

## DIFFERENCES IN DEVIANT BEHAVIOUR AMONG HIGH SCHOOL STUDENTS OF JAMMU CITY

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### CONCEPTUAL FRAMEWORK OF DEVIANCY

Deviants are rejectors of the society who deviate from the society by the virtue antisocial behavior and who are unable to accept the norms of the society or who are unable to adjust to society or cannot accept a clear role to the society. Deviants are tender-minded, sensitive and rejected. They possess irritability. Deviants have maladjusted behavior. In the present study the deviant behavior of high school boys and girls studying in various Government and private institutions was studied

The term 'Deviance' refers to maladjustment. An adolescent who does not accept the societal norms may be called "Deviant" Personality. Deviance is a multi-dimensional phenomena existing universally. The opposite of "Deviance" is conformity both these terms both these terms meaningfully relate to roles. Anyone who occupies a particular role is apt to behave much like anyone else in the same job because the expectations that others hold for them will be the same. Social roles, as well all know occurring in like situations has predetermined roles for individuals. It makes for the assessment of their roles against some role-expectations that may be behavioral or normative. The individual or the actor in our social situations has his own need dispositions and role expectations. In the 'Press' need systems 'Deviance' is "need-oriented", whereas conformity is "Press oriented". Deviance is more natural and real than its counterpart, viz. conformity, C., Persons, T. (1954, 1958).

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Bernard (1973) attributes Deviancy or Deviant behavior to fearfulness, secretiveness, introversion, lack of friendliness and conflict between ego and role expectation vis-à-vis social norms, values and culture.

Deviant behavior has been explained, (Merton, 1957) in terms primarily of social structure, particularly social class. It results from differentials in the access to the success goals of a society by legitimate means. Deviations are symptoms of this dissociation between culturally prescribed aspirations and socially structured ways of realizing them. The (cultural lag) theory does not adequately explain deviant behavior. It does not consider conflicts of norms and values and denies the important role of attitudes, motivations and social roles.

Deviance takes a number of forms and may be viewed at various levels. Deviance in-group forms involve the public violation of group norms and the application of specialized procedure through informal control mechanism, such as gossip or avoidance. On the personal level, deviance may be considered as behavior that violates the person's internalized norms and generally controlled by informal psychic mechanism such as conscience.

Deviance in terms of 'self' refers to social structures well as individual sources. These causes may be consciously recognized and reported upon by the persons involved, or they may exist below the level of awareness as unnamed, unconscious or subliminal influences.

Thus, a deviant individual is one who lacks conformity to his role expectations in given social situations, whose present role is predominantly swayed and determined by his need dispositions due to being maladjusted, helpless or psychologically retarded or all of these together. Deviance is serious type of sickness.

### **TYPES OF DEVIANCE**

The three varieties of deviance are – 'withdrawing', 'expectation-evasion' and 'rebellion' deviance. Among the three varieties, the most serious one is the 'withdrawing' deviance.

### **NEED AND SIGNIFICANCE OF THE PROBLEM**

The most difficult and challenging area in the sphere of deviancy among individuals is that of deviancy among adolescents. This is a stage beyond which deviancy or any other habitual diversion and digression cannot be properly channelized for a better and more productive life of the concerned individual. Once the symptoms and manifestations of deviancy are ignored at the adolescent stage, the deviant may never be able to repair the self-defeating strings of manifest deviancy. The need for investigating the present problem of adolescent deviancy in relation to sex and different types of institutions was felt on different grounds. As such it is important to study the nature of deviancy, why individuals turn into deviants, what are the manifestations of deviancy in society and how can deviancy be prevented and controlled.

The school has a very important role to play in adolescent's deviancy. It can also be claimed that results of the present study are likely to be verify important from the academic point of view also. It is not uncommon to come across, in various types of institutions, children during the adolescent stage who are characterized by poor achievements, who are members of a gang; who are reported to smoke, drink or take drugs; and who are under nobody's control. On the other hand, these are instances of "brilliant students" whose interest in studies has waned for the reason that their brilliance is never recognized. They are not even encouraged to develop their unique abilities. Obviously, many of these would be potential deviants and the tendency can be linked to poor institutional environment, lack of teachers control and poor teaching learning evaluation strategies.

Hence, a study of deviance at the high school level covering the private and Govt. institutions can be useful, especially for deeper understanding of the subject, not only for researchers but also for psychologists, sociologists, educationists and legal practitioners.

### **STATEMENT OF THE PROBLEM**

In order to find out the behavioral deviancy among adolescent boys and girls studying in different types of institutions, the investigator reached at the topic entitled.

### **AIMS OF PRESENT STUDY**

The following were the aims of the study:

1. To find out differences in deviant behavior on account of the sex, type of schools and age separately through different or similar designs.
2. To find out interaction between sex and type of school, age and type of schools when deviance scores were taken as dependent variables.

### **DELIMITATIONS**

1. The study was restricted to a sample of 97 high school students.
2. The measurement of deviant behavior was done by using deviant scale prepared by Chawhan.
3. The study was confined to high schools located in Jammu City.
4. Few Govt. and private schools were only taken.

### **METHODOLOGY OF RESEARCH**

The chapter includes the information about sample, which has been the basis of the research. It also provides a picture of the instrument used, data collection and procedure employed for tabulating and organizing the data.

### **SAMPLING**

Sampling is the basis of all statistical methodology of research, it is the representative of the whole population. The size of the sample varies from study to study, methods and the nature of the population. Good sample minimizes the error of estimation.

Johodo and others (1962) are of the opinion that the sampling is very much economic in time effort and money to get the desired information from selecting few representing the whole population.

The sample of the present investigation was drawn from various Govt. and private high schools of Jammu. The total sample of students representing the total population was 97. The IX and X class boys and girls studying in both Govt. and private schools were selected randomly as given

in tables 1 and 2 respectively. Out of 97 students selected from govt. schools and a no. of students from the private schools. The students in both types of institutions also comprised of a number of boys and girls.

### **SELECTION OF TOOLS**

In the present study, the instrument employed for the collection of data is “BEHAVIOUR DEVIANCE SCALE”. This scale was constructed by Dr.N.S.Chouhan for the measurement of behavior deviance among adolescents. There are 30 items each of three categories viz. withdrawal expectations, evading rebelling amongst the system had 10 exclusive items. Each of the items of the scale had 7-point scale for scoring and only simple and balanced “Tick” was required to obtain a score. The reliability of the scale was also determined. The scale remains highly useful for screening of non-deviants, deviants with drawing expectation-evading and rebellion groups of students. The behavior scale is given in.

### **ADMINISTRATION OF TOOL**

After the selection of the instrument for the problem, the investigator visited all the selected schools personally for the collection of data. First of all, the investigator approached the various heads of institutions and problem was explained fully. The time of the administration of the tool was also fixed with the class teacher.

The behavior deviance scale was given to the two monitors of different classes. The instructions as contained in the questionnaire were made clear to the monitors by the investigator. Every effort was made to remove their doubts and difficulties. The two monitors of the same class were made seated quite apart. After their preliminaries they were asked to start the work giving the biodata and correct information regarding his or her classmates. The scale was given to monitors because they knew their classmates very intimately. In a class room situation where one wants to know the deviance score of the student. In the present study the investigator relied on the monitors only. After the completion of test the investigator collected the test copies back from each of the monitor.

### **STATISTICAL TECHNIQUES APPLIED**

The following statistical technique was employed in the analysis of data.

Two way analysis of variance technique with 2x2 factorial design was applied to the data concerned (Garret, 1973).

### **ANALYSIS AND INTERPRETATION**

The tabulated data such has no meaning unless or until it is analysed and interpreted by appropriate and suitable statistical techniques so that some conclusions may be drawn. However, valid, reliable and adequate the data may be these don't serve any worthwhile purpose unless they are carefully edited systematically classified tabulated and rotationally concluded.

Analysis of the data means studying the tabulated material in order to determine the inheritant facts or meanings. It involves breaking up of complex factors into simplest form and putting them in new arrangement for the purpose of interpretation.

### **ANALYSIS OF VARIANCE**

Fisher (1923 and 1936) introduced analysis of variance. It is based on the individual differences and presents a global picture of different treatments on the criterion scores. In fact, it is a modification of Fisher's 't' ratio.

Equated sets are selected and effect of different treatments and independent variables was obscured. The analysis of variance or Anova is considered to be an effective statistical technique to determine whether the means of more than two samples having drawn from the same population were too different to attributes to chance or sampling error. The logic of analysis of variance lies in the fact that variance is partitioned into variance parts can be attributed to different sources.

### **CONCLUSIONS, EDUCATIONAL, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCHES**

#### **CONCLUSIONS:**

The conclusions arrived at after investigating the data are summarized below:

1. F-ratio for the main effects of type of institution has come out to be significant with deviant behavior as Criterion.
2. F-ratio for the main effects of sex and age has found to be insignificant.
3. F-ratio for the interactional effects of type of institutions and age showing joint influence of these variables of the deviant behavior of IX and X class students has also come significant. The type of institutions and age jointly effect the deviant behavior of IX and X class students.
4. The F-ratio for sex and type of institution in their joint influence revealed significant differences in deviant scores.

### **EDUCATION IMPLICATIONS:**

From the general conclusion drawn above a few educational implications can be:

The results of the present research clearly indicate that in our educational institutions particularly in Govt. Schools where mass educational approach is being adopted has a very wrong notion. We have to create separate infrastructure especially in Govt. Schools for deviant students because the educational efforts required for their education are different.

Students studying in Govt. Schools usually come from socio-economic status should be given more attention. The parents and teachers should keep an eye upon their activities both inside or outside the home and teachers should take utmost care in handling such type of adolescents. The teachers of Govt. Schools sometimes ignore their duties towards their students which should not be allowed any cost and such teachers should be dealt their firm hands.

Steps must be introduced in our Govt. institutions to identify the deviant behavior at an early stage so that such negative behavior could be curbed at a very early stage and the deviant students can be brought back to the normal stream of non deviant.

### **SUGGESTIONS FOR FURTHER RESEARCHES:**

1. Present study was limited to a sample of 97 students of IX and X class only. Some study can be done on a large sample also.
2. Similar study can be conducted in other districts of J&K also.

3. The present study is restricted to the school level only. It can be undertaken on college going students also.
4. Similar study can be done at various age levels in different categories of students.
5. Effects of their independent variables like depression, child rearing practice, academic achievements, parental control and expectations Vis-à-vis deviancy will be very important for research point of view.

