

PERCEPTION OF UNIVERSITY STUDENTS ABOUT THE IMPORTANT CAUSES OF STUDENT UNREST AT THE CAMPUSES[#]

Farah D. Malik
*National Institute of Psychology
Centre of Excellence
Quaid-i-Azam University
Islamabad, Pakistan*

The present study was carried out to investigate the causes of student unrest at university campuses. It was assumed that a number of variables such as social, personal-psychological, and environmental might contribute differentially toward student unrest. It was also assumed that students' perception of unrest would be influenced by their involvement in academic activities. A sample of 200 male and 200 female post-graduate students was taken from the four major universities of Pakistan including Punjab University, Lahore; Baluchistan University, Quetta; Bahauddin Zakryia University, Multan; and Peshawar University, Peshawar. An Unrest Scale comprising of 23 items was developed to explore students' perception about the social, personal-psychological, and environmental causes of student unrest. An empirical measure was also designed to identify the most important unrest variables as rank ordered by the students. Moreover, Index of Academic Activities was developed to measure the involvement of the students in academic activities. The results indicated that the mean scores of the subjects as well as their rank ordering of the items of the Unrest Scale were highest on the social causes of unrest followed by the environmental, and personal-psychological causes. There were also differences between the perception of male and female students about the causes of unrest at their campuses.

Student unrest, sometimes also termed as student rebellion, student revolt or student activism has become a recurrent phenomenon in the educational institutions of Pakistan. Every year our educational institutions are confronted with this problem of student unrest that pose a tremendous academic loss. Student unrest refers to all those activities of students in the educational institutions that adversely affect the academic atmosphere of

[#] Correspondence concerning this article should be addressed to Farah D. Malik, Government Degree College for Girls, Marghazar Colony, Gujrat, Pakistan.

the institution and divert students' attention away from the studies. It may include protests, strikes, demonstrations, tension between students and administration as well as students and teachers.

The modern era has seen an increase in student activism. Students played an important role in almost all of the major revolutions of the 19th and 20th centuries. In the United States, student unrest took on political overtones during the American Revolution. Many of the students spoke out against McCarthyism in 1950s and for freedom of speech on campus in the early 1960s. The 1970s student-strike for peace involved 200 campuses. During the same period, Europe and Japan were also scenes of massive student protests, including a nationwide strike of French students and workers (May-June, 1968). South Korean student movements have staged massive protests for more equitable wages and democratic reforms, as have students in China, where many participants in Tiananmen Square protest were imprisoned (Simmie & Nixon, 1989). In the last few decades, students in America have protested against apartheid, nuclear weapons, destruction of the environment, and cuts in funding for education.

The researchers have studied the phenomenon of campus unrest from different dimensions to explore and understand it. A survey of the researches suggests that activism may be a function of a number of social, psychological, and personality factors (Finifter, 1970; Renshen, 1974; Schawrtz, 1972); parental influence (Feuer, 1969; Flacks, 1967; Haan, Smith, & Block, 1968; Wood, 1974); demographic variables (Flacks, 1967; Lipset, 1972); and student characteristics, such as talent, leadership, intellectual strength, and ideology (Baino, 1970; Feuer, 1969; Foster, 1970; Wood, 1974). In several studies the distinctive family background and personality characteristics of student activists were studied and it was found that mostly they have upper-middle class composition (Braungart, 1971; Dunlap, 1970; Flacks, 1967; Kahn & Bowers, 1970; Tygart & Holt, 1971). In another study, Braga and Doyle (1971) found that activists have higher degree of social intelligence than non-activists. Bush, Green, and Hahn (1984) studied student activism with undergraduate students consecutively over four years, in which students were classified as activists and non-activists on the basis of their score on the activism instrument. The most notable finding was the greater likelihood of non-activists to participate in national and campus politics, with participation declining over years.

In Pakistan, the unrest among students has taken the form of an epidemic that not only results in the waste of academic hours rather it poses a major problem to the development of the nation. The cycle of student protests starts with certain students' demands that are termed as genuine by

the students but are regarded as difficult and unreasonable by the authorities. As a result of this conflict between students and the authorities students start protesting, boycotting classes, and holding demonstrations. This confrontation with the authorities, sometimes, leads to violent scenes within and outside the educational institutions and ultimately results in the closure of the educational institutions for an indefinite period of time.

The problem of student unrest in Pakistan is highly complex and its reasons may vary from situation to situation that makes it rather difficult to have a thorough understanding of this phenomenon. The causes of unrest in youth may be categorized into personal, institutional, socio-cultural, political, and economic components. In addition, the motivational causes may range from emotional instability in adolescence to anxiety and insecurity caused by an overall socioeconomic instability. Despite a large amount of literature on students and their protests, there exist few concrete data on the student activism or on reasons behind such isolated behaviors. In 1983, an exploratory study was conducted by Iqbal to identify the causes of unrest among Pakistani college students. He found that academic, socioeconomic problems, and political issues of the country lead the students to strikes and violence.

When we consider the problem of student unrest in Pakistani context, it seems to be intimately connected with the socio-politico-economic background of the country. From the dawn of independence to the current times, the political instability, absence of well organized political parties with sound social and economic programs, the unethical crossing over of floors in legislative assemblies and the prevailing corruption and nepotism in government circles, has made young students politically conscious and restive. The students' awareness is aroused not only about the campus issues, but also about the general political issues of the country. They have become aware of their power of protest and demonstrations and they have established themselves as a powerful political force. Major political parties have established their student groups at the institution who spare no occasion to seek confrontation with the university authorities in order to establish their credibility and influence amongst the students. The students, then, also seek their help in order to solve their problems.

The student unrest, undoubtedly, causes disruption to the academic activities of educational institutions and can hardly be justified in the societies like Pakistan where education is most needed. Hence, the present study was basically designed to know about the present constellations of social, personal-psychological, and environmental factors, which contribute toward student unrest and to understand students' perception about the problem of unrest and what causes unrest in their opinion.

It was hypothesized that students belonging to different gender and universities would differently perceive the causes of unrest at the university campuses. It was also assumed that these differences would be greatly determined by their involvement in academic activities. It was further assumed that the local circumstances, the attitude of the institutions' administration would influence the perception of unrest of the students. It was also hypothesized that the extent of outside influence would affect the campus peace and students' involvement in the unrest situations.

METHOD

The study was carried out in two phases. In Phase I the instruments, that is, Unrest Scale, Measure of Importance of Unrest Variables, and Index of Academic Activities were developed. Phase II focused on establishing the psychometric properties of the instruments and determining the relationship of student unrest with different variables e.g., gender, different universities, academic activities.

Phase I: Development of Instruments

Unrest Scale

A questionnaire consisting of 23 items was developed to measure the perception of the students about social, personal-psychological, and environmental causes of student unrest. This questionnaire was termed as Unrest Scale. Initially a pool of 34 items was generated with the help of 20 M.Sc. and M.Phil. students and 10 teachers of Quaid-i-Azam University, Islamabad. They were given a preliminary questionnaire in which they were asked to indicate social, personal-psychological, and environmental causes that could lead to unrest at the university campuses. These statements were formulated in such a way that each described either students' attitude or some common social issue related to the four major types of variables of student unrest. The statements so generated were refined and reworded by weeding out the weak items and modifying the ambiguous ones. In the next step, these items were subjected to empirical evaluation. This questionnaire was given to a randomly selected sample of 25 male and 25 female students of Quaid-i-Azam University, Islamabad and Punjab University, Lahore to test the suitability and relevance of these statements to the four types of causes/variables of student unrest. The subjects were asked to indicate the extent to which an item was characteristic of a particular category of student unrest variables. The response to each item was given on a 4-point

rating scale with '1' as "not at all relevant", '2' as "relevant to some extent", '3' as "relevant to greater extent" and '4' as "absolutely relevant".

To analyze the extent of relevance of each item to its category, the response categories "not at all relevant" and "relevant to some extent" were merged into one single category '1' while "relevant to greater extent" and "absolutely relevant" into another category '2'. Then frequencies of these two categories were computed for each item. 60% or above consensus of the subjects on category "2" was taken as the criterion for the final selection of the items. Hence, the final unrest scale consisted of 23 items belonging to three categories of unrest scale as two categories of personal and psychological causes were merged into one category. It included 11 items belonging to social, 8 items belonging to personal-psychological, and 4 to environmental categories. The responses were given on 5-point rating scale with the categories ranging "1" through "5" indicating the degree of agreement or disagreement. The score of a subject on this scale was sum of individual scores on all items (see Appendix 'A').

Measure of Importance of Unrest Variables

A direct empirical measure was designed with the help of which students had to list the four major causes of student unrest amongst 23 items of unrest scale while recalling any situation of unrest e.g., strikes, boycotting classes, demonstrations, etc. at their campus. Then, they had to rank order these causes regarding their importance and contribution in the unrest situation.

This measure meant to serve two main purposes. Firstly, to know about the four major causes of student unrest and secondly, to find out the category of most dynamic and influential variables (causes) of student unrest.

Index of Academic Activities

A short questionnaire comprising of nine items was constructed to measure the personal goals of the students to what extent they were academic in nature and it was termed as Index of Academic Activities. To develop this questionnaire, initially, a pool of 14 items pertaining to academic activities was generated with the help of a randomly selected sample of 30 students (15 males and 15 females). They were given a simple questionnaire in which they had to mention those activities of students that could be categorized as academic in nature. In the next step, it was subjected to an empirical evaluation. It was administered to a randomly selected sample of 50 students (25 males and 25 females) of Quaid-i-Azam University, Islamabad and Punjab University, Lahore to test the suitability and relevance of these items. The responses were given on a 4-point rating

scale with the categories "1" as "not at all relevant", "2" as "relevant to some extent", "3" as "relevant to greater extent" and "4" as "absolutely relevant". For the analysis purposes, the categories of "not at all relevant" and "relevant to some extent" were merged into the category "1", whereas, "relevant to greater extent" and "absolutely relevant" into category "2". A consensus of 60% and above for the category "2" was taken as the selection criterion for the items on the basis of frequency analysis to select items significantly indicative of particular academic activities. Consequently, only nine items pertaining to academic activities were retained in the final questionnaire (see Appendix 'B'). A 4-point rating scale with categories "always", "frequently", "sometimes", and "never" was selected for the responses. The score of a subject was sum of the scores on individual items of the questionnaire.

Phase II: Main Study

Sample

The main study was carried out on randomly selected 200 male and 200 female post-graduate students from four major universities of Pakistan. These included Baluchistan University, Quetta; Punjab University, Lahore; Bahauddin Zakria University, Multan; and Peshawar University, Peshawar. 50 male and 50 female students were selected from each university. Their age range was 19-23 years and they were M.A./M.Sc. final year students. Effort was made to select an equal number of students from social and natural science faculties.

Instruments

The present research used the Unrest Scale, Measure of Importance of Unrest Variables, and Index of Academic Activities, which were developed in Phase I. Moreover, some demographic information about the age, subjects of study, socioeconomic status, divisions, and the students' belongingness to any student organization was also collected from the subjects.

Procedure

The administration of each university was requested to grant prior permission for data collection. The data were collected with the help of the heads/chairpersons of the departments. The students were approached in their respective departments. 10-15 students belonging to each sex were randomly selected and questionnaires were administered in the form of

group. Before administering the questionnaires the students were told about the purpose of the research and were assured of keeping the information provided by them confidential. The researcher answered any inquiries on the part of the respondents.

The questionnaires were presented to the participants in the following order: First the Unrest Scale was administered that was followed by the Measure of Importance of Unrest Variables, Index of Academic Activities, and the personal information questionnaire. At first the subjects responded to the items of Unrest Scale. After the completion of Unrest Scale, the subjects were asked to think about a situation of student unrest at their campus such as strikes, boycotting classes, demonstrations, violence, etc., and try to find out four major causes/reasons of this unrest amongst the 23 items they had just answered. After listing these causes, they were asked to arrange these causes in a rank order regarding their importance in the unrest situation. The most important was ranked at the first position, followed by the second most important and so on. The subjects, then, proceeded to the Index of Academic Activities that measured the extent to which subjects participated in academic activities. The subjects, then, filled in a demographic questionnaire. At this stage, subjects were again assured that the information provided by them would be kept confidential as the information included some sensitive questions such as students' belongingness to any student political organization.

RESULTS

The reliability of the Unrest Scale and the Index of Academic Activities was determined by computing alpha coefficients, which was found to be .71 for the Unrest Scale and .70 for the Index of Academic Activities suggesting these scales as reliable measures.

The data were analyzed with two different references i.e., mean scores of the subjects on the Unrest Scale and its three variables and percentages and frequencies of the subjects' responses on the direct measure of the importance of the unrest variables.

The percentages and frequencies of subjects' responses to rank order the four items from unrest scale in terms of their importance in any unrest situation at the campus were computed. The rank order 1 indicated that this item had been regarded as the most important contributor toward student unrest. The other positions indicated the gradual decrease in the importance of the items toward student unrest. The overall rank order of items was

computed by adding the four rank percentages of each item. The highest total percentages have been shown in the last column of Table 1.

Table 1

Frequencies and Percentages of Male and Female Students on Items of Unrest Scale

Items	Bahuddin Zakria University		Punjab University		Baluchistan University		Peshawar University		Total %
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
<i>Females (N= 200)</i>									
1	8	4.0	1	0.5	5	2.5	13	6.5	
2	3	1.5	13	6.5	10	5.0	7	3.5	
3	8	4.0	11	5.5	13	6.5	8	4.0	
4	1	0.5	2	1.0	2	1.0	1	0.5	
5	5	2.5	10	5.0	10	5.0	8	4.0	
6	11	5.5	11	5.5	10	5.0	17	8.5	
7	3	1.5	8	4.0	3	1.5	7	3.5	
8	6	3.0	5	2.5	12	6.0	5	2.5	
9	11	5.5	8	4.0	15	7.5	11	5.5	
10	3	1.5	3	1.5	3	1.5	4	2.0	
11	6	3.0	4	2.0	12	6.0	14	7.0	
12	31	15.5	22	11.0	15	7.5	17	8.5	42.5
13	22	11.0	15	7.5	10	5.0	12	6.0	29.5
14	8	4.0	6	3.0	7	3.5	8	4.0	
15	9	4.5	3	1.5	11	5.5	6	3.0	
16	2	1.0	3	1.5	1	0.5	4	2.0	
17	6	3.0	4	2.0	9	4.5	12	6.0	
18	7	3.5	10	5.0	7	3.5	10	5.0	
19	8	4.0	3	1.5	0	0.0	5	2.5	
20	12	6.0	19	9.5	16	8.0	15	7.5	31.0
21	3	1.5	6	3.0	2	1.0	1	0.5	
22	17	8.5	25	12.5	16	8.0	8	4.0	33.0
23	10	5.0	8	4.0	11	5.5	7	3.5	
<i>Males (N= 200)</i>									
1	2	1.0	8	4.0	8	4.0	10	65.0	
2	22	11.0	18	9.0	14	7.0	13	6.5	33.0

Table 1...continued.

Items	Bahuddin Zakria University		Punjab University		Baluchistan University		Peshawar University		Total %
	f	%	f	%	f	%	f	%	
3	8	4.0	5	2.5	7	3.5	3	1.5	
4	2	1.0	0	0.0	2	1.0	3	1.5	
5	10	5.0	13	6.5	11	5.5	7	3.5	
6	4	2.0	6	3.0	8	4.0	8	4.0	
7	1	0.5	6	3.0	4	2.0	5	2.5	
8	6	3.0	10	5.0	12	6.0	15	7.5	
9	7	3.5	5	2.5	6	3.0	9	4.5	
10	10	5.0	8	4.0	7	3.5	7	3.5	
11	9	4.5	4	2.0	10	5.0	10	5.0	
12	35	17.5	23	11.5	12	6.0	13	6.5	41.5
13	13	6.5	14	7.0	8	4.0	9	4.5	
14	8	4.0	7	3.5	5	2.5	7	3.5	
15	7	3.5	11	5.5	10	5.0	8	4.0	
16	4	2.0	7	3.5	10	5.0	6	3.0	
17	2	1.0	3	1.5	6	3.0	2	1.0	
18	7	3.5	15	7.5	13	6.5	9	4.5	22.0
19	7	3.5	2	1.0	6	3.0	8	4.0	
20	0	0.0	13	6.5	17	8.5	14	7.0	22.0

The percentages and frequency analysis indicated that female respondents of the national sample rank ordered the item no. 12 "students are uncertain about their future" at the first position regarding its importance toward student unrest. They rated the item no. 22 "political parties exploit students to achieve their goals" as the second most important item of student unrest followed by the item no. 20 "the current examination system is faulty" and the item no. 13 "the overall prevailing injustice in the society has damaged the confidence of students to compete on the basis of merit" as the third and fourth most important items of student unrest, respectively.

The data further indicated that male students considered item no. 12 "students are uncertain about their future" as the most important

cause of student unrest. Similarly, they rank ordered item no. 22 "political parties exploit students to achieve their goals" as the second most important cause of student unrest. Item no. 2 "student unions are patronized by political parties" was regarded as the third most important and item no. 18 "different ethnic groups and political parties secretly support students by providing them with weapons" and item no. 20 "the current examination system is faulty" as the fourth most important causes of student unrest.

Table 2

Three Way Between-Within Subjects Analysis of Variance on the Unrest Scores of Subjects for the Sex, Universities, and Type of Unrest Variables

Source of Variation	SS	df	MS	F	p
<i>Between Subjects</i>					
Sex	4.48	1	4.48	10.18	.002
Universities	7.24	3	2.41	5.48	.001
Sex x Universities	1.40	3	.47	1.06	.365
Error	172.72	392	.44		
<i>Within Subjects</i>					
Unrest Variables	41.57	2	20.79	112.14	.001
Sex x Unrest Variables	.46	2	.23	1.23	.292
Universities x Unrest Variables	8.76	6	1.46	7.88	.001
Sex x Universities x Unrest Variables	1.81	6	.30	1.63	.137
Error	145.31	784	.19		
Total	383.75	1199			

The results of MANOVA, between-within analysis design mentioned highly significant main effects of sex $F(1,392) = 10.18$, $p < .002$; universities $F(3,392) = 5.48$, $p < .001$; and type of unrest

variables $F(2,784) = 112.14, p < .001$. A highly significant interaction between the universities and the type of unrest variables $F(6,784) = 7.88, p < .001$ is also evident in Table 2.

Table 3

Mean Scores and Standard Deviations of Female and Male Students of Four Universities on Unrest Scale

Sex	<i>M</i>	<i>SD</i>
Females	3.89	8.02
Males	3.76	9.01

The results of the mean scores of the subjects' on the Unrest Scale, further, suggested the difference of female and male students' perception of unrest at the campuses as indicated in Table 3. Female students obtained higher mean score on the Unrest Scale as compared to male students.

Table 4

Mean Scores of Students of Four Universities on the Unrest Scale

Universities	<i>M</i>
Quetta	3.80
Lahore	3.95
Multan	3.72
Peshawar	3.85

The data were also indicative of differential weightage given to three variables of unrest (Tables 2 & 4). The results indicate that the students of Punjab University, Lahore scored highest on the Unrest

Scale followed by Peshawar, Baluchistan and Bahauddin Zakryia universities as indicated in Table 4.

Table 5

Mean Scores of Students of Four Universities on Social, Personal-Psychological and Environmental Variables of Unrest Scale

Type of unrest variables	<i>M</i>
Social	4.09
Personal-Psychological	3.65
Environmental	3.73

The results of the mean scores of the respondents on three variables of student Unrest Scale further, indicated that the social variable of Unrest Scale was rated highest, as shown in Table 5. This was followed by the ratings on 'environmental' and 'personal-psychological' categories of variables. This result is in consistent with the results of MANOVA.

Table 6

Mean Values of Female and Male Students of Four Universities on Social, Personal-Psychological, and Environmental Variables of Unrest scale

Universities	Sex	Social	Personal-Psychological	Environmental
Baluchistan	<i>F</i>	4.11	3.89	3.77
	<i>M</i>	3.72	3.66	3.67
Punjab	<i>F</i>	4.32	3.81	3.88
	<i>M</i>	4.17	3.65	3.88
Bahauddin Zakria	<i>F</i>	4.17	3.56	3.54
	<i>M</i>	4.12	3.39	3.54
Peshawar	<i>F</i>	4.08	3.73	3.89
	<i>M</i>	4.09	3.61	3.69

When data were analyzed with reference to male and female students of four universities and their mean scores of three variables of Unrest Scale were computed, it was found that mean values of female respondents of the national sample were higher on the social, personal-psychological, and environmental variables of Unrest Scale as compared to the mean values of male respondents. The data depicted that female students from Punjab University obtained highest mean score on 'social', while females of Baluchistan and Peshawar universities obtained highest scores on 'personal-psychological' and 'environmental variables' of Unrest Scale.

Table 7

Mean Scores of Female and Male Students of Four Universities on Index of Academic Activities

Universities	Sex	Academic Activities
Baluchistan	<i>F</i>	21.64
	<i>M</i>	20.86
Punjab	<i>F</i>	21.40
	<i>M</i>	20.04
Bahauddin Zakria	<i>F</i>	21.22
	<i>M</i>	21.18
Peshawar	<i>F</i>	19.70
	<i>M</i>	20.60

When data were analyzed regarding students' involvement in the academic activities, and mean scores on the Index of Academic Activities were computed for female and male respondents of four universities separately, the results showed that female students were more involved in the academic activities as compared to the male students. The female and male students of Baluchistan University, Quetta have obtained mean scores of 21.64 and 20.86 on the Index of Academic Activities. The female and male respondents of Punjab University, Lahore obtained the mean scores of 21.4 and 20.04. For Bahauddin Zakryia University, Multan mean score for female and male students were 21.22 and 21.18.

DISCUSSION

The main objective of the study was to know about the constellation of social, personal-psychological, and environmental causes of student unrest at the university campuses. It was assumed that students belonging to different gender and universities would perceive causes of unrest differently and their perception would also be influenced by their involvement in academic activities. The findings of the study suggested that 'social causes' were considered as the most important contributing factor in student unrest. The main causes mentioned by the students were related with the prevailing injustices in the society, which has shattered the confidence of the students in our social system, uncertainty about future, disregard of merit, political instability in the country, and the exploitation of the students by the political parties. These results have depicted that our student community is well aware of what is going on around them and they are badly influenced by the whole environment. Unfortunately, corruption and nepotism has become a common feature of our social institutions, which has influenced the motivation of our young generation to strive on the basis of their own abilities and merit. The unanimous opinion of the respondents from three provinces of Pakistan about the social injustices is alarming as it indicates the general discontent, and mistrust of young generation in our social system that makes them hopeless and uncertain about their future and produces frustration among them. The rising graph of unemployment is one of the important problems for youth. When future prospects appear bleak to them, they get frustrated and can easily get involved in non-academic and antisocial activities. Students, on the other hand, also suffer psychologically as the clinicians have reported a high prevalence of depression and anxiety among the younger generation. The hopelessness and uncertainty about the future can lead to depression and suicidal tendencies (Emery, Steer, & Beck, 1981; Minkoff, Bergman, Beck, & Beck, 1973).

The students also seem to be concerned about unstable and unpredictable political environment of the country, which indirectly influence them. Moreover, all major political parties use the students to achieve their own goals. Although politicization of educational institutions is not a phenomenon peculiar to Pakistan, it has also been observed in many Western countries. The only difference is that in these countries education is not an enduring feature of the political landscape and only occasionally it does assume major significance. On the other hand, in Pakistan the entire educational system is an

inextricable part of a process involving political maneuvering among political parties and bureaucratic power. And the patronization of student wings by the political parties has aggravated the problem to such an extent that in some educational institutions, as it was reported by the respondents from the Punjab University, that a particular politico-religious student organization de facto runs the university administration and completely controls the students activities at the campus. Despite repeated protests and calls on the part of the students, academic staff and the administration of the universities to end this practice, the politicians seem to have not yet realized the gravity of the situation.

It should be noted that the items of Unrest Scale were categorized into three major categories or variables namely social, personal-psychological, and environmental. The results indicated that most of the causes of unrest mentioned by the students belong to the 'social category' i.e., pertaining to the society or social circumstances. The second weightage was given to the 'personal-psychological' and 'environmental variables' as the major causes of student unrest at the campuses and these causes included the faulty examination system and unsympathetic attitude of the university administration.

It was further suggested by the results of MANOVA (three way within-between design) that female and male students differ in their perception of student unrest implying that female and male students perceive the phenomenon with varying intensities. The results further indicated three types of unrest variables i.e., social, personal-psychological, and environmental of student unrest have given relative importance to these causes regarding their role in the student unrest. These differences in the mean scores of the students from four universities have also been explored with reference to the rank ordering of these variables of unrest that again supported the mean ratings of the students on these variables. This cross-method consistency of the results has made the inferences drawn on the basis of this study more credible. The mean unrest score of the female respondents from the four universities is higher than those of the male respondents, which shows that female students have more strong perception of the phenomenon of student unrest as compared to male students. It should be noted that as the Unrest Scale deals with students' perception and their opinion about the causes of student unrest, a high score on this scale means an increased concern of the respondents about it. The findings have also suggested that the students from four universities differ significantly in their perception of unrest at the respective

institutions and generally speaking the individual mean score of the students from four universities on unrest scale are above 3 which is also an indicator of students' perception of unrest at the campuses. The results regarding the Index of Academic Activities have depicted that overall, female students are more involved in academic activities as compared to the male students. In most of the unrest situations the female students are the passive observers and despite their non-participation they have to suffer most. The higher mean scores of females on the Index of Academic Activities and the Unrest Scale show that they are more academically oriented and are more concerned about the student unrest at the campuses.

Implications of the Study

Finally, some implications can be derived from the finding of the study to deal with the problem of interest in future. Firstly, a radical change in the way of instructions is needed that would bring a pleasant effect upon the campus atmosphere. It can be done by increasing the workload and involvement of the students in the academic activities through out the year. Secondly, students should be provided with some extracurricular activities to provide any direction to use their surplus energies. Thirdly, our examination system needs radical changes because it has become outdated and doesn't conform to the changing demands. Fourthly, the merit should be strictly followed in the admission and other activities of the students and the same should be followed in the societal norms. Fourthly, the courses taught at the higher levels are terribly at variance with the realities of the practical life. The students, after completion of their education, often find themselves misfits for the jobs they are appointed because the education they got doesn't take into account the necessities and realities of the practical life. Moreover, the government should invest more in educational sector, so that more facilities should be available for the students. Most important, the university administration should try to take some measures to minimize the outside influence in the university affairs. There is a need for sincere and concrete efforts on the parts of universities' administrations and political parties.

Limitations

As regards the limitations of the study, it may be said that instruments developed to assess the perception of unrest at the campuses and academic activities should have been in Urdu as students at certain universities, especially, coming from Urdu medium of instructions, faced difficulty to

comprehend it. Moreover, further psychometric properties of the questionnaires developed in the study should be explored so that these instruments could be used in the future studies more reliably.

REFERENCES

- Baino, L. L. (1970) Who protest? A survey of student activism. In J. Foster & D. Long (Eds.), *Protest and student activism in America*. NY: Morrow
- Braga, D. L., & Doyle, R. P. (1971). Student activism and social intelligence. *Youth and Society*, 2, 425-439.
- Braungart, R. G. (1971). Family status socialization and student politics: A multivariate analysis. *American Sociological Review*, 77, 108-130.
- Bush, D. F., Green, J. J., & Hahn, J. W. (1984). College activism reassessed: The development of activists and non-activists from successive cohort. *Journal of Social Psychology*, 124, 105-113
- Dunlap, R. (1970). Radical and conservative student activists: A comparison of family background. *Pacific Social Review*, 13, 171-181.
- Emery, G. D., Steer, R. A., & Beck, A. T. (1981). Depression, hopelessness, and suicidal intent among heroin addicts. *International Journal of the Addiction*, 16, 425-429.
- Feuer, L. (1969). *The conflict of generations: The character and significance of student movements*. NY: Basic Books Inc.
- Finifter, A. (1970). Dimensions of political alienation. *American Political Science Review*, 64, 389-410.
- Flacks, R. (1967). The liberated generation: An exploration of the roots of student protest. *Journal of Social Issues*, 23, 52-75.
- Foster, J. (1970). Student protest: what is known, what is said. In J. Foster, and D. Long (Eds.), *Protest and student activism in America*. NY: Morrow.
- Haan, N., Smith, M. B., & Block, J. (1968). Moral reasoning of young adults: Political social behavior, family background and personality correlates. *Journal of Personality and Social Psychology*, 10, 183-201.

- Iqbal, M. Z. (1983). Revolt of the new generation: A study on the causes of student unrest. *Gomal University Journal of Research*, 2, 63-86.
- Kahn, R. M., & Bowers, W. J. (1970). The social content of Rank-and-File student activist: A test of four hypotheses. *Sociology of Education*, 43, 38-55.
- Lipset, S. M. (1972). *Rebellion in the university: A history of student activism in America*. London: Routledge and Kegan Paul Ltd.
- Minkoff, K., Bergman, E., Beck, A. T., & Beck, R. (1973). Hopelessness, depression, and attempted suicide. *American Journal of Psychiatry*, 130, 455-459.
- Renshen, S. A. (1974). *Psychological needs and political behavior*. NY: Free Press.
- Schwartz, D. C. (1972). *Political alienation and political behavior*. Evanston, IL: Aldine.
- Simmie, S., & Nixon, B. (1989). *Tiananmen Square*. NY: Morrow.
- Tygart, C. E., & Holt, N. (1971). A research note on student leftist political activism and family socioeconomic status. *Pacific Sociological Review*, 121-129.
- Wood, J. L. (1974). *The source of student activism*. Lexington, MA: Heath.

Appendix 'A'**UNREST SCALE**

1. The students have little opportunity to express their desires.
2. Student unions are patronized by political parties.
3. The prevailing corruption in the society has given rise to corruption in our academic institutions.
4. Students face residential problem at the campus.
5. Genuine needs of the students are generally ignored by the university administration.
6. Majority of the students are not serious about their studies.
7. Innovative course material is lacking for students.
8. University administration is ineffective.
9. The general frustration prevailing in the society has also frustrated the student community.
10. Majority of the students have financial problems.
11. The current educational policies are ineffective.
12. Students are uncertain about their future.
13. The overall prevailing injustice in the society has damaged the confidence of students to compete on the basis of merit.
14. Present education is purposeless.
15. The political instability in our country causes tension among various student organizations.
16. Students resort to violence to solve their problems.
17. Some teachers have biased attitude towards certain students.
18. Different ethnic groups and political parties secretly support students by providing them with weapons.
19. Proper religious teachings are lacking in our education.
20. The current examination system is faulty.
21. Non-demanding nature of course work at the post-graduate level provides an opportunity to the students to indulge in student politics.
22. Political parties exploit students to achieve their goals.
23. Emotional immaturity of the students is the caused of disturbances at the campus.

INDEX OF ACADEMIC ACTIVITIES

1. I participate in seminars held at my department.
2. I go on academic trips arranged by my department
3. I do my class assignments.
4. I participate in class discussion.
5. I attend my classes regularly
6. I attend conferences related to my subject.
7. I attend workshops related to my subject.
8. I attend social gatherings held at the campus.

Received: September, 25, 1999.