



Full Length Research Article

**A STUDY ON SECULAR ATTITUDE AND ATTITUDE TOWARDS DISCIPLINE AMONG
THE PROFESSIONAL COLLEGE STUDENTS IN RELATION TO CERTAIN SELECTED VARIABLE**

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ABSTRACT

This study set to investigate the secular attitude and attitude towards discipline among the professional college students. This was with a view to ascertain the extent to which variable like gender, location of the residence and religion may influence the secular attitude and attitude towards discipline of the professional college students. A 972 item questionnaire was designed to elicit responses from the students. A random sample of 972 professional college students was chosen from 15 professional colleges within the rural and urban areas of Tamilnadu. Findings concluded that secular attitude and attitude towards discipline among the professional college students secular attitude and attitude towards discipline. It is recommended that the learning environment characterized by positive supportive parent-child relationship.

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INTRODUCTION

Today, in India, violent, protest, agitations, strikes, bandhs and ghenos characterise our lines. The young people generally take a leading part in these activities and in creating unrest. They seem to be in revolt against society. The youth unrest is symptom of the widespread spectrum of social indiscipline, reflected in various types of corruption, bribery, tensions, conflicts, frustrations aggressions, etc. The only solution to this socio-moral degradation in discipline oriented education. The chief aim of education is not merely the acquisition of knowledge but also proper utilisation of knowledge for the improvement of disciplined man's life.

Role of Education on promoting discipline:

Educational institutions are the places where the students' personality is built disciplining the body, intelligence and mind. Discipline is essential in every walk of life; hence it is an integral part of education and received considerable attention by all educational commissions and at all levels of education. Secondary Education Commission (1952-53) stated that the real purpose of education is to train youth to discharge the duties of citizenship properly. All the activities are incidental to discipline.

Therefore, it should be a responsibility of parents, teachers, public authorities concerned. While talking about the indiscipline, Kothari Commission (1964-68) stated that no amount of improvement and reconstruction in education would bear much fruit if the schools were undermined by indiscipline.

The NPE (1986) felt the state of indiscipline prevailing in the field of education and recommended some measures to check it by considering the urgency and acuteness of the problem.

SECULARISM IN INDIA

India's present education system promotes secular attitude and values through its broad based aims, curriculum, enlightened teachers and appropriate activities, all emphasizing open mindedness, relationality, freedom from superstitions and equal respect of all religions. The organization of the most of the Indian educational institutions based on secular principles. The aims and objectives of secular educational system seek to develop India as a rational, democratic progressive and modern welfare state. The educational curricula at all levels in India lay special emphasis on promotion of secular values. In India the teachers today are expected to treat their pupils in secular manner equal respect is given to all students and all religious groups. Thus the present India secular attitude of educational system values are sought to be promoted effectively and enthusiastically.

Definition of Terms

a. Discipline

Munn says that discipline is not external; it touches the inmost springs of conduct. It controls and vibrates all our emotions and thoughts and gives perfect shape to all our activities.

b. Secularism:

According to W.L.Reese "Secular stands in contrast to the sacred marking an approach to life divorced from the influence

of religion and thus determined by temporal or worldly concerns” (Dictionary of philosophy and religion).

c. Attitude

Sorensan (1977) gives the following definition of attitudes “attitude is a particular feeling about something if therefore involves a tendency to be having in a certain way in situation, which involves something like person’s idea, or object. It is partially rational and partially emotional as is acquired and not inherent, in an individual.”

OBJECTIVES OF THE STUDY

1. To study the attitude of professional college students towards discipline.
2. To study the secular attitude of professional college students.
3. If there is any significant difference in the secular attitude among the professional college students with respect to their
 - a. Gender (Male and female)
 - b. Location of the residence (urban and rural)
 - c. Religion (Hindu, Christian and Muslim)
4. Whether there is any significant difference in the attitude towards discipline among the professional college students with respect to their.
 - a. Gender (Male and female)
 - b. Location of the residence (urban and rural)
 - c. Religion (Hindu, Christian and Muslim)
5. Relationship between attitude towards discipline and secular attitude among professional college students.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the study,

1. The attitude of the professional college students towards discipline is favourable and high.
2. The secular attitude of professional college students is favourable and high.
3. There is significant difference between attitude towards discipline among the professional college students with respect to their
 - a. Gender (Male and female)
 - b. Location of the residence (urban and rural)
 - c. Religion (Hindu, Christian and Muslim)
4. There is significant difference between secular attitude among the professional college students with respect to their
 - a. Gender (Male and female)
 - b. Location of the residence (urban and rural)
 - c. Religion (Hindu, Christian and Muslim)
5. There is significant relationship between attitude towards discipline and secular attitude among professional college students.

METHODOLOGY

Method

Normative survey method was adopted in this study.

Sample

As many as 972 professional college students studying in professional colleges in Tamilnadu has been chosen with the help of stratified random sampling technique as sample for the present study.

TOOLS

1. An attitude towards discipline scale was constructed and validated by the investigator with the help of his guide Visvanathan.G (2010).
2. Secularity scale constructed and standardised by Sundarajan.S (1992)

DESCRIPTION OF THE TOOLS USED

A. Attitude towards discipline scale scoring procedure

The attitude towards discipline scale consists of 49 items. Each statement is set against a pointout scale of Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree and weight of 4,3,2,1 and 0 are given in that order for the favourable statement and the scoring is requested unfavourable statements. The scoring in the scale range from 0 to 196 in the direction of the most unfavourable to the most favourable.

Positive Statements	1,2,6,7,9,10,12,13,14,15,19,20,21,26,27,28,29,30,31,32,33,34,35,36,38,40,41,42,43,44,45,46,47,48,49
Negative Statements	3,4,5,8,11,16,17,18,22,23,24,25,37,39

Scoring procedure

Scoring	Intpretation
0-78	Highly unfavourable attitude
79-118	Neutral
Above 119	Highly favourable attitude

B. Secular Attitude Scale

The secular attitude scale consists of 25 items. Each statement is set against a pointout scale of Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree and weight of 4,3,2,1 and 0 are given in that order for the favourable statement and the scoring is requested unfavourable statements. The scoring in the scale range from 0 to 100 in the direction of the most unfavourable to the most favourable.

Positive Statements	1,2,4,5,6,7,8,9,10,11,12,13,14,18,19,20,21,22,23,24,25
Negative Statements	3,15,16,17

Following manner

Scoring	Intpretation
0-27	Highly unfavourable attitude
28-65	Neutral
Above 66	Highly favourable attitude

STATISTICAL TECHNICAL USED

The statistical techniques such as Mean, Standard Deviation, ‘t’ test ‘F’ ratio and Pearson’s Product Moment correlation were employed.

DESCRIPTIVE ANALYSIS

It could be observed from the table 1 the mean and standard deviation scores of the attitude towards discipline among professional college students is found to be 140.50 and 19.74

Table 1. Mean and Standard deviation of Attitude towards discipline among the professional college students

Variable	N	Mean	SD
Attitude towards discipline	972	140.50	19.74

Table 2. Mean and standard deviation of secular attitude among the professional college students

Variable	N	Mean	SD
Secular Attitude	972	67.33	9.06

Table 3. Attitude towards discipline among the male and female professional college students

Variable	Location	N	Mean	SD	't' value	Level of significance
Attitude towards discipline	Male	535	138.04	20.42	4.34	Significant at 0.01 level

Table 4. Attitude towards discipline among urban and rural professional college students

Variable	Gender	N	Mean	SD	't' value	Level of significance
Attitude towards discipline	Urban	298	139.57	20.64	0.97	Not significant
	Rural	674	140.91	19.33		

Table 5. ANOVA for Attitude towards discipline among professional college students belonging to different religion

Variable		Sum of squares	df	Mean score	'F' ratio	Level of significance
Attitude towards discipline	Between groups	1489.83	2	744.91	1.91	Not significant
	Within groups	377195.15	969	389.26		
	Total	378684.98	971			

Table 6. Secular attitude among male and female professional college Students

Variable	Gender	N	Mean	SD	't' value	Level of significance
Secular attitude	Male	535	66.06	9.19	4.88	significant
	female	437	68.88	8.65		

Table 7. Secular attitude among urban and rural professional college students

Variable	Location	N	Mean	SD	't' value	Level of significance
Secular attitude	Urban	298	67.45	9.34	0.26	Not significant
	Rural	674	67.28	8.94		

Table 8. ANOVA for secular attitude among professional college students belonging to different religion

Variable		Sum of squares	df	Mean score	'F' ratio	Level of significance
Secular attitude	Between groups	13.27	2	13.27	0.08	Not significant
	Within groups	79743.38	969	79743.38		
	Total	79756.66	971			

Table 9. Relationship among the college students attitude towards discipline and secular attitude

Variables	'r' value	Level of significance
Attitude towards discipline Secular attitude	0.26	Not significant

respectively. It is concluded that the attitude towards discipline among professional college students is highly favourable. Hence, the hypothesis No.1 is accepted. The table 2 reveals that the mean and standard deviation of secular attitude among professional college students is found to be 67.33 and 9.06 respectively. It denotes that the secular attitude among professional college students is high. The hypothesis No.2 is accepted.

DIFFERENTIAL ANALYSIS

The table-3 suggests that the male and female professional college students differ significantly in their level of attitude towards discipline. Therefore, the hypothesis No.3a is

accepted. The table-3 suggests that the urban and rural professional college students do not differ significantly in their level of attitude towards discipline. Therefore, the hypothesis No.3b is rejected. The results of the table-5 indicates that there is no significant difference among the professional college students belonging to Hindu, Muslim and Christian regarding to their attitude towards discipline. Hence, the hypothesis no.3c is rejected. The table-6 suggests that the male and female professional college students differ significantly in their level of secular attitude. Therefore, the hypothesis No.4a is accepted. The table-7 suggests that the urban and rural professional college students do not differ significantly in their level of secular attitude. Therefore, the hypothesis No.4b is rejected. The results of the table-8 indicates that there is no

significant difference among the professional college students belonging to Hindu, Muslim and Christian regarding to their secular attitude scores. Hence, the hypothesis no.4c is rejected.

CORRELATIONAL ANALYSIS

The above table reveals that there is no significant relationship exists among the professional college students attitude towards discipline and secular attitude. Hence, the hypothesis 5 is rejected.

Findings

1. The attitude towards discipline among professional college students is highly favourable.
2. The secular attitude among professional college students is highly favourable.
3. The professional college male and female students differ significantly in their attitude towards discipline.
4. The rural and urban college students do not differ significantly in their attitude towards discipline.
5. There is no significant difference among the professional college students belonging to different religion in their attitude towards discipline.
6. The professional college male and female students differ significantly in their secular attitude.
7. The rural and urban college students do not differ significantly in their secular attitude.
8. There is no significant difference among the professional college students belonging to different religion in their secular attitude.
9. There is no significant relationship exists among the professional college students attitude towards discipline and secular attitude.

Conclusion

Attitude towards discipline among professional college students is highly favourable and secular attitude of the professional college students also highly favourable. Further there is no significant relationship exists among the professional college students attitude towards discipline and secular attitude.

Educational implications

Ideally discipline is based on appropriate expectations for each child based on age and stage of development. Though there are a variety of ways in which children may be disciplined. There are some guidelines that all parents should follow:

- Discipline must be appropriate to age, while reasoning and verbal explanations may be appropriate for the older child, children younger than 18 months are typically unable to comprehend the reasons for punishment.
- Parents should demonstrate a unified front when it comes to discipline. If parents exhibit opposing approach children learn to exploit these differences.
- Rules should be few but simple. Punishment should be a logical or natural consequence of the misbehavior.
- Though consistency is important parents should remember that it is sometimes appropriate to be flexible and allow for some negotiation, especially with older children.

Disciplinary techniques that are more effective take place in the context of loving and secure relationship between parent and child. Parent's response to a child's behavior whether approving or disapproving are likely to have a greater effect in a secure, loving environment because children long for their parent's approval. As children respond to this positive relationship and consistent discipline, the need for negative interaction decreases.

An effective discipline system must contain three vital elements.

- A learning environment characterized by positive supportive parent-child relationships.
- A strategy for systematic teaching and strengthening of desired behavior.

Each of these components needs to be functioning adequately for discipline to result in improved child behaviour.

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