
CHANGING TRENDS IN COLLEGE STUDENTS' BEHAVIOUR: A CASE STUDY OF HUBLI CITY (KARNATAKA)

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ABSTRAC

The research is undertaken to study the student's behaviour in college campus. The study aims to know reasons for their indecent behaviour and disobedient nature. The research study is titled "**Changing trends in college students' behaviour**". Often students behave improperly inside the classroom and college campus. Sometimes they behave very rudely and become violent; the study aims to know the causes behind their disobedient behaviour and problems faced by them in the institution.

As a result, the study reveals that, there are multiple reasons for students' disobedience and indiscipline inside and outside the classroom. Findings of the study indicate that students are facing some serious problems regarding institutional management, examinations, semester system, and marks/ results etc. They have some problems with teachers' behaviour and their teaching methods. Therefore the study is conducted not only to find out causes but also solutions of such problems. The study covers important phases like teacher student relationship, socio-economic conditions of the students' families, educational attainment of their parents and their opinions about the present educational system. Students have suggested important modifications to be brought in. The study provides ideas of the students about how a teacher should be? And reveals the mode of recreation enjoyed by students. The study throws light on consciousness of the students towards rules/regulations of the college/institution.

(Key words : Student's behavior, changing trend, discipline, obedience, regulations of the College)

INTRODUCTION

It would be right to say that, students are the nation builder and future of nation. Therefore there is a need to think seriously about their behavioral problems. As it is seen that today's college atmosphere is disturbed. Student's attitude towards their teachers/institution is not acceptable. Often their behavior is disruptive and rude within and outside the classroom. Sometimes they go beyond of control. Such behaviour disturbs not only to those, who are misbehaving, but also to the entire class. Such atmosphere in the college campus negatively influences the students, teachers and the system.

"Student's misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout. Student's behavioral problems are also thought to be a leading contributor to teacher's stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers". (Slavin 2003)

The selected problem for the study is, "Changing Trends in College Students' Behaviour", under this title the study is conducted to find out the reasons for their indiscipline and disobedient behaviour in the college campus. The study also aims to find out student's psycho-social problems which influence their behaviour to great extent. According to Gayatri Biradar (2007), "sophomore or phase of late adolescent entering into Pre University College with age range between 16 to 19 years, sophomore period has one outstanding peculiarity, that it is a time when individual is attaining physical maturity without necessarily attaining social maturity with the parents and the society".

In relation with the above lines, it can be concluded that, those students who are studying in Pre University College are more immature as they have attained only physical maturity without social

maturity. Therefore they often become violent and misbehave in college campus and most of them fail to adjust with the institution or college environment. Though the students studying in Pre University College are more mischievous, but it cannot be deny that indecency and indiscipline is found even among degree students. Therefore the present study includes both, Pre University and Degree college students for research work.

Already the study has attracted the attention of various scholars and thinkers. An attempt has been made to study the problem with different view in the colleges of Hubli city in Karnataka (India).

STATEMENT OF THE PROBLEM

The topic selected for research study, is “**Changing trends in college students’ behaviour**”; A case study of Hubli city. The study includes Pre University and under graduate students of Arts Science and Commerce streams. As it explain their behaviour in college campus and class room. The study reveals information about the attitudes and outlook of the students towards teachers, studies, system and management. The study provides opinions and suggestions of the students about teaching methods and modern educational system. The students are divided by gender like male and females, in the study. Religion wise distribution of the students is made. The study contains total 20 tables with statistical analysis, explanation and conclusion.

OBJECTIVES OF THE STUDY

1. To know the causes, of indecent behaviour and disobedience of the student in college campus.
2. To know the problems of students in college.
3. To have clear idea about the teaching methods preferred by the students.
4. To collect different opinions and suggestions of the students, regarding today’s educational system.
5. To know the socio-economic condition of their families.

METHODOLOGY

The information is collected through the primary sources like field investigation. For the research work the respondents (students) were selected from six colleges of Hubli city (Karnataka). Total 350 questionnaires were circulated among students. Fifty students from each college were finalized for the collection of primary data. The consent letter is taken to start study and visit different colleges. Before going to interact with the students, the permission of the concerned principal of each college is taken.

RESERCH TECHNIQUES AND TOOLS USED

The techniques used for the collection of data are, Questionnaire and Observation. The questionnaire contains twenty main questions and sub questions. It includes both open-ended and closed-ended questions. The statistical methods like frequency, table and percentage is employed. Analysis and explanation of the numerical facts is carried out. Before the distribution of questionnaires, the students were made to understand the problem. They were made to understand the meaning of complicated question to have legitimate and true information about the problem. Before the distributing questionnaires, interacted with the students and explained about the purpose of questionnaire and proposed work. Students were allowed to use Kannada and Hindi language beside English to make them easily fill the questionnaire. Through non participant observation, the attitude, style, behaviour and actions of the students are keenly noticed inside and outside the class room.

(Ramahari 2006) in his study of (Discipline/Indiscipline and violence among Secondary Schools in Mauritius -part1) has applied the method of questionnaire.

SELECTION OF THE RESPONDENTS

The respondents (students) for the study are randomly selected. Total 350 students are selected from seven colleges of Arts, Science and Commerce. (50 from each college) Field work was carried out by personally visiting the Pre University and Degree colleges (seven) of Hubli city during April 2016 to July 2016 to collect primary data. The study includes both Pre University and under graduate male and female students.

This random selection of the respondents (students) is applied by (Gayatri Biradar 2007) in her study (Stressful life events and behavioral problems among Pre University students.

HYPOTHESES

The study is initiated with the following hypothesis

- 1 Students now a day, behave improperly than the past.
- 2 Teachers' attitude and their teaching methods are leading factors for the indiscipline and disobedience of the students.
- 3 Absence of proper rules and regulations in the institution leads to student's indecent and violent behavior. As (Srinivasan 1994) "speaks educational institutions also create stressful situation to youth leading to agitation".
- 4 Socio – economic conditions at home influence their behaviour to great extent.

FINDINGS, SUMMARY AND CONCLUSION

The study "Changing Trends in College Students' Behaviour", is a sociological analysis on discipline and obedience problems of the college students of Hubli (Karnataka).

In the present study there are total 350 students of different colleges of Hubli city. The students belong to the Hinduism, Islam, Christianity and other religious communities. The study includes Pre-University and undergraduate students of Arts, Commerce and Science. There are both girls and boys students in the conducted study. The findings of the study prove that there are number of reasons for the indecent behaviour of the students in college campus. For e.g. College atmosphere, administration in the college, rude behaviour of the teachers, inactive teaching methods, partial nature of the teachers, means making discrimination among students and treating unequally etc. As shown in table 16, 17 and 18, and some psycho – socio problems of the students like family background and conditions at home. Here **the first objectives of the study get fulfill**. The data reveals that all the above mentioned factors lead to violent behaviour of the students.

According to Majumdar (1977) "students become turbulent and violent over such matters as travel concessions, postponement of examinations, attendance policy of the administration, minimum marks for pass, statement made by teachers and disciplinary action taken by the administrators".

Analysis of the data provides information about student's opinions and suggestions regarding modern educational system, as it is the **fourth important objective of the study** (Table no. 13a & 13b). It is noticed in the study that majority of the (63 per cent) students are not satisfied with the present educational system for various reasons. Therefore they have suggested some modifications in the present educational system. They spoke against high fees and donations. By speaking about semester system, degree students expressed that, they are overburdened and feel themselves busy as they have to face two final examinations in a year and prepare assignments. Some students feel that because of the internal marks and semester system regular and irregular students get the same marks, so it affects sincere and hardworking students negatively. They have mentioned that, to some extent, the modern educational system gives scope for cut – throat competition in one or the other way. Some students

have complained about concession facilities enjoyed by the scheduled castes and scheduled tribes (SC &ST) students only, in matters like reservations, marks, fees and penalty, so they suggest that some concession should be given to General Merit (GM) category students too. Few students mentioned that, latest technological methods of teaching should be used in the classroom, like power point. Except semester system and internal examinations, remaining all the suggestions to bring change in present educational system opined by both Pre University and Degree college students. However 37 per cent of the students are satisfied and they do not prefer any change in the present educational system.

As collection of different opinions and suggestion regarding the present educational system is **one of the objectives of the study**. In this matter the study is proved successful in collecting maximum opinions and suggestions regarding teacher/s, teaching methods, modifications, additions and extractions. Most of the students speak in favor of change in modern educational system and they are demanding some important modifications for various reasons, as shown in table 13b.

According to (Sternberg and Williams 2002), "one of the widest spread reasons for bad discipline however is usually a students' inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outbursts, disruptive behavior, while the rest of the class may remain passive".

The findings reveal that nearly half of the (48 per cent) students in the conducted study are not so serious and conscious about rules, discipline and obedience and remaining 52 percent of the students mentioned, they sincerely follow the rules (Table 16a). Those who are not following have given many reasons for their negligence towards rules. For e.g. they do not think necessary, do not believe in, to enjoy freedom and some students have mentioned, it is not possible to follow all the rules. In table 16b there is "any other" category in which they speaks about the negligence of rules by the teachers and responsible people. It means, students have mentioned that if the teaching staff and disciplinary committee itself is not so serious about the rules, then they could not expect with the students to follow the rules of the institution. Presence of very rigid rules and absence of proper rules or no rules in the institution may lead to the indecency in the students' behaviour. Hence the hypothesis, "**absence of proper rules and regulations in the institution leads to student's indecent and violent behaviour**" is proved here.

Described by Franken (1998), "Basically discipline problem occur when students refuses to obey rules of the classroom or school. Rules must also relate to the stated function of the education. Teachers in making rules for individual classroom behavior should constantly be reminded of this principle".

Punishing the students frequently can lead to some harmful consequences. Therefore it is very necessary to check their behavior wisely and calmly. Appreciation of their talent by teachers and rewarding them for their better performance in the classroom can encourage student to achieve their goals as well as to behave well with the teachers and others

According to (Duke and Canady 1991), "in schools where the head teacher emphasized punishment rather more than rewards, pupils' progress tends to be inhibited; the greater the number of punishments listed, the more negative were the effects".

Table 4 depicts about the type of the families to which students belong. Majority of the students (60 per cent) belong to Nuclear family and less than half of them (40 per cent) belong to Joint family. These facts prove that joint families are decreasing and nuclear families are increasing rapidly day by day. Nature of the family, type of the family and conditions at home influences the children's behaviour and personality at large. Because of the disintegration of joint families, younger generation is losing many more important things in life. Like moral stories told by their grandparents, lessons of humanity,

truthfulness and honesty. Moreover teachings of the elders about morals, values, manners, attitude, obedience and discipline are missing somewhere and have lost their importance to great extent, in modern times. Their exposure to the TV, films, videos, porn sites on internet has made them to indulge in inappropriate activities. All these factors have brought some negative changes in lifestyle and behaviour of the students/youths. As a result they rarely think about what is right and wrong? What is fair and unfair? And what is good and bad? Though nuclear/single families are proved to be enough efficient in upbringing of the children, but still, some important and valuable things are missing among the living patterns of modern generation and there is a vacuum. However the type of the family and family atmosphere not only affects but also shapes the personality of a child in its own way. These facts have brought about changes in the behaviour and nature of the students too. Hence the hypothesis, **“students now a day behave improperly, than the past”** is proved here.

Gayatri Biradar (2007) opines, “due to changing society the traditional joint family system is converted into nuclear family and the adolescents did not have grandparents and other relatives. They could not share their problems with relatives and in lack of proper guidance suggestions from parents they develop emotional health problems and many other problems”.

Table 6, 9, and 10 describes about the economic conditions of students’ families. It is found that majority of them are economically good, whereas some of them belong to poor families. As out of 350 students, fifty three have mentioned that because of bad financial conditions, they could not continue their education and rests of the students belong to economically sound families. Most of the fathers in the conducted study are engaged in Government and private sectors and business. Their earnings are sufficient to satisfy all their expenses. In some cases earnings are more than sufficient, so that they are providing additional comforts to their children, like mobile phones, vehicles and enough pocket money. If on one hand, bad economic condition at home influences the behaviour, “extra/additional economic facilities” can turn the students to grow bad habits on the other. Like chewing gutka, smoking cigarette, gambling, frequently watching movies keeping cell phones and then making illegitimate use, visiting cyber centre for wrong purpose etc. All the above reasons/factors contribute to the development of negative personality of the students. Hence the hypothesis **“socio-economic conditions of the family, influence their behaviour to great extent”** is proved here.

According to Prayag Mehta (1970), “the cheap literature, T.V. and films on sex, stimulate sexual impulses and anxiety and lead to dangerous and painful sexual experiment in youth”. He has conducted study in this matter and has given reasons for student agitation as perceived by the students as follows. “Lack of good teachers and other educational facilities, frequent changes in the pattern of education, administrative arrogance, and corruption in administration, negligence and indifference of the government towards students’ problems”, were mainly considered as reasons for students’ agitation.

The study shows that 43 per cent students (152/350) do not attend the classes regularly (Table No. 18a). For their absence in the classroom, they have given few reasons like, rude behaviour of the teacher, does not understand teaching sometimes, often they feel bore, not interested, teacher’s teaching make them feel bore and some students mentioned, if regular and irregular students get same marks (in case of internal marks) then need not to be regular to the classes. If we consider their 1st and 2nd reason mentioned by students in the table 18b, indicate towards teacher’s attitude and their teaching style in the classroom. It can be concluded that teachers sometime fail to attract more number of students or their rude behaviour makes the students not to attend the classes. The study is successful here, to find out few more problems of the students, as it is the **second objective of the study**. Hence the hypothesis **“teachers’ attitude and teaching methods are leading factors for the indiscipline and disobedience of the students”** is proved here.

Findings of the study reveals that majority (87 per cent) of the students expect strong and effective system in their educational institutions (Table 15a). Very less number of students (46/350) does not expect strong and effective system to maintain their personal freedom and enjoyment (Table 15b). May be they are disobedient or obedient, disciplined or not, that is different matter, but they desire proper management and maintenance of discipline in the college campus, as all of them (350 students) feel that education is very important (Table 14). Because it is education which built their career, makes their life meaningful and provide them better future. Therefore they are expecting healthy, effective and strong educational system. The study estimates that majority of the (73 per cent) students are interested in higher education and they have decided to go for further education. This is a good sign that the country will have more number of well qualified youths in the future (Table 11a). However 27 per cent (94/350) of the students are not intended to receive higher education for following reasons like, financial problem, parent do not allow, want to work, study seems burden etc (Table 11b).

The study concludes that 33 per cent of the students (117 out of 350) are not satisfy with the college/institution where they are studying presently (Table 12a). For their dissatisfaction they have given some considerable reasons for e.g. faulty system, lack of facilities, very rigid system and absence of proper rules (Table 12b). Therefore there is a need to bring some improvements in the present educational institutions/colleges. 76 per cent (267/350) of the students revealed that they are having cordial relations with their teacher/s and only few students (83/350) expressed that their relations with the teacher/s are not good or cordial for following reasons like their own irregularity towards classes, improper attitude of the teacher/s, disrespect towards teachers and clashes with the teacher/s. (Table 17a & 17b).

The study provides information about the modes of recreation enjoyed by the students. Here they have mentioned number of ways and means as watching television, gossiping and chatting, roaming with friends, playing cricket, listening songs and dancing, reading good books etc. Through these means they entertain and amuse themselves (Table No. 19).

The study reveals opinions of the students about a teacher and teaching methods. When they were asked how a teacher should be? By answering this question the students have given number of opinions and as many as possible suggestions regarding the attitude of teacher and some important tactics in teaching which they prefer teachers to adopt these steps. Students have mentioned some qualities about a good teacher and according to them a teacher must possess these qualities. Such as a teacher must have friendly nature with the students, must have thorough knowledge regarding the subject, should have ability to clear doubts, should be regular, sincere and complete portion, should not be partial and treat equally, should have current general information, should act and guide like parents, should be strict, should have patience, convince and encourage in proper way, should be good in communication and a teacher should be honest punctual and hard working (Table No. 20). **“To have knowledge about the teaching methods preferred by the students”** is one of the objectives of the research study is achieved here.

CONCLUSION

The above explained results of the research study conclude that the objectives of the research, are achieved and hypotheses are proved true. The study aims at knowing the reasons for disruptive behaviour and problems faced by the students. Hence the research is successful to find out the same. This research throws light on teacher – student relationship. The study focuses on the teaching methods preferred by the students and covers important aspects like high fees/donations, exams, semester system, internals, marks and administration in the educational institutions. The research study concludes that socio-economic conditions at home and educational attainment of the parents influence their attitude and behaviour. It can be estimated that there are multiple reasons/causes for their disobedient and indecent attitude in college campus and class room.

Depending on the research findings it can be estimated that, there is an urgent necessity to bring some fruitful changes in the present educational system, because most of the students are not satisfied with the present educational system. Therefore they have suggested some important measures which should be implemented immediately and their demands/expectations should be considered. The research has achieved number of suggestions, opinions and ideas by the students with regard to educational institutions, teachers, teaching methods and various modifications. Hence it is necessary to observe these things carefully for the betterment of the students.

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RESEARCH FINDINGS

Table 1: Gender- wise Classification of the respondents

SEX	NO. OF THE RESPONDENTS	PERCENTAGE
Male	145	41
Female	205	59
Total	350	100%

Table 1 depicts about the sex-wise distribution of the students. Out of 350 students, 59% are female students and 41% are male students. This information indicates that even girls are enough interested in higher education and the number of female students is increasing in the field of higher education

Table 2: Religion- wise Distribution of the respondents

Religion	No. of the respondents	Percentage
Hinduism	179	51
Islam	142	41
Christianity	21	06
Any other	08	02
Total	350	100%

Table 2 explains about the religion-wise distribution of the Students 51% of the students are Hindus, 41% are Muslims, 6% are Christians and only 2% fall in the category of "any other", which includes Jainism, Buddhism or any other religion.

Table 3: In which class you are studying?

Class	No. of the respondents	Percentage
PUC Arts	91	26
PUC Commerce	41	12
PUC Science	17	05
B. A	78	22
B. Com	85	24
B. Sc	38	11
Total	350	100%

Above tables speaks about the number of students from different streams. 26% belongs to PUC Arts, 12% Commerce 5% Science. And 24% students are studying in B.Com, 22% in B.A. and 11% in B.Sc.

Table 4: Nature of the family to which students belong

Nature of the Family	Total No. of the Families	Percentage
Joint Family	141	40
Nuclear Family	209	60
Total	350	100%

This table provides information about type of the families of the students. In the conducted study of 350 students, 60% of the students belongs to Nuclear Family and 40% Joint Family.

Depending on the above data it can be concluded that from the recent past Joint Families are decreasing and Nuclear families are getting dominant among the people. Above shown figures makes this fact clear that the single families are given more importance than the extended families. As because life styles of the people has changed to great extent.

Table 5: Total number of family members of the respondents

Sex	Total no. of each Family members	Percentage
Males	776	40
Females	831	43
Children	343	17
Total	1950	100%

Table 5 provides information about the total number of male and females of 350 families. Out of three hundred families 43% are females, 40% are males and 17% are children.

This numerical fact explains that people don't want to have more number of children to limit the size of their family. Maintaining smaller families is the necessity of modern life, individuals have realized this fact. Therefore it is observed in the study that the number of children is less in comparison with the total number of males and females.

Table 6: Earning members in the family

No. of earning member	No. of the Families	Percentage
One	138	39
Two	110	31
Three	44	13
Four	41	12
Five	17	05
Total	350	100%

The above shown figures speak about the total number of earning members of the 300 families of the students. 39% of the families have only one earning member, 31% of the families have two earning members, 13% three earning members, 12% four earning members and 5% of the families have five earning members.

This data reveals that the economic condition of the students' families is not bad. Because more than half of the families in the conducted study are having more than one earning members with two, three, four and five. Therefore it can be estimated that students' families are financially sound.

Table 7: Educational Background of the mother

Educational level	No. of the Mothers	Percentage
Illiterate	64	18
Primary	123	35
Secondary	122	35
Graduate	34	10
Post graduate	06	02
Any other	--	--
Total	349	100%

Note: one student’s mother is not there. (Expired)

Table 7 depicts about the educational attainment of the student’s mothers. Out of 349 mothers, 35% have received secondary education which includes SSLC and Pre University level education, 35% have received primary education, 18% are illiterate, 10% are graduates and 2% are Post Graduates. Nobody falls in the “Any other category”, which includes Diploma courses and training.

With the above mentioned data it is clear that, majority of the mothers of the students are educated. In comparison with the primary and secondary educated, under graduates and post graduates, the number of illiterate mothers is less. The aggregate percentage of these forms nearly 50% of them are well educated. This shows that, since few decades the literacy and higher education among women has increased.

Table 8: Educational Background of the Father

Educational level	No. of the Fathers	Percentage
Illiterate	58	17
Primary	47	13
Secondary	133	38
Graduate	79	23
Post graduate	33	09
Any other	--	--
Total	350	100%

Table 8 explains about the educational level of the respondent’s fathers. Amongst total (350) fathers, 38% have received SSLC and Pre University level education, 23% are graduates, 17% are illiterates, and 13% have received only primary education. And only 09% are Post Graduates.

Depending on the above data, it can be estimated that, while comparing the education of mothers and fathers, then the educational attainment of the males is better than the females. This is so because, in earlier days education was restricted for women and it is only from the recent past that, the literacy has increased among females.

Table 9: Occupational Background of the father

Occupation	No. of the Fathers	Percentage
Government Service	89	25.42
Private	90	25.71
Professionals	18	05.14
Business	78	22.28
Agriculture	75	21.41
Total	350	100%

Table 9 provides information about the occupation of the fathers of the respondents. Out of 350, 25.42% of the fathers are government servants, 25.71% are engaged in private works, 21.41% are doing agricultural works, 22.28% are having their own business and only 5.14% are professional, which includes doctors, engineers, professors and lawyers

Table 10: Yearly Income of the respondent’s parents

Income	No. of the Families	Percentage
Less than 20,000	--	--
20,001- 30,000	14	04
30,001- 40,000	27	08
40,001- 50,000	38	11
50,001- 60,000	34	10
60,001- 70,000	29	08
70,001- 80,000	28	08
80,001- 90,000	52	15
90,001 & Above	128	36
Total	350	100%

Table 10 provides information about the annual income of the parent of the respondents. According to the available information 36% of the parent’s annual income is nearly one lakh or more, 15% are earning 80,001-90,000, 11% falls in the category of 40,001-50,000, 10% of the parent’s earning is 50,001-60,000. 8% are earning 30,001-40,000, 8% 60,001-70,000 and another 8% of the parents’ annual income is 70,001-80,000. Only 4% are earning 20,001-30,000. And nobody falls in the first category of “less than 20,000.

Based on the above shown statistical facts, it can be estimated that nearly half of the students belong to economically well settled families. In the conducted study it is found that there are some families which fall in the rich category. As the better economic conditions positively influence the student’s behavior, similarly the extra/additional economic facilities can lead them to grow some bad habits and become deviant.

Table 11 a: Are you interested in higher education?

Options	No. of the respondents	Percentage
Yes	256	73
No	094	27
Total	350	100%

The above mentioned figures speak about the interests of the students in higher education. Out of 350 students, 73% expressed that they have interest in higher education. Whereas only 27% said that they do not have interest.

This data reveals that majority of the students desire to receive higher education and they realize the value of education in today's world.

Table 11b: If "No" give reasons

Reasons	No. of the respondents	Percentage
Financial Problem	53	56.38
Parent don't allow	03	03.19
Want to work	18	19.14
Study seems burden	15	16.00
Any other	05	05.31
Total	94	100%

Note: only 94 fall in the category of "no". Hence total No of students here is 94.

Above shown data explains about the causes given by the students for not having interest in higher education. Out of 94 students, 56.38% mentioned that, because of financial problems, they could not continue their education. 19.14% expressed that they want to work, for 16% of them feels study is a burden, 5.31% mentioned about the "Any other" reason, which may includes their personal and family problems and 3.19% said that their parent do not allow them to go for higher education.

As in table 9 the statistical data shows that nearly half of the students in the study, belong to middle class families and rare belong to poor families. Therefore it is found that out of 350 students, there are 53 (15%) such students who cannot go for higher education because of financial crisis. There are another 41(12%) students who could not continue their further education for some other different reasons shown in table 11b. The combined percentage of this is 27% who cannot go for higher education.

Table 12a: Are you satisfied with the institution where you are studying presently?

Options	No. of the respondents	Percentage
Yes	233	67
No	117	33
Total	350	100%

In the conducted study of 350 college students, 67% expressed that they are satisfied with the institution where they are studying presently. And 33% said that, they are not happy with the institution.

Table 12 b: If “No”, give reasons.

Reasons	No. of the respondents	Percentage
Faulty system	32	27
Lack of facilities	22	19
Very rigid system	11	09
Absence of proper rules	52	45
Total	117	100%

Note: out of 350 students 117 falls in the category of “No”. Hence total No. of students here is 117.

Above mentioned figures provides information about the complaints expressed by the students against the institution where they are studying. Out of 117 students, who are not satisfied with their institution, 45% of them opined that there is absence of proper rules and regulations, 27% said that the system is faulty, 19% complained that there is lack of facilities in their college. And 9% said the system is very rigid, it means there are very strict rules and regulations in the institution.

The complaints given by the students, shows that, today’s educational institutions require some immediate changes and there is a need of improvement in our colleges and management. As, absence of proper rules can disturb the college atmosphere, like that very strict rules and regulations can create problematic situation for students.

Table 13a: What do you think about the present educational system? Should it be changed?

Options	No. of the respondents	Percentage
Yes	219	63
No	131	37
Total	350	100%

In the conducted study of 350 college students, 63% think that the present educational system require some changes. And 37% feel, there is no need for change in modern educational system. Majority of the students in the conducted study, prefer change in the modern educational system. Therefore they have suggested some modifications and advices as mentioned below.

Table 13 b: If "yes" give suggestions.

Suggestions and Opinions	No. of respondents	Percentage
1 Latest technological methods should be used	31	14
2. Concession should be given to GM category students.	18	08
3. Because the cut throat competition is increasing.	37	17
4. Semester system should not be there.	41	19
5. Internals must be conducted strictly.	34	15
6. Donations should not be asked	35	16
7. Proper management, Maintenance of discipline should be ensured.	23	11
Total	219	100%

Note: Out of 350 students, 219 fall in the category of “yes”. Hence total No. of students here is 219.

Table 13b provides information about the suggestions/reasons given by those students who think that the today’s educational system require change. 19% of the students expressed that, semester system should be abolished, 17% said that, cut throat competition is increasing, therefore to stop this some changes are needed in today’s educational system. 16% suggest that, donations should not be asked, 15% opined that, internals must be conducted strictly, 14% suggest that, latest technological methods should be used for teaching, for example power point, 11% feel that, there is an urgent need of proper management in all educational institutions and maintenance of discipline, manners, rules and regulations should be ensured. 8% of the students out of 219, who are in favor of change, pointed out that some concession regarding fees, marks, admissions and reservations should be given to General Merit category students also. In this matter they also opined that the additional facilities for SC’s and ST’s should be reduced, because it is creating discrimination and injustice among students.

These facts speak that considerable number of students in the conducted study, is not happy with the present educational system. Therefore for the implementation of above shown measures, they are demanding some technical changes in today’s educational system.

Table 14: Do you think education is important.

Options	No. of the respondents	Percentage
Yes	350	100
No	00	00
Total	350	100%

All of the 350 students in the conducted study feel that education is important. No single student mentioned that education is less important. This information reveals that students realize the importance of education and they are aware of the value of education in life.

Table 15a: Every educational institution must have effective and strong system. Do you believe or no?

Options	No. of the respondents	Percentage
Yes/believe	304	87
No/don’t believe	46	13
Total	350	100%

Note: Out of 350 students only 46 falls in the category of “No”. Hence total No. of students here is 46.

Majority (87%) of the students intensely feel that every educational institution must have effective and strong system, whereas only 13% don’t think so.

The above shown facts clears that the students expect proper management, maintenance of discipline, formal rules and effective system in their educational institutions. It is a positive sign to bring improvement in the colleges and educational institutions.

Table 15 b: If “No”, give reasons.

reasons	No. of the respondents	Percentage
Rules are hurdle in enjoyment	09	20
Too much rules curtail freedom	14	30
It limits & control our actions	07	15
Do not makes us feel free	12	26
Any other	04	09
Total	46	100%

Note: Out of 350 students, only 46 fall in the category of “No”. Hence total Number of students here is 46.

Out of 350 students, 46 students are not in favor of effective and strong system for above mentioned reasons. 30% of them feel that too much rules curtail their freedom, 26% mentioned that very strong rules do not let them free, 20% said that rules creates hurdle in their enjoyment. And 15% expressed that it limits and control their actions, it means their activities comes under limit. Another 9% of the students have given some sensitive reasons (Any other), according to them rules and regulations are not applied properly by the system and often they remained on notice board only. The educational system has failed to make arrangements for the implementation of rules. Therefore they are against of effective and strong system, if it is not in work and only on notice board.

Above statistics show that there are some students, who don't want to be under any pressure/control. For the above mentioned reasons they are against of any rigid/strict system. And they want to live like a free bird without any limits and boundaries.

Table 16a: Do you follow rules and regulations of the institution sincerely.

Options	No. of the respondents	Percentage
Yes	183	52
No	167	48
Total	350	100%

The above shown table depicts about the seriousness of students towards rules, regulations, manners and discipline. Out of 350 students in the conducted study, 52% mentioned that they sincerely follow the rules of their college/institution. And 48% agreed that they do not follow the rules.

Table 16b: If “No”, give reasons.

Reasons	No. of the respondents	Percentage
Don't think necessary not possible to follow all the rules	45	27
Don't believe in rules	32	19
To enjoy freedom	21	13
Any other	18	11
	51	30
Total	167	100%

Note: Out of 350 students, 167 fall in the category of “No”. Therefore total Number is 167 here.

Out of 167 students who don't follow rules, 30% have mentioned “any other” reasons, which includes negligence of rules by the teachers and responsible persons. 27% don't feel necessary to follow rules, 19% revealed, it is not possible to follow all the rules, 13% said, they don't believe in. And 11% want to enjoy full freedom, so they do not bother about rules and regulations.

The above shown facts reveal that nearly half of the students in the conducted study are not serious about the discipline, manners, obedience and rules. However they expect an effective and strong educational system, but to a great extent they do not regard about the rules instructed by their college/institution. This indicates that if they are disobedient, then it is because of their institution which is lacking a strong system.

Table 17a: How is your relation with the teacher?

Options	No. of the respondents	Percentage
Cordial	267	76
Non-cordial	83	24
Total	350	100%

According to the data depicted in table 17a, 76% of the students declare that they have cordial/smooth relationship with their teachers. And 24% revealed that their relations with the teacher/s are not cordial.

Table 17 b: If “non-cordial”, what are the reasons?

Reasons	No. of the respondents	Percentage
Irregularity towards classes	26	31
Wrong attitude of the teacher/s	09	12
Not happy with the teacher/s	22	26
Because of some clashes with the teacher/s	15	18
Disrespect towards teachers	11	13
Total	83	100%

Note: Out of 350 students only 83 falls in Category of “Non-cordial”. Hence total No. is 83.

Out of 350 students in the conducted study, 83 students declared that their relations with the teacher/s are not good. Figures shown in table 17b, speaks about the reasons given by students for their non cordial relations with teacher/s. 31% of them said because of their own irregularity towards classes teacher/s do not like them, 26% said that they are not satisfied with the teacher/s, 18% students have some clashes with the teacher/s, 13% accepted that they often behave indecently with their teachers and show no respect for them. And 12% students said wrong attitude/behavior of the teacher/s is the reason that, they have failed to maintain smooth relationship with them.

The data reveals that, in few cases, teacher’s misbehavior and attitudinal mistakes can make them to create disturbances in the classroom and become disobedient. If first and last reason (Table 17b) is considered, then 37 students out of 83 mentioned that their relations with teacher/s are non-cordial because of their own mistakes.

Table 18a: Do you attend the classes regularly.

Options	No. of the respondents	Percentage
Yes	198	57
No	152	43
Total	350	100%

The above facts reveal information about the seriousness of the students towards classes. Out of 350 students in the study, 57% said they attend all the classes regularly and 43% said they do not attend.

Table 18b: If “No”, give reasons.

Reasons	No. of the respondents	Percentage
1.Rude behavior of the teacher	15	10
2.Don’t understand teaching sometimes	32	21
3.Feel bore	33	22
4.Not interested	18	12
5.Regular & irregular get same marks	15	10
6.Teacher’s teaching is boring	10	06
7.Any other	29	19
Total	152	100%

Note: out of the 350 students, 152 fall in the category of “No”. Therefore total No. here is 152.

Out of 350 students in the study, 152 do not attend the classes regularly for above mentioned reasons. 22% feel bore in attending the classes, 21% clears that they don’t understand teaching/lecture sometimes, 19% have mentioned “any other”, which includes their personal reasons like working etc., 12% said that they are not interested in attending all the classes, 10% said, they are not regular to the classes because often teacher’s behavior is very rude with them, 10% opined that if regular and irregular get same marks, then what is the need for being regular to the classes. (In case of internal marks) And remaining 6% said that the teaching/lecture of teacher/s is boring, therefore most of the time they miss the classes.

These figures explain that, to some extent teachers’ teaching style makes the students bunk the classes and become irregular. If observed (table no.18 b) the reasons 1, 2, and 6 mentioned by students, it can be concluded that 37% of the reasons indicate towards teacher/s, their teaching and behaviour. And because of these reasons students do not take interest in attending classes. If third and fourth reason (Table no. 18 b) is observed, simply they miss the classes without any reason, as they feel bore and not interested in the classes.

Table 19: What are your modes of recreation?

Modes of recreation	No. of the responses	Percentage
1.Watching television	166	38
2.Gossiping and chatting	43	10
3.Roaming & enjoying with friends	55	13
4.Playing Cricket	50	11
5.Listening songs singing & dancing	54	12
6.Reading good books	53	12
7.Any other	17	04
Total	438	100%

Note: each student has given multiple modes of recreation. Hence total number of responses is 438.

Above recorded facts, reveals information about the modes of recreation of the students. Out of 300 students in the conducted study, 38% said that they feel enjoy themselves by watching television, 13% pass their free time by roaming with friends, 12% enjoy with singing, dancing and music. 11% are interested in playing cricket, 12% expressed that they feel pleasure in reading good books, 10% enjoy with gossiping and chatting with friends. And 4% have mentioned about some other sources of recreation like playing games on computer and cell phone, drawing and shopping.

With this data we can conclude that, nearly half of the students entertain and amuse themselves by watching Tele Vision. This proves that T.V. is one of the most popular and liked source of recreation and entertainment among students. As TV is one of the important means of information and knowledge, similarly the students can get misdirected and come across with filth literature like too much watching of cinema, movies/films on TV. This habit can negatively influence their behavior and think.

Table 20: In your opinion how a teacher should be?

Opinions about teacher	No. of the responses	Percentage
1.Must have friendly nature	161	36
2.Must have complete & thorough knowledge	64	14
3.Should have ability to clear doubts	29	06
4.Should entertain while teaching	11	02
5.Should be regular, sincere & Complete portion	20	04
6.Should not be partial & treat equally	34	08
7.Should have current & up to date general information	25	05
8.Should act & guide like parents	24	05
9.Should not be too strict and too calm	25	06
10.Should have patience	13	03
11.convince & encourage us in proper way	18	04
12.Good in communication	12	03
13.Should be honest punctual & hard working	17	04
Total	453	100%

Note: Many of the students have given more than two and three opinion. Hence the total number of responses is 387.

Table 20 explains the opinion and thoughts of the students about “how a teacher should be”. 36% of the students in the study expect that the teacher must keep friendly relations with them and should have friendly nature. 14% said that, teachers must have complete and thorough knowledge about the subject, 8% opined that they should not be partial and treat all the students equally, 6% opined they must have ability to clear doubts, 6% opined a teacher should not be too strict and too calm, 5% said, they must have current and up to date general information, 5% feels they must act and guide like parents, 4% think that they must be honest, punctual and hardworking. Another 4% said a teacher should convince and encourage students in a proper way.3% opined a teacher should be excellent in communication. And there are 3% students who said that the teachers must have patience and tolerate the students calmly.

Above given statistical statements reveals that, considerable number of the students expects that teacher/s should be friendly with them and behave just like a friend. With this it can be said that, they want their teacher/s to be free with them. If so then they can discuss their academic, educational and personal/family problems with their teachers. This can also help in developing good communication between student/s and teacher/s, suggested by students. According to one of the opinion given by students is, teachers should not differentiate students. Because it is seen that often, teachers get attracted by the intelligent (especially front seated) students and they rarely care about those below average or average level students. Hence dull students (especially back seated) are left without no care

and attention in the classroom. It is in this matter; students' opined teacher/s should not be partial and treat all the students equally without making any differentiation.

As mentioned in table 20, students have given some important suggestions and advices about a teacher and his/her teaching methods. For e.g. as teacher expect that students must be sincere and honest towards their studies. In the same way students expect that teachers should be sincere, honest, and punctual and dedicated to their duty. Students opined that if a teacher is having patience, then he/she can control and tolerate any kind of student. They suggested, teacher/s should have efficiency and competence in their subject and must have current information and general knowledge about day to day facts. If so then only they can impart valuable knowledge among students. According to some students teacher/s should be little strict and little calm. If he/she is very particular about students and classroom, then students will be under control and hence discipline can be maintained in the classroom. They even feel that if a teacher is good in communication then he/she can impart good communication skills and learning abilities among students.

