

Nature, Causes, and Consequences of Ragging at the Universities in Bangladesh: An Empirical Study

Mushfiqur Rahman & Nasif Sadik

Abstract

Ragging is a menace, a source of dread and shock for the students and their parents who send their descendants to universities. In several public and private universities in Bangladesh, ragging is prevalent. The purpose of this study was to determine the nature, causes, and effects of ragging in Universities in Bangladesh. This study also incorporated students' viewpoints who have not participated in ragging. This was an institution-based study. The study was conducted using a quantitative research approach. The survey method is used to acquire data. The study uses both qualitative and quantitative data. Respondents to the survey were 75 students from 15 departments at Mawlana Bhashani Science and Technology University. IBM SPSS 25 was used to perform statistical analysis. 48% of students have participated in ragging, while 52% have not. 57% of respondents were subjected to only verbal teasing, 37% were subjected to both physical and verbal teasing, and 6% were subjected to only physical teasing. Approximately 55% of students stated that raising awareness can eliminate ragging from universities.



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1. Introduction and Background

A significant problem in today's university culture is the practice of ragging. The method of ragging has evolved into a severe social crisis. Every year, millions of college and university students are considered ragged (Srivastava et al., 2019). Ragging is a tradition found at most professional universities and consists of senior students making fun of junior students who have just entered the institution. Ragging of first-year students, by senior students, is severe bullying that occurs at the start of each academic year and is a common occurrence in universities (Gamage, 2017). Young university students still see ragging as a method of "familiarization" and an "initiation into the real world." However, over the years, the practice has resulted in the deaths of hundreds of students who were not guilty of any wrongdoing and has derailed the academic careers of thousands of students with promising futures (Rao, 2015). In terms of the development of the practice known as hazing, the earliest known instance of hazing occurred in Greece at the Olympic Games in the eighth century B.C. The practice quickly and dangerously spread to the armed services, which was followed by its introduction into educational institutions. Ragging is a fun activity that helps juniors get to know seniors. However, there is always the risk that the seniors and the juniors will get into a fight with one another. This divergence results in effects that are both unexpected and tragic. Newcomers subjected to extreme pressure may choose to withdraw from the program or develop significant psychological trauma and post-traumatic stress disorders. Accidents can happen, and some people can even end their own lives as a result of their experiences. Career opportunities that could have been fruitful are squandered. The public has begun to scrutinize this practice very closely, and compelling arguments have been presented to end hazing. Physical harm, such as beatings, being struck by objects, or being made to undertake risky jobs, as well as sexual abuse in the form of forced stripping, forced masturbation, forced unnatural sex, and other such practices, are among the adverse outcomes of ragging. The psychological effects of ragging include feelings of constant fear, loss of concentration, feelings of inferiority and guilt due to a decline in academic performance, and feelings of insecurity due to financial exploitation, which can ultimately lead to an increased risk of suicidal thoughts and behaviors. Ragging is now illegal in the majority of colleges and universities. The number of hazing incidents that continue to be covered by the media shows that this restriction has been ineffective. The flagrant violation of fundamental civil and political rights characterizes ragging. When seniors torment juniors, the seniors derive some sick enjoyment from the experience. The Medical Council of India (MCI, 2009) has set the elimination of ragging in all forms from medical colleges and institutions across the country as a goal. This will be accomplished by making ragging illegal under the law, preventing it by adhering to specific regulations, and punishing those who participate in ragging. Even now, after the devastating effects that ragging has had in the past, many students advocate for harmless or healthy ragging or positive interaction. For some students, ragging is a form of painful torture, the act of severe human indignity that can result in a loss of self-esteem and even the loss of innocent lives. In contrast, other students view it as an opportunity for personality development. Knowledge of ragging, its repercussions, actions of ragging, ragging as a punished offense following the educational intervention, and ways to prevent the menace of ragging from the institutions significantly improved after the intervention. The vast majority of students believed that participating in anti-ragging committees, squads, or patrols could lessen the severity of the problem on campus. Ragging, which refers to the covert abuse of new students at the hands of more senior students, has evolved into a cultural norm in Bangladesh's higher education system throughout its history. Ragging has a significant negative impact on many of these junior students, with the worst forms of the practice compelling them to engage in humiliating activities such as walking barefoot across the campus, standing in the blazing sunlight for extended periods, and making unsolicited marriage proposals to female classmates. Ragging is an act that can be considered

unlawful and is subject to punishment. Ragging can take many forms and is commonplace in educational institutions; some examples of these kinds include verbal abuse, physical abuse, academic performance, and clothing code ragging. Ragging is such a problem for first-year students that many choose to stay away from campus rather than risk being victimized by it. First-year students at universities need to be acclimated to the university's culture, but that does not mean that they have to accept the restrictive acts that are taken against them. In the past few years, the ragging problem in Bangladesh's higher education institutions has been thrust into the spotlight. Far too many violent instances of ragging took place at several different institutions. Particularly severe ragging resulted in health issues (both physical and mental) for the person who was bullied.

High-stress levels have been linked to physical, behavioral, emotional, and social difficulties among university students in Bangladesh. Harassment-related issues (such as political violence, campus ragging, etc. are just one example. Some students may act out in suicidal ways or even attempt suicide (Bhuiyan et al., 2020). As a result of being subjected to mental abuse at the hands of more senior students during ragging on the JU campus, a first-year student in the Computer Science and Engineering department at the university is unable to remember the name of his father or recognize anybody else (Prothom Alo, 2018). Six students have been dismissed from the BSMRSTU in Gopalganj after being found responsible for hazing two first-year students. Ragging was the pretext for the six accused students' verbal and physical harassment and the public humiliation of two first-year students in the Department of Agriculture at the universality. Rajesh and Mahmud. They also recorded the event with a video camera and uploaded it on Facebook, which quickly went viral (Dhaka Tribune, 2019). Ragging is a practice that often occurs in Bangladesh's public institutions and the country's private universities. Considering the adverse effects of these actions, the university's administration should implement appropriate measures to stop this toxic culture. Ragging and other forms of bullying can negatively affect kids, and educational institutions and teachers should do more to bring this to the public's attention. Ragging has previously been responsible for the deaths of several people. Authorities within the university and those charged with upholding the law have an immediate and pressing need to address this matter. Ragging can be put an end to by first making students, teachers, and parents are aware that it is a despicable act that benefits no one and then simultaneously creating an atmosphere of discipline by sending a clear message that no act of ragging shall be tolerated and that any act of ragging shall not go unnoticed and unpunished. Students subjected to ragging are frequently reluctant to speak out against the practice or lodge complaints about it for fear of being shunned by their peers. Students new to the school who voice problems are sometimes ostracized by their peers, given negative labels, and referred to as "anti-triggers." They are not allowed to participate in any of the events or parties that the students at the institution host, they are not given any leadership role, and the rest of their classmates do not interact or mingle with them (Wickramasinghe et al., 2022). Ragging is an act that does no good to anyone, and it is an act that should not be tolerated. It is vital to implement a policy of zero tolerance for ragging. Ragging is something that cannot be eradicated until it is viewed as unacceptable by society as a whole. It is also the responsibility of the parents to teach their children not to participate in ragging and to discourage them from reporting any incidents of this nature as soon as they occur. This will allow the parents to address the problem with the institution's administration and avert any tragic or unfavorable outcomes. The vast majority of studies point to the existence of the problem of ragging in educational institutions. Concerns on how to end the problem of ragging in schools of higher education are mainly unfounded.

2. Objectives of the Study

The study addresses the following research question: What are the nature, causes, and consequences of ragging in Universities in Bangladesh? Considering the following research question, the study's specific objectives are to know the nature and extent of ragging at Universities, to identify the causes of ragging, and to find out the impact of ragging.

3. Methodology of the Study

The study was carried out using a quantitative research method. The survey method is used to acquire data. Data from both qualitative and quantitative sources are utilized. This research is conducted at a university. Mawlana Bhashani Science and Technology University is considered one of Bangladesh's representative universities. Ragging is practiced on new students at this university, primarily first and second-year students. Over the years, many students have been subjected to a raging regime. In this situation, MBSTU is chosen as the research site. This study is being undertaken on MBSTU, on 2nd year students. As 2nd year students are closely involved in ragging with prior victimization experiences, so we have selected 2nd year students for our study. The population of this study is all the 2nd year students of MBSTU, and each one is the unit of analysis. There are 15 departments in MBSTU and each of the departments are included in this study. So, the population of this study is all the second-semester students from each Department. The total number of students discovered for this study is 830. This study involves both male and female students. The population is known in this study. As a result, the probability-sampling method is applied for this study. The samples are divided into three categories: victim, offender, and unrelated to ragging. The random sampling method is used to obtain data. Yamane's sample size calculation formula: Yamane (1967) proposed a simplified formula for calculating population sample size. He believes that with a 95% confidence level and $p = 0.5$, the sample size should be $n = \frac{N}{1 + N(e)^2}$ Where N is the population size and e is the precision level. Let us apply this formula to our population of $N = 830$ with 10% precision. Using a 95% confidence level and a p-value of 0.5, the sample size is $n = \frac{830}{1 + 830(0.1)^2} = 89$. As a result, the sample size for this study is 89 people.

4. Result and Discussion

4.1 Socio-demographic characteristics of the respondents

4.1.1 Gender and age of the respondents

Table-4.11: Gender of the respondents

Gender	Frequency (f)	Percentage (%)
Male	48	64.0
Female	27	36.0
Total	75	100.0

In this study, 75 people participated in the survey; of those, 64% were male respondents, and 36% were female respondents. Because students in their second year in each Department participated in the study, the ages of the participants were comparable. The age range of those who participated in the study was between 20 and 22 years old.

4.1.2 Department of the respondents

Students from 15 departments voluntarily participate in this study and contributed information. Each Department had a different number of participants. Information for the study is provided by students from CSE, TE, ICT, CPS, ESRM, BMB, BGE, Pharmacy, Mathematics, Physics, Chemistry, BBA, Economics, Statistics, and FTNS.

Table-4.12: Department of the respondents

Department	Frequency(f)	Percentage (%)
CSE	7	9.3
ICT	3	4.0
Textile	7	9.3
CPS	6	8.0
ESRM	6	8.0
BMB	6	8.0
BGE	6	8.0
Pharmacy	5	6.7
Mathematics	5	6.7
Physics	4	5.3
Chemistry	5	6.7
BBA	4	5.3
Economics	3	4.0
Statistics	5	6.7
FTNS	3	4.0
Total	75	100.0

4.1.3 Religion of the respondents

Both Muslim and Hindu students took part in this study. Most of them are Muslims, but there are also a small number of Hindu students. Six students were Hindu out of a total of 69 Muslim students.

4.1.4 Categories of respondents

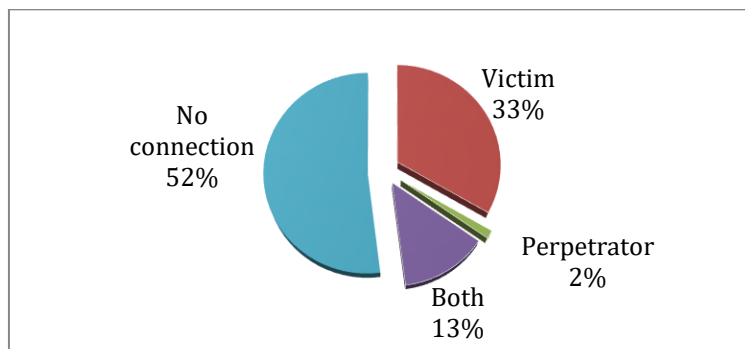


Figure 1: Categories of the respondents

Figure 1 indicates that, in this study, the respondents are grouped into four segments: Victims, Perpetrators, both Victim and Perpetrator, and No link with ragging. Twenty-five students reported being ragged, one reported being a ragger, ten reported being both a victim and a ragger, and the remaining 39 indicated they had nothing to do with ragging. Thus, 48% of students were involved in ragging, and 52% were not.

4.2 Nature of ragging

4.2.1 Types of ragging faced by respondents

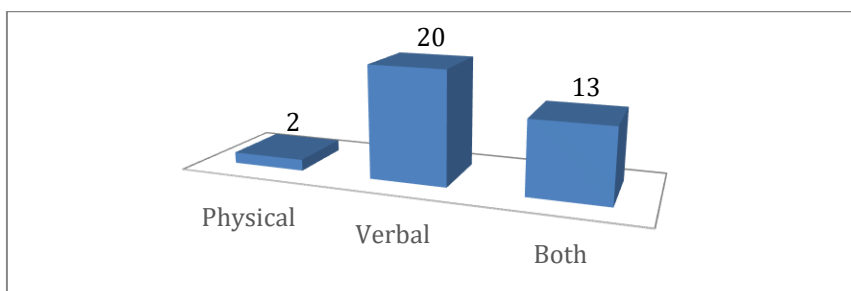


Figure 2: Types of ragging experienced by victims

Figure 2 demonstrates that twenty of the 35 rag victims experienced just verbal harassment, two experienced only physical harassments, and the remaining thirteen experienced both types of harassment.

4.2.2 Nature of physical and Verbal ragging experienced by victims

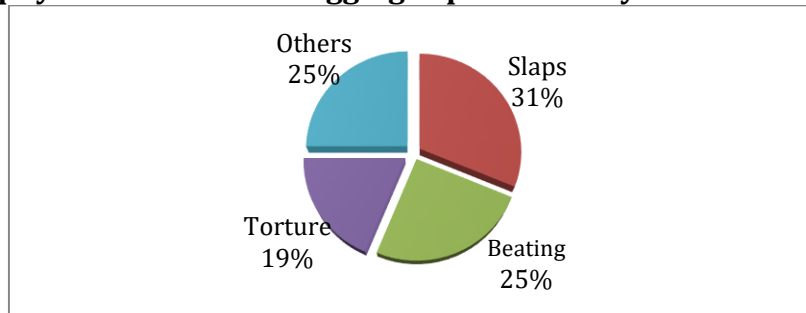


Figure 3: Nature of physical ragging faced by victims

In this particular study, there were a total of 35 students who had experienced either physical or verbal bullying. Slapping, beating, and other forms of physical abuse were the most common forms of ragging that respondents experienced. On the other hand, the sorts of verbal ragging that the respondents experienced most frequently included scolding, making nasty comments, or singing songs, as well as a variety of other tactics

Table-4.22: Nature of verbal ragging faced by victims

Nature of verbal ragging	Frequency (f)	Percentage (%)
Scolds	18	54.5
Bad comments	2	6.1
Insulting	5	15.2
Singing songs	3	9.1
Others	5	15.2
Total	33	100.0

4.2.3 Nature of ragging committed by perpetrators

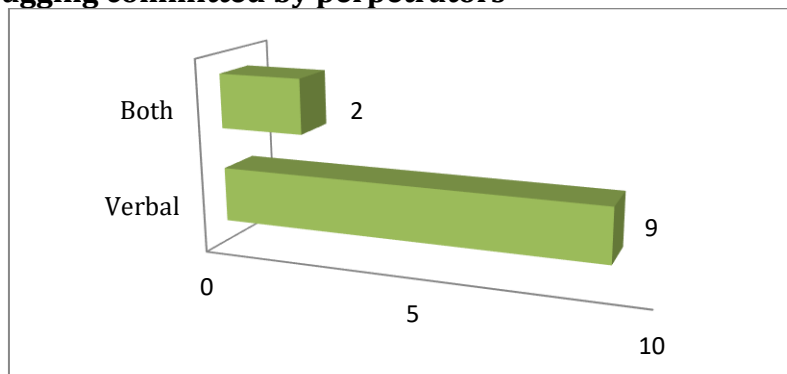


Figure 4: Nature of ragging committed by respondents

Most of the time, the people responsible for ragging have engaged in verbal ragging, which is significantly less severe than physical ragging. They said they had engaged in various sorts of verbal ragging, including scolding, insulting, forcing others to perform a song against their will, and other similar activities. Only a tiny percentage of respondents admitted to having participated in physical forms of ragging, such as slapping and lighter hazing, that were not dangerous for the students.

4.3 Causes of ragging

4.3.1 Causes of ragging experienced by victims

Table-4.31: Causes of ragging experienced by victims

Causes of ragging	Frequency (f)	Percentage (%)
University culture	8	22.9
Impertinence	5	14.3
Did not respect	2	5.7
Did not recognize	3	8.6
Lack of communication	3	8.6
Tradition	3	8.6
Lack of manner	8	22.9
Others	3	8.6
Total	35	100.0

The culture of the university and a lack of manners was the response the respondents gave the most frequently. They also discussed the various additional factors that contribute to bullying in universities. Impertinence, a lack of respect shown to seniors, a lack of communication with senior students, a failure to recognize seniors, and other reasons mentioned by the respondents were also included in this category.

4.3.2 Causes of committing rag by perpetrators

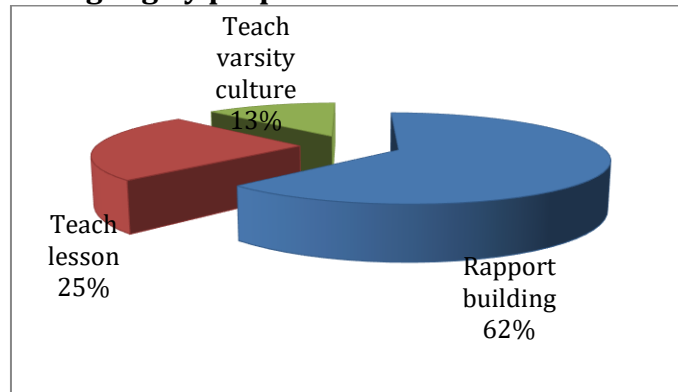


Figure 5: Causes of ragging committed by perpetrators

Most offenders justified their actions by saying they wanted to make friends with junior students. In other cases, bullies have justified their actions by claiming they wanted to send a message. Few admitted to engaging in rag because they had previously encountered similar circumstances as a part of the academic culture.

4.3.3 General student perception about causes of ragging

Table-4.3.3: General student perception about causes of ragging

Causes of ragging	Frequency (f)	Percentage (%)
Do not know	21	53.8
For fun	2	5.1
Varsity tradition	5	12.8
Previous experience	4	10.3
Misunderstanding	1	2.6
Build up communication	3	7.7
Others	3	7.7
Total	39	100.0

General students also explained the causes of ragging activity. However, most people need to know more about ragging's root causes. Students explanations about why ragging occurs are displayed in table-4.3.3.

4.4 Consequences of ragging

4.4.1 The consequences of the ragging experienced by victims

Table-4.41: The consequences of the ragging faced by victims

Consequences	Frequency (f)	Percentage (%)
Mental pressure	8	24.2
Afraid to stay on campus	1	3.0
Mutual ending	10	30.3
Disrespect for seniors	2	6.1
Treat from seniors	1	3.0
Academic help	2	6.1
Strong brotherhood	3	9.1
Learned about varsity culture	2	6.1
Others	4	12.1
Total	33	100.0

The victims were surveyed about the effects ragging has had on their lives. They have given a wide range of responses to this question. Seniors and first- and second-year students cited a mutual breakup as the result they feared most. Some respondents who had been bullied described feeling emotionally and mentally drained. The trauma of ragging has left few victims reluctant to return to college. An extremely small number of victims reported developing feelings of hatred toward the senior citizens responsible for the ragging. Some respondents have given encouraging responses. They claimed that ragging helped them adjust to college life, receive treats and academic assistance from upper-level students in the form of notes and books, and gain insight into campus traditions. Some underclassmen said that their bonds with upper-level students were strengthened through ragging.

4.4.2 Reasons why victims did not complain against perpetrators

Table-4.42: Reasons why victims did not complain against perpetrators

Reasons	Frequency (f)	Percentage (%)
Mutual ending	14	40.0
Intimidation	10	28.6
Threat from seniors	6	17.1
Lack of respond	2	5.7
Others	3	8.6
Total	35	100.0

After experiencing numerous forms of ragging, no one has anything to say about the bullies. All the victims have given their explanations. Since they usually ended up together in the end, they rarely lodged complaints against the trigger. Victims of ragging are often cautioned or ordered not to tell anybody about their ordeal. For fear of retaliation, few victims reported triggers. In addition, several victims have said that filing a complaint accomplishes nothing because the authorities never follow up on them.

4.4.3 Recommendations made by general students to stop ragging

Table-4.43: Recommendations made by general students to stop ragging

Recommendations	Frequency (f)	Percentage (%)
Creating awareness	21	55.3
By spreading love	1	2.6
By the peace of mind	1	2.6
Changing mentality	2	5.3
Not providing political shelter	1	2.6
Taking practical actions by authority	5	13.2
By punishment	6	15.8
Others	1	2.6
Total	38	100.0

The students as a whole were surveyed and asked for suggestions on how to put an end to the raging culture at universities. They have all given slightly different responses. Multiple suggestions were presented to put an end to the ragging culture. An overwhelming majority of students voiced support for raising consciousness on campus about the harmful effects of ragging. Several students voiced support for mandatory punishments for the offender. The creation of anti-ragging statutes and an anti-ragging committee, as well as other measures, have been praised by some students as positive steps made by the university administration. Some students have suggested we end the hazing culture by shifting our mindset and spreading more harmony and love.

4.5 Bivariate analysis

4.5.1 Relation between Gender and types of ragging faced by respondents

Table-4.51: Relation between Gender and Types of ragging faced by respondents

		Types of ragging faced by respondents			Total
		Physical	Verbal	Both	
Gender of respondents	Male	2	13	12	27
	Female	0	7	1	8
Total		2	20	13	35

It was found in this study that the nature of ragging differed significantly between male and female respondents. Most male respondents have faced both physical and verbal forms of ragging, whereas most female respondents have been subjected to verbal forms of ragging. Only one of the female respondents stated that she had experienced verbal and physical bullying.

4.5.2 Relation between Departments and categories of respondents

Table-4.52: Relation between each Department and categories of respondents

		Categories of respondents				Percentage of victims (%)
		Victim	Perpetrator	Both	No connection	
Respondents from different Departments	CSE	0	0	0	7	0%
	ICT	3	0	0	0	12%
	Textile	3	0	1	3	12%
	CPS	2	0	1	3	8%
	ESRM	2	1	3	0	8%
	BMB	2	0	1	3	8%
	BGE	1	0	0	5	4%
	Pharmacy	0	0	1	4	0%
	Math	1	0	0	4	4%
	Physics	0	0	0	4	0%
	Chemistry	5	0	0	0	20%
	BBA	0	0	0	4	0%
	Economics	3	0	0	0	12%
	Statistics	1	0	3	1	4%
	FTNS	2	0	0	1	8%
Total		25	1	10	39	100%

Respondents from 15 different Departments voluntarily contributed information for this study. There are differences in the respondents from each Department. Compared to the other departments, respondents from Chemistry, ESRM, Textile, Statistics, ICT, CPS, Economics, and BMB had a stronger connection to ragging.

4.5.3 Relationship between Gender and the nature of ragging practice

Determining the gender effect on ragging is crucial for this study to better understand the its current practice. Whether male or female are closely involved or whom are prone to being

victimized is also an addressing issue. Finally, to figure out gender and nature of ragging (physical/verbal) is also a vital issue.

Table-4.53: The Cross tabulation of Gender and types of ragging faced by respondents

		Nature of ragging faced by respondents					
Gender respondents	of	Male	Count	Physical	Verbal	Both	Total
			Expected	1.5	13	12	10.0
			Count				
		Female	Count	0	7	1	8
			Expected	.5	4.6	3.0	8.0
			Count				
Total			Count	2	20	13	35
			Expected	2.0	20.0	13.0	35.0
			Count				

The table depicts the communication preferences of male and female respondents, delineating between physical, verbal, or combined modes. Notably, males exhibit a prevalence of verbal communication (13 counts), while females lean towards physical communication (7 counts). Discrepancies between observed and expected counts emphasize potential variations in communication patterns within each gender group. The findings contribute insights into the nuanced dynamics of interpersonal communication, particularly in relation to gender-specific preferences.

4.5.4 Relationship between consequences of ragging and reasons behind not complaining against the perpetrator of ragging

There are so many consequences of ragging. It’s important to address whether those consequences have effects on victims. In some cases, victims are afraid to complain against the perpetrator as he/she are threatened by the perpetrator not to file any complain against them. We tried to find out whether there is a relation between consequences of ragging and victims not complaining about the perpetrator.

Table-4.54: The Cross tabulation of consequences of ragging and reasons behind not complaining against the perpetrator of ragging

		Reasons behind not complaining about perpetrator					Total
The consequences of ragging experienced by victims		Mutual ending	Intimidation	Threat from seniors	Lack of respond	Others	
		Mental pressure	Count	1	5	2	0
	Expected	3.2	2.4	1.2	.5	.7	8.0
	Count						
Afraid to stay on campus	Count	0	0	1	0	0	1
	Expected	.4	.3	.2	.1	.1	1.0
	Count						
Mutual ending	Count	7	1	1	0	1	10
	Expected	3.9	3.0	1.5	.6	.9	10.0
	Count						
Disrespect for seniors	Count	0	2	0	0	0	2
	Expected	.8	.6	.3	.1	.2	2.0
	Count						
Treat from seniors	Count	1	0	0	0	0	1
	Expected	.4	.3	.2	.1	.1	1.0
	Count						
Academic help	Count	1	0	0	1	0	2
	Expected	.8	.6	.3	.1	.2	2.0
	Count						
Strong brotherhood	Count	3	0	0	0	0	3

	Expected Count	1.2	.9	.5	.2	.3	3.0
Learned about varsity culture	Count	0	0	1	0	1	2
	Expected Count	.8	.6	.3	.1	.2	2.0
Others	Count	0	2	0	1	1	4
	Expected Count	1.6	1.2	.6	.2	.4	4.0
Total	Count	13	10	5	2	3	33
	Expected Count	13.0	10.0	5.0	2.0	3.0	33.0

The table delineates the aftermath of ragging experienced by victims, alongside the reasons for their hesitancy to report the perpetrators. Key findings include the prominence of mental pressure as a consequence and the significant role of mutual endings. The reluctance to complain is attributed to factors such as intimidation, threat from seniors, and a general lack of response. These insights underscore the multifaceted nature of the issue, emphasizing the need for targeted interventions and further academic exploration to address the complex dynamics surrounding ragging incidents.

4.7 Linking Findings with kinds of literature

The findings of the study are categorized into three major parts (i) the nature of ragging, (ii) the causes of ragging, and (iii) the consequences of ragging. Each category of respondents, such as victims, perpetrators, and general student data, is collected for the study. The nature of ragging found in this study varies from respondent to respondent. Victims of ragging have explained the nature of ragging differently than the perpetrator. The causes of ragging also vary from respondent to respondent. Victims, perpetrators, and general student who has no involvement with ragging explained the causes differently. The consequences of ragging found in this study which the victims, perpetrators gave, and general students also vary from respondent to respondent. There are both positive and negative that can come from ragging. From January through February 2016, research was conducted on third-semester MBBS students at Kurnool Medical College. Two hundred one students were surveyed, and 150 third-year MBBS students responded (75%). Almost many students (92%) agree that ragging is used to break the ice and get to know new students when they first arrive at universities. When questioned about their thoughts on ragging, 65.3% of students claimed it had prepared them to overcome obstacles in life, while 44.7% stated they would feel inadequate and frightened if someone close to them were ragged. In a similar vein, 68% of medical students in Guntur, Andhra Pradesh, agreed that having been ragged as a junior improved their ability to communicate with others in the real world. Similarly, ninety-nine percent of students agreed that a certain amount of ragging is essential to forge a bond between upper-level and first-year students. You must meet and talk to the elderly. It is excellent for juniors' academic and personal growth. Furthermore, the engagement or ragging must not become inhumane (Arepalli et al., 2017). In contrast to our findings, Suryawanshi found that the majority of students in his Karnataka study agreed that seniors rag for fun (82.14% and 54.55%, respectively), with the subsequent most common responses being "to follow the traditional practice of ragging" (7.14%) and "to communicate and familiarize" (9.09% and 1.79%). Fewer than one in twenty people surveyed believed that ragging helps seniors and juniors communicate better. When asked what they thought was the most prevalent effect of ragging on junior students, both male and female students overwhelmingly said that psychological disorders were the most likely effect (Suryawanshi, 2016). Students around campus shared their thoughts on why they oppose ragging and offered suggestions for putting an end to the practice at their schools. Information previously unknown regarding ragging at universities

has been uncovered in this study. Nearly half (48%) of students who participated in the survey admit to being involved in ragging. They were either the targets of or participants in hazing by senior students. These results are consistent with the accounts of various educated people, suggesting that ragging is a widespread practice at many colleges. Results from a study on Despite our findings, a large majority of students (81.7%, N = 81) in different research said they had been a victim of ragging at school. Different from our experience, 30% said they had to deal with verbal abuse, 5% with physical abuse, 38.3% with both verbal and physical, and 11.7% with sexual harassment. Like our school, many students here (70%) thought it would help with icebreakers and introductions. However, 68% of respondents here said ragging was stressful. The remaining responders all claimed never to have ragged or been ragged. 57% of those who were raped had to deal with verbal teasing, 37% had to deal with both physical and verbal teasing, and 6% had to deal with only physical teasing. A total of 42% of male respondents have never participated in ragging, while 58% have participated in ragging at some point. Among female students, 70% say they have never been involved in ragging, while 30% say they have. In contrast to our findings, a large majority of respondents in a research conducted in Nepal (81.7%) reported having been the target of ragging during their time at university. Different from our experience, 30% said they had to deal with verbal abuse, 5% with physical abuse, 38.3% with both verbal and physical, and 11.7% with sexual harassment. Like our school, many students here (70%) thought it would help with icebreakers and introductions. However, 68% of respondents here said ragging was stressful. The results of our research also show that male students are more prone to engage in ragging than female students, a finding supported by several scholarly works.

Conclusion

Students in higher education institutions express significant concern with the practice of ragging. In the pretext of maintaining the university's culture, numerous first-year students are subjected to ragging each year. Students who are subjected to ragging have increased mental stress as well as other harmful effects on both their bodies and minds. It interferes with students' ability to get an education and their freedom of speech and movement on campus. Students subjected to rag occasionally develop such a crippling fear that they cannot feel safe remaining at university. Due to the threats, intimidation, and political support of ragers, the victim of a ragging practice cannot file a complaint against the person who engaged in the practice. Since first-year students are prevented from discussing the issue with their other students, ragging continues to be a covert problem at educational institutions. In light of the many unfavorable consequences associated with the ragging ritual, the administration of the institution had to take immediate and decisive action to end the practice. The establishment of anti-ragging policies as well as an anti-ragging committee is recommended. The student who is responsible for ragging should be subjected to punishment in order to deter other pupils from engaging in the same behavior. It is essential that university students be made aware of the detrimental effects that hazing can have on their lives. Students can end the practice of hazing as a tradition in varsity athletics by adopting a more positive outlook. Rag is one of many methods for establishing a friendly relationship between upper-level and first-year students. Stopping innocent students from being physically tortured should be a priority. Members can also significantly contribute to the fight against the ragging of the university's political community. Ragging is a practice that can be eradicated from any university by the concerted efforts of the senior students, the junior students, the authorities, and the political leaders of the university in order to preserve the calm environment on campus.

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