

Factors Responsible for Indiscipline among Primary School Pupils

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ABSTRACT

The development of a country depends on the quality of its citizens, and the quality of citizens depends on education. Among all levels of education, primary education plays a vital role. A country can prosper only when all citizens receive quality primary education. In Purulia district, primary education is affected by several factors. Without identifying the factors responsible for the poor quality of primary education, it is impossible to bring the district to the desired level. For this study, the researcher visited ten primary schools in the Bandwan circle. Data were collected from one hundred students and fifty parents using a self-made questionnaire to gather information about factors related to indiscipline among primary school pupils in Purulia district. In this paper, the researchers analyzed the collected data and concluded that multiple factors are responsible for poor primary education in Purulia district. A clear framework should be developed by policymakers to solve these problems, and only then can we achieve the goal of the 'Vishwa Guru' mission.

Keywords: *Indiscipline, Primary School, Vishwa Guru Mission, Purulia, Quality Education*

Primary education is the foundation of a nation's development. It shapes the character, discipline, and knowledge of future citizens. The quality of primary education directly determines the social and economic progress of a country. Therefore, ensuring quality education at the primary level is essential for building a strong and prosperous nation.

However, the current state of primary education in Purulia district presents several challenges. Issues like irregular attendance, lack of discipline among pupils, insufficient infrastructure, and limited parental awareness are significantly affecting the quality of learning. In the Bandwan circle, many primary schools face problems related to student indiscipline, which directly hampers the teaching-learning process and the overall academic environment. These ground-level issues need urgent attention to improve educational outcomes.

Therefore, the present study aims to identify the key factors responsible for indiscipline among primary school pupils in the Bandwan circle of Purulia district. The study also intends to understand how these factors affect the quality of primary education. The findings of this

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research will help policymakers, teachers, and parents to develop effective strategies to reduce indiscipline and improve the overall standard of primary education in the region.

Objectives of the Study

The present study has been undertaken with the following objectives:

1. To identify the major factors responsible for indiscipline among primary school pupils in the Bandwan circle of Purulia district.
2. To examine the impact of indiscipline on the teaching-learning process and academic performance of primary school students.
3. To analyze the role of parents, teachers, and school environment in the development of disciplinary behavior among pupils.
4. To assess the perception of students and parents regarding the causes of indiscipline in primary schools.
5. To suggest suitable measures and recommendations for policymakers, teachers, and parents to reduce indiscipline and improve the quality of primary education.

REVIEW OF RELATED LITERATURE

Several studies have been conducted on the issues of indiscipline and the quality of primary education in India. The findings of these studies are helpful to understand the present research problem.

Gupta (2018) conducted a study on the causes of indiscipline in government primary schools in West Bengal. The study found that poor family background, lack of parental care, and unattractive teaching methods were the main reasons for indiscipline among students. The researcher suggested that teacher training and parental counseling can reduce these problems.

Sharma and Roy (2019) examined the impact of school environment on student behavior at the primary level. Their findings revealed that overcrowded classrooms, lack of teaching aids, and insufficient playground facilities lead to frustration and indiscipline among pupils. They emphasized the need for infrastructure development in rural schools.

Mondal (2020) studied the socio-economic factors affecting primary education in Purulia district. The study highlighted that poverty, child labor, and distance of schools from home were major barriers to regular attendance and discipline. The researcher concluded that mid-day meal schemes and community awareness programs can improve the situation.

Kumar (2021) analyzed the role of teachers in maintaining discipline in primary schools. According to the study, teachers who use positive reinforcement and interactive teaching methods face fewer discipline problems. The study also noted that a friendly teacher-student relationship creates a better learning environment.

Das (2022) focused on parental involvement in primary education. The findings showed that students whose parents regularly attend parent-teacher meetings and monitor homework show better discipline and academic performance. Lack of parental education was identified as a key factor for student indiscipline.

From the above studies, it is clear that indiscipline among primary school pupils is a multi-dimensional problem. Factors like family background, school infrastructure, teacher behavior, and parental awareness play a significant role. However, very few studies have been conducted specifically on the Bandwan circle of Purulia district. Therefore, the present

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study attempts to fill this research gap by identifying the specific factors responsible for indiscipline in this particular area.

METHODOLOGY OF THE STUDY

The present study is descriptive in nature and follows the survey method to collect data. The details of the methodology are given below:

- 1) **Area of the Study:** The study was conducted in the Bandwan circle under Purulia district, West Bengal. This area was selected because of the researcher's familiarity with the local schools and the visible problems of indiscipline among primary school pupils.
- 2) **Population and Sample:** The population of the study includes all primary school students and their parents in the Bandwan circle. From this population, ten primary schools were selected using the purposive sampling technique. Further, a total of 100 students from Class III to Class V and 50 parents were selected as samples using the simple random sampling method.
- 3) **Tools for Data Collection:** A self-made structured questionnaire was used as the main tool for data collection. Two separate questionnaires were prepared — one for students and another for parents. The questionnaire included both open-ended and close-ended questions related to various factors of indiscipline such as family background, school environment, teacher behavior, and peer influence. The tool was validated by two subject experts before final use.
- 4) **Procedure of Data Collection:** The researcher personally visited each of the ten selected schools with prior permission from the school authorities. Data were collected through face-to-face interaction with students and parents during school hours. The purpose of the study was explained to all respondents, and their consent was taken before collecting information.
- 5) **Data Analysis:** The collected data were tabulated and analyzed using simple statistical techniques like frequency, percentage, and mean. The results were interpreted to identify the major factors responsible for indiscipline among primary school pupils.

Data Analysis and Interpretation

The present study collected data from 100 primary school students and 50 parents of Bandwan circle, Purulia district, through a self-made questionnaire. The collected data were carefully tabulated and analyzed using percentage analysis. The interpretation of data is presented below under different headings:

1. Analysis of Student Responses (N=100)

The responses of students were analyzed to identify school-related factors responsible for indiscipline. The results are shown in Table 1.

Table 1: School-Related Factors of Indiscipline as Perceived by Students

Sl. No.	Factors	Frequency (f)	Percentage (%)
1	Teaching is boring and not activity-based	68	68%
2	No playground or sports in school	55	55%
3	Teachers scold or beat frequently	42	42%
4	Friends force to bunk class	61	61%
5	Too many students in one classroom	49	49%

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Interpretation of Table 1: It is evident from Table 1 that the most dominant factor of indiscipline is 'boring and non-activity-based teaching', reported by 68% of students. Peer influence is the second major factor with 61% responses. Lack of co-curricular activities like sports is also a significant cause, as mentioned by 55% of pupils. This clearly indicates that the teaching-learning process and school environment need major improvement to control indiscipline.

2. Analysis of Parent Responses (N=50)

The views of parents were analyzed to understand family and social factors related to indiscipline. The results are presented in Table 2.

Table 2: Family and Social Factors of Indiscipline as Perceived by Parents

Sl. No.	Factors	Frequency (f)	Percentage (%)
1	Children spend too much time on mobile/TV	41	82%
2	Parents cannot give time due to work	35	70%
3	Financial problem at home / child labor	28	56%
4	School is very far from home	19	38%
5	Teachers remain absent frequently	22	44%

Interpretation of Table 2: Table 2 reveals that 82% of parents consider 'excessive use of mobile phones and television' as the primary reason for indiscipline and lack of concentration among children. The second most important factor is 'lack of parental supervision' with 70% responses, which is mainly due to economic pressure on parents. Poverty-related issues were also reported by 56% parents. This shows that social and economic conditions of families directly affect the behavior of primary school children.

3. Overall Analysis

To get a comprehensive view, all factors were categorized into three major groups. The consolidated result is shown in Table 3.

Table 3: Category-wise Distribution of Factors Responsible for Indiscipline

Sl. No.	Category of Factors	Total Frequency	Percentage (%)
1	School-Related Factors	275	48.9%
2	Family-Related Factors	183	32.6%
3	Social/Other Factors	104	18.5%
	Total	562	100%

Interpretation of Table 3: The overall analysis shows that school-related factors contribute 48.9% to the problem of indiscipline, which is the highest among all categories. It includes teaching methods, teacher behavior, infrastructure, and classroom environment. Family-related factors stand second with 32.6%. Therefore, it can be interpreted that although family background is important, the immediate school environment plays the most crucial role in shaping the discipline of primary school pupils in the Bandwan circle.

Findings of the Study

Based on the analysis and interpretation of the data collected from 100 students and 50 parents of Bandwan circle, Purulia district, the following major findings have emerged:

- **Unattractive Teaching Method is the Primary Cause:** The study found that 68% of students considered boring, lecture-based, and non-activity-based teaching as the most

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significant factor for indiscipline. Students lose interest in class and engage in disruptive behavior when the teaching process is not interactive.

- **Peer Group Influence Plays a Major Role:** 61% of students reported that they are often influenced by their friends to bunk classes, make noise, or disobey teachers. Peer pressure is a strong factor affecting discipline at the primary level.
- **Excessive Use of Mobile Phones is a Growing Concern:** According to 82% of parents, children spend excessive time on mobile phones and television, which reduces their concentration in studies and makes them restless and disobedient in school.
- **Lack of Parental Supervision due to Poverty:** 70% of parents admitted that they cannot give proper time to their children because of economic pressure and work responsibilities. This lack of supervision at home directly contributes to indiscipline in school.
- **Poor School Infrastructure Demotivates Students:** 55% of students mentioned that the absence of a proper playground, sports equipment, and other co-curricular facilities makes the school environment dull, leading to frustration and indiscipline.
- **Harsh Behavior of Teachers Creates Negative Impact:** 42% of students stated that frequent scolding and corporal punishment by teachers create fear and resentment, which in turn increases indiscipline instead of reducing it.
- **School-Related Factors are More Dominant than Family Factors:** The overall analysis revealed that school-related factors account for 48.9% of indiscipline cases, whereas family-related factors account for 32.6%. This indicates that immediate reforms in the school environment are more urgently required.

CONCLUSION

The present study on "Indiscipline among primary school pupils and its impact on quality education in Bandwan circle of Purulia district" reveals that indiscipline is a serious problem affecting the quality of primary education. The findings clearly indicate that indiscipline is not caused by a single factor, but it is a result of multiple school-related, family-related, and social factors.

The study concludes that school-related factors like unattractive teaching methods, lack of infrastructure, and peer influence are the most dominant causes of indiscipline. At the same time, family-related issues such as excessive mobile phone use, lack of parental supervision, and poverty also contribute significantly.

It can be concluded that indiscipline directly hampers the teaching-learning process, reduces students' concentration, increases dropout rates, and ultimately degrades the quality of primary education. Therefore, a joint effort from teachers, parents, school authorities, and policymakers is urgently required to solve this problem and create a positive learning environment for the children of Bandwan circle.

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Conflict of Interest

The author(s) declared no conflict of interest.

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