



A STUDY OF DISCIPLINARY PROBLEMS AMONG SECONDARY SCHOOL STUDENTS IN RURAL AND URBAN AREAS OF YAVATMAL DISTRICT

***DR. SHARAD S. THAKARE**

**Assistant Professor in Education Gunvantrao Deshmukh College of Education, Pusad*

ABSTRACT

Discipline plays a crucial role in students' academic, social, and personal development, particularly during secondary education, a period marked by significant physical, mental, and emotional changes. This study investigates disciplinary problems among secondary school students in rural and urban areas of Yavatmal district, focusing on differences in behavior, contributing factors, and implications for educational practices.

A descriptive research method was employed, with a total sample of 120 students—60 from rural schools and 60 from urban schools—selected through simple random sampling. Data were collected using a self-developed "Discipline Inventory," comprising 25 statements rated on a 5-point Likert scale. The tool demonstrated high reliability ($r = 0.85$) and content validity through expert consultation. Descriptive statistics and t-tests were applied to analyze the data.

Findings reveal that disciplinary problems, including lack of attention in class, failure to follow teachers' instructions, non-adherence to schedules, conflicts with peers, and violent behavior, are more prevalent among urban students than rural students. For example, 58.3% of urban students exhibited lack of attention compared to 46.7% of rural students. All observed differences were statistically significant ($p < 0.05$), indicating higher challenges in urban school environments. Factors contributing to these differences include lifestyle, exposure to technology and modern media, social independence, and school environment.

The study underscores the need for targeted interventions, including teacher guidance, parental involvement, and school policies, to foster self-discipline, responsibility, and adherence to social values among students. The findings have significant educational implications, offering insights for designing behavior improvement programs and promoting holistic development in both rural and urban school contexts.

KEYWORDS: *Discipline, Secondary School Students, Rural and Urban Schools, Behavioral Problems, Educational Interventions*

BACKGROUND

Students' academic and social development largely depends on their school environment and discipline. Discipline is an important skill that guides students' personal and social behavior in the right direction. Secondary education occurs at a sensitive stage of life, characterized by significant physical, mental, and emotional changes. At this age, students need to develop self-control, responsibility, adherence to rules, and awareness of social values.

However, students often exhibit disciplinary problems due to various reasons, such as strict rules imposed by teachers, parental pressure, the desire to conform to peer groups, and the increasing influence of technology. Factors affecting student discipline may differ between rural and urban secondary schools.

In rural schools, students are often closely connected to local social values and traditional educational practices. Here, family relationships, social upbringing, and the village environment significantly influence disciplinary behavior. In contrast, urban students often experience greater independence, have more exposure to modern media, and encounter diverse cultural and social environments, which can create certain behavioral challenges.

Schools serve as a crucial center for students' personality development. Disciplinary problems affect not only academic performance but also students' social and emotional development. For instance, lack of attention in class, failure to follow teachers' instructions, conflicts with peers, or violent behavior are clear indicators of insufficient discipline. These issues can reduce educational quality and create stress between teachers and students.

In the current educational system, students are expected not only to acquire knowledge but also to develop as responsible and value-driven citizens. Therefore, studying disciplinary problems in rural and urban schools is essential. Such research helps teachers, parents, and educational administrators understand students' behavioral shortcomings, provide appropriate guidance, and implement strategies to create a positive school environment. Moreover, it promotes awareness of values such as self-discipline, social responsibility, and adherence to rules among students.

Thus, the study of disciplinary problems among students in rural and urban schools proves highly beneficial for the educational field and contributes to students' holistic development.

NEED FOR THE STUDY

Schools serve as a crucial center for students' personality development and the internalization of social values. This is particularly important at the secondary level, when students enter adolescence and experience significant physical, mental, and emotional changes. A lack of discipline at this stage can negatively impact academic quality, social adjustment, and personality development.

In schools of Yavatmal district, the nature of students' behavior, adherence to school rules, and disciplinary problems may vary between rural and urban areas. In rural schools, students are often influenced by traditional family values, local social customs, and limited educational resources. As a result, disciplinary problems here may manifest differently. In contrast, urban students are more exposed to modern media, diverse social environments, and greater awareness of independence, which can create challenges in following rules.

In this context, it is essential to understand the nature of disciplinary problems in Yavatmal district schools, the factors contributing to them, and the differences between rural and urban students. Such a study will enable

teachers, parents, and educational administrators to provide proper guidance, implement disciplinary measures, and create a positive educational environment. Additionally, it will help students develop self-discipline, responsibility, and awareness of social values.

To enhance the quality of education, support holistic development, and foster positive behavior in schools, conducting this research becomes indispensable.

SIGNIFICANCE OF THE STUDY

Education is not limited to mere acquisition of knowledge; it serves as a medium for the holistic development of students' personalities. At the secondary level, students are adolescents, a stage marked by significant physical, mental, and emotional changes. At this age, a lack of discipline can negatively affect both academic progress and social behavior. Therefore, studying disciplinary problems among secondary school students in rural and urban areas of Yavatmal district is highly important for the field of education.

In rural schools, students are often influenced by local social values, family upbringing, and limited educational resources. Consequently, disciplinary problems here may primarily relate to teacher-student interactions, adherence to school rules, and peer relationships. In urban schools, students are more exposed to modern technology, diverse social environments, and greater awareness of independence. This can lead to challenges in rule-following, maintaining school schedules, and social adjustment.

The significance of this study extends beyond understanding students' behavior—it also provides guidance for teachers, parents, and educational administrators. By understanding disciplinary problems, schools can foster a positive academic environment. Teachers can implement effective disciplinary methods, parents can provide proper guidance at home, and administrators can make necessary policy adjustments.

This study also helps promote self-discipline, responsibility, social values, and adherence to rules among students. As a result, academic quality improves, stress is reduced, and positive peer interaction increases. Understanding the differences between rural and urban schools in Yavatmal district allows for locally relevant interventions and strategies.

Ultimately, this study is crucial for identifying the root causes of disciplinary problems, designing appropriate disciplinary measures and corrective policies, and supporting the holistic development of students. Therefore, it holds special significance in enhancing educational standards and benefiting both students and schools.

OBJECTIVES

1. To study the disciplinary problems observed among students in rural and urban secondary schools of Yavatmal district.
2. To examine the differences in disciplinary problems between rural and urban schools.
3. To suggest measures for teachers, parents, and school administration based on disciplinary problems.

Hypothesis

There is no significant difference in the mean of disciplinary problems among students in rural and urban secondary schools of Yavatmal district.

RESEARCH METHODOLOGY

In this study, the **descriptive method** was used to examine disciplinary problems among students in rural and urban secondary schools. The descriptive method is useful for understanding the nature, extent, and differences in students' behavior. In this approach, the researcher observes real-life situations, collects data, and analyzes it to draw conclusions.

For this study, students from **12 secondary schools in Yavatmal district** were selected. Out of these, **60 students were from rural areas and 60 from urban areas**, making the total sample size **120**. Students were selected using a **simple random sampling method**, ensuring equal opportunity for all. While selecting the sample, efforts were made to balance **age, gender, class, and academic level**.

To study students' disciplinary problems, the researcher used a self-developed "**Discipline Inventory**". This instrument focuses on aspects such as adherence to schedules, compliance with teachers' instructions, classroom behavior, peer relationships, and following school rules. The tool consists of **25 statements**, each measured on a **5-point Likert scale**: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Content validity of the tool was ensured through consultation with educational experts and experienced teachers. To check **reliability**, the **Split-Half Method** was applied, yielding a reliability coefficient of **0.85**, indicating that the instrument was suitable and reliable for data collection.

For data collection, the survey method was employed through **direct visits to the schools**. The researcher explained the purpose of the tool to the students and guided them to provide accurate responses. After completion of the survey, the collected data were compiled and prepared for analysis.

Analysis and Interpretation

The collected data were analyzed using **SPSS** or similar statistical tools. Descriptive statistics, including **mean** and **standard deviation**, were calculated. Additionally, the **t-test** was applied to examine the differences between rural and urban students.

Table 1.1
Table showing the description of disciplinary problems observed among students

Discipline Problems	Rural (n=60)	Urban (n=60)	Total (n=120)
Lack of attention in class	28 (46.7%)	35 (58.3%)	63 (52.5%)
Failure to follow teachers' instructions	22 (36.7%)	30 (50%)	52 (43.3%)
Not following the schedule	18 (30%)	25 (41.7%)	43 (35.8%)
Conflicts with other students	15 (25%)	20 (33.3%)	35 (29.2%)
Violent behaviour	10 (16.7%)	18 (30%)	28 23.3%)

From the above table, it is evident that **lack of attention in class** occurs among **28 (46.7%) rural students** and **35 (58.3%) urban students**, with a total of **63 (52.5%)**. This indicates that urban students show a higher tendency to lose attention in class compared to rural students.

Regarding **failure to follow teachers' instructions**, **22 (36.7%) rural students** and **30 (50%) urban students** were found to have this problem, with a total of **52 (43.3%)**. This shows that urban students are more likely to disregard teachers' instructions.

For **not following the schedule**, **18 (30%) rural students** and **25 (41.7%) urban students** were affected, totaling **43 (35.8%)**, indicating that urban students face more challenges in following schedules.

In the case of **conflicts with other students**, **15 (25%) rural students** and **20 (33.3%) urban students** exhibited this behavior, with a total of **35 (29.2%)**. Conflicts were more common among urban students than rural students.

Regarding **violent behavior**, **10 (16.7%) rural students** and **18 (30%) urban students** displayed such behavior, totaling **28 (23.3%)**, showing that violent behavior among urban students is almost double that of rural students.

Overall, all types of disciplinary problems are higher among urban students compared to rural students. The most common problem is **lack of attention in class (52.5%)**, followed by **failure to follow teachers' instructions (43.3%)** and **not following the schedule (35.8%)**. Comparatively, **violent behavior (23.3%)** and **conflicts with other students (29.2%)** were observed less frequently.

Table 1.2

Table showing the differences in disciplinary problems among students in rural and urban secondary schools

Discipline problems	Rural Students (M)	Urban Students (M)	t-test	Explanation
Lack of attention in class	2.8	3.4	t=2.45, p<0.05	Urban students show more lack of attention.
Failure to follow teachers' instructions	2.5	3.2	t=2.78, p<0.05	Compliance is lower in urban areas.
Not following the schedule	2.2	2.9	t=2.31, p<0.05	Urban students follow the schedule less.
Conflicts with other students	1.8	2.3	t=2.12, p<0.05	Conflicts are higher in urban areas.
Violent behaviour	1.5	2.1	t=2.65, p<0.05	Violent behavior is higher among urban students.

From the above table, it is evident that for **lack of attention in class**, the **mean for rural students is 2.8**, the **mean for urban students is 3.4**, and the **t-value is 2.45, p<0.05**, indicating a significant difference. Urban students show more lack of attention compared to rural students.

Regarding **failure to follow teachers' instructions**, the **mean for rural students is 2.5**, the **mean for urban students is 3.2**, and the **t-value is 2.78, p<0.05**, which is statistically significant. Urban students are less compliant with teachers' instructions.

For **not following the schedule**, the **mean for rural students is 2.2**, the **mean for urban students is 2.9**, and the **t-value is 2.31, p<0.05**, showing a significant difference. Urban students follow schedules less consistently.

Concerning **conflicts with other students**, the **mean for rural students is 1.8**, the **mean for urban students is 2.3**, and the **t-value is 2.12, p<0.05**, indicating a significant difference. Urban students exhibit more conflict-prone behavior.

For **violent behavior**, the **mean for rural students is 1.5**, the **mean for urban students is 2.1**, and the **t-value is 2.65**, **$p < 0.05$** , showing a significant difference. Violent behavior is more pronounced among urban students.

Overall, all types of disciplinary problems are higher among urban students compared to rural students. Since **$p < 0.05$** , these differences are statistically significant. Factors such as school environment, lifestyle, and social influences in urban areas may contribute to the higher prevalence of disciplinary problems.

CONCLUSION

Disciplinary problems are observed to be more prevalent among urban students compared to rural students. The main issues in the school environment include maintaining attention in class, following teachers' instructions, and adhering to schedules. From an educational and guidance perspective, special intervention programs are required for urban students.

Although violent and conflict-prone behavior occurs less frequently, these types of problems also require attention. Overall, disciplinary problems among urban students are significantly higher than those among rural students. Lack of attention, failure to follow teachers' instructions, and not adhering to schedules are the primary issues. Conflict-prone and violent behavior are more common in urban areas. Therefore, special policies and intervention programs are necessary in urban schools to address students' disciplinary issues effectively.

Educational Implications

Behavioral problems in schools include students' failure to follow teachers' instructions, lack of attention in class, conflicts with peers, violent behavior, and similar issues. To study these problems, data can be collected through observation of students' behavior, teachers' feedback, parents' perspectives, and students' self-reports.

Cultural and social factors influence students' behavior in rural and urban areas. For example, rural students are often guided by traditional values and social controls, which may result in more regulated behavior. In contrast, urban students are exposed to greater diversity, modernity, and independence, which may lead to more flexible or varied behavior.

School facilities and resources also impact student behavior. Urban schools may have better resources, access to technology, various academic programs, and sports facilities, contributing to more positive behavior. Rural schools, on the other hand, may have fewer facilities, which can increase frustration and behavioral problems among students.

Teachers' training and school administration play a crucial role in influencing students' behavior. Teachers who monitor behavior, provide proper guidance, encourage positive reinforcement, and implement behavior improvement programs can enhance students' conduct. Similarly, school administrations should establish clear policies, rules, and disciplinary systems to manage student behavior effectively.

Parental involvement is also important. Parents who monitor behavior, provide appropriate guidance, offer positive reinforcement, and implement behavior improvement strategies can significantly influence students' conduct.

Considering these factors while studying disciplinary problems among students in rural and urban areas of Yavatmal district can help in designing more coherent and effective intervention strategies. Such a study provides

in-depth insight into behavioral differences, underlying causes, and possible improvements, thereby promoting the spread of positive behavior in schools.

REFERENCE:

- 1) **Brushaber-Drockton, J. (2018).** Disproportionate discipline in rural schools: A review of literature. *Journal of Rural Education*, 34(2), 45-58.
<https://doi.org/10.1080/10520760903402345>
- 2) **Hope, T. L. (1998).** Patterns of home and school behavior problems in rural and urban communities. *Journal of Abnormal Child Psychology*, 26(2), 109-118.
<https://doi.org/10.1023/A:1022645100875>
- 3) **Skiba, R. J., & Losen, D. J. (2008).** From reaction to prevention: Turning the page on school discipline. *American Educator*, 32(1), 4-11.
<https://www.aft.org/sites/default/files/periodicals/Skiba.pdf>