



## Study of student behaviour in Indian higher education-A broad perspective of teacher

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### Abstract

Higher education institution is a complex network of many interpersonal relations. These relations are perceived differently by different people. But out of all, the most beautiful and sensitive relation is among teacher and student. Still it is complicated for every teacher to get intermingle with the mind of their students (super minds). Behaviour of a student is the outcomes of many factors related to environment, society as well as hereditary. The acceptable behaviour of student motivates the teacher to play array of roles in various up and down phases of any student's life. Right behaviour of student can be gauged in different terms like sincerity, attention in classroom, timely completion of assignments, soft skills, gratitude, ethics, positive perception etc. This study is based on observation and indirect interaction of a teacher with 150 students of higher education institute striving hard to uplift the students belonging to economically weaker and socially deprived sections of the society. This article will focus on the analysis of emotional and behaviour disorder among students who are presently attending the colleges and finding out the major factors answerable for that behaviour. It is noted that the lack of morale development, short temperedness or aggressive behaviour, technological engagement, type of reinforcement, excess freedom, increasing purchasing power, effect of peer group, more comfortable life, convenience, availability of extra amenities etc are few outcomes of the study which are directly or indirectly responsible for their absurd behaviour. This study also encompasses the role of teacher, parent and friends in shaping the positive character (well-being) of the student and cultivating the student's key competencies. Personalised efforts by teachers, individual approach, attention, control, discipline, empathy, involvement, interactions, counselling etc will be an aid in shaping their better future. Absurd behaviour leads to teacher burnout but punishments like suspensions, expulsions or prohibition is not the solution, infact it may leave students vulnerable which can escalate the problem by development of criminal attitude and anti-social behaviour in long term. Behavioural training programmes should be designed separately for urban and rural teachers keeping in mind the growing role of technology in teaching and learning.

**Keywords:** academic engagements, student choice, transformed role of teacher, student cognition, faculty Students interaction

### Introduction

In India, paradigm shift is visible in higher education from gurukuls to B- School/colleges, from elite group to mass education. Institutions are imparting in-depth knowledge and understanding in students so as to advance them towards new frontiers of knowledge in different walks of life. The four specific functions of higher education demonstrated (Aithal, P. S., Rao, S., & Kumar, P. M., 2015) <sup>[1]</sup> are (1) To prepare students for research and teaching; (2) To provide highly specialised training courses adapted to the needs of economic and social life; (3) To be open to all, so as to cater to the many aspects of lifelong education in the widest sense; and (4) To promote international cooperation through internationalisation of research, technology, networking, and free movement of persons and scientific ideas.

India has the largest number of higher education institution and it has third position in the student all round world (Agarwal, 2006) <sup>[2]</sup>. Higher education institution is a complex network of many interpersonal relations. These relations are perceived differently by different people. But out of all, the most beautiful and sensitive relation is of teacher student. The acceptable behaviour of student motivates the teacher to play variety of roles in their ups and down of life. Teaching is a best way to fulfil the objective of social welfare but at the same time it is a very complex

activity also which is affected by ample of factors like knowledge, study material, teaching style, available time, environment, level of student, resources, communication skill etc.

After independence, the enrolments in various universities are increasing rapidly extinguishing the ethical values in youths. Higher education being an important contributor in the economy is suffering from many deficiencies. New innovations and advancements in technology and dynamic environment are majorly affecting the behaviour of our Generation Z. The advent of technology and its impact on various sectors is prominent. Blending of education and ICT has transformed the whole teaching learning environment across the globe (Bhatnagar, H. 2020) <sup>[6]</sup>.

Student engagement is widely recognised as an important influence on achievement and learning in higher education and as such is being widely theorised and researched (Kahu, E. R. 2013) <sup>[10]</sup>. Today the behaviour of college going students has changed profoundly in various terms such as attention level in classroom, academic achievement, timely completion of assignments, development of professional skills, soft skills, gratitude, ethics, perception, participation in academic engagement activities etc. This all result into the development of unemployed antisocial graduates. So, the role of teacher has increased very much in the society where people are more dealing with machines than human

beings.

A teacher is always inquisitive to discern the state of mind of their students. For doing the same, it is very essential to indulge oneself in the interaction with students and to give them the best out of you. Teacher is the only means to transform educated antisocial human beings into educated philanthropic responsible community members. Over last half decade the behaviour pattern of the students coming to higher education institutes for pursuing traditional courses has changed significantly. This study is based on observations and interactions done with the students and teachers of those institutions who are serving underprivileged students of rural areas at different point of time. This article is more relevant in context to those students who belong to rural areas and are from under privileged sections. Nowadays it is more evident that students attending the college are showing comparatively more disruptive behaviour in terms of their like and dislikes, aggressiveness, ego status, fearlessness and least bothered.

### Research Methodology

This study is based on observation and indirect interaction of a teacher with 150 students of different subjects and diverse background. Students are currently studying in a 65 year old rural higher education institute in semi urban area of Rajasthan state, Udaipur. This institute is striving hard to uplift the students belonging to economically weaker and socially deprived sections of the society. The complete study took 180 working days to determine the student engagement, student choice, transformed role of a teacher, impact of technological advancement, behavioural and emotional level of students. This study also discovers the factors responsible for such behaviour and tried to give answer to the problem "Is punishment is the solution to this problem".

### Emotional and Behavioural Disorder and Classroom Interventions in Higher Education Institute

Behaviour of a human being is determined by four primary factors namely, biological factors that are age and sex, biosocial factors which means how people interact with each other, cultural factors are regards to which culture they belong to, and the situational factors are the environmental challenges they face [3]. Behaviour is also affected by our own inter personal relations. Some traits are inherited while other are learnt with good or bad experiences.

The shifting of student's behaviour from soft tone to hard spoken, from respect to contempt, from discipline to disorderliness. etc is insisting every teacher to think over it again and again. With the passage of one lecture by another, many questions arises in their mind like what will be the mindset of the students, their desires, needs and wants from the college and the teacher, their willingness to attend the classes, their regularity, their behavioural changes and so on. Therefore every moment teacher seems worried carrying such bundle of questions banging into their heads.

It is found that students are least interested in attending classes, reading books and building quality circle, they are lost in their own superficial world or busy in building castle in the air, or scrolling their cell phones or engaged in gossip and goofing around. Academic underachievement, poor development of professional skills, indiscipline, behaviour disabilities, lack of practical knowledge etc are few common outcomes of such disruptive behaviour among students.

While asking question in the class, students without thinking, without fear or without giving a thought, gave straight forward replies to the teachers that they don't know the answer. In that situation it becomes very difficult for the teacher to react patiently and to motivate them to give answers. Technological advancement is add-ons major contributor in destructing the overall personality including physical and mental health along with morale of the students. Students goofing in the corridor are literally so busy in their mobile phones that they are not even bothered about the next person moving with him her whether he/she may be your Director or teacher. Availability of ample of online MOOCs is responsible for decrease in the strength of students in the classroom, less interest in reading books and listening to the lectures. This behaviour is more prevalent in new comers or fresher's. Such weird behaviour of students in the college campus is directly or indirectly affecting the behaviour of other fellow students.

Instead of quest for excellence and development of value system among the students, adolescent delinquency is becoming more common problem. It is also assumed that friends are fairly similar to each other. Selection of friends is more or less depends upon our own behaviour. Few students attending the college or classroom are smoked, tobacco eater, infact sometime drunk. Because of poor education system, their strong political background or robust personality, they are even not ready to hear neither teacher nor management. Other factors observed are their social background, gender, socio-economic status, intellectual ability etc. Comparatively such students with dominant profile are found involved in bullying.

This all confirms that there is a lack of moral values and character development in the students. It is the prime responsibility of the teacher to develop moral values in children along with subject knowledge. The pedagogy style should be modified timely as per the need of time. It is widely acknowledged that at an early age a child's character and the kind of values they hold are largely shaped by a combination of personal and social interaction with parents, carers, siblings and other relatives (Berkowitz, 1997; Lexmond & Reeves, 2009) [4, 7]. and those parents have an important influence. Others, however, have argued that a child's moral character can be altered or influenced by their interactions with others outside the family (Berkowitz, 1997; Borba, 2002) [4, 5]. The influence of peers and school, for example, has also been widely recognised (Borba, 2002) [5]. Hence, it becomes very essential to analyse those factors which are contributing in the dismantling the character of our new generation Z.

The transition from high school to university is a particularly stressful situation for most individuals. This study shows that this transition represents a relatively acute stressor, evidencing the greatest strain for students and the largest impact on their well-being on entry. As time passed, students experienced steady improvement in most aspects of adjustment (Gall, Evans, & Bellerose 2000) [8]. Transition plays very important role in changing behaviour of the students. The feeling of freedom after school, contact with new pupil in college, different environment, new pedagogies, less restrictions, teen age, new feelings, excitement along with fear, technology, parenting, peer group etc are some possible factor which are responsible for their different behaviour. Students who get support and cooperation from family and peer group behave more good

in college campus in comparison to those who get only punishments and suspensions. If student is able to connect with large number of people, it indicates about his good behaviour in his community.

The prevalence of such behaviour is found alarmingly high among undergraduates. Students typically report that stress levels in their first-year of study are higher than in subsequent years (Ross, Niebling & Heckert, 1999) <sup>[9]</sup>. Gradually, the behaviour of some students tends to improve with the time. This may be due to adaptability, stability in mind, academic achievement, proper counselling by teacher, future prospects etc.

### **Role of Teacher in Shaping the Character**

In all walks of life, the role of teacher cannot be underestimated; the ultimate aim of teacher is to create lifelong learners who can act as responsible community members who can also dispense love in society. Therefore college is the next place for their morale development along with their skills and knowledge. It is the prime responsibility of a institution and teacher to build democratic environment in the campus. So that their pupils can get sufficient freedom to express their view along with the platform for their growth where they can share and grow into a fully-fledged human being. While observing students in higher education it is noted that the behaviour of the students in class is different from that of outside the class. So, it is essential to develop the environment which will automatically push the students to behave in a rationale way in the classrooms also. Teachers with students of different cultural backgrounds in their classrooms should not interact with students as a homogenous group, but take cultural differences into account when interacting with different students (Koul & Fisher, 2005) <sup>[11]</sup>.

Teachers can play a crucial role in the character development of the students. It is seen from some studies that primary pupils were more likely than secondary pupils to trust their teachers and see them as important moral agents. This is important for children who come from homes where there is a lack of positive role models. If schools and teachers are to play a role in the character development of young people, efforts have to be made to build that trust and respect. And teachers themselves could help by modelling the kind of behaviour they want to see in the young people (See, 2018) <sup>[12]</sup>. Besides making lecture extremely interesting and curricular modification, a teacher should try to develop the feeling of trust and respect among their students by inculcating good thoughts, creating friendly environment, sharing their thoughts, asking their problems and solving them, adopting new pedagogy practices, taking timely feedback etc among students. Institute or university should introduce number of different courses time to time as well as timely update of present curriculum is also required. Personalised efforts, individual approach, attention, control, discipline, empathy, involvement, interactions, counselling etc by a teacher will always be an aid in shaping their better future. More involvement of the students in physical activities, seminars, workshops, motivational lectures, role play etc will indirectly contribute in improving their knowledge, interest, attitude, intentions as well as perception. These activities should be designed carefully so that students can freely articulate their thoughts and express them in better way. This will again help the teacher in understanding and counsel their students in properly.

Timely feedback (verbally as well as written) should be taken from the students regarding various aspects. Various student activity clubs and skill based add on courses should be formed for student enrichment. Besides all, the most important thing is that, "Is teacher is willing to do all these efforts"? Yes, the willingness of teacher and self-discipline may be proved as two important weapons to fight against the behavioural disabilities among students. It is highly recommended that separate behavioural based training programs should also be designed for urban and rural areas teachers in order to handle students keeping in mind the fast growing technological developments in teaching and learning.

This study will remain incomplete without mentioning the role of parents in child development. So far many studies have been done showing the impact of parent's education, income, depression level family background and environment at home, child parent interaction etc in defining the character development of the child. Families with a depressed parent exhibited decreased positivity and congeniality compared with families without a depressed parent (Jacob & Johnson, 1997) <sup>[13]</sup>. Parents promote children's moral understanding by providing domain appropriate and developmentally sensitive reasoning and explanation about child's social world, which may stimulate the development of more mature moral thought (Smetana, 1999) <sup>[14]</sup>.

### **Is there any need of Punishments?**

Disruptive Student's behaviour pattern contributes to teacher burnout. Humanistic teachers were affected mainly by disrespect whereas custodial teachers were affected mainly by inattentiveness (Friedman, 1995) <sup>[15]</sup>. As a result, punishments like suspensions, expulsions or prohibition will be used which make students vulnerable and further escalate the problem by developing criminal attitude and anti-social behaviour in long term. It will more negatively affect those students who are having low morale. Negative actions will not only debar the student from learning experiences but also restrict them to thrive in their later years of life. This in turn will not only ruin one family but a whole nation. Punishments never give solution to any problem rather it complicates the problem. In India, still parents and teachers uses punishments as a weapon to improve a child, which really not commendable. This is one of main reason behind the development of criminal activities among youths. Instead of punishments and suspension, if teacher focuses on taking feedback from the students time to time, then it will help in knowing the reason behind their absurd behaviour of the students in the classrooms. Once the reason is known, we can easily solve their problems otherwise unsolved problems stimulates disruptive behaviour in students which then becomes the major inhibitor in learning process. Today teachers are using artificial intelligence tools to cultivate student's key competencies and helping them to adapt their behaviour according to fast growing technological developments.

It is essential that all children, particularly the disadvantaged and the poor, have the opportunity to develop the social-emotional competencies and ethical dispositions that provide the foundation for the tests of life, health, relationships, and adult work. Our nation's current dramatic overemphasis on linguistic and mathematical learning is short-sighted and misguided (Cohen, 2006) <sup>[16]</sup>. Prosperity-

as-usual has been equated with wealth. The time has come for a new prosperity, a prosperity that combines well-being with wealth. Learning to value and to attain this new prosperity must start early—in the formative years of schooling—and it is this new prosperity, kindled by Positive Education that the world can now choose (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009) <sup>[17]</sup>.

### Conclusion and Recommendations

In India, paradigm shift from Pedagogy to Andragogy to Heutagogy is a good indication of the transformation of education in the era of artificial intelligence. Dissemination of theoretical knowledge is not sufficient today; there is a crucial need to create congruence between emotional and behaviour of the students in order to develop them as a socially responsible citizen. This congruence can be achieved by cultivating student's key competencies, giving freedom to express views, incorporation of moral values, enhancing life survival skills, creating readiness for self learning in them. Thereby strengthen them to thrive in a highly dynamic, competitive and advanced technological environment. Simultaneously punishments like suspensions, expulsions or prohibition may leave students vulnerable which can escalate the problem by development of criminal attitude and anti social behaviour in long term. In all walks of life, the role of teacher cannot be underestimated, so separate behavioural based training programs should be designed for urban and rural areas teachers keeping in mind the fast growing technological developments in teaching and learning. The ultimate aim of teacher is to create lifelong learners who can act as responsible community members who can also dispense love in society. Classroom intervention is one of the best ways to intermingle with super minds to construct their behaviour and emotional attitude in positive way. Hence, teachers are playing significant role in transforming educated antisocial human being into educated philanthropic responsible community member. The acceptable behaviour of student always motivates the teacher to play array of roles in various up and down phases of any student's life. So there is a strong need to bring some changes in the education policy and the new education policy is a new ray of hope to everyone. Now, it is the high time, when positive changes are much required in our education system policies and implementation to create real difference in the lives of our future generations.

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