%
No	136	27.2%	136	27.7%
To some extent	94	18.8%	94	18.8%
Total	500	100%	500	100%
TEACHERS RESPONSES				
Whether Indiscipline is responsible for problems in Religious life of the students	No. of respondent	Percentage	Total	
			NO	%
Yes	107	53.5%	107	53.5%
No	29	14.5%	29	14.5%
To some extent	64	32%	64	32%
Total	200	100%	200	100%

The above table shows that 54% of the students agreed that Indiscipline is responsible for problems in Religious life of the students, 27.2 disagreed, while 18.8% agreed to some extent.

Similarly, 53.5% of the teachers agreed that Indiscipline is responsible for problems in Religious life of the students, 14.5% disagreed, while 32% agreed to some extent.

Table NO.11: Whether Indiscipline is responsible for problem in Social Life of the students

<b>STUDENTS RESPONSES</b>				
Whether Indiscipline is responsible for problems in Social life of the students	No. of respondent	Percentage	Total	
			No.	%
Yes	361	72.2%	361	72.2%
No	45	9%	45	9%
To some extent	94	18.8%	94	18.8%
Total	500	100%	500	500
<b>TEACHERS RESPONSES</b>				
Whether Indiscipline responsible for problems Social life of the students	No. respondent	Percentage	Total	
			No.	%
Yes	155	77.5%	155	77.5%
No	6	3%	6	3%
To some extent	39	19.5%	39	19.5%
Total	500	100%	200	100%

Table No.11 shows that, 72.2% of the students respondents agreed that, Indiscipline is responsible for problems in Social life of the students, 9% disagreed, while 18.8% agreed to some extent.

According to Teachers Responses 77.5% agreed that Indiscipline is responsible for problems in Social life of the students, 3% of the teachers disagreed, while 19.5% agreed to some extent.

Table No.12: Acts of Indiscipline among the Secondary School Students of Nagaland in Educational Dimension.

STUDENTS RESPONSES									
Item No.	STATEMENT	Acts of Indiscipline in Educational Dimension							
		YES		NO		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
1	Truancy	291	58.25%	64	12.8%	145	29%	500	100%
2	Coming late to school	303	60.6%	84	16.8%	113	22.6%	500	100%
3	Being disrespectful to teachers	353	70.6%	77	15.4%	70	14%	500	100%
4	Absenteeism without leave	269	53.8%	108	21.6%	123	24.65%	500	100%
5	Shabby dressing	255	51%	123	24.6%	122	24.4%	500	100%
6	Ragging	168	33.6%	262	52.4%	70	14%	500	100%
7	Examination Malpractices	235	47%	134	26.8%	131	26.2%	500	100%
8	Bunking class	303	60.6%	109	21.8%	88	17.6%	500	100%
9	Not doing homework/Assignment	312	62.4%	76	15.2%	112	22.4%	500	100%
10	Playing During Class	340	68%	60	12%	100	20%	500	100%
11	Any other	-	-	-	-	-	-	12	2.4%
TEACHERS RESPONSES									
Item No.	STATEMENT	Acts of Indiscipline in Educational Dimension							
		YES		NO		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%

						.			
1	Truancy	82	41%	61	30.5%	57	28.5%	200	100%
2	Coming late to school	50	25%	78	39%	75	37.5%	200	100%
3	Being disrespectful to teachers	132	66%	35	17.5%	33	16.5%	200	100%
4	Absenteeism without leave	71	35.5%	66	33%	63	31.5%	200	100%
5	Shabby dressing	90	45%	55	27.5%	55	27.5%	200	100%
6	Ragging	28	14%	124	62%	48	24%	200	100%
7	Examination Malpractices	71	35.5%	66	33%	63	31.5%	200	100%
8	Bunking class	86	43%	68	34%	46	23%	200	100%
9	Not doing homework/Assignment	130	65%	34	17%	36	18%	200	100%
10	Playing During Class	102	51%	27	13.5%	71	35.5%	200	100%
11	Any other	-	-	-	-	-	-	07	3.5%

From the above table, it can be clearly seen that, 70.6% of the students agreed on being disrespectful to teachers as common acts of indiscipline in educational dimension. 68% of students agreed on playing during class, 62.4% on not doing homework/assignments, 60.06% on coming late to school and bunking class, 58.25% on truancy, 53.8% on absenteeism without leave, 51% on shabby dressing, 47% on examination malpractices, 33.6% reported on ragging and any other (2.4%) who gave their opinion besides the mentioned items were keeping classroom untidy, chewing tobacco in the class, playing online games in the classroom, using mobile phone inside the classroom, restlessness and being inattentive.

Similarly, 66% of the teacher's respondents agreed on being disrespectful to teachers as common acts of indiscipline in educational dimension. 65% of teachers agreed on not doing homework/assignments, 51% agreed on playing during class, 62.4%, 55% on shabby dressing, 43% on bunking class, 41% on truancy, 35.5% on absenteeism without leave &



examination malpractices and 14% reported on ragging while 3.5% of the teachers mentioned Violation of school dress code, school rules and regulations and restlessness during class hour besides the given items.

Table No.13: Acts of Indiscipline among the Secondary School Students of Nagaland related to Socio-Cultural domain.

STUDENTS RESPONSES									
Item No.	STATEMENTS	Acts of Indiscipline in Socio-cultural dimension							
		Yes		No		TSE		Total	
		No	%	No	%	No	%	No.	%
11	Violence at home	252	50.4%	100	20%	148	29.6%	500	100%
12	Destruction of public property	219	43.8%	138	27.6%	143	28.6%	500	100%
13	Abuse of Mass Media								
	a) Misuse of mobile phone	326	65.2%	73	14.6%	101	20.2%	500	100%
	b) Misuse of Magazine	127	25.4%	213	42.6%	160	32%	500	100%
	c) Misuse of Social Networking Sites	300	60%	106	21.2%	94	18.8%	500	100%
	d) Misuse of Television	161	32.2%	193	38.6%	146	29.2%	500	100%
14	Forming bad association	251	50.2%	118	23.6%	131	26.2%	500	100%
15	Indecent dressing	228	45.6%	125	25%	147	29.4%	500	100%
16	Disrespectful to elders	326	65.2%	89	17.8%	85	17%	500	100%
17	Using harmful substances	333	66.6%	59	33%	108	43.6%	500	100%
18	Violating laws	237	47.4%	113	22.6%	149	29.8%	500	100%
19	Disturbing the	236	47.2%	109	21.8%	155	31%	500	100%

	Locality								
20	Fighting	324	64.8%	104	20.8%	72	14.4%	500	100%
21	Vandalism	117	23.4%	165	33%	218	43.6%	500	100%
	Any other	-	-	-	-	-	-	23	4.6%
<b>TEACHERS RESPONSES</b>									
It No.	STATEMENTS	Acts of Indiscipline in Socio-cultural dimension							
		Yes		No		TSE		Total	
		No.	%	No	%	No.	%	No.	%
11	Violence at home	116	58%	8	4%	76	38%	200	100%
12	Destruction of public property	61	30.5%	50	25%	89	44.5%	200	100%
13	Abuse of Mass Media								
	a) Misuse of mobile phone	151	75.5%	21	10.5%	28	14%	200	100%
	b) Misuse Magazine	110	55%	21	10.5%	69	34.5%	200	100%
	c) Misuse of Social Networking Sites	151	75.5%	-	-	49	24.5%	200	100%
	d) Misuse Television	156	78%	-	-	44	22%	200	100%
14	Forming association	100	50%	29	9.5%	71	35.5%	200	100%
15	Indecent dressing	97	48.5%	32	16%	71	35.5%	200	100%
16	Disrespectful to elders	135	67.5%	1	0.5%	64	32%	200	100%
17	Using harmful substances	177	88.5%	6	3%	17	8.5%	200	100%

	substances								
18	Violating laws	76	38%	29	14.5%	95	47.5%	200	100%
19	Disturbing Locality	87	43.5%	31	15.5%	82	41%	200	100%
20	Fighting	92	46%	29	14.5%	121	60.5%	200	100%
21	Vandalism	40	20%	81	40.5%	79	39.5%	200	100%
	Any other	-	-	-	-	-	-	-	-

The above table shows that, 66.6 % agreed with using harmful substances as the most common acts of indiscipline in Socio-cultural dimension, 65.2% agreed with misuse of mobile phone and disrespectful to elders, 64.8% agreed with fighting, 60% agreed with misuse of social networking sites, 50.4% with violence at home, 50.2% with forming bad associations, 47.4% with violating rules, 47.2% with disturbing the locality, 45.6% with indecent dressing, 43.8% with destruction of public property, 32.2% with misuse of television and only 25.4% and 23.4% of students agreed with misuse of magazine and any other (4.6%) which are listed as passing comments on religion, influence of other culture and forgetting their own, imitating actors and actresses, cyber crimes, bullying and victimization in social media like face book, instagram.

Similarly, 88.5% of the teachers respondents agreed with using harmful substances as the most common acts of indiscipline in Socio-cultural dimension, 78% agreed with Misuse of Television, 75.5% agreed with misuse of social networking sites & misuse of mobile phone, 67.5% agreed with disrespectful to elders, 58% agreed with violence at home, 55% with misuse of magazine, 50% with forming bad associations, 48.5% with indecent dressing, 46% with fighting, 43.5% with disturbing the locality, 38% agreed with, with violating rules, 30.5% with destruction of public property and 20% of with vandalism.

Table No.14: Acts of indiscipline among the Secondary School Students of Nagaland related to Economic Dimension.

STUDENTS RESPONSES					
Item No.	STATEMENT	Acts of indiscipline in Economic Dimension			
		Yes	No	To some	Total

						extent			
		No.	%	No	%	No.	%	No.	%
22	Stealing Money	206	41.2%	156	31.2%	138	27.6%	500	100%
23	Stealing other belongings	230	46%	162	32.4%	108	21.6%	500	100%
24	Dishonesty	321	64.2%	64	12.8%	115	23%	500	100%
25	Lying	331	66.2%	55	11%	114	22.8%	500	100%
26	Fighting	326	65.2%	61	12.2%	113	22.6%	500	100%
27	Misuse of money	356	71.2%	63	12.65	86	17.2%	500	100%
28	Cheating	279	55.8%	110	22%	111	22.2%	500	100%
29	Peddling substances	115	23%	223	44.6%	162	32.4%	500	100%
30	Pick pocketing	155	31%	236	47.2%	109	2.18%	500	100%
31	Aggression	199	39.8%	136	27.2%	165	33%	500	100%
32	Extorting money by threat	148	29.6%	240	48%	112	22.4%	500	100%
33	Gambling	218	43.6%	129	25.8%	153	30.6%	500	100%
	Any other	-	-	-	-	-	-	-	-

#### TEACHERS RESPONSES

Item No.	STATEMENT	Acts of indiscipline in Economic Dimension							
		Yes		No		To some extent		Total	
		No	%	No.	%	No.	%	No.	%
	Stealing Money	52	26%	83	41.5%	65	32.5%	200	100%

22									
23	Stealing other belongings	67	33.5%	68	34%	65	32.5%	200	100%
24	Dishonesty	129	64.5%	12	6%	59	29.5%	200	100%
25	Lying	124	62%	19	9.5%	57	28.5%	200	100%
26	Fighting	86	43%	35	1.75%	79	39.5%	200	100%
27	Misuse of money	149	74.5%	15	7.5%	36	18%	200	100%
28	Cheating	114	57%	25	12.5%	61	30.5%	200	100%
29	Peddling substances	54	27%	82	41%	64	32%	200	100%
30	Pick pocketing	34	17%	112	56%	54	27%	200	100%
31	Aggression	88	44%	53	26.5%	59	29.5%	200	100%
32	Extorting money by threat	31	15.5%	149	74.5%	20	10%	200	100%
33	Gambling	84	42%	75	37.5%	41	20.5%	200	100%
	Any other	-	-	-	-	-	-	3	0.6%

As shown in the table above, 71.2% of the students reported on misuse of money as the most common acts of indiscipline exhibited by Secondary School students in economic dimension followed by lying(66.2%), fighting(65.2%), dishonesty (64.2%), cheating (55.8%), stealing other belongingness (46%), gambling (43.6%), stealing money (41.2%), aggression(39.8%), pick pocketing(31%), extorting money by threat (29.6%) and peddling substances (23%).

Similarly, 74.5% of the teachers respondents reported on misuse of money as the most common acts of indiscipline exhibited by Secondary School students in economic dimension followed by dishonesty (64.5%), lying(62%), cheating (57%), aggression(44%), fighting(43%), gambling (42%),stealing other belongingness (33.5%), peddling substances

(27%), stealing money (26%), pick pocketing(17%) and extorting money by threat (15.5%) while 0.6% of the teachers responded with demanding money from parents to buy expensive clothes and mobile phones besides the other given items.

Table No.15: Acts of Indiscipline among Secondary School Students related to gender dimension.

STUDENTS RESPONSES									
Item No.	STATEMENT	Acts of indiscipline in gender dimension							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
34	Name calling	195	39%	166	33.2%	139	27.8%	500	100%
35	Insulting	300	60%	106	21.2%	94	18.8%	500	100%
36	fighting	323	64.6%	77	15.4%	100	20%	500	100%
37	Eve teasing	279	55.85	84	16.8%	137	27.4%	500	100%
38	Throwing abusive words	352	70.4%	70	14%	78	15.6%	500	100%
39	Bullying	262	52.4%	107	21.4%	131	26.2%	500	100%
40	Engage in immoral activities	402	80.4%	42	8.4%	56	11.2%	500	100%
41	Pulling hair	202	40.4%	168	33.6%	130	26%	500	100%
42	Pulling skirt	171	34.2%	219	43.8%	110	22%	500	100%
43	Mocking	263	52.6%	92	18.4%	145	29%	500	100%
TEACHERS RESPONSES									
Item No.	STATEMENT	Acts of Indiscipline in gender dimension							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
34	Name calling	69	34.5%	61	30.5%	70	35.5	200	100%
35	Insulting	105	52.5%	7	3.5%	88	44%	200	
36	fighting	92	46%	28	14%	80	40%	200	100%
37	Eve teasing	83	41.5%	28	14%	89	44.5%	200	100%

38	Throwing abusive words	134	67%	17	8.5%	49	24.5%	200	100%
39	Bullying	88	44%	28	14%	116	58%	200	100%
40	Engage in immoral activities	84	42%	48	24%	68	34%	200	100%
41	Pulling hair	61	30.5%	81	40.5%	58	29%	200	100%
42	Pulling skirt	27	13.5%	117	58.5%	56	28%	200	100%
43	Mocking	102	51%	37	18.5%	139	69.5%	200	100%

As shown in the table above, a whopping 80.4% of students agreed with engage in immoral activities as the most common acts of indiscipline in gender dimension followed by throwing abusive words(70.4%), fighting (64.6%), insulting (60%), eve teasing (55.85%), mocking (52.6%), bullying (52.4%), pulling hair(40.4%), name calling (39%) and pulling skirt (34.2%).

The table above also shows that, 67% of teachers agreed with throwing abusive words as the most common acts of indiscipline in gender dimension followed by insulting 52.5%), mocking (51%), fighting (46%), bullying (44%), engage in immoral activities (42%), eve teasing (41.5%), name calling (34.5%) pulling hair(30.5%), and pulling skirt (13.5%).

Table No.16: Most common Discipline problem among the Secondary School Students of Nagaland

STUDENTS RESPONSES									
Item No.	STATEMENT	Most common discipline problem							
		Yes		No		To some extent		Total	
		No	%	No.	%	No.	%	No.	%
44	Lateness to school	277	55.4%	99	19.85	124	24.8%	500	100%
45	Laziness	385	77%	50	10%	65	13%	500	100%
46	Absenteeism	264	52.8%	85	17%	151	30.2%	500	100%
47	Truancy	194	38.8%	141	28.2%	165	33%	500	100%
48	Eve teasing	253	50.6%	116	23.2%	131	26.2%	500	100%
49	Ragging	151	30.2%	259	51.8%	90	18%	500	100%
50	Smoking	347	69.4%	74	14.8%	79	15.8%	500	100%

51	Chewing tobacco	407	81.4%	4	0.8%	89	17.8%	500	100%
52	Drinking alcohol	317	63.4%	99	19.8%	84	16.8%	500	100%
53	Drug abuse	172	34.4%	207	41.4%	121	24.2%	500	100%
54	Bullying	251	50.2%	131	26.2%	118	23.6%	500	100%
55	Disrespectful to teachers & elders	369	73.8%	53	10.6%	78	15.6%	500	100%
56	Spitting on the wall	374	74.8%	66	13.2%	60	12%	500	100%
57	Wearing wrong uniform	236	47.2%	112	22.4%	152	30.4%	500	100%
58	Examination mal-practices	311	62.2%	78	15.6%	111	22.2%	500	100%
59	Violence	252	50.4%	143	28.6%	105	21%	500	100%
	Any other	-	-	-	-	-	-	26	5.2%

#### TEACHERS RESPONSES

Item No.	STATEMENT	Most common discipline problem							
		Yes		No		To some extent		Total	
		No	%	No	%	No	%	No.	%
44	Lateness to school	55	27.5%	76	38%	69	34.5%	200	100%
45	Laziness	178	89%	-	-	22	11%	200	100%
46	Absenteeism	103	20.6%	31	15.5%	66	33%	200	100%
47	Truancy	81	40.5%	48	24%	71	35.5%	200	100%
48	Eve teasing	57	28.5%	65	32.5%	78	39%	200	100%
49	Ragging	49	24.5%	51	25.5%	100	50%	200	100%
50	Smoking	126	63%	19	9.5%	55	27.5%	200	100%
51	Chewing tobacco	181	90.5%	-	-	19	9.5%	200	100%
52	Drinking alcohol	142	71%	13	6.5%	45	22.5%	200	100%
53	Drug abuse	32	16%	76	38%	92	46%	200	100%
54	Bullying	98	49%	21	10.5%	81	40.5%	200	100%



55	Disrespectful to teachers & elders	175	87.5%	-	-	25	12.5%	200	100%
56	Spitting on the wall	176	88%	-	-	24	12%	200	100%
57	Wearing wrong uniform	156	78%	56	28%	12	6%	200	100%
58	Examination mal-practices	78	39%	40	20%	82	41%	200	100%
59	Violence	67	33.5%	62	31%	71	35.5%		100%

The above table shows that, a whopping 81.4% agreed with chewing tobacco as the most common discipline problem among the secondary students of Nagaland followed by, laziness (77%), spitting on the wall (74.8%), disrespectful to teachers and elders (73.8%), smoking (69.4%), drinking alcohol (63.4%), examination malpractices (62.2%), lateness to school (55.4%), absenteeism (52.8%), eve teasing (50.6%), violence (50.4%), bullying (50.2%), wearing wrong uniform (47.2%), truancy (38.8%), drug abuse(34.4%), and 5.2% gave their opinion on smoking weeds, loitering around the town during school hours, hanging out late at night with male and female partners, addiction to mobile games, sleeping late at night, creating problems in the family, asking money from parents to buy expensive clothes, less seriousness in studies, bullying online.

Similarly, a whopping 90.5% of teachers agreed with chewing tobacco as the most common discipline problem among the secondary students of Nagaland followed by, laziness (89%), spitting on the wall (88%), disrespectful to teachers and elders (87.5%), wearing wrong uniform (78%), drinking alcohol (71%), smoking (63%), bullying (49%), truancy (40.5%), examination malpractices (39%), violence (33.5%), eve teasing (28.5%), lateness to school (27.5%), ragging(24.5%), absenteeism (20.6%) and drug abuse(16%).

Table No.17: Incidence of most unruly/indisciplined behaviour related to Secondary School Students of Nagaland

STUDENTS RESPONSES									
High Economic Status		Low Economic Students		Middle Economic Status		No Difference		Total	
No.	%	No.	%	No. s	%	No.	%	No.	%
173	34.65	21	4.2%	41	8.2%	265	53%	500	100%

TEACHERS RESPONSES									
High Econor Status		Low Econor Students		Middle Econor Status		No Difference		Total	
No	%	No.	%	No.	%	No.	%	No.	%
54	27%	06	3%	03	1.5%	137	68.5%	200	100%

As shown in the table above 53% of the students respondents agreed that there is no difference in behaving indiscipline among the students, while 34.65% agreed with students coming from high economic status, 8.2% agreed with middle economic status and 4.2 agreed with Low Economic Students.

Similarly, the table also shows that, 68.5% of the teachers respondents felt that, there is no difference in behaving unruly/ indiscipline among the students, 27% of the teachers felt that students coming from high economic status behave unruly the most and 1.5% responded with middle economic status while only 3% of the teachers responded with Low Economic Students.

Table No.18: Acts of Indiscipline related to ICT among the Secondary School Students of Nagaland.

STUDENTS RESPONSES				
Use of Mobile Phones as a new dimension of Indiscipline among Secondary Students.	No. of respondent	Percentage	Total	
			No.	%
Yes	376	75.2%	376	75.2%
No	47	9.4%	47	9.4%
To some extent	77	15.4%	77	15.4%
Total	500	100%	500	100%
TEACHERS RESPONSES				
Use of Mobile Phones as a n dimension of Indiscipline amc Secondary Students.	No.	Percentage	Total	
			No.	%
Yes	148	74%	148	74%
No	-	-	-	-

To some extent	52	26%	52	26%
Total	200	100%	200	100%

The above table throws light that, 75.2% of students agreed with the use of Mobile Phones as a new dimension of Indiscipline among the secondary school students of Nagaland while 15.4% did not agree and only 9.4% of students agreed with to some extent.

Similarly, 74% of teacher's respondents also agreed with the use of Mobile Phones as a new dimension of Indiscipline among the secondary school students of Nagaland, while 9.4% of teachers agreed to some extent and none of the teachers disagreed.

Table No.19: New problems of indiscipline related to use of mobile phones among Secondary School Students of Nagaland

No.	STUDENTS RESPONSES
1.	Spending and wasting most of the time in social networking sites neglecting studies and everything.
2.	Getting addicted to online-games
3.	Encourages Immoral Activities
4.	Misuse of Internet Encourages Immoral Activities
5.	Mobile phone has become their sole companion
6.	Getting unwanted access & improper use of unwanted sites through internet
7.	Alienate themselves from the society
8.	using mobile phone inside the classroom causing distraction
9.	Depriving sleep and effects their health making them lazy
10.	Increasing cyber crimes
11.	Bullying each other in Social networking sites
12.	More conscious about their appearance rather than studying.
No.	TEACHERS RESPONSES
1.	Wasting time unnecessarily on phone and becoming irresponsible in their work.
2.	Spending overtime on social networking sites.
3.	Lack of concentration and neglecting studies.
4.	Distracted and less attention span
5.	Living in a virtual world where social media like face book, what's App etc. are becoming more important to them.
6.	Addiction to online games.

7.	Imitation of other social class that kills their own social values and identities
8.	They become more self-conscious
9.	Staying late at night
10.	It has made easier to communicate and socialize where immoral activities is encouraged.
11.	It leads to development of wrong concept of disciplined life among the students.
12.	Misuse of money

The above table highlighted some of the reasons for introducing new dimension of indiscipline in the form of mobile phone were spending and wasting most of the time in social networking sites neglecting studies and everything, getting addicted to online-games, encourages immoral activities, mobile phone has become their sole companion, getting unwanted access & improper use of unwanted sites through internet, alienate themselves from the society, using mobile phone inside the classroom causing distraction, depriving sleep and effects their health making them lazy, increasing cyber crimes, bullying each other in Social networking sites and More conscious about their appearance rather than studying.

Table No.20: Suggestions for minimizing indiscipline among the Secondary School Students of Nagaland

No.	<b>SUGGESTIONS GIVEN BY STUDENTS</b>
1.	Proper Guidance and Counselling at home and in school
2.	Proper Guidance and Counselling at home and in school
3.	Reward and punishment.
4.	Not providing Mobile phone at an early age
5.	Different type of activities should be introduced to encourage the child
6.	Encouragement and understanding the child's problem
7.	Showing good examples by the elders
8.	Parents should give more time and attention to children
9.	Both the parents and teachers should not be ignorant of the ward's activities in and outside schools.
10.	Maintaining proper rules and regulations
11.	Parents and teachers should let the students understand the value of discipline
12.	By giving them right Moral Education
13.	Providing proper atmosphere at home

No.	SUGGESTIONS GIVEN BY TEACHERS
1.	Proper Guidance and Counselling by parents and school
2.	Maintaining a set of well established rules and regulations
3.	Students should be provided enough time to engage themselves in co-curricular activities
4.	Provision for proper facilities and infrastructure for students.
5.	In school student-teacher ratio should be less
6.	Proper supervision at home and in school
7.	Proper guidance and counseling by experts
8.	Parents and teachers should coordinate and work out a solution for rebellious children.
9.	Both the parents and teachers should give more emphasize on discipline matter and working together in disciplinary area.
10.	School needs to add value based subjects and other related subjects in the academic year.
11.	Reward and punishment
12.	Having positive attitude towards them.
13.	Only trained teachers should be employed in the school
14.	Organizing career guidance, seminar, spiritual programme
15.	Developing good relationship among parents, teachers and students
16.	Both the parents and teachers should live a disciplined life.

The above table shows some of the suggestions made by students and Teachers. They were, Proper Guidance and Counselling at home and in school, Reward and punishment, Not providing Mobile phone at an early age, Different type of activities should be introduced to encourage the child, Encouragement and understanding the child's problem, Showing good examples by the elders, Parents should give more time and attention to children etc.

## **B. Factors of Indiscipline among Secondary School Students of Nagaland.**

The below tables shows as per objective No. 2 of the study, the students and teachers were asked about various factors of indiscipline among secondary school students.

Table No.21: Opinion on whether hereditary problems may be responsible for indiscipline among the Secondary School Students of Nagaland

STUDENTS RESPONSES				
Whether hereditary problems are responsible for indiscipline.	No. of respondent	Percentage	Total	
			No.	%
Yes	92	18.4%	500	100%
No	218	43.6%	500	100%
To some extent	190	38%	500	100%
Total	500	100%	500	100%
TEACHERS RESPONSES				
Whether hereditary problems responsible for indiscipline.	No. respondent	Percentage	Total	
			No.	%
Yes	17	8.5%	200	100%
No	84	42%	200	100%
To some extent	99	49.5%	200	100%
Total	200	100%	200	100%

From the above table it was revealed that, 43.6% of the student's respondents disagreed with hereditary problems as the factors responsible for indiscipline among Secondary School Students of Nagaland while 38% agreed with to some extent and only 18.4% agreed.

The above table also revealed that, 49.5% of the teachers agreed that hereditary factor is responsible for indiscipline among secondary students to some extent while 42% disagreed and only 8.5% of the teachers agreed that hereditary factor is also responsible for indiscipline among secondary students

Table No.22: Personal factors related to indiscipline among the Secondary School Students of Nagaland

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No	%	No.	%	No	%	No.	%
60	Poor study habits	332	64.4%	69	13.8%	99	3.8%	500	100%

61	Frustration	260	52%	81	16.2%	159	31.8%	500	100%
62	Low self concept	251	50.2%	94	18.8%	155	31%	500	100%
63	Lack of interest	390	78%	34	6.8%	76	15.2%	500	100%
64	Stress	256	51.2%	100	20%	144	28.8%	500	100%
65	Insecurity	201	40.2%	163	32.6%	136	27.2%	500	100%
66	Laziness	437	87.4%	26	5.2%	37	7.4%	500	100%
67	Attention deficit disorder	231	46.2%	84	16.8%	185	37%	500	100%
68	Anxiety	139	27.8%	157	31.4%	204	40.8%	500	100%
69	Low self esteem	240	48%	104	20.8%	156	31.2%	500	100%
70	Negative attitude	377	75.4%	56	11.2%	58	11.6%	500	100%
	Any other	-	-	-	-	-	-	10	2%
Item No.	STATEMENT	<b>TEACHERS RESPONSE</b>							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
60	Poor study habits	134	67%	8	4%	42	21%	200	100%
61	Frustration	80	40%	31	15.5%	89	44.5%	200	100%
62	Low self concept	121	60.5%	18	9%	61	30.5%	200	100%
	Lack of interest	144	72%	17	8.5%	39	19.5%	200	100%

63									
64	Stress	60	30%	48	24%	92	46%	200	100%
65	Insecurity	60	30%	63	31.5%	77	38.5%	200	100%
66	Laziness	159	79.5%	14	7%	27	13.5%	200	100%
67	Attention deficit disorder	75	37.5%	42	21%	83	41.5%	200	100%
68	Anxiety	66	33%	65	32.5%	69	34.5%	200	100%
69	Low self esteem	77	38.5%	51	25.5%	72	36%	200	100%
70	Negative attitude	135	67.5%	13	6.5%	52	26%	200	100%
71	Boredom	94	47%	59	29.5%	47	23.5%	200	100%
	Any other	-	-	-	-	-	-	4	2%

The above table reveals that, 87.4% of the students agreed with laziness followed by lack of interest (78%), negative attitude (75.4%), poor study habits (64.4%), frustration (52%), stress (51.2%), low self concept (50.2%), low self esteem (48%), attention deficit disorder(46.2%), boredom (44.4%), insecurity(40.2%), 27.8% agreed with anxiety and any other (2%) gave their views which were mentioned as bad company, no willingness to explore and learn new things, choosing the wrong direction, over confidence, attitude problem and no self-control.

According to teachers, 79.5% agreed with laziness followed by lack of interest (72%), negative attitude (67.5%), poor study habits (67%), low self concept (60.5%), frustration (52%), boredom (47%), %, low self esteem (38.5%), attention deficit disorder(37.5%), stress (30%), insecurity(30%) and any other (2%) responded with Addiction to modern gadgets, bad company and lack of self discipline.

Table No.23: Academic factors related to indiscipline among Secondary School Students of Nagaland

Item	STUDENTS RESPONSES								
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No.	STATEMENT	Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
71	Teaching method	219	43.8%	150	30%	131	26.2%	500	100%
72	Teacher related factor	195	39%	153	30.6%	152	30.4%	500	100%
73	Teacher Absenteeism	210	42%	155	31%	135	27%	500	100%
74	Classroom Management	292	58.4%	74	14.8%	134	26.8%	500	100%
75	Not able to draw Students Attention	334	66.8%	54	10.8%	112	22.4%	500	100%
76	Not able to identify students differences in the classroom	360	72%	41	8.2%	99	19.8%	500	100%
	Any other	-	-	-	-	-	-	21	4.2%
Item No.	STATEMENT	<b>TEACHERS RESPONSES</b>							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
72	Teaching method	118	59%	31	15.5%	51	25.5%	200	100%
73	Teacher related factor	74	37%	36	18%	90	45%	200	100%
74	Teacher Absenteeism	70	35%	59	29.5%	71	35.5%	200	100%
75	Classroom Management	115	57.5%	12	6%	73	36.5%	200	100%
76	Not able to draw Students	158	79%	8	4%	34	17%	200	100%

	Attention								
77	Not able to identify students differences in the classroom	154	77%	12	6%	34	17%	200	100%
	Any other	-	-	-	-	-	-	2	1%

From the above table, it can be clearly seen that, 72% of the students reported on being not able to identify students differences in the classroom, 66.8% of the students reported on not being able to draw Students Attention, 58.4% on poor classroom management, 43.8% on teaching method, 42% on teacher absenteeism, 39% on teacher related factor and any other (4.2%) gave their opinion such as partiality of the teacher, weak personality of the teacher, too much of assignment and project work, inadequate facilities, overcrowded classroom, partiality between good and bad students, comparing too much with the outstanding students and poor teaching.

From the above table, it can also be clearly seen that, 79% of the teachers reported on not being able to draw Students Attention, 77% of the teachers reported on not being able to identify students differences in the classroom, 59% of the teachers reported on teaching method, 57.5% on poor classroom management, 37% on teacher related factor and 35% on teacher absenteeism and any other 1% mentioned lack of adequate teaching materials and too much leniency given to the students.

Table No. 24: Educational factors responsible for indiscipline among the Secondary School Students of Nagaland

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No	%
77	Poor administration in institution	234	46.85	117	23.4%	149	29.8%	500	100%
78	Overcrowded classroom	306	61.2%	110	22%	84	16.8%	500	100%

79	Poor classroom management	291	58.2%	93	18.6%	116	23.2%	500	100%
80	Poor student-teacher relationship	326	65.2%	60	12%	114	22.8%	500	100%
81	Poor infrastructural facilities	247	49.4%	105	21%	148	29.6%	500	100%
82	Autocratic attitude of the teachers	245	49%	122	24.4%	133	26.6%	500	100%
83	Wrong location of the school	129	25.8%	238	47.6%	133	26.6%	500	100%
84	Ineffective teaching	260	52%	108	21.6%	132	26.4%	500	100%
85	Lack of co-curricular activities	280	56%	97	19.4%	123	24.6%	500	100%
86	Lack of value based education	291	58.2%	100	20%	109	21.8%	500	100%
87	Lack of rules and regulations	322	64.4%	111	22.2%	67	13.4%	500	100%
88	Lack of guidance and counselling	346	69.2%	74	14.8%	80	16%	500	100%
	Any other	-	-	-	-	-	-	-	-
Item No.	STATEMENT	<b>TEACHERS RESPONSES</b>							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
78	Poor administration in institution	100	50%	22	11%	78	39%	200	100%
	Overcrowded	169	84.5%	9	4.5%	22	11%	200	100%

79	classroom								
80	Poor classroom management	123	61.5%	22	11%	66	33%	200	100%
81	Poor student-teacher relationship	105	52.5%	24	12%	71	35.5%	200	100%
82	Poor infrastructural facilities	103	51.5%	33	16.5%	136	64%	200	100%
83	Autocratic attitude of the teachers	67	33.5%	57	28.5%	76	38%	200	100%
84	Wrong location of the school	56	28%	68	34%	76	38%	200	100%
85	Ineffective teaching	114	57%	22	11%	64	32%	200	100%
86	Lack of co-curricular activities	112	56%	35	17.5%	53	26.5%	200	100%
87	Lack of value based education	125	62.5%	33	16.5%	42	21%	200	100%
88	Lack of rules and regulations	161	80.5%	-	-	39	19.5%	200	100%
89	Lack of guidance and counselling	163	81.5%	-	-	37	18.5%	200	100%
	Any other	-	-	-	-	-	-	-	-

According to the students responses, 69.2% reported on lack of guidance and counselling, 65.2% agreed with poor student-teacher relationship, 61.2% with overcrowded classroom, 58.2% with poor classroom management and lack of value based education, 56% with lack of co-curricular activities, 52% with ineffective teaching, 49.4% with poor infrastructural facilities, 49% with autocratic attitude of teachers, 46.85 with poor administration in institution and only few students of 25.8% agreed with wrong location of the school.

From the above table, it is also seen that, 84.5% of the teachers respondents agreed with overcrowded classroom, 81.5% reported on lack of guidance and counselling, 80.5% of the teachers responded with lack of rules and regulations, 62.5% responded with lack of value based education, 61.5% with poor classroom management, 57% with ineffective teaching , 56% with lack of co-curricular activities, 52.5% agreed with poor student-teacher relationship, 51.5% with poor infrastructural facilities, 50% with poor administration in institution, 33.5% with autocratic attitude of teachers and 28% agreed with wrong location of the school.

Table No. 25: Societal factors that causes indiscipline among the Secondary School Students of Nagaland

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No	%	No.	%	No	%	No.	%
89	Unwholesome mass media	337	67.4%	93	18.6%	20	4%	500	100%
90	Impact of western culture	226	45.2%	141	28.2%	133	26.6%	500	100%
91	Modernization	255	51%	113	22.6%	132	26.4%	500	100%
92	Changing social norms and values	261	52.2%	73	14.6%	166	33.2%	500	100%
93	Corruption in the society	358	71.6%	71	14.2%	71	14.2%	500	100%
94	Crime in the Society	346	68.2%	67	13.4%	87	17.4%	500	100%
95	Peer group influence	389	77.8%	40	8%	71	14.2%	500	100%
96	Mixed population	182	36.4%	184	36.8%	134	26.8%	500	100%
97	Band culture	170	34%	162	32.4%	168	33.6%	500	100%
98	Poor economic background of the parents	202	40.4%	169	33.8%	129	25.8%	500	100%

99	Conflict in society	329	65.8%	110	22%	61	12.2%	500	100%
	Any other	-	-	-	-	-	-	-	-
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
90	Unwholesome mass media	114	57%	21	10.5%	65	32.5%	200	100%
91	Impact of western culture	141	70.5%	10	0.5%	49	24.5%	200	100%
92	Modernization	132	66%	10	0.5%	58	29%	200	100%
93	Changing social norms and values	98	49%	20	10%	82	41%	200	100%
94	Corruption in the society	144	72%	13	6.5%	43	21.5%	200	100%
95	Crime in the Society	114	57%	14	7%	72	36%	200	100%
96	Peer group influence	192	96%	-	-	8	4%	200	100%
97	Mixed population	71	35.5%	82	41%	47	23.5%	200	100%
98	Band culture	52	26%	95	47.5%	53	26.5%	200	100%
99	Poor economic background of the parents	62	31%	88	44%	50	25%	200	100%
100	Conflict in society	66	33%	64	32%	70	35%	200	100%
	Any other	-	-	-	-	-	-	-	-

Table No. 21 shows that, majority of the students (77.8%) agreed with peer group influence, 71.6% agreed with corruption in the society, 67.4% with unwholesome mass media, 65.8% with conflict in the society, 52.2% with changing social norms and values, 51% with modernization, 45.2% with impact of western culture, 40.4% with poor economic background of the parents, 36.4% with mixed population and 34% with band culture.

The above table also shows that, majority of the teachers (96%) agreed with peer group influence, 72% agreed with corruption in the society, 70.5% with impact of western culture, 66% with modernization, 57% with unwholesome mass media and crime in the society, 49% with changing social norms and values, 35.5% with mixed population, 33% with conflict in the society, 31% with poor economic background of the parents and 26% with band culture.

Table No. 26: Home Based Factors responsible for Indiscipline among Secondary School Students of Nagaland

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
100	Poor value system at home	247	49.4%	138	27.6%	115	23%	500	100%
101	Parental over protection of children	269	53.8%	87	17.4%	144	28.8%	500	100%
102	Parental rejection of children	258	51.6%	144	28.8%	98	19.6%	500	100%
103	Unsatisfactory home environment	263	52.6%	111	22.2%	126	25.2%	500	100%
104	Lack of home training	291	58.2%	86	17.2%	123	24.6%	500	100%
105	Child rearing practice	198	39.6%	127	25.4%	175	35%	500	100%
106	Lack of proper value inculcation	240	48%	103	20.6%	157	31.4%	500	100%
107	Marital conflicts at home	259	51.8%	123	24.6%	118	23.6%	500	100%
108	Poor economic background	231	46.2%	138	27.6%	131	26.2%	500	100%

109	Broken family	334	66.8%	93	18.6%	73	14.6%	500	100%
110	Autocratic attitude of the parents	256	51.2%	108	21.6%	136	27.2%	500	100%
111	Lack of parental guidance	338	67.6%	80	16%	82	16.4%	500	100%
112	Sibling rivalry	197	39.4%	138	27.6%	165	33%	500	100%
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No	%	No.	%	No.	%	No.	%
101	Poor value system at home	162	81%	-	-	19	9.5%	200	100%
102	Parental over protection of children	96	48%	24	12%	80	40%	200	100%
103	Parental rejection of children	117	58.5%	27	13.5%	56	28%	200	100%
104	Unsatisfactory home environment	127	63.5%	20	10%	53	26.5%	200	100%
105	Lack of home training	149	74.5%	6	3%	45	22.5%	200	100%
106	Child rearing practice	91	45.5%	35	17.5%	74	37%	200	100%
107	Lack of proper value inculcation	144	72%	1	0.5%	55	27.5%	200	100%
108	Marital conflicts at home	139	69.5%	2	1%	59	29.5%	200	100%
109	Poor economic background	76	38%	56	28%	68	34%	200	100%
110	Broken family	152	76%	2	1%	48	24%	200	100%



111	Autocratic attitude of the parents	92	46%	31	15.5%	77	38.5%	200	100%
112	Lack of parental guidance	171	85.5%	-	-	29	14.5%	200	100%
113	Sibling rivalry	41	20.5%	83	41.5%	76	38%	200	100%

The above table shows that 67.6% of the students felt that lack of parental guidance is one of the most common home based factor responsible for indiscipline among Secondary School Students, 66.8% agreed with broken family, 58.2% with lack of home training, 53.8% with parental over protection of children, 52.6% with unsatisfactory home environment, 51.8% with marital conflicts at home, 51.6% with parental rejection of children, 51.2% with autocratic attitude of the parents, 49.4% with poor value system at home, 48% with lack of proper value inculcation, 46.2% with poor economic background, 39.6% with child rearing practice and 39.4% with sibling rivalry.

Similarly, 85.5% of the teachers also agreed with lack of parental guidance, 81% with Poor value system at home, 76% agreed with broken family, 74.5% with lack of home training, 72% with lack of proper value inculcation, 69.5% with marital conflicts at home, 63.5% with unsatisfactory home environment, 58.5% with parental rejection of children, 48% with parental over protection of children, 46% with autocratic attitude of the parents, 45.5% with child rearing practice, 38% with poor economic background and 20.5% with sibling rivalry.

Table No. 27: whether Government practices contributes to Indiscipline among Secondary School students of Nagaland.

<b>STUDENTS RESPONSES</b>				
Whether Government activities is responsible for indiscipline.	No. of respondent	Percentage	Total	
			No.	%
Yes	180	36%	500	100%
No	151	30.2%	500	100%
To some extent	169	33.8%	500	100%
Total	500	100%	500	100%

<b>TEACHERS RESPONSES</b>				
Whether Government activities is responsible for indiscipline.	No. of respondent	Percentage	Total	
			No.	%
Yes	108	54%	200	100%
No	68	34%	200	100%
To some extent	24	12%	200	100%
Total	200	100%	200	100%

The above table shows that, 36% of the Students respondents agreed that, Government activities is responsible for indiscipline, 33.8% agreed to some extent and 30.2% did not agree.

From the above table, it is also clearly seen that, 54% of teachers agreed that government activities contributes to indiscipline among Secondary School Students of Nagaland whereas 34% of teachers felt that government activities is not responsible for indiscipline among students and only 12% of the teachers felt that government activities contribute to indiscipline among Secondary School Students to some extent.

Table No. 28: Government related factors responsible for indiscipline among Secondary School Students of Nagaland

Item No.	STATEMENT	<b>STUDENTS RESPONSES</b>							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
113	Inadequate provision of Infrastructural facilities	95	52.78%	35	19.4%	50	27.79%	180	100%
114	Abolition of corporal punishment	125	69.4%	28	15.6%	27	15%	180	100%
115	Irregularity on the part of the government to	110	61.1%	27	15%	43	23.9%	180	100%

	check the attendance of the teachers								
116	Inability of the government to implement strict rules and regulations	173	96.1%	03	1.69%	04	2.2%	180	100%
	Any other	-	-	-	-	-	-	-	-
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
114	Inadequate provision of Infrastructural facilities	63	58.33%	18	9%	27	13.5%	108	100%
115	Abolition of corporal punishment	91	84.26%	2	1.85%	15	7.5%	108	100%
116	Irregularity on the part of the government to check the attendance of the teachers	92	85.19%	10	9.26%	6	3%	108	100%
117	Inability of the government to implement strict rules and regulations	108	100%	-	-	-	-	108	100%

According to the students who agreed that Government practices contributes to indiscipline among Secondary School Students of Nagaland, 96.1% of them agreed with Inability of the government to implement strict rules and regulations, 69.4% with abolition of Corporal punishment, 61.1% with irregularity on the part of the government to check the attendance of teacher and 52.78% with inadequate provision of infrastructural facilities.

Similarly, according to the teachers respondents who agreed that Government practices contributes to indiscipline among Secondary School Students of Nagaland, all the teachers 100% agreed with Inability of the government to implement strict rules and regulations, 85.19% with irregularity on the part of the government to check the attendance of teacher, 84.26% with abolition of Corporal punishment, and 58.33% with inadequate provision of infrastructural facilities.

Table No 29: whether Non-Detention policy is related to Indiscipline among Secondary School Students of Nagaland

STUDENTS RESPONSES	No	%	Total	
			No.	%
Yes	275	55%	275	55%
No	82	16.4%	82	16.4%
To some extent	143	28.6%	143	28.6%
Total	500	100%	500	100%
TEACHERS RESPONSES	No	%	Total	
			No.	%
Yes	134	67%	134	67%
No	14	7%	14	7%
To some extent	52	26%	52	26%
Total	200	100%	200	100%

According to the student's response, 55% agreed that non-detention policy contributes to indiscipline among secondary school students of Nagaland and 28.6% of the students agreed to some extent, while 16.4% of the students disagreed.

According to the teacher's response, 67% agreed that non-detention policy contributes to indiscipline among secondary school teachers of Nagaland and 26% of the teachers agreed to some extent, while 7% of the students did not agree.

### C. Impact of Indiscipline among Secondary School Students of Nagaland.

The following table's highlights the opinion of the students and teachers on Impact of Indiscipline among Secondary School Students of Nagaland as per objective No. 3 of the study.

Table No.30: Impact of discipline issues on school

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No	%	No.	%	No.	%
117	Poor performance during exam	299	59.8%	120	24%	79	15.8%	500	100%
118	Prevent the congenial atmosphere for effective teaching and learning	366	73.2%	87	17.4%	47	9.4%	500	100%
119	Contributes immensely to the falling standard of education	214	42.8%	114	22.8%	172	34.4%	500	100%
120	Increase school dropout rates	359	71.8%	107	21.4%	34	6.8%	500	100%
121	Tarnishes the image of the school	256	51.2%	115	23%	129	25.8%	500	100%
122	Prevent congenial atmosphere among the students	262	52.4%	99	19.8%	139	27.8%	500	100%
123	Hinders the effectiveness of school administration	256	51.2%	96	19.2%	148	29.6%	500	100%

124	Obstructing the smooth and orderliness of the school system	294	58.8%	92	18.4%	114	22.8%	500	100%
125	Disturbs the learning process	314	62.8%	116	23.2%	70	14%	500	100%
126	Prevents learning	286	57.2%	128	25.6%	86	17.2%	500	100%
127	Disturb harmonious environment of school.	262	52.4%	116	23.2%	122	24.4%	500	100%

Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
118	Poor performance during exam	141	70.5%	33	16.5%	26	13%	200	100%
119	Prevent the congenial atmosphere for effective teaching and learning	123	61.5%	31	15.5%	46	23%	200	100%
120	Contributes immensely to the falling standard of education	91	45.5%	26	13%	83	41.5%	200	100%
121	Increase school dropout rates	94	47%	28	14%	78	39%	200	100%
122	Tarnishes the image of the school	136	68%	10	5%	54	27%	200	100%
123	Prevent congenial atmosphere among the	107	53.5%	12	6%	81	40.5%	200	100%

	students								
124	Hinders the effectiveness of school administration	110	55%	18	9%	72	36%	200	100%
125	Obstructing the smooth and orderliness of the school system	127	63.5%	17	8.5%	56	28%	200	100%
126	Disturbs the learning process	139	69.5%	16	8%	45	22.5%	200	100%
127	Prevents learning	110	55%	35	17.5%	55	27.5%	200	100%
128	Disturb harmonious environment of school.	120	60%	24	12%	56	28%	200	100%

From table 30 above, it is clearly shown that, the impact of discipline issues on school according to students were, prevents congenial atmosphere among the students (73.2%), increase school-dropout rates (71.8%), disturbs harmonious environment of schools (62.8%), poor performance during exam (59.8%), obstructing the smooth and orderliness of the school system (58.8%) prevents learning (57.2%), prevents congenial atmosphere among the students & disturb harmonious environment of school (52.4%), tarnishes the image of the school & hinders the effectiveness of school administration (51.2%), contributes immensely to the falling standard of education (42.8%).

According to teachers respondents, the impact of discipline issues on School were: poor performance during exam (70.5%), disturbs the learning process (69.5%), tarnishes the image of the school (68%), obstructing the smooth and orderliness of the school system (63.5%), prevents congenial atmosphere among the students (61.5%), disturb harmonious environment of school (60%), prevents learning & hinders the effectiveness of school administration (55%), prevents congenial atmosphere among the students (53.5), increase school-dropout rates (47%) & contributes immensely to the falling standard of education (45.5%).

Table No. 31: Effects of indiscipline on teaching learning process among Secondary School Students of Nagaland.

Item	STATEMENT	STUDENTS RESPONSES
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No.		Yes		No		To some extent			
		No	%	No.	%	No.	%		
128	Poor performance during exam	411	82.2%	32	6.4%	57	11.4%	500	100%
129	Disregard to teachers	322	64.4%	72	14.4%	106	21.2%	500	100%
130	Teaching becomes a problem	251	50.2%	125	25%	124	24.8%	500	100%
131	Examination mal practices	306	61.2%	65	13%	129	25.8%	500	100%
132	Inadequate preparation for exam	312	62.4%	49	9.8%	139	27.8%	500	100%
133	Classroom management becomes a problem	272	54.4%	105	21%	123	24.6%	500	100%
134	Unsatisfactory learning outcome	297	59.4%	72	14.4%	131	26.2%	500	100%
135	Disturb other students	397	79.4%	35	7%	68	13.6%	500	100%
136	Teachers feel insecure	197	39.4%	169	33.8%	134	26.8%	500	100%
137	Incomplete syllabus	261	52.2%	104	20.8%	135	27%	500	100%
138	Disturb classroom environment	376	75.2%	51	10.2%	73	10.2%	500	100%
139	Hinders effective teaching	296	59.2%	71	14.2%	133	26.6%	500	100%
140	Hinders effective learning	326	65.2%	63	12.6%	111	22.2%	500	100%
141	Obstacle to quality education	300	60%	67	13.4%	133	26.6%	500	100%



Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
129	Poor performance during exam	158	79%	-	-	42	21%	200	100%
130	Disregard to teachers	149	74.5%	-	-	51	25.5%	200	100%
131	Teaching becomes a problem	134	67%	5	2.5%	61	30.5%	200	100%
132	Examination mal practices	79	39.5%	32	16%	89	44.5%	200	100%
133	Inadequate preparation for exam	136	68%	15	7.5%	49	24.5%	200	100%
134	Classroom management becomes a problem	123	61.5%	5	2.5%	72	36%	200	100%
135	Unsatisfactory learning outcome	137	68.5%	-	-	63	31.5%	200	100%
136	Disturb other students	150	75%	-	-	50	25%	200	100%
137	Teachers feel insecure	65	32.5%	50	25%	85	42.5%	200	100%
138	Incomplete syllabus	59	29.5%	73	36.5%	68	34%	200	100%
139	Disturb classroom environment	177	88.5%	2	1%	22	11%	200	100%
140	Hinders effective teaching	159	79.5%	6	3%	38	19%	200	100%
141	Hinders effective learning	145	72.5%	7	3.5%	48	24%	200	100%
	Obstacle to quality	137	68.5%	14	7%	49	24.5%	200	100%

142	education								
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Findings from the table above indicate that, ranking highest from the students respondents were poor performance during exam (82.2%), disturb other students (79.4%) followed by disturb classroom environment (75.2%), hinders effective learning (65.2%), disregard to teachers (64.4%), inadequate preparation for exam (62.4%), examination mal practices (61.2%), obstacle to quality education (60%), unsatisfactory learning outcome (59.4%), hinders effective teaching (59.2%), classroom management becomes a problem (54.4%), incomplete syllabus (52.2%), teaching becomes a problem (50.2%) and teachers feel insecure (39.4%).

According to the teachers responses, ranking highest from the teachers respondents were: disturb classroom environment (88.5%), hinders effective teaching (79.5%), poor performance during exam (79%), disturb other students (75%), disregard to teachers (74.5%), hinders effective learning (72.5%), unsatisfactory learning outcome & obstacle to quality education (68.5%), inadequate preparation for exam (68%), teaching becomes a problem (67%), classroom management becomes a problem (61.5%), examination mal practices (39.5%), (59.4%), and teachers feel insecure (32.5%) & incomplete syllabus (29.5)

Table No.32: Impact of student's Indiscipline on Academic performance among the Secondary School Students of Nagaland.

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No	%	No.	%	No.	%
142	Delinquency contributes to low academic performance in School.	346	69.2%	62	12.4%	92	18.4%	500	100%
143	Examination malpractices contributes to indiscipline in school	282	56.4%	88	17.6%	130	26%	500	100%

144	Truancy influence low academic performance in school	262	52.4%	81	16.2%	157	31.4%	500	100%
145	Absenteeism among students contributes to low academic performance	336	67.2%	69	13.8%	95	19%	500	100%
146	It leads to poor results	402	80.4%	31	6.2%	67	13.4%	500	100%
147	Undisciplined students perform badly academically	304	60.8%	72	14.4%	124	24.8%	500	100%
148	Slow down the pace of academic work.	286	57.2%	70	14%	144	28.8%	500	100%
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No	%	No	%	No.	%	No.	%
143	Delinquency contributes to low academic performance in School.	124	62%	19	9.5%	57	28.5%	200	100%
144	Examination malpractices contributes to indiscipline in school	102	51%	22	11%	76	38%	200	100%
145	Truancy influence low academic performance in school	80	40%	17	8.5%	103	51.5%	200	100%

146	Absenteeism among students contributes to low academic performance	126	63%	12	6%	62	31%	200	100%
147	It leads to poor results	150	75%	13	6.5%	37	18.5%	200	100%
148	Undisciplined students perform badly academically	116	58%	33	16.5%	51	25.5%	200	100%
149	Slow down the pace of academic work.	113	56.5%	15	7.5%	72	36%	200	100%

From the table above, it can be clearly seen that, majority of the students agreed with Indiscipline leads to poor results (80.4%), followed by delinquency contributes to low academic performance in School(69.2%), absenteeism among students contributes to low academic performance (67.2%), undisciplined students perform badly academically (60.8%), slow down the pace of academic work (57.2%), examination malpractices contributes to indiscipline in school (56.4%) & truancy influence low academic performance in school (52.4%).

it can also be seen that, majority of the teachers agreed with Indiscipline leads to poor results (75%), followed by absenteeism among students contributes to low academic performance (63%), delinquency contributes to low academic performance in School (62%), undisciplined students perform badly academically (58%), slow down the pace of academic work (56.5%), examination malpractices contributes to indiscipline in school (51%) & truancy influence low academic performance in school (40%).

Table No. 33: Impact of indiscipline on the life of the Secondary School Students of Nagaland.

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
149	Indulge in anti-social activities	348	69.65	45	9%	107	21.4%	500	100%

150	Early withdrawal from school	325	65%	59	11.8%	116	23.2%	500	100%
151	Becoming a delinquent	256	51.2%	79	15.8%	165	33%	500	100%
152	Involves in drinks and drugs	349	69.8%	50	10%	101	20.2%	500	100%
153	Joining cultist group	162	32.4%	165	33%	173	34.6%	500	100%
154	Alienate himself from the society	206	41.2%	98	19.6%	196	39.2%	500	100%
155	Chaos in the society	232	46.4%	93	18.6%	175	35%	500	100%
156	Violence at home	332	66.4%	64	12.8%	104	20.8%	500	100%
157	Causes harm/hurt to others	261	52.2%	98	19.6%	141	28.2%	500	100%
158	Deviate himself from norms and culture of the society	220	44%	101	20.2%	179	35.8%	500	100%
159	Stagnation	231	46.2%	94	18.8%	175	35%	500	100%
	Any other	-	-	-	-	-	-	02	0.4%
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
150	Indulge in anti-social activities	133	66.5%	-	-	67	33.5%	200	100%
151	Early withdrawal from school	111	55.5%	10	5%	79	39.5%	200	100%
152	Becoming a delinquent	117	58.5%	9	4.5%	74	37%	200	100%
153	Involves in drinks and drugs	150	75%	-	-	50	25%	200	100%

154	Joining cultist group	44	22%	61	30.5%	95	47.5%	200	100%
155	Alienate himself from the society	94	47%	36	18%	70	35%	200	100%
156	Chaos in the society	86	43%	30	15%	84	42%	200	100%
157	Violence at home	152	76%	-	-	48	24%	200	100%
158	Causes harm/hurt to others	81	40.5%	10	5%	109	54.5%	200	100%
159	Deviate himself from norms and culture of the society	116	58%	9	4.5%	75	37.5%	200	100%
160	Stagnation	112	56%	20	10%	68	34%	200	100%

From the table given above the impact of indiscipline among Secondary School Students of Nagaland from the highest ranking were Indulge in anti-social activities (69.65%), involves in drinks and drugs (69.8%), violence at home (66.4%), early withdrawal from school (65%), causes harm/hurt to others (52.2%), becoming a delinquent (51.2%), chaos in the society (46.4%), stagnation (46.2%), deviate himself from norms and culture of the society (44%), alienate himself from the society (41.2%), joining cultist group (32.4%) and any other 0.4% cited early marriage, becoming a pardon to the family and society, poor examination results.

The above table also shows that, the impact of indiscipline among Secondary School Students of Nagaland according to teachers respondents from the highest ranking were violence at home (76%), involves in drinks and drugs (75%), indulge in anti-social activities (66.5%), becoming a delinquent (58.5%), deviate himself from norms and culture of the society (58%), stagnation (56%), early withdrawal from school (55.5%), alienate himself from the society (47%), chaos in the society (43%), causes harm/hurt to others (40.5%) & joining cultist group (22%).

Table No.34: Status of Indiscipline among Secondary School Students of Nagaland.

STUDENTS RESPONSES
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HIGH		LOW		AVERAGE		CAN'T SAY		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
334	66.8%	-	-	68	13.6%	98	19.6%	500	100%
TEACHERS RESPONSES									
HIGH		LOW		AVERAGE		CAN'T SAY		Total	
No.	%	No.	%	No.	%	No.	%	No.	%
140	70%	-	-	50	25%	10	5%	200	100%

According to the table shown above, 66.8% of the students felt that, the rate of indiscipline among the Secondary School Students of Nagaland is high, 19.6% Of the students felt that, they can't say and 13.6% of the students felt that, it is average while none of the students agreed that, the rate of Indiscipline among Secondary School Students of Nagaland is low.

According to the table shown above, 70% of the teachers felt that, the rate of indiscipline among the Secondary School Students of Nagaland is high, 25% felt that the rate of indiscipline among the Secondary School Students of Nagaland is average. Only 5% of the students felt that, they cannot say and none of the teachers felt that, the rate of Indiscipline among Secondary School Students of Nagaland is low.

#### **D. Policies used by various schools to tackle Indiscipline among Secondary School Students of Nagaland.**

The following tables show the opinion of students and teachers on various Policies used by schools to tackle Indisciplined Students among Secondary School Students as related to objective No. 4 of the study.

Table No.35: whether rules and regulations are existing for handling indiscipline students in the school.

STUDENTS RESPONSES	No.	Percentage	Total	
			No.	%
Yes	376	75.2%	376	75.2%
No	74	14.8%	74	14.8%
No response	50	10%	50	10%

Total	500	100%	500	100%
TEACHERS RESPONSES	No.	Percentage	Total	
			No.	%
Yes	123	61.5%	123	61.5%
No	39	19.5%	39	19.5%
No response	38	19%	38	19%
Total	200	100%	200	100%

From the table shown above, it is clearly seen that, 75.2% of the students responded that, the school has general set of rules and regulations and 14.8% of the students responded that the school doesn't have while 10% of the students didn't respond.

The above table also, clearly shows that, 61.5% of the respondents reported that, the school has general set of rules and regulations where as 19.5% of the teachers responded that the school doesn't have general set of rules and regulations specifically for handling indiscipline students in the school and 19% didn't respond.

Table No.36: How teacher and administrators handle Discipline issues.

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
160	Announcement before the class starts	336	67.2%	96	19.2%	68	13.6%	500	100%
161	Through school dairy	363	72.6%	79	15.8%	58	11.6%	500	100%
162	Suggestion box	-	-	500	100%	-	-	500	100%
163	Notice board	278	55.6%	155	31%	67	13.4%	500	100%
164	Announcing every morning assembly	240	48%	161	32.2%	99	19.8%	500	100%
165	Through handwritten note	125	25%	280	56%	95	19%	500	100%
166	Daily checking	220	44%	145	29%	135	27%	500	100%



Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No	%	No	%	No.	%
161	Announcement before the class starts	165	96 %	16	8 %	19	9.5 %	200	100%
162	Through school dairy	92	46 %	74	37 %	37	18.5%	200	100%
163	Suggestion box	08	04 %	192	96 %	-	-	200	100%
164	Notice board	99	49.5%	71	35.5%	30	15%	200	100%
165	Announcing every morning assembly	160	82.5%	43	21.5%	61	30.5 %	200	100%
166	Through handwritten note	56	28%	92	46%	52	26%	200	100%
167	Daily checking	161	80.5%	-	-	39	19.5%	200	100%

From the above table, it can be clearly seen that, 72.6% of the students reported on through School dairy followed by announcement before the class starts (67.2%), notice Board (55.6%), announcing every morning assembly (48%) & through handwritten note (25%) while none of the students reported on using suggestion box as a means to communicate to students on Discipline Issue.

The above table also shows that, 96% of the teachers respondents reported announcement before the class starts, daily checking was reported by 80.5%, notice board 49.5%, through school dairy 46%, through handwritten note 28% and only 4% of teachers agreed on suggestion box as a method use to communicate students on discipline Issue.

Table No. 37: Channels of communication used by the school administration to parents/guardian on students discipline issue.

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No	%	No.	%	No.	%

167	Through teachers-parent meeting	444	88.8%	-	-	56	11.2%	500	100%
168	Through regulatory record on school dairy	336	67.2%	124	24.8%	40	8%	500	100%
169	Through Suggestion box	-	-	500	100%	-	-	500	100%
170	Through notice board	195	39%	222	44.4%	83	16.6%	500	100%
171	Through multi-media (email, mobile, telephone etc.)	413	82.6%	10	2%	77	15.4%	500	100%
172	Through handwritten note	105	21%	276	55.2%	119	23.8%	500	100%
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
168	Through teachers-parent meeting	198	99%	-	-	02	01%	200	100%
169	Through regulatory record on school dairy	161	80.5%	06	3%	33	16.5%	200	100%
170	Through Suggestion box	12	06%	171	85.5%	17	08.5%	200	100%
171	Through notice board	74	37%	95	47.5%	01	0.5%	200	100%
172	Through multi-media (email, mobile, telephone etc.)	149	74.5%	32	16%	19	9.5%	200	100%
173	Through	109	54.5%	57	28.5%	34	17%	200	100%

	handwritten note								
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According to the students, 88.8% of the students responded with through teachers-parents meeting followed by through multi-media (82.6%), through regulatory record on school dairy (67.2%), through notice board (39%), through handwritten note (21%) and none of the students reported on suggestion box.

The channels of communication use by the school Administration to parents and guardian on students discipline issue according to teachers were: through parents-teacher meeting (99%) followed by through regulatory record on school dairy (80.5%), through multi-media (74.5%), through hand written note (54.5%), through notice board (37%) and only few teachers (06%) agreed on using suggestion box.

Table No.38: Methods employed by school to prevent Indiscipline

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
173	Introduction of moral studies	302	60.4%	96	19.2%	102	20.4%	500	100%
174	Involvement of students in making rules and regulations	170	34%	79	15.8%	251	50.2%	500	100%
175	Showing exemplary life	267	53.4%	96	19.2%	137	27.4%	500	100%
176	Establishment of Parent-Teachers Association.	172	34.4%	233	46.6%	95	19%	500	100%
177	Expulsion	223	44.6%	120	24%	157	31.4%	500	100%
178	Suspension	304	60.8%	96	19.2%	100	20%	500	100%
179	Introduction of value education	293	58.6%	86	17.2%	121	24.2%	500	100%
180	Introduction of Religious	269	53.8%	104	20.8%	127	25.4%	500	100%

	Education								
181	Installation of CCTV in school campus	149	29.8%	351	70.2%	-	-	500	100%
	Any other	-	-	-	-	-	-	6	1.2%
Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
174	Introduction of moral studies	141	70.5%	50	25%	21	10.5%	200	100%
175	Involvement of students in making rules and regulations	48	24%	128	64%	24	12%	200	100%
176	Showing exemplary life	129	64.5%	16	08%	43	21.5%	200	100%
177	Establishment of Parent-Teachers Association.	61	30.5%	138	69%	06	03%	200	100%
178	Expulsion	60	30%	91	45.5%	49	24.5%	200	100%
179	Suspension	108	54%	42	21%	50	25%	200	100%
180	Introduction of value education	95	47.5%	53	26.5%	52	26%	200	100%
181	Introduction of Religious Education	101	50.5%	34	17%	65	32.5%	200	100%
182	Installation of CCTV in school campus	30	15%	170	85%	-	-	200	100%

The table shows that 60.8% of the students reported on suspension as the most common method employed by the school to prevent indiscipline among the Secondary School Students followed by introduction of moral studies (60.4%), introduction of value

education (58.6%), introduction of value education (58.6%), introduction of religious education (53.8%), showing exemplary life (53.4%), expulsion(44.6%), establishment of Parent-Teachers Association(34.4%), involvement of students in making rules and regulations (34%), 29.8% of the students reported on installation of CCTV in school campus and any other (1.2) gave their views which were: introducing variety of clubs like cleanliness club, peace club etc., setting up disciplinary committee, code of conduct to be followed.

From the table, it can also clearly be seen that, 70.5% of the teachers reported moral education as the main policy to prevent Indiscipline in School, showing exemplary was reported 64.5%, suspension 54%, introduction of religious education(50.5%), introduction of value education (47.5%), establishment of Parents- Teachers Association (30.5%), expulsion (30%), involvement of students in making rules and regulations (24%) and installation of CCTV in the School Campus with only (15%).

Table No.39: whether class has monitor/captain to check students discipline in the absence of teachers in the classroom

STUDENTS RESPONSES	No.	Percentage	Total	
			No.	%
Yes	425	85%	425	85%
No	40	8%	40	8%
No response	35	7%	35	7%
Total	500	100%	500	100%

As shown in the table above, 85% of the students reported on having class monitor or class captain to check indiscipline in case of teacher's absence in the classroom, while 8% of the students disagreed and 7% of the students didn't respond.

Table No.40: How student's discipline is managed in the absence of teachers in the classroom

TEACHERS RESPONSES	No.	Percentage	Total	
			No.	%
Proxy teachers	200	100%	200	100%
Class monitor/captain	146	73%	146	73%
Headmaster	57	28.5%	57	28.5%
Administrator	42	21%	42	21%

As shown in the table above, all 100% of the teachers responded that, proxy teachers manage the disciplinary issue of the students in case of teacher's absence in the

classroom.73% of teachers responded with class monitor/class captain, 28.5% responded with Headmaster and 21% responded with Administrator.

Table No.41: Behaviour exhibited by students liable for expulsion and suspension

No.	TEACHERS RESPONSES
1	Possessing harmful substances
2	Aggression and improper attitude towards teachers
3	Examination malpractices
4	Frequent bunking of classes
5	Remained absent without leave for long
6	Ragging and bullying
7	Repeated misconduct
8	Damage of school properties
9	Immoral activities
10	Poor performance in studies repeatedly
11	Extreme violation of school rules and regulations
12	Low attendance

Table No.42: Opinion of students and teachers regarding abolition of corporal punishment in the school

STUDENTS OPINION							
Abolition of Corporal Punishment is good for the students		Corporal Punishment should not be abolished.		Cannot say		Total	
No	%	No.	%	No.	%	No.	%
195	39%	223	44.6%	82	16.4%	500	100%
TEACHERS OPINION							
Abolition of Corporal Punishment is good for the students		Corporal Punishment should not be abolished.		Cannot say		Total	
No.	%	No.	%	No.	%	No.	%
67	33.%	112	56%	21	10.5%	200	100%

As shown in the table above, 44.6% of the students are of the opinion that, Corporal punishment should not be abolished in the school however, 39% of the students felt that it is a good policy while 16.4% of the students cannot say.

Similarly, 56% of the teachers are of the opinion that, Corporal punishment should not be abolished in the school however, 33% of the teachers felt that corporal punishment is a good policy while 10.5% of the teachers cannot say.

### **E. How Indiscipline is tackled at various levels.**

As per the objective No. 5 of the study, the below tables highlights on the responses of students and teachers on how indiscipline acts of the Secondary Students is tackled at various levels.

Table No. 43: whether Teacher- Learner relationship helps in promoting effective classroom discipline.

<b>STUDENTS RESPONSE</b>	<b>No.</b>	<b>%</b>	<b>Total</b>	
			<b>No.</b>	<b>%</b>
Yes	405	81%	405	81%
No	20	4%	20	4%
To some extent	75	15%	75	15%
Total	500	100%	500	100%
<b>TEACHERS RESPONSE</b>	<b>No</b>	<b>%</b>	<b>Total</b>	
			<b>No.</b>	<b>%</b>
Yes	192	96%	192	96%
No	-	-	-	-
To some extent	8	4%	8	4%
Total	200	100%	200	100%

In the table shown above, 81% of the students felt that, teacher-learner relationship can help in promoting effective classroom discipline and 15% of the students agreed to some extent, while only 4% of the students disagreed.

Similarly, 96% of the teachers felt that, teacher-learner relationship can help in promoting effective classroom discipline whereas 8% of the teachers agreed to some extent and none of the teachers disagreed.

Table No.44: Whether good teacher-learner relationship helps in keeping acts of indiscipline minimal in the school environment.

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
182	Being understanding	463	92.6%	12	2.4%	25	5%	500	100%
183	Being caring	388	77.6%	32	6.4%	80	16%	500	100%
184	Sympathetic	250	50%	83	16.6%	167	33.4%	500	100%
185	Being open	244	48.8%	92	18.4%	164	32.8%	500	100%
186	Being friendly	305	61%	47	9.4%	148	29.6%	500	100%
187	Shaping behaviour through reward and punishment	390	78%	45	9%	65	13%	500	100%
188	Being humorous	152	30.4%	204	40.8%	144	28.8%	500	100%
189	Being helpful	450	90%	14	2.8%	36	7.2%	500	100%
190	Encouraging	453	90.6%	15	3%	32	6.4%	500	100%
191	Having knowledge of students psychology	427	85.4%	20	4%	53	10.6%	500	100%
	Any other	-	-	-	-	-	-	5	1%
Item No.	STATEMENT	TEACHERS RESPONSES.							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
183	Being understanding	199	99.5%	-	-	1	0.5	200	100%
184	Being caring	152	76%	13	6.5%	35	17.5%	200	100%
185	Sympathetic	136	68%	19	9.5%	45	22.5%	200	100%



186	Being open	141	70.5%	14	7%	52	26%	200	100%
187	Being friendly	139	69.5%	15	7.5%	46	23%	200	100%
188	Reward and punishment	130	65%	5	2.5%	65	32.5%	200	100%
189	Being humorous	106	53%	56	28%	38	19%	200	100%
190	Being helpful	165	82.5%	07	3.5%	28	14%	200	100%
191	Encouraging	200	100%	-	-	-	-	200	100%
192	Having knowledge of students psychology	168	84%	-	-	32	16%	200	100%
193	counseling	161	80.5%	7	3.5%	32	16%	200	100%
194	Value inculcation	164	82%	6	3%	30	15%	200	100%
	Any other	-	-	-	-	-	-	6	3%

The above table clearly shows that, a whopping 92.6% of students respondents responded with being understanding followed by being encouraging (90.6%), being helpful (90%), Having knowledge of students psychology (85.4%), Shaping behaviour through reward and punishment (78%), being caring (77.6%), being friendly (61%), Sympathetic (50%), Being open (48.8%), being humorous (30.4%) and any other (1%) cited being a guide and a protector.

The above table also clearly shows that, All the teachers 100% responded with being encouraging followed by Being understanding (99.5%), Having knowledge of students psychology (84%), being helpful (82.5%), Value inculcation(82%), counselling(80.5%), being caring (76%), Being open (70.5%), being friendly (69.5%), Sympathetic (68%), Shaping behaviour through reward and punishment (78%) and being humorous (53%) and any other 3% gave their opinion on being a role model and a guide.

Table No.45: How Acts of Indiscipline are tackled in schools

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
192	Sweeping the classroom floor	268	53.6%	182	36.4%	50	10%	500	100%

193	Cleaning the school campus	289	57.8%	160	32%	51	10.2%	500	100%
194	Cleaning school toilet	192	38.4%	233	46.6%	75	15%	500	100%
195	Verbal reprimand	274	54.8%	151	30.2%	75	15%	500	100%
196	Written warning	257	51.4%	131	26.2%	112	22.4%	500	100%
197	Call parents to school	393	78.6%	46	9.2%	61	12.2%	500	100%
198	Report to higher authorities	267	53.4%	139	27.8%	94	18.8%	500	100%
199	Guidance and Counselling	221	44.2%	167	33.4%	112	22.4%	500	100%
200	Signing a bond	171	34.2%	226	45.2%	103	20.6%	500	100%
201	Warning with fine	296	59.2%	135	27%	69	13.8%	500	100%
202	Suspension	343	68.6%	80	16%	77	15.4%	500	100%
203	Grounding during recess	183	36.6%	217	43.4%	100	20%	500	100%
	Any other	-	-	-	-	-	-	7	1.4%
Item No.	STATEMENT	<b>TEACHERS RESPONSES</b>							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
195	Manual work	128	64%	48	24%	24	12%	200	100%
196	Verbal reprimand	124	62%	36	18%	40	20%	200	100%
197	Written warning	108	54%	63	31.5%	29	14.5%	200	100%
198	Call parents to school	194	97%	-	-	06	03%	200	100%
199	Report to higher authorities	154	77%	21	10.5%	25	12.5%	200	100%
200	Guidance and Counseling	132	66%	09	04.5%	59	29.5%	200	100%

201	Signing a bond	125	62.5%	36	18%	39	19.5%	200	100%
202	Warning with fine	111	55.5%	44	22%	45	22.5%	200	100%
203	Suspension	117	58.5%	42	21%	41	20.5%	200	100%
	Any other	-	-	-	-	-	-	5	2.5%

The above table shows that, 78.6% of the students agreed with call parents to school followed by suspension (68.6%), warning with fine (59.2%), cleaning the school campus (57.8%), verbal reprimand (54.8%), sweeping the classroom floor (53.6%), report to higher authorities (53.4%), written warning (51.4%), guidance and counselling (44.2%), cleaning school toilet (38.4%), grounding during recess (36.6%), signing a bond (34.2%) and any other (1.4%) gave their views on assignments, impositions, detention during break or after school hours.

According to the teachers on methods used by school to tackle undisciplined Students, 97% reported call parents to school; reported to higher authorities was reported 77%, guidance and counselling (66%), manual work (64%), signing a bond (62.5%), verbal reprimand (62%), suspension (58.5%), warning with fine (55.5%) & written warning with fine (54%) and any other (2.5%) responded with detention during break and after class hour, leading the school assembly, assignment, imposition and recording in school calendar with parents/guardian signature.

Table No.46: Parents/guardian reaction on Indiscipline of children/wards according to students

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
204	My parents ignore	63	12.6%	382	76.4%	55	11%	500	100%
205	My parents punish me	313	62.6%	96	19.2%	91	18.2%	500	100%
206	My parents give me guidance and counselling	425	85%	33	6.6%	42	8.4%	500	100%

207	My parents scolds	442	88.4%	26	5.2%	32	6.4%	500	100%
208	My parents bears	162	32.4%	231	46.2%	107	21.4%	500	100%
209	My parents warns	408	81.6%	32	6.4%	60	12%	500	100%

According to the student, 88.4% agreed that, their parents scolds, 85% of the students agreed that their parents gives guidance and counselling, 81.6% of the students reported that, their parents warns, 62.6% of the students agreed that their parents punish, 32.4% of the students reported that, their parents bears and only 12.6% of the students agreed that their parents ignore.

Table No.47: Suggestions given by teachers for tackling indiscipline

No.	Suggestions from teachers
1	Guidance and Counseling
2	Cooperation between Parents and teachers in maintaining students discipline
3	Maintaining a set of well established Rules and Regulations
4	Introduce separate Department for tackling disciplinary issues
5	Understanding child's Psychology
6	Providing better Infrastructure
7	Proper Administration by the Authority
8	Improvised Classroom Management Skills, Technique & Strategies
9	Provision of Moral and Value Education
10	Creative work should be introduced to make the students engaged with
11	Appointment of teachers to only well trained teachers
12	Proper Administrative procedure
13	Creating a good atmosphere with the students
14	Taking strict actions against the defaulters
15	Teaching Life Skill Education
16	Government should come up with proper rules and regulations.
17	Permanent stationing of counseling in the school
18	Conducting training for teachers
19	Understanding the psychology of the child

20	Proper written code of conduct with no biasness in implementing the same
21	Less student intake in each classes

Table No. 47 highlights some of the suggestions made by the teachers on how indiscipline among the Secondary School Students of Nagaland can be tackled at school. They were: proper administration by the authority, improvised classroom management skills, technique & strategies, provision of moral and value education, creative work should be introduced to make the students engaged with, appointment of teachers to only well trained teachers, proper administrative procedure, creating a good atmosphere with the students, taking strict actions against the defaulters, teaching life skill education, government should come up with proper rules and regulations, permanent stationing of counselling in the school, conducting training for teachers, understanding the psychology of the child, proper written code of conduct with no biasness in implementing the same, less student intake in each classes.

Table No.48: Suggestions given by teachers tackling Indiscipline at home.

No.	<b>SUGGESTIONS MADE BY TEACHERS</b>
1.	Parents should show interest in monitoring the activities of the child.
2.	Parents should give appropriate punishment
3.	Parents must not be too supportive or over protection of the child as it leads to indiscipline
4.	Healthy relationship with the child should be built at home by the parents.
5.	Proper attention, time and parental care should be given
6.	Proper Inculcation of moral values at home
7.	Parents should set good examples at home
8.	Prohibition of using too much social media and gadgets
9.	Money should not be given unnecessarily
10.	Parents should spend quality time with the child
11.	Guiding and counseling the child from childhood
12.	Proper spiritual guidance at home should be given
13.	Praise and blame
14.	Reward and punishment

Table No. 48 highlights some of the suggestions made by the teachers were: parents should show interest in monitoring the activities of the child, parents should give appropriate punishment, parents must not be too supportive or over protection of the child as it leads to

indiscipline, healthy relationship with the child should be built at home by the parents, proper attention, time and parental care should be given, proper Inculcation of moral values at home, parents should set good examples at home, prohibition of using too much social media and gadgets, money should not be given unnecessarily, parents should spend quality time with the child, guiding and counselling the child from childhood, proper spiritual guidance at home should be given, praise and blame and reward and punishment.

Table No. 49: Possible solutions of Indiscipline among Secondary School Students of Nagaland

Item No.	STATEMENT	STUDENTS RESPONSES							
		Yes		No		To some extent		Total	
		No	%	No	%	No.	%	No.	%
210	Provision of moral leadership	383	76.6%	40	8%	77	15.4%	500	100%
211	Provision of moral education	413	82.6%	30	6%	57	11.4%	500	100%
212	Value re-orientation in the society	290	58%	73	14.6%	137	27.4%	500	100%
213	Provision of adequate facilities	335	67%	60	12%	105	21%	500	100%
214	Enforceable rules and regulations	385	77%	43	8.6%	72	14.4%	500	100%
215	High parental and school supervision	393	78.6%	31	6.2%	76	15.2%	500	100%
216	Provision of value education	421	84.2%	31	6.2%	48	9.6%	500	100%
217	Guidance and Counselling Services	460	92%	8	1.6%	32	6.4%	500	100%
218	Reduction of class	250	50%	13	2.7%	113	22.6%	500	100%

	size			7	%		%		
219	Emphasis on co-curricular activities	374	74.8%	30	6%	96	19.2%	500	100%

Item No.	STATEMENT	TEACHERS RESPONSES							
		Yes		No		To some extent		Total	
		No.	%	No.	%	No.	%	No.	%
204	Provision of moral leadership	131	65.5%	16	8%	53	26.5%	200	100%
205	Provision of moral education	160	80%	3	1.5%	37	18.5%	200	100%
206	Value re-orientation in the society	134	67%	1	0.5%	65	32.5%	200	100%
207	Provision of adequate facilities	149	74.5%	14	2%	37	18.5%	200	100%
208	Enforceable rules and regulations	150	75%	16	8%	34	17%	200	100%
209	High parental and school supervision	167	83.5%	11	5.5%	22	11%	200	100%
210	Provision of value education	161	80.5%	13	6.5%	26	13%	200	100%
211	Guidance and Counseling Services	180	90%	5	2.5%	15	7.5%	200	100%
212	Reduction of class size	146	73%	25	12.5%	29	14.5%	200	100%
213	Emphasis on co-curricular activities	137	68.5%	16	8%	47	23.5%	200	100%

The above table clearly shows that, a whopping 92% agreed with guidance and counselling, 84.2% with provision of value education, 82.6% with provision of moral education, 78.6% with high parental and school supervision, 77% with enforceable rules and

regulations, 76.6% with provision of moral leadership, 74.8% with emphasis on co-curricular activities, 67% with provision of adequate facilities, 58% with value re-orientation in the society and 50% with reduction of class size.

The table also clearly shows that, a whopping 90% of teachers agreed with guidance and counselling, 83.5% with high parental and school supervision, 80.5% with provision of value education, 80% with provision of moral education, 75% with enforceable rules and regulations, 74.5% with provision of adequate facilities, 73% with reduction of class size, 68.5% with emphasis on co-curricular activities, 67% with value re-orientation in the society, 65.5% with provision of moral leadership.

Table No.50: Suggestions made by the students on how indiscipline can be minimized in the society

No.	Suggestions made by the students to minimize indiscipline in the society
1.	Society should not ignore and avoid the indiscipline students but play a role in guiding them to right path.
2.	Proper guidance and direction should be given by parents, teachers and elders.
3.	Parental and teachers advice/instructions should be given with love, care and affection.
4.	Imparting knowledge to the students about the value of discipline.
5.	The church should also play a major role by organizing awareness programme and campaign from time to time.
6.	Good moral & value education to be taught in the school as well as in the church.
7.	Implementing strict rules and regulations
8.	Parents, teachers and elders should try to understand the child and emphasize more on encouraging and advising rather than, imposing harsh punishment.

Table No. 41 highlighted on the suggestions made by the students. They were Society should not ignore and avoid the indiscipline students but play a role in guiding them to right path, Proper guidance and direction should be given by parents, teachers and elders, Parental and teachers advice/instructions should be given with love, care and affection, Imparting knowledge to the students about the value of discipline, The church should also play a major role by organizing awareness programme and campaign from time to time, Good moral & value education to be taught in the school as well as in the church, Implementing strict rules



and regulations and Parents, teachers and elders should try to understand the child and emphasize more on encouraging and advising rather than, imposing harsh punishment.

#### 4.3 ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY PARENTS.

The following tables show the analysis and interpretation of responses given by parents on various issues related to Indiscipline.

TABLE NO.51: *Profile of parents by Age, Gender and Academic Qualification*

<b>AGE</b>		
Responses	No of respondents	Percentage
24-35	3	11.54%
36-45	9	34.62%
46-55	10	38.46%
56-65	1	4.35%
Total	23	100%
<b>GENDER</b>		
Male	No. of Respondents	Percentage
Female	14	60.87%
Others	9	39.13%
-	-	-
Total	-	-
Total	23	100%
<b>ACADEMIC QUALIFICATION</b>		
Responses	No. of Respondents	Percentage
Secondary	38	38%
Higher Secondary	14	14%
Graduate	36	36%
Post graduate	12	12%
Total	100	100%

Table No. 51 shows that 39% of the parents were between the ages of 36-35 years, 32% of the parents were 46-55 years, 25% were 24-35 years while 4% were between 56-65 years. The table also shows that 59% of the parents were male while 41% were female. The table also highlights that 38% of the parents were matriculate and 36% were graduate.

## **1. Common discipline problems among the Secondary School Students of Nagaland.**

On being asked what they think are the most common discipline problem among Secondary School Students of Nagaland to the parents included in the study, almost all the parents responded with using harmful substances, addiction to mobile phone: hook to internet, social sites and online gaming, immoral activities between the opposite sex, loitering around the town and locality, using slang language, defiance to rules and regulations, aggressiveness, disrespectful to teachers, parents, elders and less interest in studies.

In the interview, many of the parents also said that, *the students are not ready to accept any restrictions and want freedom without responsibilities; they don't want to be under parent's control. They are more concerned with their appearance and drawn to worldly things which bring violence at home with the parents for not being able to fulfil their demands.* They think that children at this age are very rebellious and attention seekers too.

Besides, there are also other discipline problems like truancy, stealing, lying, dishonesty, laziness, proudness, negative attitude, wanting to be with wrong friends and irresponsible.

## **2. Factors of indiscipline among the Secondary School Students of Nagaland.**

The factors responsible for indiscipline among Secondary School Students of Nagaland were discussed into four heads.

### **i. Home based factors:**

The home based factors identified were lack of moral values at home, poor foundation, poor home training, divorce and domestic violence at home, poor economic background, wealth of parents, bad neighbourhood/locality, lack of parental guidance, poor family relationship, parental views on education and discipline, parent's ignorance on the activities of their children and giving too much freedom to children.

### **ii. Social factors:**

The social factors identified are peer group influence, peer pressures, too much exposure to modern technology, social media, crime in the society, societal demands, western influence, corruption and easy money in the society, socio-cultural influences and modernization.

iii. Personal factors:

The personal factors responsible for indiscipline according to the parents were rapid physical growth, laziness, negative attitude, chose to be with bad company, stubbornness and boredom.

iv. School factors:

Majority of the parents were of the opinion that, the schools of today are too lenient, too much freedom is given to the students. They also cited that, it must be due to the government policy on abolition of Corporal punishment and Non-Detention policy. Besides, they also cited on inefficiency and weak personality of the teachers, lack of relationship or too friendly with students, absence of strict rules and regulations, lack of capacity building, inadequate facilities and lack of guidance and counselling in the school.

**3. Issues that contributes significantly to behavioural problems in children at home.**

Majority of the parents responded that the issues which contributes significantly to behavioural problems in children at home were alcoholic father beating the mother and children, frequent fighting between husband and wife, parental disunity and financial problem. They added that, those are the main reason of family disunity, lack of sharing and communication, sibling rivalry, disrespect and disregard in the family. Ineffective parenting and chaos at home is linked to behavioural problem such as delinquency, criminal tendency and academic problem.

Many of the parents were also of the opinion that, due to technological advances in this modern world, the parents and the children are busy engaged with their respective gadgets like lap-top, mobile phones, television and computer one or the other which has lots of negative impact in the family such as parental negligence, lack of supervision and low rate of positive interactions.

The other issues responded by the parents were illiteracy of the parents, over pampering at home or rejection of parents, poor adult role model in the family, spiritual and moral status of the parents, lack of time and attention by the parents, lesser role played by father in disciplining the children and too busy to give time to the children.

**4. Impact of Indiscipline on the life of the Secondary School Students.**

The parents were asked on how indiscipline affects the life of the Secondary School Students of Nagaland. Majority of the parents responded, indiscipline makes

the students lose interest in studies thereby increasing number of school drop outs. They lack ambition and aim in life. They become rebellious and resort to substance abuse like drinks and drugs creating problems in the family and becoming a menacing individual in the society as well. It also leads to early marriage, unemployment and joining insurgency group. They lose focus in life and their attitude too affects towards their other peer.

Juvenile Delinquency, rioting, stealing, fighting, cheating, recklessness, irrational behaviour, negative outcome, poor academic achievement, unruly behaviour etc. were also some of the impact of indiscipline among Secondary School Students as highlighted by the parents.

#### **5. How parents address the issue on misdemeanour of their child at home.**

Through the interview, three types of parenting styles were identified. They were as follows:

##### **i. Permissive parents/parenting style.**

On being asked how the parents handled their children when they found misbehaving at home, they said that, they bring the issue on the table, talk about the issue, try reasoning and try to solve the problems helping them to realize the consequences in a very loving manner. In one of the interview, one parent said that *“connecting with child and being more friendly and gentle is more important than imposing consequences on them”*. Another parent said that *“I don’t beat them or impose any harsh punishment; I am sympathetic in their mistakes and deal gently correcting their mistakes and being helpful”*. They think that, instead of imposing harsh punishment and setting expectations high putting pressure on them, it is better to be more of a guide and a friend.

##### **ii. Authoritative parents/parenting style**

Those parents who are authoritative in disciplining the child said that, they discuss the issues amicably with the child figuring out the reason behind and try to solve the problem immediately making them understand the repercussion it will have on them and strongly reprimanding them verbally. They use reason, power and reinforcement. There is no communication gap between the parent and the child. One parent said that *“I call the child and talk about the issue, find the reason and correct them what/how it should be*

handled. I also discuss the issue through family prayer meeting by reading out the word of God since all the family members are together and helping the child to judge between the good and bad”. Another parent added that “I praise and criticize their actions, I also set rules and regulations at home in which everyone has to follow but I explained them beforehand how it is going to benefit them”. They think that, children learn best when they are both strict and flexible, when they know when and how to respond to a particular situation and act accordingly.

iii. Authoritarian parents/parenting style.

Parents who are Authoritarian said that, they are very strict and stern in dealing with their child mistakes. One parent said that “I am very strict when it comes to my child mistakes, I scold and beat them and sometimes harsh punishment is also imposed on them to attain a certain level of discipline”. Majority of the Authoritarian parent were of the opinion that, children learn best when they are in control, when they are made to realize their mistakes through punishment. Children remained discipline and obedient with intimidation tactics.

6. Table No.52: Whether parents train the child at home.

Whether parents train the child at home.	No. of respondents	Percentage
Yes	100	100%
No	-	-
Total	100	100%

The parents were asked whether they trained their children at home and the entire parents 100% responded that they train their child at home.

7. Table No.53: How parents train the child at home

No.	Ways on how parents train the child at home
1.	Training on Basic Life Skills
2.	Following rules and regulations at home
3.	Moral training at home
4.	Training on social skills
5.	Teaching the values of life
6.	Teaching self-control

7.	Settings limits
8.	Setting good examples
9.	Sending the child to Sunday school
10.	Spiritual training at home

The table – indicates that, the ways on how parents train the child at home are Training on Basic Life Skills, Following rules and regulations at home, Moral training at home, Training on social skills, Teaching the values of life, Teaching self-control, settings limits, Setting good examples, spiritual training at home, Sending the child to Sunday school

8. Table No. 54: whether parents are aware of rules and regulations of their ward's school.

Whether parents are aware of rules and regulations of their ward's school.	No. of respondents	Percentage
Yes	100	100%
No	-	-
Total	100	100%

The parents were asked whether they are aware of rules and regulations of their ward's school and the entire parent 100% responded that they were aware of the school rules and regulations.

9. Table No.55: How principal/ headmaster communicate to the parents on matter of discipline

No.	How principal/ headmaster communicate to the parents on discipline issue.
1.	Phone call
2.	Text message
3.	Written letter
4.	Through school calendar

The findings from the table given above revealed that, the Principal/headmaster communicates through phone call, text message, written letter and through school calendar to the parents/guardian on discipline issue.

10. Table No.56: Suggestions on how to minimize indiscipline in society.

No.	Suggestions from parents
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1.	Living an exemplary life by parents, teachers and elders
2.	Role of church in conducting spiritual awakening programme
3.	Creating awareness among the masses
4.	Organizing seminars, workshop in the school, church and colony
5.	Guidance and counseling programme
6.	Equal responsibilities shared by the parents, teachers and the church leaders.
7.	Sensitizing on the use of modern gadgets

Table 56 shows the suggestions made by parents to minimize incidence of indiscipline among the Secondary School Students of Nagaland.

**11. Table No. 57: Suggestions on 'role of school' given by parents to counter indiscipline.**

No.	Suggestions from parents
1.	Maintaining good relation with the parents and students by teachers
2.	Establishing Parent-Teacher Association
3.	Organizing periodical workshop for teachers in the school
4.	Appointment of trained teachers
5.	Permanent counselor to be appointed
6.	Disciplinary committee to be set up
7.	A separate subject for Life Skill Education
8.	Diverse kind of activities to be introduced
9.	Providing adequate facilities
10.	Unbiased school rules and regulations
11.	Holistic approach in the education system
12.	Emphasizing on capacity building in school
13.	Compulsory Life Skill Education subject to be added

The above table highlighted that, the suggestions made by parents on role of school to counter acts of indiscipline are Maintaining good relation with the parents and students by teachers, Establishing Parent-Teacher Association, Organizing periodical workshop for teachers in the school, Appointment of trained teachers, Compulsory Life Skill Education subject etc.

**12. Table No.58: Methods used by the parents to tackle Indiscipline at home.**

PARENTS RESPONSES	
Providing a conducive home environment	
Relationship based on mutual respect	
Discussing the matter with the child frankly	
Correcting the child rather than imposing consequences	
Having respectful attitude towards them	
Encouragement	
Being Appreciative	
Reward and punishment	
Maintaining good relationship with the child	
Praise and blame	
Forgiveness and prayer	
Reward and punishment	
Scolding and punishment	
Verbal Reprimand	
Guidance and Counseling	
Time and attention to be given	
Spiritual upbringing.	

ows the methods used by the parents to counter acts of Indiscipline at home. Some of the methods were providing a conducive home environment, Relationship based on mutual respect, discussing the matter with the child frankly, Encouragement, Being Appreciative, Reward and punishment, Praise and blame Reward and punishment, Verbal Reprimand, Guidance and Counselling

#### 4.4 ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY HEAD OF INSTITUTIONS.

Profile of Head of Institutions by Age, Gender and Academic Qualification

Table No.59: *Profile of Head of Institutions*

AGE		
Responses	No	%
24-35	3	12.5%



36-45	9	37.05%
46-55	10	41.67%
56-65	2	8.33%
Total	24	100%
<b>Gender</b>		
Responses	No	%
Male	14	58.33%
Female	10	41.67%
Others	-	-
-	-	-
Total	24	100%
<b>Academic qualifications</b>		
Responses	No	%
Graduate	11	45.83%
Post Graduate	12	50%
M.Phil	01	4.17%
-		
Total	24	100%
Responses	No	%
B.Ed	19	79.17%
Med	01	4.17%
Others	-	-
-	-	-
Total	20	83.33%

Table No. 55 shows that 41.67% of the Head of Institutions were between the ages of 46-55 years, 37.05% of the Head of Institutions were between 36-45 years, 8.33% were 56-65 years and 12.5% were between 24-35 years. The table also shows that 60.87% of the Head of Institutions were male while 41.67% were female. The table also highlights that 50% of the Head of Institutions were postgraduate and 45.83% of the Head of Institutions were graduate while 79.17% had B.Ed and only 4.17% of the Head of Institutions had M.Ed.

## 1. Dimensions of Indiscipline among the Secondary School Students of Nagaland.

Through the headmasters Interview, different dimensions of acts of Indiscipline have been identified. They were as follows:

### i. Economic Dimension:

According to the headmasters, Poor Economic condition of the parents deprives the child of their basic necessities which encourages acts of in discipline like stealing, lying, dishonesty and cheating among the children. They were of the opinion that, the children coming from a rich and wealthy family are also not less in exhibiting acts of Indiscipline such as proudness, misuse of money, gambling and spending too much on drinks and drugs. Majority of the headmasters also cited that, those parents who are always engaged in earning material prosperity neglects their child with no proper guidance at home and making them to be too independent and vulnerable in becoming an undisciplined or delinquent child. Besides, they also added that, the want for easy money in the society also encourages the child to involve in anti-social elements at a very young age.

### ii. Educational Dimensions.

The acts of Indiscipline among the Secondary School Students of Nagaland identified through the interview of Headmasters are:

- a) Bunking class
- b) Loitering around the town during school hours
- c) Improper uniform
- d) Examination malpractice/cheating
- e) Late arrival to school
- f) Defiance to school rules and regulations
- g) Not bringing books inside the class
- h) Inattentive in the classroom
- i) Disrespectful to teachers
- j) Not doing homework assignment on time

### iii. Socio-Cultural Dimension:

According to the Head of Institutions Interview, the acts of Indiscipline in Socio-Cultural Dimension that were identified are highlighted as under:

- a) Addiction to Mobile phone

- b) Addiction to online-gaming and social-sites
- c) Indecent dressing
- d) Violence
- e) Gang fights
- f) Bad company
- g) Disturbing the locality
- h) Dressing inappropriately
- i) Disrespectful to parents and elders
- j) Using harmful substances
- k) Immorality
- l) Narcissism

iv. Gender Dimension:

According to the headmaster's opinion, the acts of Indiscipline among Secondary School Students of Nagaland in Gender Dimensions were identified are, immoral activities, and using slang language, loitering around during school hours and hanging out late at night.

## 2. The most common discipline problem among the Secondary School Students of Nagaland.

Table No.60: Most common discipline problem among Secondary School Students

No.	Responses	No. of Respondents	Percentage
1.	Chewing tobacco	23	100%
2.	Misuse of mobile phone	23	100%
3.	Addiction to online gaming	21	91.30%
4.	spitting on the wall	21	91.30%
5.	Loitering and roaming during school hours	18	78.26%
6.	Using slang language	23	100%
7.	Disrespectful to teachers, parents and elders	22	95.65%
8.	Gang fights	13	56.52%
9.	Lack of seriousness in studies	21	91.30%
10.	Negative attitude	17	73.91%

11.	Aggressiveness	9	39.13%
12.	Irregularity in school	15	65.22%
13.	Smoking cigarette and weeds	13	56.52%

As shown from table above, majority (100%) of the headmasters reported chewing tobacco, misuse of mobile phone and using slang language as the most common indiscipline problem. Disrespectful to teachers, parents and elders by 95.65%, addiction to online gaming, lack of seriousness in studies & spitting on the wall by 91.30%, loitering and roaming during school hours by 78.26%, negative attitude by 73.91%, irregularity by 65.22% and gang fights, gangs fights & smoking cigarette and weeds by 56.52% aggressiveness by 39.30%.

### 3. Prevalent factors responsible for Indiscipline among Secondary School Students of Nagaland.

The prevalent factors identified through Interview of Head of Institutions have been classified into three heads:

#### i. Home Based Factors:

The home based factors identified according to headmaster were:

- a) Broken Home
- b) Poor economic background of the parents
- c) Unconducive home environment
- d) Lack of parental guidance and supervision
- e) Lack of moral training at home
- f) Faulty upbringing at home
- g) Lack of knowledge and illiteracy of the parents
- h) Tendency to put children at an early stage in hostel and rented house for comfort.
- i) Lack of time and attention by parents at home

#### ii. Societal Factors:

- a) Peer group influence
- b) Disorder, conflicts and instability in the society
- c) Advancement of technology
- d) Modernization
- e) Western culture
- f) Social media

- g) Corruption in the society
- h) Value degradation in the society
- i) Uncultured society
- iii. Educational Factors:
  - a) Non Detention Policy
  - b) Abolition of Corporal Punishment
  - c) Lack of adequate facilities
  - d) Lack of rules and regulations
  - e) Less student-teacher ratio
  - f) Appointment of untrained teachers
  - g) No permanent counsellor
  - h) Present education system has become student friendly.

#### 4. Impact of Indiscipline on the school administration

The Head of Institutions/Principals were asked on how they perceive the impact of Indiscipline on School Administration. The interview indicated that, Indiscipline of the students have numerous issues confronting administrative effectiveness. Those Head of Institutions who were interviewed had varied views regarding how indiscipline affected their work. Majority of the Head of Institutions thought that Indiscipline of the students made it impossible to do their assigned duties on time. They claimed that, they waste so much of time in solving and handling them instead of doing something fruitful affecting the school calendar and slow down the pace of academic work which in turn hampers the effectiveness of the whole school environment. A small number of Head of institutions reported:

*Indiscipline of the students made it difficult to run the school smoothly, the menace of indiscipline did not allow the school to function well, school administration is not able to take corrective measures and creates an unfriendly environment between the parents, teachers, students and Head of Institutions.*

Others principals and headmasters were also of the view that, indiscipline not only affect the whole school system but it also discourages the teachers, create confusion, chaos and frustration in the school leading to poor performance in the exam results.

#### 5. Impact of Indiscipline on the life of the Secondary School Students of Nagaland

Table No.61: Responses of Headmasters on impact of Indiscipline on the life of the Secondary School Students

No.	Responses	No. of Respondents	Percentage
1.	Increase school drop out	23	100%
2.	Becoming anti-social to the society	23	100%
3.	Substance abuse	23	100%
4.	Bad influence to the peer group	10	43.47%
5.	Stagnation	07	30.43%
6.	Juvenile Delinquency	21	91.30%
7.	Remain unfocussed towards future goals	22	95.65%
8.	Increase no. of crimes	22	95.65%
9.	A menace to the society	16	69.56%
10.	Violence at home	23	100%
11.	Indiscipline activities makes them demoralized	08	34.78%
12.	Joining Gangs and insurgency	10	43.47%

Findings from the table above indicate that, ranking highest in the list of Headmasters was increase school dropout, becoming ant-social to the society; substance and violence at home at 100% followed by remain unfocussed towards future goals and increase no. of crimes at 95.65%, juvenile delinquency at 91.30%, a menace to the society at 69.56%, Bad influence to the peer group and joining gangs and insurgency at 43.47%, indiscipline activities makes them demoralized (34.78%) and stagnation at 30.43%.

6. Table No.62: Whether schools have adequate set of rules and regulations for handling indisciplined students.

Head of Institutions responses	No. of respondents	Percentage
Yes	22	95.65%
No	-	-
Not really	01	4.37%
Total	23	100%

From the table given above, 95.65% of the head of institutions reported on having an adequate set of rules and regulations specifically for indisciplined students while only 4.37% of Head of Institutions reported to some extent.

7. Table No.63: Whether school Administration has systematic monitoring of teachers' discipline

Head of Institutions responses	No. of respondents	Percentage
Yes	23	100%
No	-	-
Total	100	100%

From the table shown above, all the Head of Institutions 100% reported that the school administration have systematic monitoring of teachers discipline.

8. Table No.64: Rules followed by school in monitoring teacher's discipline

No.	Responses from the Head of Institutions
1.	Frequent meeting on professional ethics
2.	Terms and condition about their dress
3.	Punctuality
4.	Preparing a lesson plan
5.	Fine imposed to irregular teachers
6.	No hair colouring
7.	No tobacco in the school campus
8.	Systematic monitoring through Attendance Register
9.	'No work, no pay'
10.	Deduction of Salary
11.	Guidelines to follow

The table – above highlighted some of the rules followed by school in monitoring teacher's discipline; frequent meeting on professional ethics, terms and condition about their dress, punctuality, preparing a lesson plan, fine imposed to irregular, teachers, no hair colouring, no tobacco in the school campus, systematic monitoring through attendance register, no work, no pay', deduction of salary and guidelines to follow.

9. Table No.65: Opinion of Head of Institutions about Government policy on abolition of corporal punishment in the school.

Opinion of Head of Institutions regarding government policy on abolition of Corporal Punishment in the school
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Abolition of Corporal Punishment is good for the students		Corporal Punishment should not be abolished.		Cannot say		Total	
No.	%	No.	%	No.	%	No.	%
08	34.78%	13	56.52%	2	8.70%	23	100%

Findings from the table above indicate that 56.52% of the Head of Institutions felt that, corporal punishment should not be abolished. While 34.78% were of the opinion that, abolition of corporal punishment is good for the students and 8.70% of the Head of Institutions cannot say.

10 Table No.66: Methods used in place of corporal punishment in the school.

No.	Responses from the Head of Institutions
1.	Counselling
2.	Verbal Reprimanding
3.	Calling parents to school
4.	Moral punishment
5.	Explanation call
6.	Manual works
7.	Detention during recess and after school
8.	Imposition
9.	Assignments
10.	Imposing fine
11.	Warning
12.	Undertaking
13.	Suspension

Finding from the table revealed that, some of the methods used in place of corporal punishment were: counselling, verbal reprimanding, calling parents to school, moral punishment, manual works, explanation call, detention during recess and after school, imposition, assignments, imposing fine, warning, undertaking and suspension.



Table No.67: Policies employed by Heads of Institutions in tackling different types of indiscipline in school

No.	Types of indiscipline	Policies used by school
1	Staying away from school without leave	a. Impose fine
		b. calling parents
		c. Application with parents signature
2.	Low attendance	a. Call parents and show their attendance
		b. Explanation call
		c. Debarred from writing examination
3.	Absentees	a. Fine
		b. Warning
		c. Reason from absence with parents presence
		d. Leave application with medical certificate
		e. Recording in school calendar
4.	Using harmful substances	a. Transfer Certificate
		b. Suspension
		c. Warning
		d. Parents call
		e. Counselling
		f. Surprise checking
5.	Using unfair means in examination	a. Warning.
		b. Ceasing the paper
		c. Marks deduction
		d. Expulsion
6.	Using mobile phone in the school premise	a. Confiscation
		b. Fine
		c. Call parents
7.	Disrespect to teachers	a. Sent to Principal's office
		b. Suspension
		c. Verbal Reprimand
8.	Late arrival to school	a. Cleaning the school campus
		b. Standing in front of the whole students

		c. Detention during recess or after school
		d. Warning
		e. Imposition

The above table shows the different types of indiscipline in school and the policies used by the school in tackling the same.

12. Table No. 68: Whether school has guidance and counselling services.

Head of Institutions responses	No. of respondents	Percentage
Yes	05	21.74%
No	18	78.26%
Total	23	100%

From the above table, it can be clearly seen that 78.26% of the Head of Institutions reported that, the school has no permanent guidance and counselling services while only 21.74% of the Head of Institutions responded that the school has guidance and counselling Services.

13. Table No.69: Activities carried out for tackling indiscipline among Secondary School Students.

No.	Head of Institutions Responses
1.	Counselling by teachers, Principals and School Chaplain
2.	Mass Social work
3.	Essay Competition
4.	Calling Resource person to speak in the morning assembly
5.	Surprise checking
6.	Inviting Counselors
7.	Girls and boys are taught separately by male and female teachers
8.	Anti-ragging Committee
9.	Dividing the students into different club like peace club, anti-tobacco club, sanitation club etc.
10.	Disciplinary committee
11.	Awareness programme
12.	Senior students deliver on the topic in the morning assembly

The above table highlights on some of the activities that have been carried out so far in tackling indiscipline in the school.

14. Table No.70: Management styles employed by Head of Institutions

Head of Institutions responses	No. of respondents	Percentage
Authoritative	11	47.83%
Authoritarian	05	21.74%
Lenient	07	30.43%
Total	23	100%

The finding from above table reveals that, 47.83% of the Head of Institutions follow authoritative management style to counter Indiscipline. While 30.43% responded that they are lenient in dealing with indisciplined students and 21.74% reported that, they follow authoritarian management style.

15. Table No.71: Suggestions for Indiscipline among students by Head of Institutions

No.	Suggestions made by Head of Institutions
1.	Emphasizing on Character building
2.	Spiritual foundation since childhood
3.	Training on Life Skill at an early age
4.	Sensitizing students and parents on Discipline
5.	Creating an opportunity for the child
6.	Moral Education
7.	Value Education
8.	Counselling
9.	Showing sympathy
11.	School-family-community relationship
12.	Educate parents on parenting
13.	Parent mentoring programmes in school, church and the community

The above table highlights on the suggestions made by head of institutions on how indiscipline can be reduced and eradicated.

16. Table No.72: Suggestions by Heads of Institutions on the role of parents and teachers in tackling indisciplined students

No.	Suggestions made by Head of Institutions
1.	Proper guidance at home and at school both by parents and teachers
2.	Establishing relationship and consultation between the parents and teachers
3.	Close supervision and monitoring of the students by parents and teachers
4.	The teachers and parents should be a keen observer for any change in terms of the child's behaviour
5.	Forming Parents-Teachers association to resolve or tackle the issue together
6.	Coordination and Cooperation between the teachers and parents to study the child weakness and give them a proper guidance
7.	Parents and teachers should identify the caliber of the child and nurture accordingly
8.	They should establish a good rapport with the students
9.	Understanding the child's psychology
11.	Be firm with the students
12.	They should be a role model for the students by living an exemplary life

The above table shown above highlighted the suggestions made by Head of Institutions on role of parents and teachers in disciplining the child.

## **CHAPTER-V**

### **FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

#### **5.0 INTRODUCTION**

The study sought to investigate indisciplined behaviour among Secondary Students of Nagaland. The study was undertaken to identify its dimensions, factors and impact. It was also an attempt to study the policies used by schools in handling indiscipline students and how they are tackled at various levels. The descriptive methods were used in the investigation with questionnaires and interview schedule as tools of research. The findings of the study and major findings have been summarized and highlighted.

This Chapter also gives remedial measures, conclusion of the study and makes recommendations and suggestions for further Research.

#### **5.1 Findings based on Responses given by Students and teachers objective wise.**

##### **A. Findings related to Dimensions of Indiscipline**

1. The study revealed that 74.85% of the student's and 81% of the teachers respondents agreed that Indiscipline is responsible for problems in academic life of the students, 15.4% of the student's and 4.5% of the teachers disagreed, while 9.8% of the student's and 14.5% of the teachers respondents agreed to some extent
2. It was found out that 54% of the student respondents and 53.5% of the teacher respondents agreed that Indiscipline is responsible for problems in religious life of the students, 27.2% (students) and 14.4% (teachers) disagreed, while 18.8% (students) and 32%(teachers) agreed to some extent
3. The study also revealed that 72.2% of the student respondents and 77.5% of the teacher respondents agreed that indiscipline is responsible for problems in social life of the students, 9% (students) and 3% (teachers) did not agree, while 18.8% (students) and 19.5% (teachers) agreed to some extent.
4. The study revealed that, the common acts of indiscipline in educational dimension were: being disrespectful to teachers (70.6% students and 66% teachers), playing during class (68% students and 51% teachers), not doing homework/assignments (62.4% students and 65%

teachers), bunking class (60.06% students and 43% teachers), coming late to school (60.06% students and 25% teachers), truancy (58.25% students and 41% teachers)), absenteeism without leave (53.8% students and 35.5% teachers), shabby dressing (51% students and 55% teachers), examination malpractices (47% students and 35.5% teachers), ragging (33.6% students and 14% teachers), any other (2.4% students) who gave their opinion besides the mentioned items were keeping classroom untidy, chewing tobacco in the class, playing online games in the classroom, using mobile phone inside the classroom, restlessness and inattentive and 3.5% of the teachers mentioned violation of school dress code, school rules and regulations and restlessness during class hour besides the given items.

5. The study found out that, 66.6% of the student respondents and 88.5% of the teacher respondents agreed with using harmful substances as the most common acts of indiscipline in Socio-cultural dimension. 65.2% (students) and 75.5% (teachers) agreed with misuse of mobile phone, disrespectful to elders (65.2% students and 67.5% teachers), 64.8% (students and 46% (teachers) agreed with fighting, 60% (students) and 75.5% (teachers) agreed with misuse of social networking sites, 50.4% (students) and 58% (teachers) with violence at home, 50.2% (students) and 50% (teachers) with forming bad associations, 47.4% with violating rules, 47.2% (students) and 43.5% (teachers) with disturbing the locality, 45.6% (students) and 48.5% (teachers) with indecent dressing, 43.8% (students) and 30.5% (teachers) with destruction of public property, 32.2% (students) and 75.5% (teachers) with misuse of television, 25.4% (students) and 55% (teachers) agreed with misuse of magazine 23.4% (students) and 20% (teacher) with vandalism respectively and any other (4.6% students) which are listed as passing comments on religion, influence of other culture and forgetting their own, imitating actors and actresses, cyber crimes, bullying and victimization in social media like face book, instagram.

6. The study found out that, 71.2% of the respondents reported on misuse of money as the most common acts of indiscipline exhibited by Secondary School students in economic dimension followed by lying (66.2%), fighting (65.2%), dishonesty (64.2%), cheating (55.8%), stealing other belongings (46%), gambling (43.6%), stealing money (41.2%), aggression (39.8%), pick pocketing (31%), extorting money by threat (29.6%) and peddling substances (23%) Similarly, 74.5% of the teachers respondents reported on misuse of money as the most common acts of indiscipline exhibited by Secondary School students in economic dimension followed by dishonesty (64.5%), lying (62%), cheating (57%), aggression (44%),

fighting(43%), Gambling (42%),stealing other belongings (33.5%), peddling substances (27%), stealing money (26%), pick pocketing(17%) and extorting money by threat (15.5%) while 0.6% of the teachers responded with demanding money from parents to buy expensive clothes and mobile phones besides the other given items.

7. The study revealed that, 80.4% of the student respondents agreed with engaging in immoral activities as the most common acts of indiscipline in gender dimension followed by throwing abusive words(70.4%), fighting (64.6%), insulting (60%), eve teasing (55.85%), mocking (52.6%), bullying (52.4%), pulling hair(40.4%), name calling (39%) and pulling skirt (34.2%) where as 67% of the teacher respondents agreed with throwing abusive words as the most common acts of indiscipline in gender dimension followed by insulting 52.5%), mocking (51%), fighting (46%), bullying (44%), engage in immoral activities (42%), Eve teasing (41.5%), name calling (34.5%) pulling hair(30.5%), and pulling skirt (13.5%).

8.The study revealed that, a whopping (81.4% students and 90.5% teachers) agreed with chewing tobacco as the most common discipline problem among the secondary students of Nagaland followed by, laziness (89% teachers and 77% students), spitting on the wall (88% teachers and 74.8% students), disrespectful to teachers and elders (87.5% teachers and 73.8% students), smoking (69.4%students and 63% students), drinking alcohol (71% teachers and 63.4% students), examination malpractices (62.2% students and 39% teachers), lateness to school (55.4% students and 27.5%), absenteeism (52.8% students and 20.6% teachers), eve teasing (50.6% students and 28.5% teachers), violence (50.4% students and 33.5% teachers), bullying (50.2% students and 49% teachers), wearing wrong uniform (47.2% students and 78% teachers), truancy (38.8% students and 40.5% teachers), drug abuse(34.4% students and 16% teachers) and 5.2% (students)) gave their opinion. They were smoking weeds, loitering around the town during school hours, hanging out late at night with male/female partners, addiction to mobile games, sleeping late at night, creating problems in the family, asking money from parents to buy expensive clothes, less seriousness in studies, bullying online and using slang language.

9. The study also revealed that, 53% of the student respondents and 68.5% of the teacher respondents felt that there is no difference among the students coming from different social status in exhibiting acts of indiscipline. While 34.65% (students) and 27% (teachers) agreed with students coming from high economic status, 8.2% (students) and 1.5% (teachers) agreed

with middle economic status and 4.2 (students) and 3% (teachers) agreed with low economic Students.

10. The study revealed that, 75.2% of the respondents agreed that, the use of mobile phones introduced a new dimension of Indiscipline among the Secondary School Students of Nagaland while 15.4% disagreed and only 9.4% of students agreed with to some extent. Similarly, 74% of teacher's respondents also agreed with the use of mobile phones as a new dimension of Indiscipline among the Secondary School Students of Nagaland, while 9.4% of teachers agreed to some extent and none of the teachers disagreed.

11. Some of the reasons on how mobile phone introduced a new dimension of indiscipline according to students responses were: spending and wasting most of the time in social networking sites neglecting studies, getting addicted to online-games, encourages immoral activities, misuse of internet, mobile phone has become their sole companion, getting unwanted access & improper use of unwanted sites through internet, Increasing cyber crimes, bullying each other in social networking sites, alienate themselves from the society, becoming more conscious about their appearance.

Some of the reasons according to teachers respondents were spending and wasting most of the time in social networking sites neglecting studies and everything, getting addicted to online-games, encourages immoral activities, mobile phone has become their sole companion, getting unwanted access & improper use of unwanted sites through internet, alienate themselves from the society, using mobile phone inside the classroom causing distraction, being deprived of sleep and effects their health making them lazy, increasing cyber crimes, bullying each other in social networking sites and more conscious about their appearance rather than studying

## **B. Findings related to Factors of Indiscipline**

12. It was revealed that, 43.6% and 42% of both the students and teachers disagreed with hereditary problems as the factors responsible for indiscipline among secondary school students of Nagaland while 38% of the students and 49.5% of the teachers agreed with this to some extent and only 18.4% of the students and 8.5% of the teachers said yes.

13. The study revealed that, students based factor that cause indiscipline among the secondary school students of Nagaland were: laziness (87.4% students and 79.5% teachers ),



lack of interest (78% students and 72% teachers), negative attitude (75.4% students and 67.5% teachers), poor study habits (64.4% students and 67% teachers), frustration (52% students and 40% teachers), stress 51.2% students and 30% teachers, low self concept (50.2% students and 60.5% teachers), low self esteem (48% students and 38.5% teachers), attention deficit disorder(46.2% students and 37.5% teachers), boredom (44.4% students and 47% teachers), insecurity(40.2% students and 30% teachers), 27.8% (students) and 33% (teachers) agreed with anxiety and in the category of any other (2% students) gave their views which were mentioned as bad company, no willingness to explore and learn new things, choosing the wrong direction, over confidence, attitude problem and no self-control. Similarly in the category of any other (2% teachers) responded with addiction to modern gadgets, bad company and lack of self discipline.

14. Academic factors responsible for indiscipline among secondary school students of Nagaland were not able to identify student's differences in the classroom (72% students and 77% teachers), not being able to draw students attention (66.8% students and 79% teachers), poor classroom management (58.4% students and 57.5% teachers), teaching method (43.8% students and 59% teaches), teacher absenteeism (42% students and 35% teachers). In the category of any other 4.2% of the students gave their opinion such as partiality of the teacher, weak personality of the teacher, too much of assignment and project work, inadequate facilities, overcrowded classroom, partiality among good and bad students, giving more importance to excellent students only and comparing too much with the outstanding students by the teachers and school administrators and any other (1% teachers) mentioned lack of adequate teaching materials and too much leniency given to the students.

15. it was found out that, on educational factors responsible for indiscipline among the secondary school students of Nagaland, 69.2% of the students reported on lack of guidance and counselling, 65.2% agreed with poor student-teacher relationship, 61.2% with overcrowded classroom, 58.2% with poor classroom management and lack of value based education, 56% with lack of co-curricular activities, 52% with ineffective teaching, 49.4% with poor infrastructural facilities, 49% with autocratic attitude of teachers, 46.85 with poor administration in institution and only few students of 25.8% agreed with wrong location of the school. Similarly, 84.5% of the teacher respondents agreed with overcrowded classroom, 81.5% reported on lack of guidance and counselling, 80.5% of the teachers responded with Lack of rules and regulations, 62.5% responded with lack of value based education, 61.5%

with poor classroom management, 57% with ineffective teaching , 56% with lack of co-curricular activities, 52.5% agreed with poor student-teacher relationship, 51.5% with poor infrastructural facilities, 50% with poor administration in institution, 33.5% with autocratic attitude of teachers and 28% agreed with wrong location of the school.

16. On Societal factors that cause indiscipline among the secondary school students of Nagaland, it was found out that, majority of both the students (77.8%) and (96%) teachers agreed with peer group influence, 71.6% (students) and 72% (teachers) agreed with corruption in the society, 67.4% (students) and 57% (teachers) with unwholesome mass media, 65.8% (students) and 33% (teachers) with conflict in the society, 52.2% (students) and 49% (teachers) with changing social norms and values, 51% (students) and 66% (teachers) with modernization, 45.2% (students) and 70.5% (teachers) with impact of western culture, 40.4% (students) and 31% (teachers) with poor economic background of the parents, 36.4% (students) and 35.5% (teachers) with mixed population and 34% (students) and 26% (teachers) with band culture.

17. The study revealed that, home based factors responsible for Indiscipline among Secondary School Students of Nagaland according to student respondents were 67.6% of the respondents agreed with lack of parental guidance, 66.8% agreed with broken family, 58.2% with lack of home training, 53.8% with parental over protection of children, 52.6% with unsatisfactory home environment, 51.8% with marital conflicts at home, 51.6% with parental rejection of children, 51.2% with autocratic attitude of the parents, 49.4% with poor value system at home, 48% with lack of proper value inculcation, 46.2% with poor economic background, 39.6% with child rearing practice and 39.4% with sibling rivalry.

Similarly, 85.5% of the teachers also agreed with lack of parental guidance, 81% with poor value system at home , 76% agreed with broken family, 74.5% with lack of home training, 72% with lack of proper value inculcation, 69.5% with marital conflicts at home, 63.5% with unsatisfactory home environment , 58.5% with parental rejection of children, 48% with parental over protection of children, 46% with autocratic attitude of the parents, 45.5% with child rearing practice, 38% with poor economic background and 20.5% with sibling rivalry.

18. The study revealed that, 36% of the students and 54% of the teacher respondents agreed with government practices and short coming as responsible factor for indiscipline among

secondary school students of Nagaland while 33.8% of students and 12% of teachers respondents agreed to some extent and 30.2% of students and 34% disagreed.

19. According to the students who agreed that government practices and short comings contributes to indiscipline among secondary school students of Nagaland, 96.1% of them agreed with inability of the government to implement strict rules and regulations, 69.4% with abolition of corporal punishment, 61.1% with irregularity on the part of the government to check the attendance of teacher and 52.78% with inadequate provision of infrastructural facilities.

Similarly, according to the teacher respondents who agreed that government practices and short comings contributes to indiscipline among secondary school students of Nagaland, all the teachers 100% agreed with inability of the government to implement strict rules and regulations, 85.19% with irregularity on the part of the government to check the attendance of teacher, 84.26% with abolition of corporal punishment, and 58.33% with inadequate provision of infrastructural facilities.

20. Both the students (55%) and teachers (67%) agreed that non-detention policy contributes to indiscipline among secondary school students of Nagaland, 28.6% of the students and 26% of the teachers agreed to some extent while 16.4% of the students and 7% of the teachers disagreed.

### **C. Findings related to Impact of Indiscipline**

21. The study revealed that, the impact of discipline issues on school according to students were, prevents congenial atmosphere among the students (73.2%), increase school-dropout rates (71.8%), disturbs harmonious environment of schools (62.8%), poor performance during exam (59.8%), obstructing the smooth and orderliness of the school system (58.8%) prevents learning (57.2%), prevents congenial atmosphere among the students & disturb harmonious environment of school (52.4%), tarnishes the image of the school & hinders the effectiveness of school administration (51.2%), contributes immensely to the falling standard of education (42.8%). According to teacher respondents, the impact of discipline issues on school were: poor performance during exam (70.5%), disturbs the learning process (69.5%), tarnishes the image of the school (68%), obstructing the smooth and orderliness of the school system (63.5%), prevents congenial atmosphere among the students (61.5%), disturb harmonious environment of school (60%), prevents learning & hinders the effectiveness of school administration (55%), prevents congenial atmosphere among the students (53.5%),

increase school-dropout rates (47%) and contributes immensely to the falling standard of education (45.5%).

22. It was found out that, the impact of indiscipline on teaching learning process among secondary school students of Nagaland ranking highest from the student and teacher respondents were poor performance during exam (82.2% students and teachers 79%), disturb other students (79.4% students and teachers 75%) followed by disturb Classroom environment (75.2% students and teachers 88.5%), hinders effective learning (65.2% students and teachers 72.5%), disregard to teachers (64.4% students and teachers 74.5%), inadequate preparation for exam (62.4% students and teachers 68%), examination mal practices (61.2% students and teachers 39.5%), obstacle to quality education (60% students and teachers 68.5%), unsatisfactory learning outcome (59.4% students and teachers 68.5%), hinders effective teaching (59.2% students and teachers 79.5%), classroom management becomes a problem (54.4% students and teachers 61.5%), incomplete syllabus (52.2% students and teachers 29.5%), teaching becomes a problem (50.2% students and teachers 67%) and teachers feel insecure (39.4% students and teachers 32.5%).

23. The study indicated that the impact of student's indiscipline on academic performance among the secondary school students of Nagaland were indiscipline leads to poor results (80.4% students and teachers 75%), delinquency contributes to low academic performance in school (69.2% students and teachers 62%), absenteeism among students contributes to low academic performance (67.2% students and teachers 63%), undisciplined students perform badly academically (60.8% students and teachers 58%), slow down the pace of academic work (57.2% students and teachers 56.5%), examination malpractices contributes to indiscipline in school (56.4% students and teachers 51%) & truancy influence low academic performance in school (52.4% students and teachers 40%).

24. It was found out that, the impact of indiscipline on the life of the secondary school students of Nagaland from the highest ranking were: indulge in anti-social activities (69.65% students and teachers 66.5%), involves in drinks and drugs (69.8% students and teachers 75%), violence at home (66.4% students and teachers 76%), early withdrawal from school (65% students and teachers 55.5%), causes harm/hurt to others (52.2% students and teachers 40.5%), becoming a delinquent (51.2% 58.5%), chaos in the society (46.4% 43%), stagnation (46.2 students and teachers 56%), deviate himself from norms and culture of the society (44% students and teachers 58%), alienate himself from the society (41.2% students and teachers

47%), joining cultist group (32.4% students and teachers 22%) and 0.4% (any other) some other impacts mentioned by them were cited early marriage, becoming a pardon to the family and society, poor examination results.

25. The study revealed that, 66.8% of the students and 70% of the teachers felt that, the rate of indiscipline among the secondary school students of Nagaland is high, 19.6% of the students and 25% of the teachers felt that, they can't say and 13.6% of the students and 5% of the teachers felt that, it is average while none of the students agreed that, the rate of indiscipline among secondary school students of Nagaland is low.

#### **D. Findings related to various policies used by school**

26. The study also revealed that, 75.2% of the students and 61.5% of the teachers responded that, the school has general set of rules and regulations for handling indisciplined students, 14.8% of the students and 19.5% of the teachers responded that the school doesn't have while 10% of the students and 19% of the teachers didn't respond.

27. The study found out that, the ways in which teacher and administrators communicate to students on discipline issue were: daily checking (80.5% teachers and 44% students), through school diary (72.6% students and teachers 46%), announcement before the class starts (67.2% students and teachers 96%), notice board (55.6% students and teachers 49.5%), announcing every morning assembly (48%) and through handwritten note (25% students and teachers 28%). while 0% students and 4% teachers reported on using suggestion box as a means to communicate to students on Discipline Issue.

28. The study found out that the channels of communication use by the school administration to parents/guardian on students discipline issue were: through teachers-parents meeting (88.8% students and teachers 99%), through multi-media (82.6% students and teachers 74.5%), through regulatory record on school diary (67.2% students and teachers 80.5%), through notice board (39% students and teachers 37%), through handwritten note (21% students and teachers 54.5%) and 0% of the students and 06% of the teachers reported on suggestion box.

29. According to the findings, the policies that were employed by the school to prevent indiscipline in the school are : suspension (60.8% students and teachers 54%), introduction of moral studies (60.4% students and teachers 70.5%), introduction of value education (58.6% students and teachers 47.5%), introduction of religious Education (53.8% students and teachers 50.5%), showing exemplary life (53.4% students and teachers 64.5%), expulsion(44.6% students and teachers 30%), establishment of parent-teachers association(34.4% students and teachers 30.5%), involvement of students in making rules and regulations (34% students and teachers 24%), 29.8% of the students and 15% of the teachers reported on installation of CCTV in school campus and any other (1.2 students) gave their views which were introducing variety of clubs like cleanliness club, peace club etc., setting up disciplinary committee, code of conduct to be followed.

30. It was also found out that, 85% of the students reported on having class monitor or class captain to check indiscipline in case of teacher's absence in the classroom, while 8% of the students disagreed and 7% of the students didn't respond.

31. The study revealed that, all 100% of the teachers responded that, proxy teachers manage the disciplinary issue of the students in case of teacher's absence in the classroom. 73% of teachers responded with class monitor/class captain, 28.5% responded with headmaster and 21% responded with administrator

32. The behaviour exhibited by students liable for expulsion and suspension according to teachers were:

- Possessing harmful substances
- Aggression and improper attitude towards teachers
- Examination malpractices
- Frequent bunking of classes
- Remained absent without leave for long
- Ragging and bullying
- Repeated misconduct
- Damage of school properties
- Immoral activities
- Poor performance in studies
- Extreme way of violating school rules and regulations
- Low attendance

32. Regarding government policy on abolition of corporal punishment in the school, it was revealed that, 44.6% of the students and 56% of the teachers were of the opinion that, corporal punishment should not be abolished in the school. However, 39% of the students and 33% of the teachers felt that it should be abolished while 16.4% of the students and 10.5% of the teachers cannot say.

#### **E. Findings related to how indiscipline is tackled at various levels**

33. The study reveals that, 81% of the students and 96% of the teachers felt that, teacher-learner relationship can help in promoting effective classroom discipline and 15% of the students and 8% of the teachers agreed to some extent, while 4% of the students and none of the teachers disagreed.

34. The findings revealed that, being understanding (92.6% students and teachers 99.5%), being encouraging (90.6% students and teachers 100%), being helpful (90% students and teachers 82.5%), having knowledge of students psychology (85.4% students and teachers 84%), shaping behaviour through reward and punishment (78% students and teachers 78%), being caring (77.6% students and teachers 76%), being friendly (61% students and teachers 69.5%), sympathetic (50% students and teachers 68%), being open (48.8% students and teachers 70.5%), being humorous (30% students and teachers 53%) helps in keeping acts of indiscipline minimal in the school environment and any other 3%(teachers) gave their opinion on being a role model and a guide.

35. On how acts of Indiscipline among Secondary school students of Nagaland are tackled at schools, the study revealed that the following steps were taken- calling parents to school (78.6% students and teachers 97%), suspension (68.6% students and teachers 58.5%), warning with fine (59.2% students and teachers 55.5%), manual work (64% teachers), cleaning the school campus (57.8% students), verbal reprimand (54.8%62%), sweeping the classroom floor (53.6%students), report to higher authorities (53.4%), written warning with fine (51.4% students and teachers 54%), guidance and counselling (44.2% students and teachers 66%), cleaning school toilet (38.4%students), grounding during recess (36.6%), signing a bond (34.2% students and teachers 62.5%) and any other (1.4% students) gave their views on assignments, impositions, detention during break or after school hours, any other (1.4% students) gave their views on assignments, impositions, detention during break or after

school hours and any other (2.5%) responded with detention during break and after class hour, leading the school assembly, assignment, imposition and recording in school calendar with parents/guardian signature

36. The findings on parents and guardian reaction when they found their wards misbehaving at home according to the students respondents were, their parents scolds (88.4%), 85% of the students agreed that their parents gives guidance and counselling, 81.6% of the students reported that, their parents warns, 62.6% of the students agreed that their parents punish, 32.4% of the students reported that, their parents bears and only 12.6% of the students agreed that their parents ignore.

37. Some of the suggestions made by the teachers on how indiscipline among the Secondary School Students of Nagaland can be tackled at school. They were: proper administration by the authority, improvised classroom management skills, technique & strategies, provision of moral and value education, creative work should be introduced to make the students engaged with, appointment of teachers to only well trained teachers, proper administrative procedure, creating a good atmosphere with the students, taking strict actions against the defaulters, teaching life skill education, government should come up with proper rules and regulations, permanent stationing of counselling in the school, conducting training for teachers, understanding the psychology of the child, proper written code of conduct with no biasness in implementing the same, less student intake in each classes.

38. Some of the suggestions made by the teachers on how indiscipline among the secondary school students can be tackled at home were, parents should show interest in monitoring the activities of the child, parents should give appropriate punishment, parents must not be too supportive or over protective of the child as it leads to indiscipline, healthy relationship with the child should be built at home by the parents, proper attention, time and parental care should be given, proper Inculcation of moral values at home, parents should set good examples at home, prohibition of using too much social media and gadgets, money should not be given unnecessarily, parents should spend quality time with the child, guiding and counselling the child from childhood, proper spiritual guidance at home should be given, praise and blame and reward and punishment.



39. The study revealed that, the possible solutions of indiscipline among secondary school students of Nagaland according to students were 92% agreed with guidance and counselling, 84.2% with provision of value education, 82.6% with provision of moral education, 78.6% with high parental and school supervision, 77% with enforceable rules and regulations, 76.6% with provision of moral leadership, 74.8% with emphasis on co-curricular activities, 67% with provision of adequate facilities, 58% with value re-orientation in the society and 50% with reduction of class size.

According to teachers respondents, a whopping 90% of teachers agreed with guidance and counselling, 83.5% with high parental and school supervision, 80.5% with provision of value education, 80% with provision of moral education, 75% with enforceable rules and regulations, 74.5% with provision of adequate facilities, 73% with reduction of class size, 68.5% with emphasis on co-curricular activities, 67% with value re-orientation in the society, 65.5% with provision of moral leadership.

40. Some of the suggestions made by the students to minimize indiscipline in the society were:

- a) Proper guidance and direction should be given by parents, teachers and elders.
- b) Society should not ignore and avoid the indiscipline students but play a role in guiding them to right path.
- c) Parental and teachers advice/instructions should be given with love, care and affection.
- d) Imparting knowledge to the students about the value of discipline
- e) The church should also play a major role by organizing awareness programme and campaign from time to time.
- f) Good moral & value education to be taught in the school as well as in the church
- g) Implementing strict rules and regulations
- h) Parents, teachers and elders should try to understand the child and emphasise more on encouraging and advising rather than, imposing harsh punishment

## **5.2. Findings based on Responses given by parents**

1. The most common discipline problem among Secondary School Students of Nagaland according to the parents were using harmful substances, addiction to mobile phone: being hooked to internet, social sites and online gaming, immoral

activities between the opposite sex, loitering around the town and locality, using slang language, defiance to rules and regulations, aggressiveness, being disrespectful to teachers, parents and elders, less interest in studies, violence at home with the parents and rebellious attitude.

2. The study reveals that, the factors responsible for indiscipline among Secondary School Students of Nagaland were:

- i. Home based factors identified were lack of moral values at home, poor foundation, poor home training, divorce and domestic violence at home, poor economic background, wealth of parents, bad neighbourhood/locality, lack of parental guidance, poor family relationship, parental views on education and discipline, parent's ignorance on the activities of their children and giving too much freedom to children.
- ii. The social factors identified were peer group influence, peer pressures, too much exposure to modern technology, social media, crime in the society, increased societal demands, western influence, corruption and easy money in the society, socio-cultural influences and modernization.
- iii. The personal factors responsible for indiscipline according to the parents were rapid physical growth, laziness, negative attitude, chose to be with bad company, stubbornness and boredom.
- iv. The School factors identified were: too much freedom is given to the students, government policy on abolition of corporal punishment and Non-detention policy, inefficiency and weak personality of the teachers, lack of relationship or too friendly with students, absence of strict rules and regulations, lack of capacity building, inadequate facilities and lack of guidance and counselling in the school.

3. The study revealed that, some of the issues which contributes significantly to behavioural problems in children at home were alcoholic father beating the mother and children, frequent fighting between husband and wife, parental disunity and financial problem, lack of sharing and communication, sibling rivalry, disrespect and disregard in the family, Ineffective parenting and chaos at home, attachment to modern electronic gadgets by parents, parental negligence, lack of supervision and low rate of positive interactions, illiteracy of the parents, over pampering at home or

rejection of parents, poor adult role model in the family, spiritual and moral status of the parents, lack of time and attention by the parents, lesser role played by father in disciplining the children and too busy to give time to the children.

4. Some of the impact of indiscipline among secondary school students of Nagaland identified were; school dropout, lack ambition and aim in life, becoming rebellious, substance abuse like drinks and drugs, creating problems in the family, becoming a menacing individual in the society, early marriage, unemployment and joining insurgency group, juvenile delinquency, rioting, stealing, fighting, cheating, recklessness, irrational behavior, negative outcome, poor academic achievement, unruly behavior.

5. On how parents tackle the issue on misdemeanour of their child at home, it was found out that, three (3) types of parenting styles were used by parents.

i. Permissive parenting styles:

Those parents who are permissive, were of the opinion that, instead of imposing harsh punishment, setting expectations high and putting pressure on them, it is better to be more of a guide and a friend.

ii. Authoritative parenting styles:

Parents who were authoritative thought that, children learn best when they are both strict and flexible, when they know when and how to respond to a particular situation and act accordingly

iii. Authoritarian parenting styles:

The study found out that, the Authoritarian parents were of the opinion that, children learn best when they are in control, when they are made to realize their mistakes through punishment. Children remained disciplined and obedient with intimidation by parents.

6. The study revealed that, 100% of the parents responded that they train their child at home.

7. The ways on how parents train the child at home were training on basic Life Skills, following rules and regulations at home, moral training at home, training on social skills, teaching the values of life, teaching self-control, setting limits, setting good examples, spiritual training at home, sending the child to Sunday school.

8. The study revealed that, all the parents 100% responded that they were aware of the school rules and regulations.

9. The channels of communication used by principal/ headmaster to the parents/guardian on discipline issue were through phone call, text message, written letter and through school calendar.

10. Some of the suggestions made by parents to minimize indiscipline in the society today were; Living an exemplary life by parents, teachers and elders, role of church in conducting spiritual awakening programme, creating awareness among the masses, organizing seminars, workshop in the school, church and colony, guidance and counselling programme, equal responsibilities shared by the parents, teachers and the church leaders, sensitizing on the use of modern gadgets.

11. Some of the suggestions made by parents on role of school to counter acts of Indiscipline among the secondary school students of Nagaland were; maintaining good relation with the parents and students by teachers, establishing Parent-Teacher Association, organizing periodical workshop for teachers in the school, appointment of trained teachers, permanent counsellor to be appointed, a separate subject for Life Skills Education, diverse kind of activities to be introduced, providing adequate facilities, unbiased school rules and regulations, holistic approach in the education system, emphasizing on capacity building in school.

12. Some of the Methods used by the parents to counter acts of indiscipline at home. providing a conducive home environment, relationship based on mutual respect, having respectful attitude towards them, encouragement, being appreciative, praise and blame, forgiveness and prayer, reward and punishment, scolding and punishment, verbal reprimand, guidance and counselling.

### **5.3. Findings based on Responses given by Head of Institutions**

1. The study revealed that, the dimensions of Indiscipline among the Secondary School Students of Nagaland according to Heads of Institution have been identified as:

- i. In Economic Dimension, different acts of indiscipline that were identified were stealing, lying, dishonesty and cheating among the children, misuse of money, gambling and spending too much on drinks and drugs, want for easy money.
  - ii. In Educational Dimension, the acts of Indiscipline among the Secondary School Students of Nagaland identified through the interview of Headmasters were: bunking class, loitering around the town during school hours, improper uniform, examination malpractice/cheating, late arrival to school, defiance to school rules and regulations, not bringing books inside the class, inattentive in the classroom, disrespectful to teachers, not doing homework assignment on time
  - iii. According to the Heads of Institutions Interview, the acts of Indiscipline in Socio-Cultural Dimension that were identified were addiction to mobile phone, addiction to online-gaming and social-sites, indecent dressing, violence, gang fights, bad company, disturbing the locality, dressing inappropriately, disrespectful to parents and elders, using harmful substances, immorality, narcissism.
  - iv. According to the headmaster's opinion, the acts of Indiscipline among Secondary School Students of Nagaland in gender dimensions were identified are, immoral activities, using vulgar language, loitering around during school hours and hanging out late at night.
2. The study found out that, the most common indiscipline problem among Secondary School Students of Nagaland were; majority (100%) of the headmasters reported chewing tobacco, misuse of mobile phone and using slang language, disrespectful to teachers, parents and elders by 95.65%, addiction to online gaming, lack of seriousness in studies & spitting on the wall by 91.30%, loitering and roaming during school hours by 78.26%, negative attitude by 73.91%, irregularity by 65.22% and gang fights, gangs fights & smoking cigarette and weeds by 56.52% aggressiveness by 39.30%.
3. The prevalent factors identified through Interview of Head of Institutions have been classified into three heads:

i. Home Based Factors:

The home based factors identified according to headmaster were: broken Home, poor economic background of the parents, unconducive home environment, lack of parental guidance and supervision, lack of moral training at home, faulty upbringing at home, lack of knowledge and illiteracy of the parents, tendency to put children at an early stage in hostel and rented house for comfort, lack of time and attention by parents at home.

ii. Societal Factors:

The societal factors identified in the study were: peer group influence, disorder, conflicts and instability in the society, advancement of technology, modernization, western culture, social media, corruption in the society, value degradation in the society, uncultured society

iii. Educational Factors:

The educational factors responsible for Indiscipline among secondary school Students of Nagaland according to Head of Institutions were; non detention policy, abolition of corporal punishment, lack of adequate facilities, lack of rules and regulations, overcrowded classroom, appointment of untrained teachers, lack of guidance and counselling services, present education system has become student friendly.

4. The study revealed that, Indiscipline of the students has numerous issues confronting administrative effectiveness. They were as follows:

- i. Indiscipline of the students made it impossible to do the assigned duties on time.
- ii. Wasting so much of time in solving and handling the indiscipline students instead of doing something fruitful affecting the school calendar and slow down the pace of academic work.
- iii. Indiscipline of the students made it difficult to run the school smoothly,
- iv. The menace of indiscipline did not allow the school to function well,
- v. School administration is not able to take corrective measures and creates unfriendly environment between the parents, teachers, students and Head of Institutions.

- vi. Indiscipline not only affect the whole school system but it also discourages the teachers, create confusion, chaos and frustration in the school leading to poor performance in the exam results.
5. Findings from the study indicated that, the impact of Indiscipline on the life of the secondary school students ranking highest in the list of Headmasters were Increased school dropout, becoming ant-social to the society; substance and violence at home at 100% followed by remain unfocussed towards future goals and increased number of crimes at 95.65%, juvenile delinquency at 91.30%, a menace to the society at 69.56%, bad influence to the peer group and joining gangs and groups at 34.78% and stagnation at 30.43%.
6. The study revealed that, 95.65% of the Head of Institutions reported on having an adequate set of rules and regulations specifically for indisciplined students while and 4.37% of Head of Institutions reported to some extent.
7. It was found out that, all the Head of Institutions 100% reported that the school administration have systematic monitoring of teachers discipline.
8. The study found out that, some of the rules followed by school in monitoring teacher's discipline were; frequent meeting on professional ethics, terms and condition about their dress, punctuality, preparing a lesson plan, fine imposed to irregular, teachers, no hair colouring, no tobacco in the school campus, systematic monitoring through attendance register, no work, no pay', deduction of salary and guidelines to follow.
9. Opinions regarding abolition of Indiscipline according to Head of Institutions were 56.52% of the Head of Institutions felt that, corporal punishment should not be abolished. While 34.78% were of the opinion that, abolition of corporal punishment is good for the students and 8.70% of the Head of Institutions cannot say.
10. On guidance and counselling services in the school, 78.26% of the Head of Institutions reported that, the school has no permanent guidance and counselling

services and only 21.74% of the Head of Institutions responded that the school has guidance and counselling Services.

11. Some of the methods used in place of corporal punishment were: counselling, verbal reprimanding, calling parents to school, moral punishment, manual works, explanation call, detention during recess and after school, imposition, assignments, imposing fine, warning, undertaking and suspension.

12. The study reveals some of the policies use by school to tackle different types of indiscipline in school were:

- i. Staying away from school without leave:  
The policies used were: imposing fine, calling parents and application with parents signature.
- ii. Low attendance:  
Application with parents signature, call parents and show their attendance, explanation call, debarred from writing examination,
- iii. Absentees:  
Fine, warning, reason from absence with parent's presence, leave application with medical certificate, recording in school calendar
- iv. Using harmful substances:  
Transfer certificate, suspension, signing an undertaking, warning, parents call, counselling, surprise checking.
- v. Using unfair means in examination:  
Warning, ceasing the paper, ceasing the paper, marks deduction, expulsion
- vi. Using mobile phone in the school premise:  
The policies used were confiscation, fine, call parents.
- vii. Disrespect to teachers:  
Sent to Principal's office, suspension, verbal reprimand
- viii. Late arrival to school:  
Cleaning the school campus, standing in front of the whole students, detention during recess or after school, warning and imposition



13. Some of the activities that have been carried out so far in tackling indiscipline in the school were; counselling by teachers, principals and school Chaplain, mass social work, essay competition, calling resource person to speak in the morning assembly, surprise checking, inviting counsellors, girls and boys are taught separately by male and female teachers, anti-ragging committee, dividing the students into different club like peace club, anti-tobacco club, sanitation club etc., disciplinary committee, Senior students deliver on the topic in the morning assembly.
14. On the management style followed by Head of Institutions, the finding reveals that, 47.83% of the Head of Institutions follow authoritative management style to counter indiscipline. While 30.43% responded that they are lenient in dealing with indisciplined students and 21.74% reported that, they follow authoritarian management Style.
15. Some of the possible ways on how indiscipline acts of students can be reduced or eradicated as suggested by Head of Institutions were; emphasizing on character building, spiritual foundation since childhood, training on life skill at an early age, sensitizing students and parents on discipline, moral education, value education, creating an opportunity for the child, counselling, showing sympathy, school-family-community relationship, educate parents on parenting, parent mentoring programmes in school, church and the community.
16. Some of the suggestions made by Head of Institutions on the role of parents and teachers in tackling indiscipline students were; proper guidance at home and in school both by parents and teachers, establishing relationship and consultation between the parents and teachers, close supervision and monitoring of the students by parents and teachers, teachers and parents should be a keen observer for any change in terms of the child's behaviour, forming Parents-Teachers association to resolve or tackle the issue together, coordination and cooperation between the teachers and parents to study the child weakness and give them a proper guidance, parents and teachers should identify the calibre of the child and nurture accordingly, establishing a good rapport with the students, understanding the child's psychology, a role model for the students by living an exemplary life.

## **5.4. MAJOR FINDINGS OF THE STUDY**

Data Collected from Students, Teachers, Parents and Head of Institution from Questionnaires and Interview Schedule were analysed. The findings were placed under different Heads on the basis of the results of data analysis and presented objective wise.

### **A. DIMENSIONS OF INDISCIPLINE**

- i.** Indiscipline among the Secondary School Students of Nagaland have become a vital issue in every walks of life be it, Religious, Social or Academic life of the students.
- ii.** The study revealed that, there is an increasing trend of Indiscipline among the secondary school students of Nagaland. Some of the common discipline problems exhibited by Secondary students of Nagaland today were using harmful substances, addiction to mobile phone: hook to internet, social sites and online gaming, immoral activities between the opposite sex, loitering around the town and locality, using slang language, disrespectful to teachers and parents.
- iii.** In Educational Dimension, It was found out that, the acts of indiscipline among the secondary school students of Nagaland were being disrespectful to teachers, playing during class, not doing homework/assignments, coming late to school and bunking class, absenteeism without leave, shabby dressing, improper uniform, loitering around during school hours, inattentive in the class and examination malpractices.
- iv.** It was found out that, the acts of indiscipline among the secondary school students of Nagaland in Socio-Cultural domain were using harmful substances like chewing tobacco, drinking and smoking cigarettes, misuse of mobile phone and disrespectful to elders, fighting, misuse of social networking sites, violence at home, forming bad associations, violating rules, disturbing the locality and indecent dressing, immorality, gang fights etc.
- v.** In Economic Dimension, the study reveals that, the acts of indiscipline among the secondary school students of Nagaland were misuse of money, lying, fighting, dishonesty and cheating.
- vi.** The study reveals that, acts of indiscipline among boys and girls at secondary level in gender dimension were engage in immoral activities, throwing abusive words, using slang language, loitering around during school hours and hanging out late at night.

- vii. It was found out that, the use of ICT in the form of Mobile Phones introduced a new dimension of Indiscipline among the secondary school students of Nagaland.

## **B. FACTORS RESPONSIBLE FOR INDSCIPLINE**

The various factors of Indiscipline behaviour among the secondary school students of Nagaland as perceived by students, teachers, parents and head of institutions were:

- i. Students based factors like rapid physical growth, chose to be with bad company, lack of interest, negative attitude, poor study habits, frustration, stress and low self concept causes indiscipline among the secondary school students of Nagaland.
- ii. Academic factors such as (a) not able to identify student's differences in the classroom, (b) not being able to draw student's attention (c) poor classroom management (d) ineffective teaching makes teaching learning process uninteresting and unattractive. All these teacher related factors invites students to be more indiscipline and loss interest in studies.
- iii. Educational factors responsible for indiscipline among the secondary school students of Nagaland according to the findings were lack of guidance and counselling, poor student-teacher relationship, overcrowded classroom, poor classroom management and lack of value based education, lack of co-curricular activities, ineffective teaching and poor infrastructural facilities, abolition of corporal punishment, non-detention policy, lack of rules and regulations and appointment of untrained teachers. The present education system which has now become student friendly is another key factor responsible for indiscipline among students in the school.
- iv. Societal factors such as peer group influence, corruption in the society, conflict in the society, changing social norms and values, modernization and impact of western culture, conflicts and instability in the society, advancement of technology, unwholesome mass media , corruption in the society, value degradation in the society etc. causes indiscipline among the secondary school students of Nagaland.
- v. The home based factors that contributes to Indiscipline among Secondary Students of Nagaland were:
  - a. Lack of parental guidance, broken family, lack of home training, parental over protection of children, unsatisfactory home environment, marital conflicts at home, parental rejection of children, and autocratic attitude of the parents.

- b. Tendency to put children at an early stage in hostel and rented house for comfort and lack of time and attention by parents put the student at risk of becoming undisciplined
- c. Alcoholic father beating the mother and children, frequent fighting between husband and wife, parental disunity and financial problem significantly contributes to behavioural problems in children at home.
- d. Ineffective parenting and chaos at home is linked to behavioural problem such as delinquency, criminal tendency and academic problem.

### **C. IMPACT OF INDSCIPLINE**

- i. The study found out that, children from high socio-economic background engaged in acts of indiscipline as well as children from low and middle socio-economic background. There is no difference in exhibiting indiscipline acts among the secondary school students of Nagaland as per the socio economic background.
- ii. The impact of indiscipline on schools were: prevent congenial atmosphere among the students, increase school-dropout rates, disturbs harmonious environment of schools poor performance during exam, obstructing the smooth and orderliness of the school system, prevents learning, prevents congenial atmosphere among the students, disturb harmonious environment of school, tarnishes the image of the school and hinders the effectiveness of school administration.
- iii. Indiscipline of the students also has numerous issues confronting administrative effectiveness such as:
  - a. Indiscipline of the students made it impossible to do the assigned duties on time.
  - b. Wasting so much of time in solving and handling the indiscipline students instead of doing something fruitful affecting the school calendar and slow down the pace of academic work.
  - c. Indiscipline of the students made it difficult to run the school smoothly.
  - d. School administration is not able to take corrective measures and creates an unfriendly environment between the parents, teachers, students and Head of Institutions.
  - e. Indiscipline not only affect the whole school system but it also discourages the teachers, create confusion, chaos and frustration in the school leading to poor performance in the exam results.
- iv. The effects of indiscipline on teaching learning process among secondary school students of Nagaland were: poor performance during exam , disturb other students,

disturb classroom environment , hinders effective learning , disregard to teachers, inadequate preparation for exam , examination mal practices , obstacle to quality education, unsatisfactory learning outcome, hinders effective teaching, classroom management becomes a problem , incomplete syllabus and teaching becomes a problem.

- v. Impact of student's indiscipline on academic performance among the secondary school students of Nagaland according to student respondents were it leads to poor results, delinquency contributes to low academic performance in school, absenteeism among students contributes to low academic performance , undisciplined students perform badly academically, slow down the pace of academic work, examination malpractices contributes to indiscipline in school & truancy influence low academic performance in school.
- vi. The study reveals that, the affects of indiscipline on the life of the secondary school students of Nagaland were indulge in anti-social activities , involves in drinks and drugs, violence at home, early withdrawal from school, early marriage, causes harm/hurt to others and becoming a delinquent.
- vii. The study found out that, the rate of indiscipline among the secondary school students of Nagaland is high.

#### **D. VARIOUS POLICIES USED BY SCHOOLS**

- i. It was found out that, almost all the secondary schools of Nagaland have general set of rules and regulations for handling indisciplined students.
- ii. In case of teacher's absence in the classroom, proxy teachers, class monitor/class captain manage the disciplinary issue of the students.
- iii. The channels of communication used by teacher and administrators to students on discipline issue were: through school dairy, announcement before the class starts, notice board and announcing every morning assembly.
- iv. The channels of communication use by the school administration to parents/guardian on students discipline issue were through teachers-parents meeting, through phone call and text messages, through regulatory record on school calendar and through handwritten note
- v. The study found out that, some of the policies employed by school to prevent indiscipline were suspension, introduction of moral studies, introduction of value education, introduction of religious education, showing exemplary life.

- vi. It was found out that, all the school administrations have systematic monitoring of teachers discipline.
- vii. The study found out that, some of the rules followed by school in monitoring teacher's discipline were; frequent meeting on professional ethics, terms and condition about their dress, punctuality, preparing a lesson plan, fine imposed to irregular teachers, no hair colouring, no tobacco in the school campus, systematic monitoring through attendance register no work, no pay', deduction of salary and guidelines to follow.
- viii. On guidance and counselling services in the school, it was reported that, almost all the school has no permanent guidance and counselling services in the school. It was found out that, concerned teachers, Headmaster/Principal or school chaplain gives guidance and counselling to the student as and when required.
- ix. Some of the behavior exhibited by students liable for expulsion and suspension were: possessing harmful substances, aggression and improper attitude towards teachers, examination malpractices, frequent bunking of classes, remained absent without leave for long, ragging and bullying, repeated misconduct, damage of school properties, immoral activities, poor performance in studies, extreme violation of school rules and regulations, low attendance.

## **E. HOW INDISCIPLINED IS TACKLED AT VARIOUS LEVELS**

On the basis of results obtained from the data analysis, the following findings in relation to tackling indisciplined behaviour by the schools, teachers and parents were highlighted below.

### **1. How Indiscipline is tackled at School**

- i. Some of the measures adopted by School in Tackling Indisciplined Students were:
  - a) call parents to school,
  - b) suspension
  - c) warning with fine
  - d) manual works
  - e) verbal reprimand
  - f) report to higher authorities
  - g) written warning
  - h) Signing a bond.

- i) Transfer certificate.
  - j) imposition
- ii. suggestions made by teachers on how indiscipline can be tackled at school were; Proper guidance and counselling, cooperation between parents and teachers in maintaining students discipline, maintaining a set of well established rules and regulations, separate department for tackling disciplinary issues, providing better infrastructure, proper administration by the authority, improvised Classroom management skills, technique & strategies, provision of moral and value education, appointment of teachers to only well trained teachers, taking strict actions against the defaulters, creative work should be introduced to make the students engaged with, teaching life skills education, permanent stationing of counselling in the school, conducting training for teachers, proper written code of conduct with no biasness in implementing the same, less student intake in each classes.
- iii. Some of the frequently used methods in place of corporal punishment to tackle indiscipline among secondary school students of Nagaland were: counselling, verbal reprimanding, calling parents to school, moral punishment, manual works, explanation call, detention during recess and after school, imposition, assignments, imposing fine, warning, undertaking and suspension.
- iv. Some of the activities that have been carried out so far in tackling indiscipline in the school were; counselling by teachers, principals and school chaplain, mass social work, essay competition, calling resource person to speak in the morning assembly, surprise checking, inviting counsellors, girls and boys are taught separately by male and female teachers, anti-ragging committee, dividing the students into different club like peace club, anti-tobacco club, sanitation club etc., disciplinary committee, senior students deliver on the topic in the morning assembly.
- v. Some of the suggestions made by parents on role of school to counter acts of indiscipline among the secondary school students of Nagaland were; maintaining good relation with the parents and students by teachers, establishing Parent-Teacher Association, organizing periodical workshop for teachers in the school, appointment of trained teachers, permanent counsellor to be appointed, a separate subject for life skills education, diverse kind of activities to be introduced,

providing adequate facilities, unbiased school rules and regulations, holistic approach in the education system, emphasizing on capacity building in school.

- vi. On the Management Styles used by the Head of Institutions to tackle indiscipline among secondary student of Nagaland in the school, majority of the Headmaster/Principal/ Head of Institutions cited on authoritative style of management to counter acts of Indiscipline.

## **2. How Teachers tackle Indiscipline to promote effective discipline in the Classroom**

- i. It was found out that, teacher-learner relationship can help in promoting effective classroom discipline.
- ii. Some of qualities of teachers that helps in keeping acts of indiscipline minimal in the classroom were being understanding, being encouraging, being helpful, Having knowledge of students psychology, shaping behaviour through reward and punishment, being caring, being friendly, sympathetic, being open, and their being a role model and a guide.

## **3. How parents tackle acts of Indiscipline of the children at home**

- i. The findings on parents and guardian reaction when they found their ward's misbehaving at home according to the students respondents were, their parents scold them, gives guidance and counselling, their parents warns, their parents punish, their parents bears and their parents ignore.
- ii. Relationship based on mutual respect, having respectful attitude towards them, encouragement, being appreciative, praise and blame, forgiveness and prayer, reward and punishment, scolding and punishment, verbal reprimand, guidance and counselling and depriving of certain benefits were some of the methods used by the parents to counter acts of Indiscipline at home.
- iii. The parents were asked whether they trained their children at home and the entire parents 100% responded that they train their child at home.
- iv. Some ways on how parents train the child at home were: training on basic life skills, following rules and regulations at home, moral training at home, training on social skills, teaching the values of life, teaching self-control, settings limits, setting good examples, spiritual training at home, sending the child to sunday school etc.



- v. On how parents address the issue on misdemeanours of children at home, different types of parenting styles were identified. They were:
  - a. Permissive parents/parenting style:  
They think that, instead of imposing harsh punishment and setting expectations high putting pressure on them, it is better to be more of a guide and a friend.
  - b. Authoritative parents/parenting style  
They think that, children learn best when they are both strict and flexible, when they know when and how to respond to a particular situation and act accordingly.
  - c. Authoritarian parents/parenting style.  
Parents who are authoritarian said that, they are very strict and stern in dealing with their child mistakes. Majority of the authoritarian parents were of the opinion that, children learn best when they are in control, when they are made to realize their mistakes.
- vii. **REMEDIAL MEASURES FROM SUGGESTIONS MADE BY STUDENTS, TEACHERS, PARENTS AND HEAD OF INSTITUTIONS**

On the basis of suggestions given by students, teachers, parents and head of Institutions to minimize indiscipline among the secondary school students of Nagaland, the following Remedial Measures have been presented.

- i. **Remedial measures to Minimize Indiscipline in School**
  - a. Proper guidance and counselling should be made available to the students.
  - b. Seminars and counselling programmes should be organized for parents at school sensitizing them on ward's discipline issues.
  - c. The school should come up with a clear cut policy to counter indisciplined acts of students.
  - d. Introducing creative and diverse kind of activities would keep the students busy having less time to indulge in acts of indiscipline.
  - e. There should be adequate provision of co-curricular activities in the school.
  - f. Both the disciplined and undisciplined, good and weak students should be taken care of without biasness to foster discipline among students.

- g. Maintaining a proper student-teacher ratio will promote effective classroom discipline.
- h. Providing effective administrative support on discipline related work.

**ii. Role of parents in minimizing Indiscipline among Secondary School Students of Nagaland**

- a. The parents should provide guidance, direction, assistance and help to the child in the process of personal development and growth.
- b. The parents should take care of the social emotional growth and health of the child by using various positive factors such as praise, encouragement, talk and response, time and affectionate attention to foster healthy emotions.
- c. The parent's requirements should not only provide basic necessities but also requires teaching and educating the child to shape their knowledge and character.
- d. The parents should provide an optimal environment in which the child learns and grow in conditions where it allows a positive changes and improvements, opportunities to explore and experiment in his own environment.
- e. The parents should establish a good relationship with the teachers to check the child progress in the school. Close monitoring of the child activities should also be done outside the school.
- f. The parents should provide a 'structure' for the children at home such as giving direction, imposing rules, use discipline, sets limits, encountering the children with their behaviour and teaching moral values.

**iii. Remedial measures to minimize indiscipline in the Society**

- a) Society should not ignore and avoid the indiscipline students but play a role in guiding them to right path.
- b) Proper guidance and direction should be given by parents, teachers and elders
- c) The church should also play a major role by organizing awareness programme and campaign from time to time.
- d) The parents must practice discipline at home by living exemplary life.

- e) Parents, teachers and elders should try to understand the child and emphasise more on encouraging and advising rather than, down casting and discouraging them.
- f) Good moral and value education to be taught in the school as well as in the church
- g) An awareness programme on the use of modern gadgets should also be organized in the school as well as the church.
- h) Involvement of parents, teachers, students and community elders in implementing rules and regulations in the school.
- i) School-family-community relationship should be established

## **5.5 Discussion of the findings**

Discipline is essential in all walks of life. It is a very important component of humane living. Emerging from the findings, it can be said that, the secondary school students of Nagaland exhibit a numerous acts of indiscipline in different domain such as disrespectful to teachers, loitering around during class hours, not doing homework/assignments, playing during class, shabby dressing, addiction to: mobile phone, online games and social networking sites like Facebook, Whatsapp and Instagram, misuse of money, use of slang language, chewing tobacco, drinking alcohol, smoking cigarettes and weeds, immoral activities between the opposite sex, insulting and bullying. The findings of the study has the support of Silva, Algeless Milka Pereira Meireles da, Negreiros, Fauston, Albano, Ronaldo Matos (2017) who reported indiscipline behaviour such as aggressiveness, laziness, restlessness, inattentiveness, talking, disrespectful teachers, emotional problems etc. The study also emerged that the use of Mobile Phone had introduced a new dimension of indiscipline. It is therefore, important for the teachers, parents and all stakeholders in education to identify the acts of indiscipline and deal with them accordingly.

The study also revealed that, various factors such as student based factor, academic factor, educational factor, social factor, home based factor are responsible for indiscipline among the secondary school students of Nagaland. It was found out that, students based factors that cause indiscipline among the secondary school students of Nagaland was laziness, lack of interest, negative attitude, poor study habits, low self concept and frustration. Academic factors responsible for indiscipline among secondary school students of Nagaland are not being able to draw student's attention, not being able to identify student's differences

in the classroom, poor teaching method and on poor classroom management. Some of the educational factors that contribute to indiscipline were overcrowded classroom, lack of guidance and counselling, Lack of rules and regulations, lack of value based education, poor classroom management, lack of co-curricular activities and poor infrastructural facilities. On societal factors that cause indiscipline among the secondary school students of Nagaland identified were peer group influence, corruption in the society, impact of western culture, modernization, unwholesome mass media and crime in the society and changing social norms and values. Some of the home-based factors revealed according to the study were lack of parental guidance, by poor value system at home, broken family and lack of home training, lack of proper value inculcation, marital conflicts at home, unsatisfactory home environment and parental rejection and over protection of children. The finding has the support of Ngwokabuenui, Ponfua Yhayeh (2015) who classified Students indisciplined behaviours on the basis of the following: 1. student-based such as students poor study habits and student restlessness and inattentive, low self concept etc. 2. Society based such as parental overprotection of children, poor value system, injustice in the society by the practice of nepotism, favouritism and corruption, unwholesome mass media and unsatisfactory home environment and 3. School based causes such as lateness and absenteeism, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by the administrators. In addition, the findings of the study also correlated to the findings of Harjeet Kaur, Ph.D. (1979) who found out that, lack of supervision and control at home and schools also accelerated the problem of Indiscipline.

The study also found out that, government practices and shortcomings such as inability to implement strict rules and regulations, abolition of corporal punishment, and inadequate provision of infrastructural facilities cause indiscipline among students to some extent. Hence, it is important for teachers, school administrators, parents, community elders, policy makers and church workers to cooperate and tackle the issues together.

The findings of the study reveals that, indiscipline problem of the students have numerous impacts on the school administration, on teaching learning process, on academic performance of the students and on the life of the secondary students. Haruna, Usman (2016) reported truancy, stealing, examination mal practice, sexual immorality and drug abuse have significant effects on the management of secondary schools.

From the findings, it may be observed that, the rate of indiscipline among the Secondary School students of Nagaland is high. Children from high economic background as well as children from the low and middle socio-economic background engaged in acts of indiscipline

as well. There is no difference among the students coming from different socio-economic background in exhibiting acts of indiscipline. The study also found out that, lack of moral values at home, poor foundation, poor home training, divorce and domestic violence at home, poor economic background, lack of parental guidance, poor family relationship, parental views on education and discipline, parent's ignorance on the activities of their children and giving too much freedom to children contributes to indiscipline among the students. The findings of the study corroborates with the findings of Katoon (1976) who reported that, death, divorce or separation of either parent, very lenient or over dominant behaviour of parents, poor socio-economic condition, uncongenial home environment are responsible for indiscipline among students. In addition, the findings has the support of Das, N. (1982) on his study "Some behaviour problems of the Secondary School Students of the District of Burdwan and their causes." He found out that, dissatisfactory home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behavioural problems, and dissatisfying environment in school achievement, frustration, poor adjustment in schools particularly with school programmes, social conditions, teachers and the students community contributed much towards behaviour problems.

It is notable that, most schools had rules and regulations for handling indisciplined students and for maintaining teacher's discipline. Some of the channels of communications used by schools to students on discipline issue were announcement before the class starts, daily checking and notice board, through school dairy and through handwritten note. Similarly with parents/guardian were through parents-teacher meeting, through regulatory record on school dairy, through multi-media, through hand written note and through notice board. It was found out that, showing exemplary life by the teachers, suspension, introduction of religious education and introduction of value education as the key disciplinary methods used by schools. Some of the policies used in tackling various kinds of indiscipline acts by school were, imposing fine, calling parents, application with parents signature, transfer certificate, suspension, signing an undertaking, warning, parents call, counselling, surprise checking etc. From the findings, it was observed that, in all the schools, these methods of handling indiscipline seem to be insufficient to manage indiscipline cases. Various innovative ideas, methods and strategies should be introduced and implemented to deal with acts of indiscipline by the teachers and school administrators. Moreover, it was also found out that, in almost all the school, guidance and counselling services was very poorly organised. There were no trained counsellor and permanent guidance and counselling service available in the school. School chaplain, teachers and head of institutions gives counselling to the students as

and when needed. Thus, guidance and counselling services should be taken seriously by the school management board in appointing trained and permanent stationing of counsellor in the school.

In tackling Indiscipline students in school and at home by teachers, parents and administrators, the findings revealed that, teacher-learner relationship can help in promoting effective classroom discipline by being encouraging, being understanding, having knowledge of students psychology, being helpful, value inculcation, counselling, being caring, being open, being friendly, sympathetic, shaping behavior through reward and punishment and being humorous. The finding has the support of Dr. Yatendra Kumar S. Pal. (2009) who reported that classroom interaction should be healthy and interesting. Teacher should create school environment free for good communication, teacher should be aware of the family situation of the students and try to solve it. Some of the preventive measures used by School to tackle indisciplined students were call parents to school, reported to higher authorities, manual works, signing a bond, verbal reprimand, suspension, warning with fine & written warning. On how parents tackle the issue on misdemeanour of their child at home, it was found out that, three (3) types of parenting styles were identified as permissive parenting style, authoritarian and authoritative parenting styles. The finding of the study on parenting style corroborates the reports of Baumrind (1971) who reported that, three major child rearing practices: authoritarian, authoritative and permissive. Authoritarian parents valued obedience from the child and did not believe in verbal give and take in such matters. Similarly, the study also found out that, the management styles used by the administrator/Head of Institution/head master were authoritative management style, lenient and authoritarian management Style. From the findings, in order to maintain good discipline among the students/wards teachers and parents should play their role in enhancing effective discipline methods and strategies. All the school should set up a discipline team to take charge of matters relating to student discipline.

## **5.6 Conclusion of the study**

The study explored the views of students, teachers, parents and heads of institutions regarding indiscipline among the secondary school students of Nagaland. The study sought to find out the dimensions, factors and impact of Indiscipline among the secondary school students of Nagaland. The study was also conducted to find out the various policies used by schools and how indiscipline is tackled at various levels. Basing on the findings, it was

revealed that, the dimensions of Indiscipline among Secondary School Students of Nagaland were based on economic dimension, socio-cultural dimension, educational dimension and gender dimension. The acts of indiscipline among the schools varied but the most common ones included chewing tobacco, drinking alcohol, addiction to online gaming and social media, smoking weeds and cigarettes, being disrespectful to teachers, parents and elders, misuse of mobile phone, immoral activities between opposite sex, addiction to online gaming, negative attitude and laziness, using slang language.

The study also revealed that, home based factors, educational factors, societal factors and personal factors were attributed to discipline issue among secondary school students of Nagaland by students, teachers, parents and head of institutions. Increase school dropout rates, violence at home, substance abuse, juvenile delinquency, poor academic performance were also some of the major impact of indiscipline among the secondary school students of Nagaland as perceived by student's teachers, parents and head of institution. The study found out that, the use of ICT especially mobile phone introduced a new dimension of indiscipline among the secondary school students of Nagaland and it was also revealed that, the rate of indiscipline among the secondary student is high in Nagaland. The increasing trends of indiscipline among the secondary school students of Nagaland according to the findings were addiction to online games, mobile phone and social networking sites like whatsapp, face book, instagram etc, indulging in drink and drugs, smoking cigarettes and weeds, immoral acts, use of slang language, loitering around the town during school hours.

In the study it was also revealed that, the most common policies/methods employed by school to tackle indiscipline were suspension, moral education, value education, showing exemplary life, verbal reprimanding, manual work and calling parents to school. Phone calls, text messages, written letters and school dairy were used as channels of communication used by school to parents and guardian on discipline issue. In the study parenting and school management styles like permissive, authoritative and authoritarian styles were also identified.

In conclusion, discipline is essential for success in anything great that one desires to achieve and indiscipline in any aspects of life degrades productivity and value of life. In order to achieve success in everything one's need to realize that discipline and indiscipline can make or break one's life. All the stake holders have a role to play in curbing student's indiscipline. It is not only the responsibility of teachers alone or that of parents alone. All partners, be it teachers, principals, administrators, parents and guardians, elders and

community elders must be responsible for creating a value system where the younger generation are able to respect elders, maintain rules and regulations and maintain discipline in the home, school and community. Discipline is also not only about taking corrective action ‘after the fact’ after mistakes have been committed but presenting a mindset of preventive mode whereby young people are able to prevent themselves from indulging in indiscipline behaviour and acts which are contrary to societal norms.

It is strongly advocated that, parents should be more responsible and concerned about improving the character of the child and avoid thinking that the responsibilities of their youth ends at the school’s gate. The responsibility of the parents and guardian does not only refer to providing the material needs of the child but also learning how to nurture the child by inculcating good morals in the child. The education system should also be so based on values and moral education that young minds are able to judge between the right and the wrong and take correct decisions in life. The school also needs to provide a whole lot of diverse activities so that every student can find something or the other to keep them focussed. The school should instil confidence in students. The school should also look towards in adopting a democratic consultative approach involving parents, teachers, students and community elders in implementing rules and regulations in the school.

### **5.7 Recommendations and Suggestions to curb Indiscipline among the Secondary School Students of Nagaland**

From the revelations of the study, the following recommendations are made:

1. Making rules together involving students, parents, teachers and administrator.
2. The government and education stakeholders should enhance sensitization on matters related to indiscipline and school management among parents, teachers and community.
3. Seminars and workshops should be organized periodically for teachers and parents on the issues related to indiscipline.
4. Teacher Professional Development training should be given in the school.
5. Parents must be disciplined and role models for their children.
6. Parents need to spend more time with their children despite of their heavy schedule.
7. The child should be offered practical courses that cater to his requirement so that he will have a purpose and having less time to engage and indulge in Indisciplined Behaviour.
8. The school authorities must have an appropriate channel to enforce discipline through forum like Parents-Teachers Association and only trained teachers should be appointed.



9. Permanent and separate counselling cell in school should be established where only qualified counsellors should be appointed.
10. Both the parents and the teachers have a critical duty on matters concerning discipline of their children at school, at home or outside the school and home environment. They should change their hands-off mindset by showing love, care and affection in understanding the problem and solving it.
11. The school must provide adequate facilities for co-curricular activities and effective programme should be put in place to promote student discipline.
12. All the stakeholders in Education should cooperate together to come up with certain ideas and strategies to minimize indiscipline among the secondary school students of Nagaland.
13. All school must come up with code of conduct and implement it.
14. Multiple strategies must be employed by the school to curb indiscipline.
15. Internet and social media safety awareness programme should be given to students.
16. Cooperation and joint responsibility of the home, church, school and the community in curbing Indiscipline.
17. The school should come up with a set of comprehensive and clear procedures for enforcing indiscipline.
18. Teachers need to be trained on other means of controlling and managing the students.
19. The school may establish a separate school discipline team.
20. Enhancing effective discipline by implementing effectively life skills education in the curriculum, involving students in programmed co-curricular activities and establishing family units in all schools.

### **5.8 Suggestions for Further Research:**

- 1) A Comparative study on Indiscipline to be carried out between Government Secondary Schools and Private Secondary Schools of Nagaland.
- 2) An extensive study on Indiscipline covering a larger sample to be conducted.
- 3) There is need for a study on the effect of social media and peer influence on academic performance of the students.

## **SUMMARY OF THE STUDY**

### **INTRODUCTION**

Education is a process that develops the personality and inherent capabilities of a child. The new born infant is not aware of the social customs and traditions but as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional self and a social feeling also develops in him gradually. It socialises her or him to play adult roles in society and provides the necessary knowledge and skills for an individual to be a responsible citizen and member of the society. Education develops the full personality of the individual in all fields and aspects and it also contributes to the growth and development of society. Thus, education is one of the strongest instruments of social change and one of the complex and major processes among many that are operating in the society. It is only through education that moral idea and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another. Education is greatly essential for the growth and development of individual as well as the society.

According to Swami Dayanand, “Education is a means for character formation and righteous living”.

Comenius says “All who are born as human beings need education because they are destined to be real man, not wild beasts, dull animals and clumps of wood”.

In the words of T. Raymont, “Education is that process of Development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment”.

### **NEED AND IMPORTANCE OF THE STUDY**

The problem of indiscipline in schools has persisted over the years; it is one of the common and serious problems in the society for a long time. Discipline has vital importance for building a strong nation. Discipline in individual life, social life and in academic settings have a great significance for the prosperity of individual as well as social and national life. The students should be taught the right etiquette, the right path and the right moral code of conduct. It is the responsibility of all the stakeholders to cooperate and work together for the betterment of the child. The child should be made to learn the wrong and right, the good and

the bad, the consequences of living an undisciplined life and the benefit of the same. Maintaining discipline in academic session is of a prime importance by the Principals, Teachers and Staffs.

At present, the cases of indiscipline are on the rise. It has become a very serious problem in our society today. Regrettably, now indiscipline has become the order of the day among secondary school students. Some of the present day problems that causes trouble are an acts of indiscipline manifested by the students such as bullying, drinking, chewing tobacco, immoral activities, drug abuse, gang fights, disregarding teachers and elders, cheating, lying, abuse of mass media etc. these have corrupted the young people. There is no doubt that students of today are very much different from those of a generation ago. To eradicate these acts of indiscipline, there is a need to identify the problems that are causing indiscipline among young boys and girls and the methods and policies adopted by Parents, Teachers and Administrators. Both the home and the school have great role to play.

### **JUSTIFICATION OF THE STUDY**

Secondary stage is the transitional stage where students experience a number of changes, where students learn to imitate, where students try to learn everything whether good or bad. This is the stage where opposite attraction is taking place. They try to experience everything that comes on their way. They are easily influenced from peer groups. This is the stage where the child experience emotional instability. They are not in control of their self. They try to be impressionable and act cool which has high chances of going the wrong direction and tendency to become undisciplined. There is no doubt that student's indiscipline in the school hampers effective teaching and learning making it impossible for production of useful acceptable members of the society. Thus, the existence of indiscipline among secondary school students is also an educational problem that needs to be solved.

In today's generation all forms of indiscipline are manifested by the students. They tend to deviate away from the normal social life. Various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, chewing tobacco, smoking, drug abuse, insulting/assaulting, stealing, rioting, abuse of mass media and many other antisocial vices are on the rise. These problems have turned into an important issue. In this light, the investigator concerned is to find out various acts of indiscipline among Secondary Students with a view to finding solutions and provide remedial measures in order to make our educational system what it ought to be. If students cultivate the habit of

discipline in schools, there will be smooth running in the school system which in turn will lead to the development of the country in general and of the society in particular. Therefore there is a need to get at the root causes of indiscipline among secondary students.

### **STATEMENT OF THE PROBLEM**

The research problem undertaken was entitled as “A Study of Indisciplined Behaviour among the Secondary students of Nagaland with special reference to Kohima and Dimapur districts”. This study will make an endeavour to find out the perceptions of parents, teachers, head of institutions/ principals and student themselves regarding acts of indiscipline among the Secondary School Students of Nagaland and find out ways and means and prevent and deal with such acts.

### **OBJECTIVES OF THE STUDY**

8. To identify various dimensions of Indiscipline among Government and Private secondary students of Kohima and Dimapur Districts.
9. To find out the factors responsible for Indisciplined behaviour among Government and Private secondary school students of Kohima and Dimapur Districts.
10. To find out the impact of Indisciplined behaviour among students as perceived by parents, teachers, institutional heads and student themselves.
11. To find out the policies related to Indiscipline in Government and Private secondary schools of Kohima and Dimapur Districts.
12. To find out how discipline is tackled at various levels.
13. To suggest remedial measures to curb Indiscipline among secondary students.

### **OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY**

In order to have a better understanding of the concept, the important terms used are briefly explained as:

- (3) Secondary Students : Students studying in classes ix and x
- (4) Indisciplined behaviour: It refers to mode of life not in conformity with rules and regulations and lack of control in the behaviour with the result that they behave in ways that may not be socially acceptable.

## DELIMITATIONS OF THE STUDY

The study is delimited to the following areas –

4. The present study is confined to the students of secondary stage in Kohima and Dimapur districts of Nagaland.
5. The study is delimited to parents, teachers, institutional heads and students from the selected institutions.
6. The study is delimited to the acts of Indiscipline exhibited by Secondary School Students.

## REVIEW OF RELATED LITERATURE

**Patowary (1999) conducted a study entitled “the rise in indiscipline among school students of Assam”.** He observed that, different acts of indiscipline and anti-social behaviour among students were the manifestations of a sort of social malice that has its genesis in the Assam agitation, which made the old orders of the society ineffective in a pronounced manner but failed to replace them with new and effective ones.

Political interventions in matters of appointment of teachers and admissions of students have also aggravated the situations. While on the other hand, many post of teachers, principals and vice-principals in the schools are lying vacant. Moreover the primary level of schooling has lost its efficacy to imbibe sense of discipline among the students. Besides, the development of TV and cinema has now become an addiction for a good number of our children. The attitude of the majority of the guardians in vesting responsibilities with their wards has also a contributory role in this connection.

**Sarma, Makunda (2007) carried out a study entitled “Indisciplined Behaviour among students in Assam, Causes and Remedies”** and the study found out that:

4. Socio-cultural causes of indiscipline: broken home, wild exposure to cinema, T.V and other electronic media and gradual withdrawal of joint family system backed by blind inclination-cu-practice of western culture.
5. Educational causes of Indiscipline: poor goal settings, poor infrastructure, ineffective teaching, ineffective educational factors etc.
6. Economic causes of Indiscipline: i) college student of affluent families having low academic standard create havoc in colleges. ii) Economic insecurity among

college students backed by dark future due to liberal education is the key factor of student's indiscipline.

**Ngwokabuenui, Ponfua Yhayeh (2015)** carried out a study entitled “**Students Indiscipline: Types, causes and possible solutions: the case Secondary Schools in Cameroon**”. The study explored students' indiscipline in Secondary Schools in Cameroon. The study also examined the familiar or common forms, the causes and probable ways to curb indiscipline in schools. The result showed that, the familiar and common types of indiscipline as disobedience to teachers and school perfects included collective misconduct of students and unacceptable habits. Students indiscipline behaviours were classified on three basis: 1. student-based such as students poor study habits and student restlessness and inattentive, low self concept etc., 2. society based such as parental overprotection of children, poor value system, injustice in the society by the practice of nepotism, favouritism and corruption, unwholesome mass media and unsatisfactory home environment and 3. School based causes such as lateness and absenteeism, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by the administrators. The possible remedies to curb indiscipline in Secondary Schools include moral leadership, moral education/instruction, education orientation and behaviour-accountability policy implementation.

**Haruna, Usman (2016)** did a study on impact of students Indiscipline on the Management of Secondary Schools in Kogi-East Senatorial District, Kogi State, Nigeria to investigate the impact of Indiscipline on Management of Secondary Schools in Kogi-East Senatorial District. Survey design was adopted to carry out the study. The finding of the study indicated that, truancy, stealing, examination mal practice, sexual immorality and drug abuse have significant effects on the management of Secondary Schools.

**Silva, Algeless Milka Pereira Meireles da, Negreiros, Fauston, Albano, Ronaldo Matos (2017)** carried out a study entitled “**Indiscipline at Public School: Teachers Conceptions on causes and Intervention**”. The objective of the paper was to verify public school teacher's conceptions about indiscipline and to investigate behaviours and events that occur in the classroom and are considered indiscipline, the possible causes and the ways of dealing with problems. Forty-eight public school teachers participated in the study. The teachers understand indiscipline as aggressiveness, restlessness, inattentiveness, talking, disrespect to

peers and teachers, lack of zeal with material, degradation of the heritage school, emotional problems etc. About the causes, the analysis shows the categories: personal problems, social problems, difficulties in the school-family partnership and in smaller proportion, didactic and pedagogical questions and absence of religiousness.

## **POPULATION**

According to 2015 statistics available in the NBSE office, there were 193 Private schools and 44 Government Schools in both Kohima and Dimapur Districts respectively. Out of these schools, 10% of both Government and Private Secondary schools of Kohima and Dimapur Districts were selected for the study. Thus, the total number of schools targeted was 4 Government Schools and 20 Private schools making a total of 24 Schools.

## **SAMPLING TECHNIQUE**

Purposive Sampling Technique and simple random sampling technique were used to select participants in the study. Parents were purposively selected for Interview and Simple Random Sampling was used to select other participants as heads of institutions, students and teachers for the study.

## **TOOLS USED IN THE PRESENT STUDY**

The device or instrument used for gathering the facts and information suitable to and understanding of the project is called tools.

The following tools were developed and used by the researcher for the present study.

- e) Self-developed Students Indisciplined Behaviour Questionnaire (SIBQ) for students.
- f) Self-developed Students Indisciplined Behaviour Questionnaire (SIBQ) for teachers.
- g) Interview Schedule for parents
- h) Interview Schedule for principal/institutional heads.

## **DATA ANALYSIS**

Data had been collected through questionnaires and Interview. The investigator attempted to discuss, analyze and interpret the data collected through questionnaire and personal interview

using both qualitative and quantitative method. Therefore, the responses collected from Heads of the Institutions, Teachers, Students, and Parents were systematically arranged, entered and calculated and converted into percentages. The necessary data were also qualitatively analyzed followed by interpretation and discussion of the findings

#### **A. ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY STUDENTS AND TEACHERS**

1. The study revealed that 74.85% of the student's and 81% of the teachers respondents agreed that Indiscipline is responsible for problems in academic life of the students, 15.4% of the student's and 4.5% of the teachers disagreed, while 9.8% of the student's and 14.5% of the teachers respondents agreed to some extent
2. It was found out that 54% of the student respondents and 53.5% of the teacher respondents agreed that Indiscipline is responsible for problems in religious life of the students, 27.2% (students) and 14.4% (teachers) disagreed, while 18.8% (students) and 32%(teachers) agreed to some extent
3. The study also revealed that 72.2% of the student respondents and 77.5% of the teacher respondents agreed that indiscipline is responsible for problems in social life of the students, 9% (students) and 3% (teachers) did not agree, while 18.8% (students) and 19.5% (teachers) agreed to some extent.
4. The study revealed that, the common acts of indiscipline in educational dimension were: being disrespectful to teachers (70.6% students and 66% teachers), playing during class (68% students and 51% teachers), not doing homework/assignments (62.4% students and 65% teachers), bunking class (60.06% students and 43% teachers), coming late to school (60.06% students and 25% teachers), truancy (58.25% students and 41% teachers)), absenteeism without leave (53.8% students and 35.5% teachers), shabby dressing (51% students and 55% teachers), examination malpractices (47% students and 35.5% teachers), ragging (33.6% students and 14% teachers), any other (2.4% students) who gave their opinion besides the mentioned items were keeping classroom untidy, chewing tobacco in the class, playing online games in the classroom, using mobile phone inside the classroom, restlessness and inattentive and 3.5% of the teachers mentioned violation of school dress code, school rules and regulations and restlessness during class hour besides the given items.



5. The study found out that, 66.6% of the student respondents and 88.5% of the teacher respondents agreed with using harmful substances as the most common acts of indiscipline in Socio-cultural dimension. 65.2% (students) and 75.5% (teachers) agreed with misuse of mobile phone , disrespectful to elders (65.2% students and 67.5% teachers), 64.8% (students and 46% (teachers) agreed with fighting, 60% (students) and 75.5% (teachers) agreed with misuse of social networking sites, 50.4% (students) and 58% (teachers) with violence at home, 50.2% (students) and 50% (teachers) with forming bad associations, 47.4% with violating rules, 47.2% (students) and 43.5% (teachers) with disturbing the locality, 45.6% (students) and 48.5% (teachers) with indecent dressing, 43.8% (students) and 30.5% (teachers) with destruction of public property, 32.2% (students) and 75.5% (teachers) with misuse of television, 25.4% (students) and 55% (teachers) agreed with misuse of magazine 23.4% (students) and 20% (teacher) with vandalism respectively and any other (4.6% students) which are listed as passing comments on religion, influence of other culture and forgetting their own, imitating actors and actresses, cyber crimes, bullying and victimization in social media like face book, instagram.

6. The study found out that, 71.2% of the respondents reported on misuse of money as the most common acts of indiscipline exhibited by Secondary School students in economic dimension followed by lying (66.2%), fighting (65.2%), dishonesty (64.2%), cheating (55.8%), stealing other belongingness (46%), gambling (43.6%), stealing money (41.2%), aggression (39.8%), pick pocketing (31%), extorting money by threat (29.6%) and peddling substances (23%) Similarly, 74.5% of the teachers respondents reported on misuse of money as the most common acts of indiscipline exhibited by Secondary School students in economic dimension followed by dishonesty (64.5%), lying (62%), cheating (57%), aggression (44%), fighting (43%), Gambling (42%), stealing other belongingness (33.5%), peddling substances (27%), stealing money (26%), pick pocketing (17%) and extorting money by threat (15.5%) while 0.6% of the teachers responded with demanding money from parents to buy expensive clothes and mobile phones besides the other given items.

7. The study revealed that, 80.4% of the student respondents agreed with engaging in immoral activities as the most common acts of indiscipline in gender dimension followed by throwing abusive words (70.4%), fighting (64.6%), insulting (60%), eve teasing (55.85%), mocking (52.6%), bullying (52.4%), pulling hair (40.4%), name calling (39%) and pulling

skirt (34.2%) where as 67% of the teacher respondents agreed with throwing abusive words as the most common acts of indiscipline in gender dimension followed by insulting 52.5%), mocking (51%), fighting (46%), bullying (44%), engage in immoral activities (42%), Eve teasing (41.5%), name calling (34.5%) pulling hair(30.5%), and pulling skirt (13.5%).

8. The study revealed that, a whopping (81.4% students and 90.5% teachers) agreed with chewing tobacco as the most common discipline problem among the secondary students of Nagaland followed by, laziness (89% teachers and 77% students), spitting on the wall (88% teachers and 74.8% students), disrespectful to teachers and elders (87.5% teachers and 73.8% students), smoking (69.4% students and 63% teachers), drinking alcohol (71% teachers and 63.4% students), examination malpractices (62.2% students and 39% teachers), lateness to school (55.4% students and 27.5%), absenteeism (52.8% students and 20.6% teachers), eve teasing (50.6% students and 28.5% teachers), violence (50.4% students and 33.5% teachers), bullying (50.2% students and 49% teachers), wearing wrong uniform (47.2% students and 78% teachers), truancy (38.8% students and 40.5% teachers), drug abuse(34.4% students and 16% teachers) and 5.2% (students)) gave their opinion. They were smoking weeds, loitering around the town during school hours, hanging out late at night with male/female partners, addiction to mobile games, sleeping late at night, creating problems in the family, asking money from parents to buy expensive clothes, less seriousness in studies, bullying online and using slang language.

9. The study also revealed that, 53% of the student respondents and 68.5% of the teacher respondents felt that there is no difference among the students coming from different social status in exhibiting acts of indiscipline. While 34.65% (students) and 27% (teachers) agreed with students coming from high economic status, 8.2% (students) and 1.5% (teachers) agreed with middle economic status and 4.2 (students) and 3% (teachers) agreed with low economic Students.

10. The study revealed that, 75.2% of the respondents agreed that, the use of mobile phones introduced a new dimension of Indiscipline among the Secondary School Students of Nagaland while 15.4% disagreed and only 9.4% of students agreed with to some extent. Similarly, 74% of teacher's respondents also agreed with the use of mobile phones as a new dimension of Indiscipline among the Secondary School Students of Nagaland, while 9.4% of teachers agreed to some extent and none of the teachers disagreed.

11. Some of the reasons on how mobile phone introduced a new dimension of indiscipline according to students responses were: spending and wasting most of the time in social networking sites neglecting studies, getting addicted to online-games, encourages immoral activities, misuse of internet, mobile phone has become their sole companion, getting unwanted access & improper use of unwanted sites through internet, Increasing cyber crimes, bullying each other in social networking sites, alienate themselves from the society, becoming more conscious about their appearance.

Some of the reasons according to teachers respondents were spending and wasting most of the time in social networking sites neglecting studies and everything, getting addicted to online-games, encourages immoral activities, mobile phone has become their sole companion, getting unwanted access & improper use of unwanted sites through internet, alienate themselves from the society, using mobile phone inside the classroom causing distraction, being deprived of sleep and effects their health making them lazy, increasing cyber crimes, bullying each other in social networking sites and more conscious about their appearance rather than studying

12. It was revealed that, 43.6% and 42% of both the students and teachers disagreed with hereditary problems as the factors responsible for indiscipline among secondary school students of Nagaland while 38% of the students and 49.5% of the teachers agreed with this to some extent and only 18.4% of the students and 8.5% of the teachers said yes.

13. The study revealed that, students based factor that cause indiscipline among the secondary school students of Nagaland were: laziness (87.4% students and 79.5% teachers), lack of interest (78% students and 72% teachers), negative attitude (75.4% students and 67.5% teachers), poor study habits (64.4% students and 67% teachers), frustration (52% students and 40% teachers), stress 51.2% students and 30% teachers, low self concept (50.2% students and 60.5% teachers), low self esteem (48% students and 38.5% teachers), attention deficit disorder(46.2% students and 37.5% teachers), boredom (44.4% students and 47% teachers), insecurity(40.2% students and 30% teachers), 27.8% (students) and 33% (teachers) agreed with anxiety and in the category of any other (2% students) gave their views which were mentioned as bad company, no willingness to explore and learn new things, choosing the wrong direction, over confidence, attitude problem and no self-control. Similarly in the

category of any other (2% teachers) responded with addiction to modern gadgets, bad company and lack of self discipline.

14. Academic factors responsible for indiscipline among secondary school students of Nagaland were not able to identify student's differences in the classroom (72% students and 77% teachers), not being able to draw students attention (66.8% students and 79% teachers), poor classroom management (58.4% students and 57.5% teachers), teaching method (43.8% students and 59% teaches), teacher absenteeism (42% students and 35% teachers). In the category of any other 4.2% of the students gave their opinion such as partiality of the teacher, weak personality of the teacher, too much of assignment and project work, inadequate facilities, overcrowded classroom, partiality among good and bad students, giving more importance to excellent students only and comparing too much with the outstanding students by the teachers and school administrators and any other (1% teachers) mentioned lack of adequate teaching materials and too much leniency given to the students.

15. it was found out that, on educational factors responsible for indiscipline among the secondary school students of Nagaland, 69.2% of the students reported on lack of guidance and counselling, 65.2% agreed with poor student-teacher relationship, 61.2% with overcrowded classroom, 58.2% with poor classroom management and lack of value based education, 56% with lack of co-curricular activities, 52% with ineffective teaching, 49.4% with poor infrastructural facilities, 49% with autocratic attitude of teachers, 46.85 with poor administration in institution and only few students of 25.8% agreed with wrong location of the school. Similarly, 84.5% of the teacher respondents agreed with overcrowded classroom, 81.5% reported on lack of guidance and counselling, 80.5% of the teachers responded with Lack of rules and regulations, 62.5% responded with lack of value based education, 61.5% with poor classroom management, 57% with ineffective teaching , 56% with lack of co-curricular activities, 52.5% agreed with poor student-teacher relationship, 51.5% with poor infrastructural facilities, 50% with poor administration in institution, 33.5% with autocratic attitude of teachers and 28% agreed with wrong location of the school.

16. On Societal factors that cause indiscipline among the secondary school students of Nagaland, it was found out that, majority of both the students (77.8%) and (96%) teachers agreed with peer group influence, 71.6% (students) and 72% (teachers) agreed with corruption in the society, 67.4% (students) and 57% (teachers) with unwholesome mass

media, 65.8% (students) and 33% (teachers) with conflict in the society, 52.2% (students) and 49% (teachers) with changing social norms and values, 51% (students) and 66% (teachers) with modernization, 45.2% (students) and 70.5% (teachers) with impact of western culture, 40.4% (students) and 31% (teachers) with poor economic background of the parents, 36.4% (students) and 35.5% (teachers) with mixed population and 34% (students) and 26% (teachers) with band culture.

17. The study revealed that, home based factors responsible for Indiscipline among Secondary School Students of Nagaland according to student respondents were 67.6% of the respondents agreed with lack of parental guidance, 66.8% agreed with broken family, 58.2% with lack of home training, 53.8% with parental over protection of children, 52.6% with unsatisfactory home environment, 51.8% with marital conflicts at home, 51.6% with parental rejection of children, 51.2% with autocratic attitude of the parents, 49.4% with poor value system at home, 48% with lack of proper value inculcation, 46.2% with poor economic background, 39.6% with child rearing practice and 39.4% with sibling rivalry.

Similarly, 85.5% of the teachers also agreed with lack of parental guidance, 81% with poor value system at home, 76% agreed with broken family, 74.5% with lack of home training, 72% with lack of proper value inculcation, 69.5% with marital conflicts at home, 63.5% with unsatisfactory home environment, 58.5% with parental rejection of children, 48% with parental over protection of children, 46% with autocratic attitude of the parents, 45.5% with child rearing practice, 38% with poor economic background and 20.5% with sibling rivalry.

18. The study revealed that, 36% of the students and 54% of the teacher respondents agreed with government practices and short coming as responsible factor for indiscipline among secondary school students of Nagaland while 33.8% of students and 12% of teachers respondents agreed to some extent and 30.2% of students and 34% disagreed.

19. According to the students who agreed that government practices and short comings contributes to indiscipline among secondary school students of Nagaland, 96.1% of them agreed with inability of the government to implement strict rules and regulations, 69.4% with abolition of corporal punishment, 61.1% with irregularity on the part of the government to check the attendance of teacher and 52.78% with inadequate provision of infrastructural facilities.

Similarly, according to the teacher respondents who agreed that government practices and short comings contributes to indiscipline among secondary school students of Nagaland, all the teachers 100% agreed with inability of the government to implement strict rules and regulations, 85.19% with irregularity on the part of the government to check the attendance of teacher, 84.26% with abolition of corporal punishment, and 58.33% with inadequate provision of infrastructural facilities.

20. Both the students (55%) and teachers (67%) agreed that non-detention policy contributes to indiscipline among secondary school students of Nagaland, 28.6% of the students and 26% of the teachers agreed to some extent while 16.4% of the students and 7% of the teachers disagreed.

21. The study revealed that, the impact of discipline issues on school according to students were, prevents congenial atmosphere among the students (73.2%), increase school-dropout rates (71.8%), disturbs harmonious environment of schools (62.8%), poor performance during exam (59.8%), obstructing the smooth and orderliness of the school system (58.8%) prevents learning (57.2%), prevents congenial atmosphere among the students & disturb harmonious environment of school (52.4%), tarnishes the image of the school & hinders the effectiveness of school administration (51.2%), contributes immensely to the falling standard of education (42.8%). According to teacher respondents, the impact of discipline issues on school were: poor performance during exam (70.5%), disturbs the learning process (69.5%), tarnishes the image of the school (68%), obstructing the smooth and orderliness of the school system (63.5%), prevents congenial atmosphere among the students (61.5%), disturb harmonious environment of school (60%), prevents learning & hinders the effectiveness of school administration (55%), prevents congenial atmosphere among the students (53.5%), increase school-dropout rates (47%) and contributes immensely to the falling standard of education (45.5%).

22. It was found out that, the impact of indiscipline on teaching learning process among secondary school students of Nagaland ranking highest from the student and teacher respondents were poor performance during exam (82.2% students and teachers 79%), disturb other students (79.4% students and teachers 75%) followed by disturb Classroom environment (75.2% students and teachers 88.5%), hinders effective learning (65.2% students and teachers 72.5%), disregard to teachers (64.4% students and teachers 74.5%), inadequate

preparation for exam (62.4% students and teachers 68%), examination mal practices (61.2% students and teachers 39.5%), obstacle to quality education (60% students and teachers 68.5%), unsatisfactory learning outcome (59.4% students and teachers 68.5%), hinders effective teaching (59.2% students and teachers 79.5%), classroom management becomes a problem (54.4% students and teachers 61.5%), incomplete syllabus (52.2% students and teachers 29.5), teaching becomes a problem (50.2% students and teachers 67%) and teachers feel insecure (39.4% students and teachers 32.5%).

23. The study indicated that the impact of student's indiscipline on academic performance among the secondary school students of Nagaland were indiscipline leads to poor results (80.4% students and teachers 75%), delinquency contributes to low academic performance in school (69.2% students and teachers 62%), absenteeism among students contributes to low academic performance (67.2% students and teachers 63%), undisciplined students perform badly academically (60.8% students and teachers 58%), slow down the pace of academic work (57.2% students and teachers 56.5%), examination malpractices contributes to indiscipline in school (56.4% students and teachers 51%) & truancy influence low academic performance in school (52.4% students and teachers 40%).

24. It was found out that, the impact of indiscipline on the life of the secondary school students of Nagaland from the highest ranking were: indulge in anti-social activities (69.65% students and teachers 66.5%), involves in drinks and drugs (69.8% students and teachers 75%), violence at home (66.4% students and teachers 76%), early withdrawal from school (65% students and teachers 55.5%), causes harm/hurt to others (52.2% students and teachers 40.5%), becoming a delinquent (51.2% 58.5%), chaos in the society (46.4% 43%), stagnation (46.2 students and teachers 56%), deviate himself from norms and culture of the society (44% students and teachers 58%), alienate himself from the society (41.2% students and teachers 47%), joining cultist group (32.4% students and teachers 22%) and 0.4% (any other) some other impacts mentioned by them were cited early marriage, becoming a burden to the family and society, poor examination results.

25. The study revealed that, 66.8% of the students and 70% of the teachers felt that, the rate of indiscipline among the secondary school students of Nagaland is high, 19.6% Of the students and 25% of the teachers felt that, they can't say and 13.6% of the students and 5% of

the teachers felt that, it is average while none of the students agreed that, the rate of indiscipline among secondary school students of Nagaland is low.

26. The study also revealed that, 75.2% of the students and 61.5% of the teachers responded that, the school has general set of rules and regulations for handling indisciplined students, 14.8% of the students and 19.5% of the teachers responded that the school doesn't have while 10% of the students and 19% of the teachers didn't respond.

27. The study found out that, the ways in which teacher and administrators communicate to students on discipline issue were: daily checking (80.5% teachers and 44% students), through school dairy (72.6% students and teachers 46%), announcement before the class starts (67.2% students and teachers 96%), notice board (55.6% students and teachers 49.5%), announcing every morning assembly (48%) and through handwritten note (25% students and teachers 28%). while 0% students and 4% teachers reported on using suggestion box as a means to communicate to students on Discipline Issue.

28. The study found out that the channels of communication use by the school administration to parents/guardian on students discipline issue were: through teachers-parents meeting (88.8% students and teachers 99%), through multi-media (82.6% students and teachers 74.5%), through regulatory record on school dairy (67.2% students and teachers 80.5%), through notice board (39% students and teachers 37%), through handwritten note (21% students and teachers 54.5%) and 0% of the students and 06% of the teachers reported on suggestion box.

29. According to the findings, the policies that were employed by the school to prevent indiscipline in the school are : suspension (60.8% students and teachers 54%), introduction of moral studies (60.4% students and teachers 70.5%), introduction of value education (58.6% students and teachers 47.5%), introduction of religious Education (53.8% students and teachers 50.5%), showing exemplary life (53.4% students and teachers 64.5%), expulsion(44.6% students and teachers 30%), establishment of parent-teachers association(34.4% students and teachers 30.5%), involvement of students in making rules and regulations (34% students and teachers 24%), 29.8% of the students and 15% of the teachers reported on installation of CCTV in school campus and any other (1.2 students) gave their



views which were introducing variety of clubs like cleanliness club, peace club etc., setting up disciplinary committee, code of conduct to be followed.

30. It was also found out that, 85% of the students reported on having class monitor or class captain to check indiscipline in case of teacher's absence in the classroom, while 8% of the students disagreed and 7% of the students didn't respond.

31. The study revealed that, all 100% of the teachers responded that, proxy teachers manage the disciplinary issue of the students in case of teacher's absence in the classroom. 73% of teachers responded with class monitor/class captain, 28.5% responded with headmaster and 21% responded with administrator

32. The behaviour exhibited by students liable for expulsion and suspension according to teachers were:

- Possessing harmful substances
- Aggression and improper attitude towards teachers
- Examination malpractices
- Frequent bunking of classes
- Remained absent without leave for long
- Ragging and bullying
- Repeated misconduct
- Damage of school properties
- Immoral activities
- Poor performance in studies
- Extreme way of violating school rules and regulations
- Low attendance

33. Regarding government policy on abolition of corporal punishment in the school, it was revealed that, 44.6% of the students and 56% of the teachers were of the opinion that, corporal punishment should not be abolished in the school. However, 39% of the students and 33% of the teachers felt that it should be abolished while 16.4% of the students and 10.5% of the teachers cannot say.

34. The study reveals that, 81% of the students and 96% of the teachers felt that, teacher-learner relationship can help in promoting effective classroom discipline and 15% of the

students and 8% of the teachers agreed to some extent, while 4% of the students and none of the teachers disagreed.

35. The findings revealed that, being understanding (92.6% students and teachers 99.5%), being encouraging (90.6% students and teachers 100%), being helpful (90% students and teachers 82.5%), having knowledge of students psychology (85.4% students and teachers 84%), shaping behaviour through reward and punishment (78% students and teachers 78%), being caring (77.6% students and teachers 76%), being friendly (61% students and teachers 69.5%), sympathetic (50% students and teachers 68%), being open (48.8% students and teachers 70.5%), being humorous (30% students and teachers 53%) helps in keeping acts of indiscipline minimal in the school environment and any other 3%(teachers) gave their opinion on being a role model and a guide.

36. On how acts of Indiscipline among Secondary school students of Nagaland are tackled at schools, the study revealed that the following steps were taken- calling parents to school (78.6% students and teachers 97%), suspension (68.6% students and teachers 58.5%), warning with fine (59.2% students and teachers 55.5%), manual work (64% teachers), cleaning the school campus (57.8% students), verbal reprimand (54.8%62%), sweeping the classroom floor (53.6%students), report to higher authorities (53.4%), written warning with fine (51.4% students and teachers 54%), guidance and counselling (44.2% students and teachers 66%), cleaning school toilet (38.4%students), grounding during recess (36.6%), signing a bond (34.2% students and teachers 62.5%) and any other (1.4% students) gave their views on assignments, impositions, detention during break or after school hours, any other (1.4% students) gave their views on assignments, impositions, detention during break or after school hours and any other (2.5%) responded with detention during break and after class hour, leading the school assembly, assignment, imposition and recording in school calendar with parents/guardian signature

37. The findings on parents and guardian reaction when they found their wards misbehaving at home according to the students respondents were, their parents scolds (88.4%), 85% of the students agreed that their parents gives guidance and counselling, 81.6% of the students reported that, their parents warns, 62.6% of the students agreed that their parents punish, 32.4% of the students reported that, their parents bears and only 12.6% of the students agreed that their parents ignore.

38. Some of the suggestions made by the teachers on how indiscipline among the Secondary School Students of Nagaland can be tackled at school. They were: proper administration by the authority, improvised classroom management skills, technique & strategies, provision of moral and value education, creative work should be introduced to make the students engaged with, appointment of teachers to only well trained teachers, proper administrative procedure, creating a good atmosphere with the students, taking strict actions against the defaulters, teaching life skill education, government should come up with proper rules and regulations, permanent stationing of counselling in the school, conducting training for teachers, understanding the psychology of the child, proper written code of conduct with no biasness in implementing the same, less student intake in each classes.

39. Some of the suggestions made by the teachers on how indiscipline among the secondary school students can be tackled at home were, parents should show interest in monitoring the activities of the child, parents should give appropriate punishment, parents must not be too supportive or over protective of the child as it leads to indiscipline, healthy relationship with the child should be built at home by the parents, proper attention, time and parental care should be given, proper Inculcation of moral values at home, parents should set good examples at home, prohibition of using too much social media and gadgets, money should not be given unnecessarily, parents should spend quality time with the child, guiding and counselling the child from childhood, proper spiritual guidance at home should be given, praise and blame and reward and punishment.

40. The study revealed that, the possible solutions of indiscipline among secondary school students of Nagaland according to students were 92% agreed with guidance and counselling, 84.2% with provision of value education, 82.6% with provision of moral education, 78.6% with high parental and school supervision, 77% with enforceable rules and regulations, 76.6% with provision of moral leadership, 74.8% with emphasis on co-curricular activities, 67% with provision of adequate facilities, 58% with value re-orientation in the society and 50% with reduction of class size.

According to teachers respondents, a whopping 90% of teachers agreed with guidance and counselling, 83.5% with high parental and school supervision, 80.5% with provision of value education, 80% with provision of moral education, 75% with enforceable rules and regulations, 74.5% with provision of adequate facilities, 73% with reduction of class size,

68.5% with emphasis on co-curricular activities, 67% with value re-orientation in the society, 65.5% with provision of moral leadership.

41. Some of the suggestions made by the students to minimize indiscipline in the society were:

- a) Proper guidance and direction should be given by parents, teachers and elders.
- b) Society should not ignore and avoid the indiscipline students but play a role in guiding them to right path.
- c) Parental and teachers advice/instructions should be given with love, care and affection.
- d) Imparting knowledge to the students about the value of discipline
- e) The church should also play a major role by organizing awareness programme and campaign from time to time.
- f) Good moral & value education to be taught in the school as well as in the church
- g) Implementing strict rules and regulations
- h) Parents, teachers and elders should try to understand the child and emphasise more on encouraging and advising rather than, imposing harsh punishment

### **B. Findings based on Responses given by parents**

1. The most common discipline problem among Secondary School Students of Nagaland according to the parents were using harmful substances, addiction to mobile phone: being hooked to internet, social sites and online gaming, immoral activities between the opposite sex, loitering around the town and locality, using slang language, defiance to rules and regulations, aggressiveness, being disrespectful to teachers, parents and elders, less interest in studies, violence at home with the parents and rebellious attitude.
2. The study reveals that, the factors responsible for indiscipline among Secondary School Students of Nagaland were:
  - v. Home based factors identified were lack of moral values at home, poor foundation, poor home training, divorce and domestic violence at home, poor economic background, wealth of parents, bad neighbourhood/locality, lack of parental guidance, poor family relationship, parental views on

education and discipline, parent's ignorance on the activities of their children and giving too much freedom to children.

- vi. The social factors identified were peer group influence, peer pressures, too much exposure to modern technology, social media, crime in the society, increased societal demands, western influence, corruption and easy money in the society, socio-cultural influences and modernization.
- vii. The personal factors responsible for indiscipline according to the parents were rapid physical growth, laziness, negative attitude, chose to be with bad company, stubbornness and boredom.
- viii. The School factors identified were: too much freedom is given to the students, government policy on abolition of corporal punishment and Non-detention policy, inefficiency and weak personality of the teachers, lack of relationship or too friendly with students, absence of strict rules and regulations, lack of capacity building, inadequate facilities and lack of guidance and counselling in the school.

3. The study revealed that, some of the issues which contributes significantly to behavioural problems in children at home were alcoholic father beating the mother and children, frequent fighting between husband and wife, parental disunity and financial problem, lack of sharing and communication, sibling rivalry, disrespect and disregard in the family, Ineffective parenting and chaos at home, attachment to modern electronic gadgets by parents, parental negligence, lack of supervision and low rate of positive interactions, illiteracy of the parents, over pampering at home or rejection of parents, poor adult role model in the family, spiritual and moral status of the parents, lack of time and attention by the parents, lesser role played by father in disciplining the children and too busy to give time to the children.

4. Some of the impact of indiscipline among secondary school students of Nagaland identified were; school dropout, lack ambition and aim in life, becoming rebellious, substance abuse like drinks and drugs, creating problems in the family, becoming a menacing individual in the society, early marriage, unemployment and joining insurgency group, juvenile delinquency, rioting, stealing, fighting, cheating, recklessness, irrational behavior, negative outcome, poor academic achievement, unruly behavior.

5. On how parents tackle the issue on misdemeanour of their child at home, it was found out that, three (3) types of parenting styles were used by parents.

i. Permissive parenting styles:

Those parents who are permissive, were of the opinion that, instead of imposing harsh punishment, setting expectations high and putting pressure on them, it is better to be more of a guide and a friend.

ii. Authoritative parenting styles:

Parents who were authoritative thought that, children learn best when they are both strict and flexible, when they know when and how to respond to a particular situation and act accordingly

iii. Authoritarian parenting styles:

The study found out that, the Authoritarian parents were of the opinion that, children learn best when they are in control, when they are made to realize their mistakes through punishment. Children remained disciplined and obedient with intimidation by parents.

6. The study revealed that, 100% of the parents responded that they train their child at home.

7. The ways on how parents train the child at home were training on basic Life Skills, following rules and regulations at home, moral training at home, training on social skills, teaching the values of life, teaching self-control, setting limits, setting good examples, spiritual training at home, sending the child to Sunday school.

8. The study revealed that, all the parents 100% responded that they were aware of the school rules and regulations.

9. The channels of communication used by principal/ headmaster to the parents/guardian on discipline issue were through phone call, text message, written letter and through school calendar.

10. Some of the suggestions made by parents to minimize indiscipline in the society today were; Living an exemplary life by parents, teachers and elders, role of church in conducting spiritual awakening programme, creating awareness among the masses, organizing seminars, workshop in the school, church and colony, guidance and counselling programme, equal responsibilities shared by the parents, teachers and the church leaders, sensitizing on the use of modern gadgets.

11. Some of the suggestions made by parents on role of school to counter acts of Indiscipline among the secondary school students of Nagaland were; maintaining good relation with the parents and students by teachers, establishing Parent-Teacher Association, organizing periodical workshop for teachers in the school, appointment of trained teachers, permanent counsellor to be appointed, a separate subject for Life Skills Education, diverse kind of activities to be introduced, providing adequate facilities, unbiased school rules and regulations, holistic approach in the education system, emphasizing on capacity building in school.

12. Some of the Methods used by the parents to counter acts of indiscipline at home. providing a conducive home environment, relationship based on mutual respect, having respectful attitude towards them, encouragement, being appreciative, praise and blame, forgiveness and prayer, reward and punishment, scolding and punishment, verbal reprimand, guidance and counselling.

### **C. Findings based on Responses given by Head of Institutions**

1. The study revealed that, the dimensions of Indiscipline among the Secondary School Students of Nagaland according to Heads of Institution have been identified as:
  - a. In Economic Dimension, different acts of indiscipline that were identified were stealing, lying, dishonesty and cheating among the children, misuse of money, gambling and spending too much on drinks and drugs, want for easy money.
  - b. In Educational Dimension, the acts of Indiscipline among the Secondary School Students of Nagaland identified through the interview of Headmasters were: bunking class, loitering around the town during school hours, improper uniform, examination malpractice/cheating, late arrival to school, defiance to school rules and regulations, not bringing books inside the class, inattentive in the classroom, disrespectful to teachers, not doing homework assignment on time
  - c. According to the Heads of Institutions Interview, the acts of Indiscipline in Socio-Cultural Dimension that were identified were addiction to mobile phone, addiction to online-gaming and social-sites, indecent dressing, violence, gang fights, bad company, disturbing the locality, dressing

inappropriately, disrespectful to parents and elders, using harmful substances, immorality, narcissism.

- d. According to the headmaster's opinion, the acts of Indiscipline among Secondary School Students of Nagaland in gender dimensions were identified are, immoral activities, using vulgar language, loitering around during school hours and hanging out late at night.

2. The study found out that, the most common indiscipline problem among Secondary School Students of Nagaland were; majority (100%) of the headmasters reported chewing tobacco, misuse of mobile phone and using slang language, disrespectful to teachers, parents and elders by 95.65%, addiction to online gaming, lack of seriousness in studies & spitting on the wall by 91.30%, loitering and roaming during school hours by 78.26%, negative attitude by 73.91%, irregularity by 65.22% and gang fights, gangs fights & smoking cigarette and weeds by 56.52% aggressiveness by 39.30%.

3. The prevalent factors identified through Interview of Head of Institutions have been classified into three heads:

- a. Home Based Factors:

The home based factors identified according to headmaster were: broken home, poor economic background of the parents, unconducive home environment, lack of parental guidance and supervision, lack of moral training at home, faulty upbringing at home, lack of knowledge and illiteracy of the parents, tendency to put children at an early stage in hostel and rented house for comfort, lack of time and attention by parents at home.

- b. Societal factors:

The societal factors identified in the study were: peer group influence, disorder, conflicts and instability in the society, advancement of technology, modernization, western culture, social media, corruption in the society, value degradation in the society, uncultured society

- c. Educational Factors:

The educational factors responsible for Indiscipline among secondary school Students of Nagaland according to Head of Institutions were; non detention policy, abolition of corporal punishment, lack of adequate facilities, lack of rules and regulations, overcrowded classroom, appointment of untrained



teachers, lack of guidance and counselling services, present education system has become student friendly.

4. The study revealed that, Indiscipline of the students has numerous issues confronting administrative effectiveness. They were as follows:
  - a. Indiscipline of the students made it impossible to do the assigned duties on time.
  - b. Wasting so much of time in solving and handling the indiscipline students instead of doing something fruitful affecting the school calendar and slow down the pace of academic work.
  - c. Indiscipline of the students made it difficult to run the school smoothly,
  - d. The menace of indiscipline did not allow the school to function well,
  - e. School administration is not able to take corrective measures and creates unfriendly environment between the parents, teachers, students and Head of Institutions.
  - f. Indiscipline not only affect the whole school system but it also discourages the teachers, create confusion, chaos and frustration in the school leading to poor performance in the exam results.
5. Findings from the study indicated that, the impact of Indiscipline on the life of the secondary school students ranking highest in the list of Headmasters were Increased school dropout, becoming ant-social to the society; substance and violence at home at 100% followed by remain unfocussed towards future goals and increased number of crimes at 95.65%, juvenile delinquency at 91.30%, a menace to the society at 69.56%, bad influence to the peer group and joining gangs and groups at 34.78% and stagnation at 30.43%.
6. The study revealed that, 95.65% of the Head of Institutions reported on having an adequate set of rules and regulations specifically for indisciplined students while and 4.37% of Head of Institutions reported to some extent.
7. It was found out that, all the Head of Institutions 100% reported that the school administration have systematic monitoring of teachers discipline.

8. The study found out that, some of the rules followed by school in monitoring teacher's discipline were; frequent meeting on professional ethics, terms and condition about their dress, punctuality, preparing a lesson plan, fine imposed to irregular, teachers, no hair colouring, no tobacco in the school campus, systematic monitoring through attendance register, no work, no pay', deduction of salary and guidelines to follow.
9. Opinions regarding abolition of Indiscipline according to Head of Institutions were 56.52% of the Head of Institutions felt that, corporal punishment should not be abolished. While 34.78% were of the opinion that, abolition of corporal punishment is good for the students and 8.70% of the Head of Institutions cannot say.
10. On guidance and counselling services in the school, 78.26% of the Head of Institutions reported that, the school has no permanent guidance and counselling services and only 21.74% of the Head of Institutions responded that the school has guidance and counselling Services.
11. Some of the methods used in place of corporal punishment were: counselling, verbal reprimanding, calling parents to school, moral punishment, manual works, explanation call, detention during recess and after school, imposition, assignments, imposing fine, warning, undertaking and suspension.
12. The study reveals some of the policies use by school to tackle different types of indiscipline in school were:
  - a. Staying away from school without leave:

The policies used were: imposing fine, calling parents and application with parents signature.
  - b. Low attendance:

Application with parents signature, call parents and show their attendance, explanation call, debarred from writing examination,
  - c. Absentees:

Fine, warning, reason from absence with parent's presence, leave application with medical certificate, recording in school calendar

d. Using harmful substances:

Transfer certificate, suspension, signing an undertaking, warning, parents call, counselling, surprise checking.

e. Using unfair means in examination:

Warning, ceasing the paper, ceasing the paper, marks deduction, expulsion

f. Using mobile phone in the school premise:

The policies used were confiscation, fine, call parents.

g. Disrespect to teachers:

Sent to Principal's office, suspension, verbal reprimand

h. Late arrival to school:

Cleaning the school campus, standing in front of the whole students, detention during recess or after school, warning and imposition

13. Some of the activities that have been carried out so far in tackling indiscipline in the school were; counselling by teachers, principals and school Chaplain, mass social work, essay competition, calling resource person to speak in the morning assembly, surprise checking, inviting counsellors, girls and boys are taught separately by male and female teachers, anti-ragging committee, dividing the students into different club like peace club, anti-tobacco club, sanitation club etc., disciplinary committee, Senior students deliver on the topic in the morning assembly.

14. On the management style followed by Head of Institutions, the finding reveals that, 47.83% of the Head of Institutions follow authoritative management style to counter indiscipline. While 30.43% responded that they are lenient in dealing with indisciplined students and 21.74% reported that, they follow authoritarian management Style.

15. Some of the possible ways on how indiscipline acts of students can be reduced or eradicated as suggested by Head of Institutions were; emphasizing on character building, spiritual foundation since childhood, training on life skill at an early age, sensitizing students and parents on discipline, moral education, value education, creating an

opportunity for the child, counselling, showing sympathy, school-family-community relationship, educate parents on parenting, parent mentoring programmes in school, church and the community.

16. Some of the suggestions made by Head of Institutions on the role of parents and teachers in tackling indiscipline students were; proper guidance at home and in school both by parents and teachers, establishing relationship and consultation between the parents and teachers, close supervision and monitoring of the students by parents and teachers, teachers and parents should be a keen observer for any change in terms of the child's behaviour, forming Parents-Teachers association to resolve or tackle the issue together, coordination and cooperation between the teachers and parents to study the child weakness and give them a proper guidance, parents and teachers should identify the calibre of the child and nurture accordingly, establishing a good rapport with the students, understanding the child's psychology, a role model for the students by living an exemplary life.

## **MAJOR FINDINGS OF THE STUDY**

Data Collected from Students, Teachers, Parents and Head of Institution from Questionnaires and Interview Schedule were analysed. The findings were placed under different Heads on the basis of the results of data analysis and presented objective wise.

### **A. DIMENSIONS OF INDSCIPLINE**

1. Indiscipline among the Secondary School Students of Nagaland have become a vital issue in every walks of life be it, Religious, Social or Academic life of the students.
2. The study revealed that, there is an increasing trend of Indiscipline among the secondary school students of Nagaland. Some of the common discipline problems exhibited by Secondary students of Nagaland today were using harmful substances, addiction to mobile phone: hook to internet, social sites and online gaming, immoral activities between the opposite sex, loitering around the town and locality, using slang language, disrespectful to teachers and parents.
3. In Educational Dimension, It was found out that, the acts of indiscipline among the secondary school students of Nagaland were being disrespectful to teachers, playing

during class, not doing homework/assignments, coming late to school and bunking class, absenteeism without leave, shabby dressing, improper uniform, loitering around during school hours, inattentive in the class and examination malpractices.

4. It was found out that, the acts of indiscipline among the secondary school students of Nagaland in Socio-Cultural domain were using harmful substances like chewing tobacco, drinking and smoking cigarettes, misuse of mobile phone and disrespectful to elders, fighting, misuse of social networking sites, violence at home, forming bad associations, violating rules, disturbing the locality and indecent dressing, immorality, gang fights etc.
5. In Economic Dimension, the study reveals that, the acts of indiscipline among the secondary school students of Nagaland were misuse of money, lying, fighting, dishonesty and cheating.
6. The study reveals that, acts of indiscipline among boys and girls at secondary level in gender dimension were engage in immoral activities, throwing abusive words, using slang language, loitering around during school hours and hanging out late at night.
7. It was found out that, the use of ICT in the form of Mobile Phones introduced a new dimension of Indiscipline among the secondary school students of Nagaland.

## **B. FACTORS RESPONSIBLE FOR INDSCIPLINE**

The various factors of Indiscipline behaviour among the secondary school students of Nagaland as perceived by students, teachers, parents and head of institutions were:

1. Students based factors like rapid physical growth, chose to be with bad company, lack of interest, negative attitude, poor study habits, frustration, stress and low self concept causes indiscipline among the secondary school students of Nagaland.
2. Academic factors such as (a) not able to identify student's differences in the classroom, (b) not being able to draw student's attention (c) poor classroom management (d) ineffective teaching makes teaching learning process uninteresting and unattractive. All these teacher related factors invites students to be more indiscipline and loss interest in studies.
3. Educational factors responsible for indiscipline among the secondary school students of Nagaland according to the findings were lack of guidance and counselling, poor student-teacher relationship, overcrowded classroom, poor classroom management and lack of value based education, lack of co-curricular

activities, ineffective teaching and poor infrastructural facilities, abolition of corporal punishment, non-detention policy, lack of rules and regulations and appointment of untrained teachers. The present education system which has now become student friendly is another key factor responsible for indiscipline among students in the school.

4. Societal factors such as peer group influence, corruption in the society, conflict in the society, changing social norms and values, modernization and impact of western culture, conflicts and instability in the society, advancement of technology, unwholesome mass media , corruption in the society, value degradation in the society etc. causes indiscipline among the secondary school students of Nagaland.
5. The home based factors that contributes to Indiscipline among Secondary Students of Nagaland were:
  - a. Lack of parental guidance, broken family, lack of home training, parental over protection of children, unsatisfactory home environment, marital conflicts at home, parental rejection of children, and autocratic attitude of the parents.
  - b. Tendency to put children at an early stage in hostel and rented house for comfort and lack of time and attention by parents put the student at risk of becoming undisciplined
  - c. Alcoholic father beating the mother and children, frequent fighting between husband and wife, parental disunity and financial problem significantly contributes to behavioural problems in children at home.
  - d. Ineffective parenting and chaos at home is linked to behavioural problem such as delinquency, criminal tendency and academic problem.

### **C. IMPACT OF INDSCIPLINE**

1. The study found out that, children from high socio-economic background engaged in acts of indiscipline as well as children from low and middle socio-economic background. There is no difference in exhibiting indiscipline acts among the secondary school students of Nagaland as per the socio economic background.
2. The impact of indiscipline on schools were: prevent congenial atmosphere among the students, increase school-dropout rates, disturbs harmonious environment of schools poor performance during exam, obstructing the smooth and orderliness of the school system, prevents learning, prevents congenial atmosphere among the students, disturb

harmonious environment of school, tarnishes the image of the school and hinders the effectiveness of school administration.

3. Indiscipline of the students also has numerous issues confronting administrative effectiveness such as:
  - a. Indiscipline of the students made it impossible to do the assigned duties on time.
  - b. Wasting so much of time in solving and handling the indiscipline students instead of doing something fruitful affecting the school calendar and slow down the pace of academic work.
  - c. Indiscipline of the students made it difficult to run the school smoothly.
  - d. School administration is not able to take corrective measures and creates an unfriendly environment between the parents, teachers, students and Head of Institutions.
  - e. Indiscipline not only affect the whole school system but it also discourages the teachers, create confusion, chaos and frustration in the school leading to poor performance in the exam results.
4. The effects of indiscipline on teaching learning process among secondary school students of Nagaland were: poor performance during exam , disturb other students, disturb classroom environment , hinders effective learning , disregard to teachers, inadequate preparation for exam , examination mal practices , obstacle to quality education, unsatisfactory learning outcome, hinders effective teaching, classroom management becomes a problem , incomplete syllabus and teaching becomes a problem.
5. Impact of student's indiscipline on academic performance among the secondary school students of Nagaland according to student respondents were it leads to poor results, delinquency contributes to low academic performance in school, absenteeism among students contributes to low academic performance , undisciplined students perform badly academically, slow down the pace of academic work, examination malpractices contributes to indiscipline in school & truancy influence low academic performance in school.
6. The study reveals that, the affects of indiscipline on the life of the secondary school students of Nagaland were indulge in anti-social activities , involves in drinks and drugs, violence at home, early withdrawal from school, early marriage, causes harm/hurt to others and becoming a delinquent.

7. The study found out that, the rate of indiscipline among the secondary school students of Nagaland is high.

#### **D. VARIOUS POLICIES USED BY SCHOOLS**

- a. It was found out that, almost all the secondary schools of Nagaland have general set of rules and regulations for handling disciplined students.
- b. In case of teacher's absence in the classroom, proxy teachers, class monitor/class captain manage the disciplinary issue of the students.
- c. The channels of communication used by teacher and administrators to students on discipline issue were: through school dairy, announcement before the class starts, notice board and announcing every morning assembly.
- d. The channels of communication use by the school administration to parents/guardian on students discipline issue were through teachers-parents meeting, through phone call and text messages, through regulatory record on school calendar and through handwritten note
- e. The study found out that, some of the policies employed by school to prevent indiscipline were suspension, introduction of moral studies, introduction of value education, introduction of religious education, showing exemplary life.
- f. It was found out that, all the school administrations have systematic monitoring of teachers discipline.
- g. The study found out that, some of the rules followed by school in monitoring teacher's discipline were; frequent meeting on professional ethics, terms and condition about their dress, punctuality, preparing a lesson plan, fine imposed to irregular teachers, no hair colouring, no tobacco in the school campus, systematic monitoring through attendance register no work, no pay', deduction of salary and guidelines to follow.
- h. On guidance and counselling services in the school, it was reported that, almost all the school has no permanent guidance and counselling services in the school. It was found out that, concerned teachers, Headmaster/Principal or school chaplain gives guidance and counselling to the student as and when required.
- i. Some of the behavior exhibited by students liable for expulsion and suspension were: possessing harmful substances, aggression and improper attitude towards teachers, examination malpractices, frequent bunking of classes, remained absent without leave for long, ragging and bullying, repeated misconduct, damage of



school properties, immoral activities, poor performance in studies, extreme violation of school rules and regulations, low attendance.

## **E. HOW INDISCIPLINED IS TACKLED AT VARIOUS LEVELS**

On the basis of results obtained from the data analysis, the following findings in relation to tackling indisciplined behaviour by the schools, teachers and parents were highlighted below.

### **1. How Indiscipline is tackled at School**

- a. Some of the measures adopted by School in Tackling Indisciplined Students were:
  - call parents to school,
  - suspension
  - warning with fine
  - manual works
  - verbal reprimand
  - report to higher authorities
  - written warning
  - Signing a bond.
  - Transfer certificate.
  - imposition
- b. Suggestions made by teachers on how indiscipline can be tackled at school were; Proper guidance and counselling, cooperation between parents and teachers in maintaining students discipline, maintaining a set of well established rules and regulations, separate department for tackling disciplinary issues, providing better infrastructure, proper administration by the authority, improvised Classroom management skills, technique & strategies, provision of moral and value education, appointment of teachers to only well trained teachers, taking strict actions against the defaulters, creative work should be introduced to make the students engaged with, teaching life skills education, permanent stationing of counselling in the school, conducting training for teachers, proper written code of conduct with no biasness in implementing the same, less student intake in each classes.
- c. Some of the frequently used methods in place of corporal punishment to tackle indiscipline among secondary school students of Nagaland were: counselling, verbal

reprimanding, calling parents to school, moral punishment, manual works, explanation call, detention during recess and after school, imposition, assignments, imposing fine, warning, undertaking and suspension.

- d. Some of the activities that have been carried out so far in tackling indiscipline in the school were; counselling by teachers, principals and school chaplain, mass social work, essay competition, calling resource person to speak in the morning assembly, surprise checking, inviting counsellors, girls and boys are taught separately by male and female teachers, anti-ragging committee, dividing the students into different club like peace club, anti-tobacco club, sanitation club etc., disciplinary committee, senior students deliver on the topic in the morning assembly.
- e. Some of the suggestions made by parents on role of school to counter acts of indiscipline among the secondary school students of Nagaland were; maintaining good relation with the parents and students by teachers, establishing Parent-Teacher Association, organizing periodical workshop for teachers in the school, appointment of trained teachers, permanent counsellor to be appointed, a separate subject for life skills education, diverse kind of activities to be introduced, providing adequate facilities, unbiased school rules and regulations, holistic approach in the education system, emphasizing on capacity building in school.
- f. On the Management Styles used by the Head of Institutions to tackle indiscipline among secondary student of Nagaland in the school, majority of the Headmaster/Principal/ Head of Institutions cited on authoritative style of management to counter acts of Indiscipline.

## **2. How Teachers tackle Indiscipline to promote effective discipline in the Classroom**

- a. It was found out that, teacher-learner relationship can help in promoting effective classroom discipline.
- b. Some of qualities of teachers that helps in keeping acts of indiscipline minimal in the classroom were being understanding, being encouraging, being helpful, Having knowledge of students psychology, shaping behaviour through reward and punishment, being caring, being friendly, sympathetic, being open, and their being a role model and a guide.

### **3. How parents tackle acts of Indiscipline of the children at home**

- a. The findings on parents and guardian reaction when they found their ward's misbehaving at home according to the students respondents were, their parents scold them, gives guidance and counselling, their parents warns, their parents punish, their parents bears and their parents ignore.
- b. Relationship based on mutual respect, having respectful attitude towards them, encouragement, being appreciative, praise and blame, forgiveness and prayer, reward and punishment, scolding and punishment, verbal reprimand, guidance and counselling and depriving of certain benefits were some of the methods used by the parents to counter acts of Indiscipline at home.
- c. The parents were asked whether they trained their children at home and the entire parents 100% responded that they train their child at home.
- d. Some ways on how parents train the child at home were: training on basic life skills, following rules and regulations at home, moral training at home, training on social skills, teaching the values of life, teaching self-control, settings limits, setting good examples, spiritual training at home, sending the child to sunday school etc.
- e. On how parents address the issue on misdemeanours of children at home, different types of parenting styles were identified. They were:
  1. Permissive parents/parenting style:

They think that, instead of imposing harsh punishment and setting expectations high putting pressure on them, it is better to be more of a guide and a friend.
  2. Authoritative parents/parenting style  

They think that, children learn best when they are both strict and flexible, when they know when and how to respond to a particular situation and act accordingly.
  3. Authoritarian parents/parenting style.  

Parents who are authoritarian said that, they are very strict and stern in dealing with their child mistakes. Majority of the authoritarian parents were of the opinion that, children learn best when they are in control, when they are made to realize their mistakes.

## **F. REMEDIAL MEASURES FROM SUGGESTIONS MADE BY STUDENTS, TEACHERS, PARENTS AND HEAD OF INSTITUTIONS**

On the basis of suggestions given by students, teachers, parents and head of Institutions to minimize indiscipline among the secondary school students of Nagaland, the following Remedial Measures have been presented.

### **1. Remedial measures to Minimize Indiscipline in School**

- a. Proper guidance and counselling should be made available to the students.
- b. Seminars and counselling programmes should be organized for parents at school sensitizing them on ward's discipline issues.
- c. The school should come up with a clear cut policy to counter indisciplined acts of students.
- d. Introducing creative and diverse kind of activities would keep the students busy having less time to indulge in acts of indiscipline.
- e. There should be adequate provision of co-curricular activities in the school.
- f. Both the disciplined and undisciplined, good and weak students should be taken care of without biasness to foster discipline among students.
- g. Maintaining a proper student-teacher ratio will promote effective classroom discipline.
- h. Providing effective administrative support on discipline related work.

### **2. Role of parents in minimizing Indiscipline among Secondary School Students of Nagaland**

- a. The parents should provide guidance, direction, assistance and help to the child in the process of personal development and growth.
- b. The parents should take care of the social emotional growth and health of the child by using various positive factors such as praise, encouragement, talk and response, time and affectionate attention to foster healthy emotions.
- c. The parent's requirements should not only provide basic necessities but also requires teaching and educating the child to shape their knowledge and character.
- d. The parents should provide an optimal environment in which the child learns and grow in conditions where it allows a positive changes and

improvements, opportunities to explore and experiment in his own environment.

- e. The parents should establish a good relationship with the teachers to check the child progress in the school. Close monitoring of the child activities should also be done outside the school.
- f. The parents should provide a 'structure' for the children at home such as giving direction, imposing rules, use discipline, sets limits, encountering the children with their behaviour and teaching moral values.

### **3. Remedial measures to minimize indiscipline in the Society**

- a. Society should not ignore and avoid the indiscipline students but play a role in guiding them to right path.
- b. Proper guidance and direction should be given by parents, teachers and elders
- c. The church should also play a major role by organizing awareness programme and campaign from time to time.
- d. The parents must practice discipline at home by living exemplary life.
- e. Parents, teachers and elders should try to understand the child and emphasise more on encouraging and advising rather than, down casting and discouraging them.
- f. Good moral and value education to be taught in the school as well as in the church
- g. An awareness programme on the use of modern gadgets should also be organized in the school as well as the church.
- h. Involvement of parents, teachers, students and community elders in implementing rules and regulations in the school.
- i. School-family-community relationship should be established

### **Discussion of the findings**

Discipline is essential in all walks of life. It is a very important component of humane living. Emerging from the findings, it can be said that, the secondary school students of Nagaland exhibit a numerous acts of indiscipline in different domain such as disrespectful to teachers, loitering around during class hours, not doing homework/assignments, playing

during class, shabby dressing, addiction to: mobile phone, online games and social networking sites like Facebook, Whatsapp and Instagram, misuse of money, use of slang language, chewing tobacco, drinking alcohol, smoking cigarettes and weeds, immoral activities between the opposite sex, insulting and bullying. The findings of the study has the support of Silva, Algeless Milka Pereira Meireles da, Negreiros, Fauston, Albano, Ronaldo Matos (2017) who reported indiscipline behaviour such as aggressiveness, laziness, restlessness, inattentiveness, talking, disrespectful teachers, emotional problems etc. The study also emerged that the use of Mobile Phone had introduced a new dimension of indiscipline. It is therefore, important for the teachers, parents and all stakeholders in education to identify the acts of indiscipline and deal with them accordingly. The study also revealed that, various factors such as student based factor, academic factor, educational factor, social factor, home based factor are responsible for indiscipline among the secondary school students of Nagaland. In tackling Indiscipline students in school and at home by teachers, parents and administrators, the findings revealed that, teacher-learner relationship can help in promoting effective classroom discipline by being encouraging, being understanding, having knowledge of students psychology, being helpful, value inculcation, counselling, being caring, being open, being friendly, sympathetic, shaping behavior through reward and punishment and being humorous. The finding has the support of Dr. Yatendra Kumar S. Pal. (2009) who reported that classroom interaction should be healthy and interesting. Teacher should create school environment free for good communication, teacher should be aware of the family situation of the students and try to solve it. Some of the preventive measures used by School to tackle indisciplined students were call parents to school, reported to higher authorities, manual works, signing a bond, verbal reprimand, suspension, warning with fine & written warning. On how parents tackle the issue on misdemeanour of their child at home, it was found out that, three (3) types of parenting styles were identified as permissive parenting style, authoritarian and authoritative parenting styles. The finding of the study on parenting style corroborates the reports of Baumrind (1971) who reported that, three major child rearing practices: authoritarian, authoritative and permissive. Authoritarian parents valued obedience from the child and did not believe in verbal give and take in such matters. Similarly, the study also found out that, the management styles used by the administrator/Head of Institution/ head master were authoritative management style, lenient and authoritarian management Style. From the findings, in order to maintain good discipline among the students/wards teachers and parents should play their role in enhancing

effective discipline methods and strategies. All the school should set up a discipline team to take charge of matters relating to student discipline.

### **Conclusion of the study**

The study explored the views of students, teachers, parents and heads of institutions regarding indiscipline among the secondary school students of Nagaland. The study sought to find out the dimensions, factors and impact of Indiscipline among the secondary school students of Nagaland. The study was also conducted to find out the various policies used by schools and how indiscipline is tackled at various levels. Basing on the findings, it was revealed that, the dimensions of Indiscipline among Secondary School Students of Nagaland were based on economic dimension, socio-cultural dimension, educational dimension and gender dimension. The acts of indiscipline among the schools varied but the most common ones included chewing tobacco, drinking alcohol, addiction to online gaming and social media, smoking weeds and cigarettes, being disrespectful to teachers, parents and elders, misuse of mobile phone, immoral activities between opposite sex, addiction to online gaming, negative attitude and laziness, using slang language.

In conclusion, discipline is essential for success in anything great that one desires to achieve and indiscipline in any aspects of life degrades productivity and value of life. In order to achieve success in everything one's need to realize that discipline and indiscipline can make or break one's life. All the stake holders have a role to play in curbing student's indiscipline. It is not only the responsibility of teachers alone or that of parents alone. All partners, be it teachers, principals, administrators, parents and guardians, elders and community elders must be responsible for creating a value system where the younger generation are able to respect elders, maintain rules and regulations and maintain discipline in the home, school and community. Discipline is also not only about taking corrective action 'after the fact' after mistakes have been committed but presenting a mindset of preventive mode whereby young people are able to prevent themselves from indulging in indiscipline behaviour and acts which are contrary to societal norms.

It is strongly advocated that, parents should be more responsible and concerned about improving the character of the child and avoid thinking that the responsibilities of their youth ends at the school's gate. The responsibility of the parents and guardian does not only refer to providing the material needs of the child but also learning how to nurture the child by

inculcating good morals in the child. The education system should also be so based on values and moral education that young minds are able to judge between the right and the wrong and take correct decisions in life. The school also needs to provide a whole lot of diverse activities so that every student can find something or the other to keep them focussed. The school should instil confidence in students. The school should also look towards in adopting a democratic consultative approach involving parents, teachers, students and community elders in implementing rules and regulations in the school.

### **Recommendations and Suggestions to curb Indiscipline among the Secondary School Students of Nagaland**

From the revelations of the study, the following recommendations are made:

1. Making rules together involving students, parents, teachers and administrator.
2. The government and education stakeholders should enhance sensitization on matters related to indiscipline and school management among parents, teachers and community.
3. Seminars and workshops should be organized periodically for teachers and parents on the issues related to indiscipline.
4. Teacher Professional Development training should be given in the school.
5. Parents must be disciplined and role models for their children.
6. Parents need to spend more time with their children despite of their heavy schedule.
7. The child should be offered practical courses that cater to his requirement so that he will have a purpose and having less time to engage and indulge in Indisciplined Behaviour.
8. The school authorities must have an appropriate channel to enforce discipline through forum like Parents-Teachers Association and only trained teachers should be appointed.
9. Permanent and separate counselling cell in school should be established where only qualified counsellors should be appointed.
10. Both the parents and the teachers have a critical duty on matters concerning discipline of their children at school, at home or outside the school and home environment. They should change their hands-off mindset by showing love, care and affection in understanding the problem and solving it.
11. The school must provide adequate facilities for co-curricular activities and effective programme should be put in place to promote student discipline.
12. All the stakeholders in Education should cooperate together to come up with certain ideas and strategies to minimize indiscipline among the secondary school students of Nagaland.



13. All school must come up with code of conduct and implement it.
14. Multiple strategies must be employed by the school to curb indiscipline.
15. Internet and social media safety awareness programme should be given to students.
16. Cooperation and joint responsibility of the home, church, school and the community in curbing Indiscipline.
17. The school should come up with a set of comprehensive and clear procedures for enforcing indiscipline.
18. Teachers need to be trained on other means of controlling and managing the students.
19. The school may establish a separate school discipline team.
20. Enhancing effective discipline by implementing effectively life skills education in the curriculum, involving students in programmed co-curricular activities and establishing family units in all schools.

#### **Suggestions for Further Research:**

1. A Comparative study on Indiscipline to be carried out between Government Secondary Schools and Private Secondary Schools of Nagaland.
2. An extensive study on Indiscipline covering a larger sample to be conducted.
3. There is need for a study on the effect of social media and peer influence on academic performance of the students.

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