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University Students' unrest and Adjustment Problem with Students' Disengagement from the Course as a Mediator

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Abstract

The growth of a country up to a great extent depends upon the youth's shoulders. Now, the youth world is passing from the significant problem of unrest and disaffection. Through this investigation, the investigator put the limelight on this severe issue. The current research was directed toward identifying the drivers of students' unrest. The role of students' disengagement from the course as a mediator between students' adjustment problems and students' unrest was also analysed to attain the study's goal. Primary data was collected from 455 students using Google Forms. The researcher has used descriptive research for the attainment of the research goal. Four state universities from Haryana have been selected to collect primary data. Students were picked based on the snowball sampling technique from the sampled universities. The study results highlighted that Lack of Leadership, Academic stress; Delayed administrative work; Fellow student behaviour; Lack of basic amenities significantly contributed to students' adjustment problems that further led to Students' disengagement from the course and students' unrest. The indirect relation between students' adjustment problems and unrest was also significant. Theoretical and practical implications of the study were also discussed during the investigation.

Keywords: Students' Unrest; Adjustment problem; Disengagement from the course; Students' unrest drivers; Structural Equation Modeling (SEM)

Introduction

Today's Indian student community is in tremendous discontent and uneasiness. Numerous examples of student indiscipline resulting in riots and displacement have occurred in virtually every section of the country. This situation has grown to such frightening proportions that it now requires our immediate attention. Student indiscipline cannot be explained away as an expression of young exuberance, nor can it be explained as the activity of interested outsiders—political or otherwise—attempting to fish in the dangerous waters of student unrest.

Defining relevant words is necessary when discussing the reasons for and how to deal with students' disaffection. The concept of disaffection is articulated in various ways by different researchers. Most people consider civil unrest an almost entirely harmful activity lacking in redeeming aspects (Kumar et al., 2009). While some schools of thought regarded it as dysfunctional and harmful, some saw it as a driver for change, creativity, and output, while others considered it in no category (Myung, 2002).

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Disaffection/ Unrest arises as a result of human interaction based on the concept of incompatible ends, in which one's ability to satisfy wants or achieve goals is contingent on the choices, decisions, and actions of others. As a result, it is possible to argue that discontent is intrinsic to human interactions and society. Human interdependence is a product of interactions between people and an unavoidable corollary of their choices and decisions. It is also a manifestation of the fundamental truth of human interconnectedness (Adejuwon and Okewale, 2009). Certain researchers believe that it is necessary to periodically stimulate it to bring about innovations and advances in an organisation or society (Kumar et al., 2009).

So it is considered a "necessary evil" that manifests itself in the course of human interactions. The Marxists' improvised notion that a classless society or organisation will end directly opposes the Marxist idea that a conflict-less society or organisation will end.

Previous researches forced to accept the need of identifying the students' unrest issues and taking corrective measures for dealing with the problem (Onivehu, 2021, Omodan, 2021, Das, 2017). According to Horowitz and Borden (1995), unrest occurs due to disagreements over social issues, religious beliefs, and political ideas. Unrest has also been defined as a disagreement over how authority and resources are distributed. Essentially, unrest develops when two or more parties have divergent interests in distributing resources and concerns about their development, leading to conflict. For example, It can come up during interactions between staff and students. It might originate from a university administrative cadre among students, or it can arise between an organisation and the community in which it operates.

It is defined as a condition in which people are upset and likely to demonstrate by protesting or fighting. In most cases, it alludes to rough conditions such as confrontations, demonstrations, building occupations, and even minor riots among students. Because they arise due to grievances or demands, they differ from one country to another (Oxford Advanced Learners' Dictionary, 2010). Students' unrest, some times, were results of social issues. Assaults, harassment, extortion, youth unemployment and bad governance caused unrest among students (Onivehu, 2021). Students' unrest in universities was a resultant effect of strained relationship between students and university authorities (Omodan, 2020).

The property damage, the disruption of academic activity, the decline in the quality of education, and the negative image of educational institutions were all consequences of the students' crises (Mosha, 1994). The consequences of unrest lead to instability among all actors in the institution, including administration, staff, students, and members of the broader community as a whole. This investigation attempts to discuss the student unrest problem among youth and the role of students' disengagement between students' unrest and their adjustment problem.

Theoretical Background

This article examined the validity of two well-accepted psychological theories, Relative Deprivation Theory and Campus Ecology, in explaining student unrest in Haryana, India's state universities. A sociological theory known as Relative Deprivation Theory (RDT) was devised in the 1930s. It is widely accepted that Ted Gurr and Garry Runciman first proposed the theory. According to the theory of relative deprivation, people who believe they are being deprived of something considered essential by their society (such as money, rights, political voice, or status) will organise or join social movements aimed at obtaining what they believe



they are missing out on receiving that something (Walker and Pettigrew 1984). On the other hand, in 1974, James Banning and Leland Kaiser created the Campus Ecology theory, part of an integrated ecological approach to student development. College students' growth and development are at the heart of campus ecology theory, which brings together human ecology and developmental ecology (Renn and Patton, L. D. 2011).

Student Unrest

According to Mosha (1994), university unrest or crises are multi-faceted and necessitate a comprehensive conceptualisation to be fully comprehended and appreciated. Mosha has outlined the major crises confronting universities, with student unrest being one of them. The other crises include financial, political, leadership, governance, quality, and quantity issues, to name a few others. These are the subcategories of the university unrests that have occurred. Miho (1996) argued that economic factors were one of the main things that led students to protest in Zambia, Kenya, Zimbabwe, and Tanzania. It can be said that the more money the state gives, the more people have problems with their money. Also, it is thought that when money comes from individual sponsors or individual grants, the economic complaints against universities are less likely to be made by people. Mosha (1994) thinks that money is one of the leading causes of university crises. People who work at universities get low salaries and fringe benefits because they aren't getting enough money. Also, the university's crises were because of political, financial, leadership, and governance failures. Research of Omodan (2020) investigated that campus environment and drug abuse were the major causes of threat in universities in terms of university productivity and academic performance that further create hindrance in university productivity. Singh (2017) investigated unrest issues among Indian Universities and explored that unrest among students were caused by university employees' behavior, transparency, academic problems and placement service.

Academic stress

Many studies found that parents and teachers' expectations made people more stressed out when taking exams or thinking about studying or what to do in the future. For example, students who joined dentistry because their parents wanted them to do so were afraid of facing their parents if they didn't do well (Acharya, 2003; Tangade et al., 2011). Authors say that parents should be told not to force their children to join an educational programme they don't want to participate in (Tangade et al., 2011). It also causes much stress for dental students to get bad grades or bad reviews from their supervisors about their work in school or practice (Kumar et al., 2009). The more pressure parents put on their kids, the more likely they are to be anxious about the test, other people say. As a result, it was thought that kids who had much support from their parents would be less stressed and anxious about tests because the threat of getting bad grades was less (Putwain et al., 2010). Also, a large group of first-year undergraduate students (Polychronopoulou and Divaris, 2005) found that emotional exhaustion was higher than expected. Tangade et al. (2011) found that final-year dental students had higher stress scores than the other students.

H1: Academic stress has a significant direct positive association with students' adjustment problems in the university environment.

Lack of basic amenities

Aluede et al. (2005) explained that unfavourable government policies, poor staff-student relationships, inadequate teaching-learning facilities, high tuition fees, and the non-responsiveness of university officials are some of the factors contributing to student dissatisfaction in Nigerian higher institutions. Aman et al. (2019) highlighted that the lack of education institutes in Balochistan and limited access to high-quality education contribute to the province's low literacy rate. Because of this lack of modern education, an untrained workforce is produced, and they are not able to compete with the rest of the country in terms of technology, which is a significant cause of unemployment and poverty in Balochistan. Because of this, the people of Balochistan are experiencing a variety of social and political issues, contributing to social unrest and serving as an impediment to the province's economic development

H2: Lack of basic amenities has a significant direct positive association with students' adjustment problems in the university environment.

Lack of Leadership

Leadership is a way to influence others to do something and direct an organisation to make it more cohesive and coherent. University leaders use their leadership traits, such as beliefs, values, ethics, character, knowledge, and skills, to help them with this process. Even though the administration has the power to do certain things and meet specific goals at the school, this doesn't make them leaders. It just makes you the boss. Leadership is different from being a boss because it makes people want to reach high goals instead of telling them what to do. According to D'souza (2008), leadership is about how an institution meets its goals and achieves its goals. D'souza (2008) said that the leader's traits, skills, and needs are important when it comes to leadership. This shows that there isn't a single best way to lead in every situation. The best style is the one that works best in a given setting.

H3: Lack of leadership has a significant direct positive association with students' adjustment problems in the university environment.

Fellow student behaviour

In their study, Albar and Onye (2016) stated the critical role of the fellow students in reinforcing the students to go on strikes. Some disputes are specific to the university setting, such as those affecting academic freedom, research, and the microeconomics of the university system. Peers are in charge of handling personnel issues. Furthermore, there are disagreements over a wide range of issues—subjects such as the expectations for faculty-student relationships policy or procedures of sexual harassment on campus. Campus-wide student behaviour codes may also exist. However, when disagreements arise about these, many campus-related issues are to consider. There are certain commonalities in the conflict culture among cultures. Volpe and Chandler (2010) defined universities as institutions that teach students how to think critically and critically about their work.

H4: Fellow students' behaviour has a significant direct positive association with students' adjustment problems in the university environment.



Delayed Administration

Okumbe (1999) says that administration is the process of getting and allocating resources so that the organisation's goals can be met. In this way, educational administration refers to getting and allocating resources to help people reach their educational goals. Okumbe says that the effectiveness of an educational organisation is measured by how well it meets its goals, gets the materials and people it needs, has a good working environment, and meets the needs of the society where it is located. According to Adeyemi (2009), the source of the threat of student unrest in Nigerian universities may be related to the pervasive maladministration of universities, which has ramifications for students. One of the manifestations of these effects is the ongoing unrest on college campuses by students due to perceived threats from management's failure to provide adequate welfare, and social and instructional facilities, among other things. As Falua (2004) points out, these unrests have resulted in the wilful disruption of the academic calendar and societal contradictions. Singh (2017) also considered administration issues as cause of unrest among students.

H5: Delayed administrative work directly correlates with students' adjustment problems in the university environment.

Student adjustment problems

Students entering colleges from the urban middle and upper-middle-class backgrounds to rural working-class backgrounds have shifted their social basis, becoming more associated with the working class and leftist political philosophy (Aman et al., 2018)

In the form of "strikes" against university administrations (a form of action often used by employees against management), the student movement and agitation demonstrated how closely allied they were with the left movement. In addition, the situation appears to have been exacerbated by the fact that educational and other facilities accessible to students did not keep up with an increase in the number of students applying to institutions (Aman et al., 2018).

It was scarce for Omari and Mihyo (1991) to talk about disengagement from the course as a cause of the university unrest, but they attempted. There may be protests against difficult exams, incompetent lecturers, a lack of books, new courses, and favouritism in teaching and exams, and all these students may not be pleased with the course they have been enrolled on. They said that most of the academic problems were either solved by the faculty or not at all, which detached them from the course.

H6: Students' adjustment problem has a significant direct positive association with students' unrest.

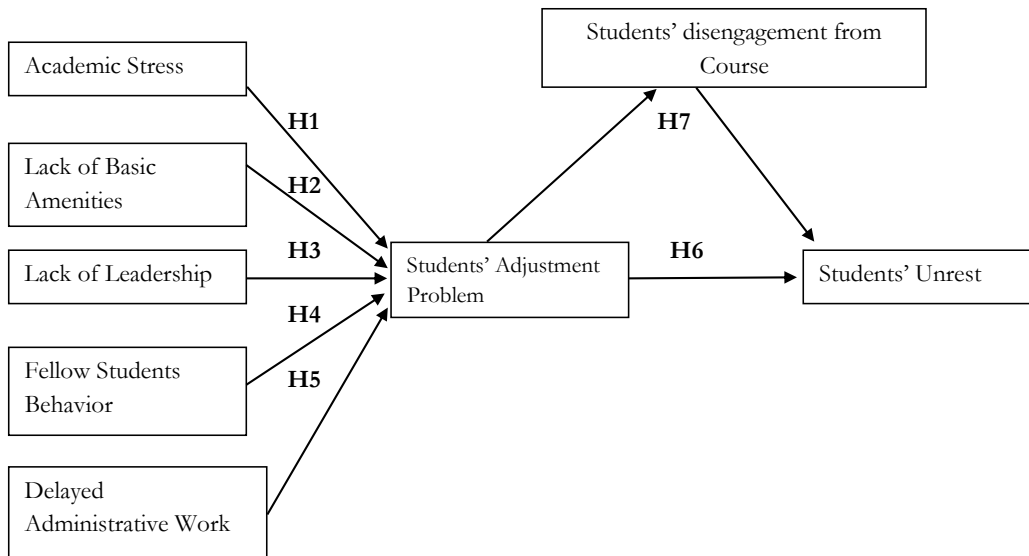
H7: Students' adjustment problem has a significant indirect positive association with students' unrest.

Anyone's theory could not explain students' dissatisfaction in isolation, so a comprehensive evaluation of the theories is necessary to verify the hypotheses put forth.

The study's objectives are to discuss the students' unrest drivers. To explain this, the following are the characteristics, causes, consequences, and management of student discontent. Lack of leadership, lack of basic amenities, Academic stress, Delayed administration, Academic

problems, and Student adjustment problems were identified as elements that contributed to the nature and origin of student unrest.

Figure 1. Conceptual framework



Methods and procedure

The current empirical investigation attempted to study a critical issue of unrest among university students. The research was conducted among university students to discuss the significant drivers for students' adjustment problems in the university environment and their contribution to students' unrest. The researcher also analysed the mediating effect of students' disengagement from the course between students' adjustment problems and students' unrest (Figure 1).

The researcher generated a Google form for collecting primary data from university students. Google forms are considered an appropriate and easiest way of data collection (Raju and NS, 2016; Olajide, 2019). The four largest state-owned universities working in Haryana were selected for data collection based on students' strengths. Further, the Snowball sampling technique was used for circulating the survey instrument among sampled university students. The sample population for the investigation covered students of various professional and non-professional courses studying in the state-owned universities of Haryana, India. 455 responses on Google form were collected back for data analysis.

The semi-structured survey instrument used in the investigation was divided into two sections. Section A covered demographic information of students, while section B covered 38 statements framed based on an extensive literature review (Tangade et al., 2011, Putwain et al., 2010, Aluede et al., 2005, D'souza 2008, Albar and Onye, 2016, Aman et al., 2018) grouped under eight heads. The expert opinions were taken to check the instrument's face validity, and four statements were removed from the survey instrument as these statements showed weak



face validity. A pilot study was conducted among a 50 students sample group, and required changes were implemented to make the survey instrument understandable. The survey instrument was found reliable ($\alpha = 0.947$) based on pilot testing results. The refined survey instrument grouped 34 variables into eight heads: Lack of Leadership (4); Academic stress (5); Delayed administrative work (4); Fellow student behaviour (4); Lack of basic amenities (5); Students' adjustment problem (4); Students' disengagement from the course (4) and students' unrest (4). Students' responses were recorded on 5 points Likert scale ranging from strongly disagree to agree strongly. The researcher used Structure Equation Modeling (SEM) running with AMOS 21 to analyse the primary data. SEM is an excellent statistical technique for studying a sequence of dependent variables, equations and causal models (Chin, 1998; Cohen et al., 2018).

Data Analysis and Interpretation

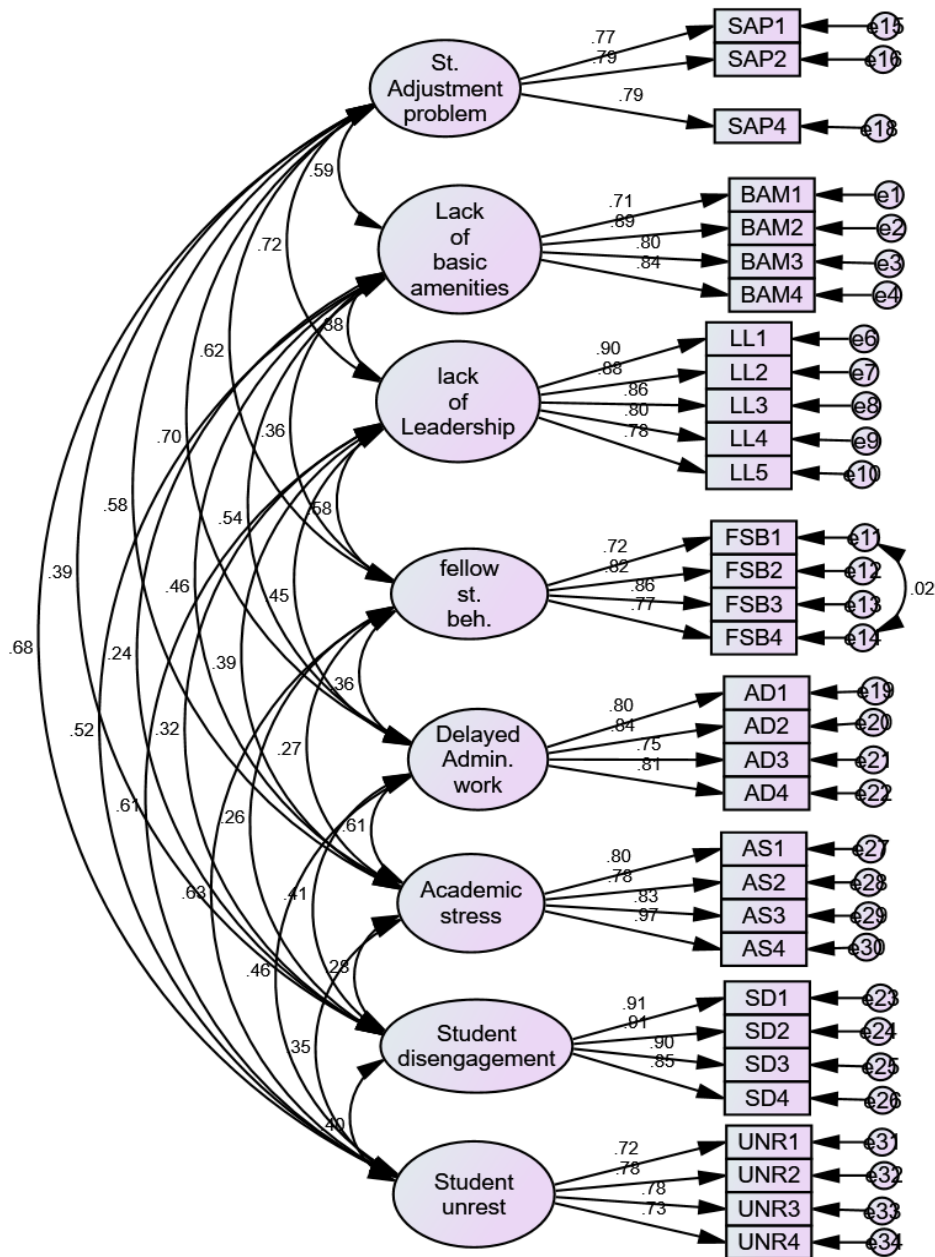
The researcher collected primary data through Google forms from 455 students of the state universities working in Haryana. 10 students' responses were eliminated from the final analysis because of incompleteness. 445 students' responses were recorded and coded in SPSS 21 for further analysis. A summary of respondents' demographic features was presented in table 1.

Table 1. Demographic summary of respondents

Category	Description	Frequency	Percentage (%)
Gender	Male	235	52.81
	Female	210	47.19
Course	Undergraduate	240	53.93
	Postgraduate	205	46.06
Age	18-22	215	48.31
	22-26	190	42.70
	Above 26	40	8.99
University	Guru Jambheshwar University of Science & Technology, Hisar	105	23.60
	Maharshi Dayanand University, Rohtak	120	26.97
	Gurugram University, Gurgaon	95	21.35
	Kurukshetra University, Kurukshetra	125	28.08

Source: Primary Data

The researcher used Structure Equation Modeling (SEM) using AMOS 21 to analyse the primary data. The researcher adopted a two-stage SEM approach based on the measurement model and structure model suggested by Anderson and Gerbing (1988) for evaluating the conceptual model developed in the study. A measurement model based on Confirmatory Factor Analysis (CFA) is considered an appropriate tool for evaluating the constructs' reliability, validity, and fitness to the data. In contrast, the structure model provides the direction to the researcher for accepting and rejecting the hypothesised relationship between the variables (Hair et al., 2019).

Figure 2. Eight Factor Measurement model

Source: Primary data (AMOS output)

As shown in figure 2, the researcher developed the Eight-factor measurement model. The proposed model was evaluated based on model fitness, validity and reliability criteria. The initial measurement model included 34 observed variables grouped under eight latent



variables. The initial measurement model found inappropriate on the basis of model fitness criteria (CMIN= 1793.207; df= 499; CMIN/df = 3.594; P= 0.000; CFI= 0.887; RMSEA= 0.076; TLI = 0.873; PGFI = 0.676). The measurement model was refined based on modification indices and standardised regression weights. Two indicators: SAP3 (students' adjustment problem) and BAM5 (lack of basic amenities), were removed because of poor indicator loading, less than 0.5, by following Truong and McColl (2011); Hulland (1999) criteria. The final refined measurement model (figure 2) covered eight latent variables with 32 indicators: Lack of basic amenities (4); Lack of leadership (5); Fellow student behaviour (4); Delayed administrative work (4); Academic stress (4); Students' adjustment problem (3); Student disengagement from the course (4) and Student unrest (4). The observed variables with their indicator loading are displayed in table 3. The final refined model passed all the model fitness criteria (Table 2) and found adequately fitted to the data (CMIN= 1386.501; df= 435; CMIN/df = 3.187; P= 0.000; CFI= 0.911; RMSEA= 0.070; TLI = 0.901; PGFI = 0.691).

Table 2. Model fitness criteria

S.No.	Fit indicator	Initial measurement model	Refined measurement model	Recommended value
1.	CMIN/df	3.594	3.187	2-5 (Wheaton et al., 1977) < 5 Schumacker and Lomax (2004)
2.	CFI	0.887	0.911	≥0.90 (Bentler, 1990; Byrne, 1998)
3.	RMSEA	0.076	0.070	0.08 to 0.1 mediocre fit <0.08 Good fit (MacCallum et al, 1996) <0.08 (Byrne, 1998)
4.	PGFI	0.676	0.691	> 0.50 Mulaik et al. (1989)
5.	TLI	0.873	0.901	≥0.80 (Byrne,1998) ≥0.90 (Bentler, 1990)

Source: Compiled by the researcher based on AMOS output

Table 3. Constructs and indicator loading

S. No.	Construct	Statements	Code	Indicator loading
1	Academic stress (4)	I found the academic content of my course stressful.	AS1	0.80
		The grading system used in universities seems painful.	AS2	0.78
		I feel stressed because of students' academic performance evaluation criteria.	AS3	0.83
		Academic performance	AS4	0.97

		stereotyping exists in society		
2	Lack of Leadership (5)	I feel the leadership in my university is not capable	LT1	0.90
		The role of a leader in an education environment is of utmost importance	LT2	0.88
		Poor leadership produces poor leaders	LT3	0.86
		Some of the incidents prove leadership important	LT4	0.80
		Lack of leadership results in strikes.	LT5	0.78
3	Fellow student behaviour (4)	Fellow students greatly influence my behavior	FSB1	0.72
		I feel my behaviour is an outcome of other fellow students' behaviour.	FSB2	0.82
		I sometimes become aggressive under the influence of my fellow students.	FSB3	0.86
		Sometimes, it becomes necessary to be part of revolutionary acts under the pressure of fellow students.	FSB4	0.77
4	Delayed administrative work (4)	It is challenging to get the work done in the admin department.	AD1	0.80
		My documents are processed slowly.	AD2	0.84
		My work hampers due to the delayed administrative work.	AD3	0.75
		It is easy to get the work done if you have known in the office.	AD4	0.81
5	Lack of basic amenities (4)	The basic facilities in my university are not satisfactory	BAM1	0.71



		It is challenging to locate student parking.	BAM2	0.89
		The classrooms are not ICT enabled.	BAM3	0.80
		I feel the library is short of books.	BAM4	0.84
		I feel labs are short of equipment.	BAM5	Removed
6	Students' adjustment problem (3)	It is challenging to adjust in higher education institutes	SAP1	0.77
		I feel I am not meant for this university	SAP2	0.78
		School background is crucial in university	SAP3	Removed
		The code of conduct of the university restricts me	SAP4	0.79
7	Students' disengagement from the course (4)	I feel I am not meant for this course.	SD1	0.91
		I am in this course because of parental pressure.	SD2	0.91
		This course does not attract me.	SD3	0.90
		I feel fewer chances of employability in this course.	SD4	0.85
		I feel unrest being in this university.	UNR1	0.72
		I feel unrest being in this university.	UNR1	0.72
8	Student unrest (4)	I would participate in strikes for my welfare.	UNR2	0.78
		My unrest may result in conflict with the administration.	UNR3	0.77
		My fellow friends feel the same unrest that I feel.	UNR4	0.73

(Note: UNR- Student Unrest; SD- Students' disengagement from course; SAP- Student adjustment problem; FSB- Fellow student behaviour; BAM- Lack of basic amenities; LL- Lack of leadership; AD- Delayed administrative work; AS – Academic stress)

Source: Compiled by the researcher based on AMOS output

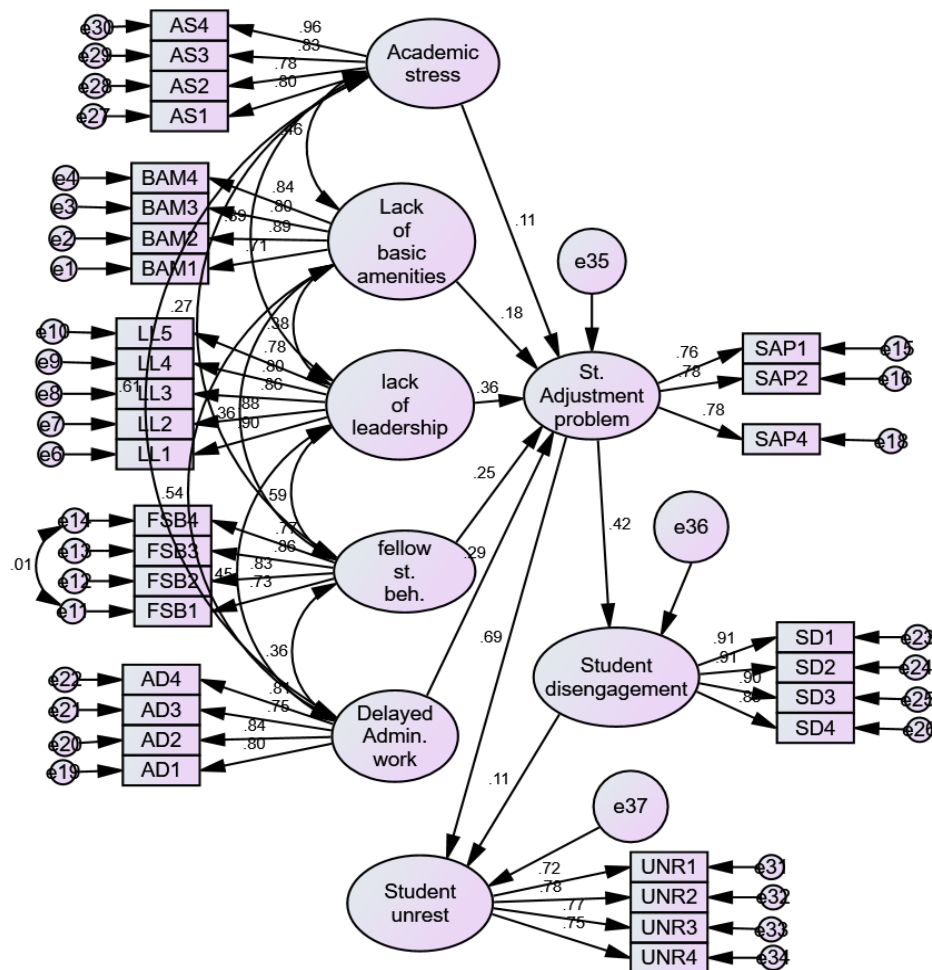
Table 4. Reliability and Validity Assessment

	Cronbach alpha (α)	CR	AVE	MSV	MaxR(H)	Academic stress	Lack of basic amenities	Lack of leadership	Fellow students'	Students' adjustment	Delayed administrative	Students' disengagement	Student unrest
Academic stress	0.906	0.910	0.718	0.373	0.950	0.848							
Lack of basic amenities	0.882	0.886	0.661	0.343	0.899	0.456	0.813						
Lack of leadership	0.925	0.926	0.714	0.521	0.933	0.392	0.376	0.845					
Fellow students behavior	0.873	0.874	0.635	0.402	0.883	0.275	0.356	0.584	0.797				
Students' adjustment problem	0.845	0.831	0.620	0.521	0.831	0.578	0.586	0.722	0.615	0.788			
Delayed administrative work	0.876	0.876	0.640	0.490	0.880	0.611	0.544	0.453	0.362	0.700	0.800		
Students' disengagement from course	0.941	0.942	0.801	0.167	0.945	0.280	0.236	0.319	0.257	0.388	0.409	0.895	
Student unrest	0.840	0.841	0.570	0.461	0.843	0.353	0.517	0.610	0.634	0.679	0.461	0.403	0.755

Source: Primary data

Furthermore, the measurement model was evaluated based on reliability and validity criteria (table 4). The model's reliability was assessed based on Cronbach's alpha (α). The value of Cronbach's alpha for all the constructs varied from 0.840 to 0.941 and was greater than the minimum acceptable value of 0.7 (Hair et al., 2017). Thus the internal consistency of all the constructs was proved. The convergent validity of the constructs was evaluated based on AVE and CR criteria. Average variance explained (AVE) and Composite Reliability for all the constructs must be greater than 0.5 and 0.7, respectively, and CR must be greater than AVE (Malhotra and Dash, 2016). All the constructs discussed in the model fulfilled the necessary condition of convergent validity. The measurement model successfully obtained the convergent validity. The discriminant validity of the model was judged based on Fornell and Lacker criterion, i.e., the latent variable's variance must be greater than the variance from other latent variables (Fornell and Cha, 1994). The model fulfilled the necessary condition of discriminant validity also. Thus the desired model showed its soundness on all the criteria of reliability and validity, as shown in table 4.



Figure 3. Structure model

Source: Primary data (AMOS Output)

Structure model with path diagrams (Figure 3) was developed for checking the hypothesized relation between the variables. Bootstrap approach using 2000 sub samples at 95% confidence interval was adopted under the investigation for evaluating the statistical significance of hypothesized relation between the latent variables. The structure model initially tested on the basis of model fitness criteria and found adequately fitted to the data set (CMIN= 1449.330; df= 445; CMIN/df = 3.257; P= 0.000; CFI= 0.906; RMSEA= 0.071; IFI = 0.907; PGFI = 0.702). Furthermore, results of structure equation modeling for measuring the statistical

significance of hypothesized relation (table 5) showed that Academic stress ($\beta = 0.105$; $P = 0.043$); Lack of basic amenities ($\beta = 0.179$; $P = 0.001$); Lack of leadership ($\beta = 0.364$; $P = 0.001$); Fellow student behavior ($\beta = 0.252$; $P = 0.001$); Delayed administrative work ($\beta = 0.289$; $P = 0.001$) significantly impacted the students adjustment problem in university campuses. Thus the alternate hypothesis H1; H2; H3; H4 and H5 were accepted under the investigation. Due to difficulty in adjustment in campus there was student unrest ($\beta = 0.690$; $P = 0.001$) problem generated in campuses. As a result hypothesized relation between students' adjustment problem and unrest found significant and hypothesis H6 was accepted. The results also proved the significant association between student adjustment problem and their disengagement from course ($\beta = 0.421$; $P = 0.001$) that further generated student unrest ($\beta = 0.113$; $P = 0.025$).

Table 5. Testing of hypothesized relations

Hypothesis	Relations	Beta (β)	Sig	Significance
H1	Academic stress Students' adjustment problem	0.105	0.043	Significant
H2	Lack of basic amenities -> Students' adjustment problem	0.179	0.001	Significant
H3	Lack of leadership -> Students' adjustment problem	0.364	0.001	Significant
H4	Fellow students' behavior -> Students' adjustment problem	0.252	0.001	Significant
H5	Delayed admin work -> Students' adjustment Problem	0.289	0.001	Significant
H6	Students' adjustment problem -> Students' unrest	0.690	0.001	Significant

Source: Compiled by the researcher based on AMOS output

Results of the bootstrap approach based on 2000 subsamples at a 95% confidence interval, shown in table 6, proved the significant role of mediator (students' disengagement from the course) between students' adjustment problems and students' unrest ($\beta = 0.048$; $P = 0.020$) and hypothesis H7 was accepted under the investigation. The total significant effect of students' adjustment problems on their unrest was 0.737, of which 0.690 was the direct effect, and 0.047 was the indirect effect. The model explained the overall 55% variance of students' unrest.

Table 6. Testing of mediation effect (Bootstrap Approach)

Students' Adjustment Problem (Independent variable)			
	Direct effect	Indirect effect	Total effect
Students' disengagement from course (Mediator)	0.421 (0.001)	-	0.421 (0.001)
Students' unrest (Dependent variable)	0.690 (0.001)	0.047 (0.020)	0.737 (0.001)

Source: Compiled by the researcher based on AMOS output

Discussion and Conclusion

The current research was directed toward identifying the reasons for students' unrest. The role of students' disengagement from the course as a mediator between students' adjustment problems and students' unrest was also analysed. The results of Structure Equation Modeling showed that Academic stress ($\beta = 0.105$; $P = 0.043$) significantly impacted the students' adjustment problems on university campuses. The university students felt academic pressure,



and the ranking and grading system supported building the pressure. The previous studies (Acharya, 2003; Tangade et al., 2011) supported the result of the study as these studies also found the youth under tremendous pressure leading to the situation of unrest. Lack of basic amenities ($\beta = 0.179$; $P = 0.001$) significantly impacted the students' adjustment problem in university campuses. If not met, the basic facilities lead to utmost dissatisfaction among the students. Since this is a technology-driven time, ICT-enabled classrooms, equipped labs, and libraries are no longer augmentation. In their study, Aman et al. (2019) found that youth nowadays are aware of what should be provided to them, which leads to disaffection if the case is not there. Lack of leadership ($\beta = 0.364$; $P = 0.001$) significantly impacted the students' adjustment problem in university campuses.

The education institutes and especially the university campuses are the face of any country, the leader in such campuses plays a vital role as the nation's chief plays. Failure of leadership supports the situations of unrest, as earlier stated by (D'souza 2008). Fellow student behavior ($\beta = 0.252$; $P = 0.001$) significantly impacted the students' adjustment problem in university campuses. Psychological studies have also proven that individual behaviour differs from group behaviour; hence, any student will be disaffected if they become part of a disaffected group. Albar and Onye (2016) also proved the role of the peer group in student unrest. Delayed administrative work ($\beta = 0.289$; $P = 0.001$) significantly impacted the students' adjustment problem in university campuses.

Any delay in decision making or announcing the policies, results and other red-tapism is not appreciated by the youth nowadays. Previous studies by Adeyemi (2009) and Falua (2004) also investigated the impact of delay in administrative work and found that youth want the results with minimal effort and without delay. Due to difficulty in adjustment in campus there was student unrest ($\beta = 0.690$; $P = 0.001$) problem generated in campuses. Previous studies (D'souza 2008, Aman et al. 2019) also compared the difference in the code of conduct of schools and universities and found that the excess discipline in schools makes the youth desire the freedom expected to come with college life. Mosha (1994) emphasised that only the students who have opted for the course of their choice are not included in any activity leading to the university's loss of academic or financial loss; otherwise, it is very challenging to engage the students in the right directions. The present study's results proved the significant role of mediator (students' disengagement from the course) between students' adjustment problems and students' unrest ($\beta = 0.048$; $P = 0.020$) that means if given a chance of proper career counselling at the age of making university and career choice may increase the involvement of the students in their respective courses and ultimately reducing the unrest among university students.

Thus, the research accepted the prevalence of the unrest problem among university students. Academic stress, lack of basic amenities, lack of leadership, fellow students' behaviour and delayed administration were the key causes for students' adjustment problems in the university environment that further generated unrest among students. Students' adjustment problems also disengage students from the course and divert them towards unrest. If students find the adjustment difficult on the campus because of university policies and practices, then students will divert towards the destructive practices that hamper the growth of a country.

Implications and future scope for the study

The current study contributed theoretically and practically as the students' unrest is a grim issue that needs to be discussed extensively but remains unexplored until now. Minimal work has been done to elevate the issue of students' unrest and disaffection in universities. Specifically, in the Indian context, the severity of this issue remained ignored. The current investigation is a successful attempt to fill the existing literature gap and benefit future researchers and academicians thinking of working in this direction. The current research established and validated the theoretical framework of students' unrest that proved Lack of Leadership; Academic stress; Delayed administrative work; Fellow student behaviour; Lack of basic amenities as the significant causes of students' adjustment problems in the university environment. Which further leads to their unrest directly and through the mediating effect of students' disengagement from the course.

The study's findings help the university administration and management significantly prevent and resolve the issues related to the students' unrest. As part of its strategy for dealing with and resolving students' unrest, the university administration needs to improve communication between students and administration; establish an office for guidance; reduce academic stress by considering constructive recommendations made by the students' representative councils; work for providing required amenities to students and establishing a healthy and friendly atmosphere for learning. The study further advised university administration and management to take necessary actions to create students' engagement in the course by providing a comfortable learning environment on university campuses. The use of force, expulsions, and suspensions of students do not provide long-term answers to the unrest among students.

The research also benefited society as students facing the unrest problem can become a part of destructive practices. Moral and social values can also be hampered. Through this investigation, the researcher requests society members to understand the severity of the issue and take necessary action. The research further appeals to parents to provide a healthy environment that distracts them from unrest to peace. The research also wants to draw the attention of policymakers of nations as the unrest problem among students degrades students' academic performance and makes them unproductive, hampers economic growth. The policy framers should consider this issue while preparing education policy, and required actions must be taken to resolve the student unrest issue.

This research is an excellent attempt to study students' unrest issues, but some drawbacks provide future directions for research. The current investigation is restricted to the state universities of Haryana. Further research can be done by taking a sample from pan India. Further research related to students' unrest can be conducted among private universities and institutions. A comparative analysis of students' unrest issues can be done between private and state-owned universities.

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