

Impact Of Ragging On Students' Social And Emotional Behavior

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Abstract

The present quantitative study aimed to explore the impact of ragging of first-year College students by their seniors on their social and emotional behavior in Lahore. It has been acknowledged that with a healthy blend of social and emotional behavior, students' educational standard becomes better. The survey technique was used to collect data. Self-reporting survey questionnaire was developed based on literature review and after consulting experts. Six colleges in Lahore were targeted to collect data. The questionnaire was administered on 300 students. It was found that students who were ragged on onset of their college life, especially girl students wanted to continue the practice as a revenge through ragging their own juniors. Similar was the case with boys. They felt disrespectful and embarrassment in front of their class fellows and college fellows. Their expectation about college life were declined and they lost motivation. Zero ratio of committing suicide after ragging was found. The impact of ragging on student's social behavior which includes their meeting with peers and class fellows, social interaction with college fellows was none, but the impact of ragging on student's emotional behavior, feeling depressed, ashamed, anxiety was common especially among female respondents of the research. Social and emotional behaviour of female students were found to be more influenced by ragging than boys.

Key Words: Ragging, Social behavior, Emotional behavior, College life

Introduction

Ragging has been reported as a rising problem in many universities and colleges of Pakistan and as the most fundamental cause of frustration and depression among newly admitted students. (Taseen et al., 2021; Wajahat, 2014; Gulzar et al., 2012). Secondary school students and undergraduate students enter colleges and universities with a lot of expectations and dreams to peruse higher education. However, their expectations and dreams are often replaced by disappointment, fear and anxiety when they have to undergo harmful, disrespect and embarrassing so called welcome practices and rituals. Different terminology is used for these practices

and rituals in different parts of the world like "hazing" or "bullying" in USA, "bizutage" in France, "praxe" in Portugal and "Mopokaste" in Finland while in South Asian countries like Pakistan, India, Bangla Desh and Sri Lanka this so-called initiation ritual is known as "ragging" and for a similar, old and offensive custom of bullying new students as a rite of passage for them into their first year of professional college or university (Garg, 2009) and as an essential part of an "introduction development" as they call it; (Shareef et al., 2015), the popularity of ragging has its origin from a myth that ragging makes student bold and emotionally strong gives this practice passive social acceptance. But this exercise is often taken

to be subjected the psychological and physical torture of newcomers.

This study investigates the effects of ragging on student's social and emotional behavior. This study will help to reveal the problems cause by ragging to newcomers and will help to highlight the effects on student's social and emotional behavior. This study investigate the negative feelings among the newcomers because of ragging. This study will also help to investigate how many students were ragged in their early days of college and how they feel after ragging. This study help to determine whether boys are more victims of ragging or girls. This study help to determine the most common feelings of newcomers after they ragged from their seniors. This study will determine the both social and emotional behavior of students.

Objective:

The present study was designed,

To investigates the impact of ragging on students' social and emotional behavior

Hypothesis

- Students did not experience ragging when they entered in the college?
- Ragging did not impact the social and emotional behavior of students?
- There are no gender differences for the impact of ragging on students social and emotional behavior?

Significance of the study

The study will reveal the problems faced by students due to ragging in colleges. It would provide the useful information about the most prevailing practices of ragging among college students and will help teachers and administration to identify the effect of ragging on student's social and emotional behavior and take appropriate measures to solve problems of ragging in time and in effective way.

Furthermore it will help to identify the relation among student's social and emotional behavior. This study will help to college administration and teachers to take serious step to banned the ragging in colleges and do some seminar or lecture to tell the students about the good and bad effects of ragging and its consequences in future.

Methodology

The study employed survey method to identify the impact of ragging on student's social and emotional behavior and gender differences. The study focused on the investigation and analysis of student's behavior and positive and negative effects of ragging on the new comer students in colleges of Lahore. This study sought to test the null hypothesis that Ragging did not impact the students social and emotional behavior and that there is no gender differences for impact of ragging.

Research Design

For this quantitative descriptive research, survey technique was used to collect data from the participants. Target population was all the students enrolled at intermediate level in 6 most populous public and private colleges of Lahore in 2021. There were about 4500 students during the session 2021-2023. Data was collected when they were in their second year of college. 10% sample size was calculated. Total of 450 students of second year were targeted to collect data. Later on, after consulting experts it was decided to collect information from 75 randomly selected students of each college in sample.

Self-reporting Ragging survey questionnaire was developed. It was based on literature review and after consulting experts in the area.

SRQ had three parts. First part was about demographics of the students. It was consisted of information related to academic level, year, gender, sector public/private. Second part was consisted of six statements on 4 point Likert

scale. These statements were related to emotional behaviour of students. Third part consisted of six statements. It was related to social behaviour of students. Students were asked to answer on 4 point Likert scale. It was ranged from strongly disagree to strongly agree.

It was pilot tested for its validity and reliability. The authorities in the field of test and measurement verified face validity and content validity. The reliability was found to be 0.94. Further, it was administered to 40 second year students at a public college. Among them 20 were boys and 20 were girls. The alpha value that ranges from 0.8 to one is identified as very

strong. (Konting, 1990). For this instrument, internal consistency coefficient using Cronbach Alpha was computed for reliability, and its value found to be 0.94.

Data Analysis

SRQ was distributed among 450 students and response rate 78%. Incomplete questionnaires were excluded from data analysis. 50 complete questionnaires were sort out from each college. Finally data analysis was carried out on the information provided by of 300 students through SPSS version 21.0. Independent sample t test was applied to identify gender, and college type differences.

Table 1: Gender-based distribution of respondents (n=300)

| Colleges | Gender | | | |
|------------|--------|-------|-------|-------|
| | Boys | | Girls | |
| | n | % | n | % |
| Public-1 | 29 | 9.6% | 21 | 7% |
| Public -2 | 32 | 10.6% | 18 | 6% |
| Private -1 | 34 | 11.3% | 16 | 5.3% |
| Public 3 | 31 | 10.3% | 19 | 6.3% |
| Public 4 | 29 | 9.6% | 21 | 7% |
| Private -2 | 25 | 8.3% | 25 | 8.5% |
| Total | 179 | 59.6% | 121 | 40.3% |

The table1 shows the gender-based and sector-based distribution of the respondents. The basic criteria for selecting colleges was their high intake rate. On this criteria 4 public sector and 2 private sector colleges were selected. 60% of

Boys responded to the questionnaire and 40 % of girls. It shows that Girls were comparatively less like to provide information on their ragging experience.

Table 2: Gender based analysis of students ragged by their seniors

| Gender | Ragged by Seniors | | | | | | | | | |
|--------|-------------------|------|----|-------|----|-------|----|-------|----|--------|
| | SD | | D | | UD | | A | | SA | |
| | n | % | n | % | n | % | n | % | n | % |
| Boys | 29 | 9.6% | 44 | 14.6% | 16 | 5.3% | 35 | 11.6% | 56 | 18.6 % |
| Girls | 24 | 8% | 25 | 8.3% | 4 | 1.3 % | 32 | 10.6% | 35 | 11.6% |

The majority of the students both boys and girls reported that they were ragged by their seniors at the onset of their college life. Only 17.6 % said

that they had no experience to be ragged by their seniors.

Table 3: Students' Emotional Behavior Analysis on Ragging Scale

| Emotional Statements | Group | Mean | S. D | t-value |
|----------------------|-------|------|------|---------|
| Feeling Depressed | Boys | 8.23 | 1.29 | 1.97 |
| | Girls | 9.19 | 0.65 | |
| Feeling Frustrated | Boys | 6.45 | 3.27 | 1.23 |
| | Girls | 7.39 | 2.68 | |
| Fear of College | Boys | 7.21 | 2.39 | 0.03 |
| | Girls | 7.19 | 2.32 | |
| Committed Suicide | Boys | 0.99 | 8.82 | 1.02 |
| | Girls | 1.01 | 8.99 | |
| Lost Trust | Boys | 7.54 | 2.43 | 1.96 |
| | Girls | 8.21 | 1.23 | |
| Felt Ashamed | Boys | 9.02 | 0.82 | 1.96 |
| | Girls | 8.96 | 1.09 | |

Table 3 showed that ragging effected emotional behavior of students. They felt depressed, frustrated, fear of college, lost trust and felt ashamed. Only few provided response for

committed suicide statement. Gender difference was significant only for feeling depressed, lost trust and felt ashamed as girls scored higher than boys.

Table 4: Students' Social Behavior Analysis on Ragging Scale

| Social behavior statements | Group | Mean | S.D | t-value |
|---------------------------------|-------|------|------|---------|
| Start hitting people | Boys | 4.63 | 4.12 | 1.97 |
| | Girls | 3.20 | 5.81 | |
| Take revenge by ragging juniors | Boys | 8.34 | 1.79 | 1.95 |
| | Girls | 9.07 | 0.79 | |
| Avoided meeting people | Boys | 6.65 | 3.31 | 1.37 |
| | Girls | 6.19 | 3.42 | |
| Becomes backbencher | Boys | 7.83 | 1.49 | 1.79 |
| | Girls | 8.13 | 1.09 | |
| No participation in class | Boys | 5.52 | 4.03 | 1.96 |
| | Girls | 6.39 | 3.64 | |
| Quit College | Boys | 3.72 | 5.46 | 1.90 |
| | Girls | 4.09 | 4.85 | |

Table 4 shows students' responses after being ragged by seniors for the social behavior sub-

scale of the Ragging scale. Results for start hitting and avoid meeting people show a higher

mean score of boys while for the rest four behaviors, girls scored higher than boys. Although there is a difference between scores of both gender but t- values for start hitting people , take revenge and no participation in class shows significant difference as girls scored significantly higher while for start hitting people boys scored higher than girls although standard deviation for mean value of both genders is high.

Conclusion and Discussion

Ragging is a common behavior of welcoming newcomers to college or university. It has been a tradition in the educational institutes. Ragging isn't harmful, but it may base on some assumptions. If seniors behave badly, it not only effects the emotional but psychological brain of the newcomers. Majority of the respondents, as believed in the previous studies were fed-up of college life due to senior's behavior. This study found out that majority of respondents from both gender were ragged in their first few months of college admission. As a revenge, juniors when become senior, repeated the same phenomenon by ragging their juniors. This study found out that majority of boy respondents strongly disagreed that they repeated the same practice to rag their juniors, while majority of girls respondents agreed to rag their juniors in college. Feeling ashamed is common after public humiliation. Most boy respondents disagreed to this statement, while minor number of respondents agreed. Among girl respondents, majority of the respondents were agreed that they feel ashamed from their classmates after ragging by seniors. The ratio of feeling ashamed after ragging is higher in girls than boy respondents. It shows that Ragging produce guilt and shame in boys, but in case of female respondents, ragging cause no disrespect before their classmates. Disrespect is common among genders of any class and age. The feeling of social disrespect spread-out of ragging and insult in public. This study observed that boys are more prone of

disrespect in public, while girls face little ragging or no ragging by seniors, Also the behavior of female respondents with their peers is based on mutual harmony, and the feeling of disrespect is common with little issues. That will be reason.

Among boys, facing the ragging and staying in college to bear the burden of shame and disrespect or taking revenge is common. While, among girls, majority had opinion to leave the college. The reason behind the case is; majority of the girls think that the environment of the college is not better, which is the major reason of ragging. Also, the role of authorities to control senior students is limited. It is a management's fault, also teachers do not cooperate in that matter. In most colleges, teacher's seldom pay attention to ragging, because they consider it good for the newcomers. While the emotional students, with psychological issues would not consider it good for their wellbeing. The trend of thinking about leaving college after ragging was common among girls.

Depression has become so common among people that any type of public humiliation takes it to the severe level. This study observed that majority of boys were strongly disagreed that they ever depressed after ragging, while ample of girls felt depressed after ragging. Behavior of senior students counts inside the college for juniors. Seniors are the role model for them. Ample of students take admission in a college based on the college's repute. If the behavior of senior student's isn't good, then the junior students limits themselves and protect themselves with a shield of 'less communication with peers and seniors. In this study, both boys and girls provided same response about the nervousness they felt after ragged by their seniors. The behavior of new comers is the result of their seniors and vice versa. That's how a college grasp itself in the same line of thought. It is the duty of the teachers, management staff and

administration to settle dispute among college peers and provide a comfortable environment for the betterment of college as well as students.

The results of the research showed that only few started hating people after being ragged. The behavior remained same, there were no sign of hating other peers. Also, the students did not want to take revenge and did not want to hate their seniors. It has been observed that majority of boys felt no shame and no inferiority complex after ragging, while majority of girls were feeling 'inferiority complex' after being ragged by their seniors. The trend is common among girls, based on their perception about what is said or done during ragging, but boys were enjoyed equally the ragging. The result showed that among boys and girls, nobody wanted to commit suicide. Although majority of boys agreed to the statement that they wanted to commit suicide because of guilt and shame that was the result of ragging before their class fellow and peers, but in case of girls, response was opposite.

Ragging is a common behavior of welcoming newcomers to college or university. It has been a tradition in the educational institutes. Ragging isn't harmful, but it may base on some assumptions. If seniors behave badly, it not only effects the emotional but social behavior and psychological brain of the newcomers. Research suggested positive and effective role of teachers and administration in this regard.

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