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INFLUENCE OF DEVIANT BEHAVIOUR ON ACADEMIC ACHIEVEMENT OF STANDARD IX STUDENTS IN CHENNAI CITY

V.Arulselvi
Ph.D Scholar, Department of Education, Bharathiar University, Coimbatore, Tamilnadu, India

S.Malathi
Associate Professor in Education, NKT National College of Education for Women, Chennai, Tamilnadu, India

Abstract
The study investigated the influence of deviant behavior on academic achievement of standard IX students. The study was carried out in seven government and government aided schools in Chennai city. Ex-post-facto design was adopted for the study. The sample of 960 students was drawn from the population using simple random technique. Behaviour deviance tool by N.Chauhan and Dr.Saroj Arora (1987) and Academic achievement score of the standard IX students were used for data collection. The correlation test and regression analysis were used to test the research hypothesis. The results of the study showed that deviant behaviors influence the academic achievement of standard IX students. Specifically, the results of the research hypothesis showed that the influence of students’ deviant behavior on academic achievement is negative and significant. Hence, the study recommended that the teachers and parents should properly monitor their children on par with behavioural and scholastic background so that they can overcome from the factors that promote the deviant behavior. The study also recommends research of this kind for the determination of the causes of deviant behavior to ensure improved academic achievement for students.

Keywords: Deviant behaviour, Academic achievement, influence.

Introduction
Behaviour refers to the way in which one acts or conducts oneself, especially towards others. The best way of determining the normalcy of behavior is whether or not the behavior fosters the well-being of the individual and the society (Umezulike, 2006). In the present study the researchers are concerned with the behaviour that hampers the academic achievement of standard IX students. Every society has prescribed norms which all its members conform to. Norms are the rules or standards of behavior defined by a group of people. These prescribed forms of behavior make possible the attainment of socially desired objectives by the society. The school is a social organization and has established rules and regulations expected of all its members. Today schools face the problem of students not conforming to rules and regulations of the school. The behaviour that does not conform to social norms and values by members of any organization is what is referred to as deviant behavior. Deviant behavior is defined as behavior that violates the principles and values that are assumed to be universal in a given society. (Clinard & Meier 2007). Chime (2004) defined deviant behavior as the behavior that varies sufficiently from the norms of a group, which if known will be viewed with negative approach and will be visited with sanctions. It is the behavior that violates institutionalized expectations, norms, values, expectations, and regulations. Deviant behavior has assumed various forms, dimensions and changes with time and
environment. The most common deviant behavior in secondary schools is expectation Evasion Deviance, rebellion deviance and withdrawal behaviour Deviance. Chime (2004) observed and classified deviant behavior as minor offences, if the deviant behaviors are mild such as truancy, loitering, noise making, writing on the school walls, telling lies and dodging school assemblies. Deviant behavior is classified as major offences, if it constitutes severe problem to the smooth running of the school or becomes an impediment to achieving the objectives of the school such as examination malpractice, stealing, bullying, rudeness to teachers or school functionaries, immorality and religious fanaticism.

Obviously, Deviant behavior breaks the acceptable norms of a given society and affects ones academic interest. As a result, children score worst in academics. Achievement is accomplishing whatever goals one sets for oneself which is doing what one wants to do within the limits of the law, overcoming obstacles and attaining a high standard (Nwachukwu, 2004). Achievement entails drive and single mindedness and it is about completing goals one has set for oneself. It is influenced by opportunities, attitude, motivations, education, environment, experience, and training. Lansu and Cillessen (2012) argue that the urge to achieve varies from one individual to the other. For some, the need for achievement is very high while for others it is very low. Commenting on deviant behavior, Mille (2009) observes that deviant behavior is harmful to other people and promotes neither learning nor interpersonal relationship. Such behavior also hinders the child from learning in the classroom and relating well with others. Chime (2004) observed that students with normal behavior tend to perform creditably better than those with deviant behaviours, and that when students develop deviant behaviors, their relationship with their teachers and occasionally with their friends tend to be affected. Clinard and Meier (2007) revealed that every form of deviant behaviour has an overwhelming effect on the academic score of the student, that there are reliable correlations found between academic failure and deviant behavior. In this study, deviant behavior will be seen as that behavior which hinders the juveniles from effective learning in the classroom and also achieving the academic areas.

Need for the Study

There is no doubt that deviant behavior among students are on increasing in urban cities. Thus, achievement of students seems to be falling down to acquire competence. As a result, deviant behaviour seems to be the order of the day as reflected in the students’ examinations and test scores. Students who have high achievement scores are less likely to engage in delinquent behavior (Elliott and Voss 1974). School grades are most reliable predictors for students delinquency (Godfredson,1999). Though there are various issues associated with the underperformance of school children, this research is mainly focused on how behaviour deviance influence to persuading problems on academic performance. For this reason academic achievement is very important for future opportunities while many students look for much higher educational goals. Hence, it seems important to understand the factors within the school situation that are influencing the onset of this problem. World youth report (2007) said that children’s’ deviant behaviour has been constantly heard in the news and hardly a month passes without a report in any of the National dailies of serious anti-social acts which have been committed by city school children. A systematic view point postulates that behavioural and academic problems exert reciprocal influence on one another, which ove time, can negaticely affecte the development of individuals and their environments.
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Objective of the Study

The objective of the study is to determine the influence of deviant behaviour on academic achievement of standard IX students in the Chennai city.

Hypothesis

- Academic achievement will be significantly negatively related to deviant behaviour of standard IX students.

Methodology

The study adopted an ex-post facto design. This is a design that is similar to experimental study in the sense that also seeks to establish cause and effect relationship but differs from it in that researchers usually have no control over the variables of interest and therefore cannot manipulate them (Nworgu, 2006). In ex-post facto design, data are always collected after the event under investigation has taken place. In the present study, the researchers determined the influence of deviant behavior on academic achievement of standard IX students. The study was carried out in central zone of Chennai city. Truancy, smoking, arrogant, misbehaves with teacher and steals among students and different types of deviant behaviors are observed and the number of students who drop out of school increases daily. This has continued to reduce enrolment into secondary schools. A sample of 960 students was used for the study. This sample was randomly drawn from all the secondary schools in Chennai city and made up of 630 males and 330 females. Multistage sampling technique was used to select respondents from each of the local government areas that make up the zone. Simple random sampling technique was used to draw seven schools from Chennai city. For the purpose of the present study, a sample nine hundred and sixty students (960) who belong to different types of schools such as co-education, girls’ and boys' schools under different management were taken. The total sample was drawn using a random sampling method from both rural and urban areas of Tamil Nadu in which they belong to Hindu, Muslim and Christian religion. The students thus selected were subjected to assessments required for the study. Appropriate standardized tool were selected to suit the present purpose. The tool used in the present study is Behaviour deviance tool by N.Chauhan nd Dr.Saroj Arora (1987). The tools thus found suitable were administered to the sample according to the procedures provided. The data collected was subjected to appropriate statistical analyses.

Analysis of the Data

Table 1a-Simple Correlation between Dimensions of Deviant Behavior and Academic Achievement of Standard IX Students (N=911)

<table>
<thead>
<tr>
<th>Dimensions of Deviant Behavior</th>
<th>Academic Achievement Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation Evasion Deviance</td>
<td>-0.215**</td>
</tr>
<tr>
<td>Rebellition Deviance</td>
<td>-0.237**</td>
</tr>
<tr>
<td>Withdrawal Behavior Deviance</td>
<td>-0.226*</td>
</tr>
</tbody>
</table>
Above table manifests a clear relationship between the dimensions of deviant behavior and academic achievement of standard IX students. It could be observed that the dimensions withdrawal behavior deviance, rebellion deviance, expectation evasion deviance have significant negative relationship with academic achievement of standard IX students. Hence, negative correlation says that increase in deviant behavior would cause in a decrease in academic achievement of standard IX students. From the table values, it is inferred that the independent variable (deviant behavior) of the present study has a significant direct relation to the academic achievement of standard IX students. The simple correlations thus lead the data for further analysis using regression analysis.

**Table 1b– Model Summary for Deviant Behavior and Academic Achievement of Standard IX Students**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.332</td>
<td>0.108</td>
<td>0.107</td>
<td>21.594</td>
</tr>
</tbody>
</table>

**Table – 1c ANOVA for Deviant Behavior and Academic Achievement of Standard IX Students (N =911)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>52396.941</td>
<td>3</td>
<td>17198.980</td>
<td>36.920</td>
<td>0.000**</td>
</tr>
<tr>
<td>Residual</td>
<td>427959.043</td>
<td>907</td>
<td>438.326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>479255.984</td>
<td>910</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Predictors: (Constant), Withdrawal Behavior Deviance, Rebellion Deviance, Expectation Evasion Deviance
- Dependent Variable: Academic achievement scores

**Table – 1d Regression Co-efficient for Deviant Behavior and Academic Achievement of Standard IX Students (N =911)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Un Standardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>74.006</td>
<td>1.998</td>
<td>36.537</td>
<td>0.000**</td>
</tr>
<tr>
<td>Expectation Evasion Deviance</td>
<td>-1.172</td>
<td>0.270</td>
<td>-0.126</td>
<td>-4.303</td>
</tr>
<tr>
<td>Rebellion Deviance</td>
<td>-1.724</td>
<td>0.248</td>
<td>-0.193</td>
<td>-6.396</td>
</tr>
<tr>
<td>Withdrawal Behavior Deviance</td>
<td>-1.528</td>
<td>0.257</td>
<td>-0.158</td>
<td>-5.460</td>
</tr>
</tbody>
</table>

Analysis depicts the results of regression analysis for academic achievement score and dimensions of deviant behaviour. It is observed that the adjusted R$^2$ value of 0.108 shows the proportion of variance explained by the dimensions of deviant behaviour in respect of the academic achievement of standard IX students. Thus, the students, dimensions of deviant behaviour explain 11% of variance in the academic achievement of standard IX students. Table 1c shows that the overall regression model is statistically significant at $p<0.01$ level. ($F_{3,907} = 36.537$). The partial regression co-efficient R was 0.332. It indicates that the score on this dependent variable academic
achievement increases by 0.332 units for every unit decrease, in deviant behaviour of the students. The value of constant to be considered in the prediction equation was 74.006.

Table-1d represents the influence of deviant behaviour on the academic achievement of adolescence students. It is found that the academic achievement of standard IX students is negatively influenced by deviant behaviour. It is also understood that the most contributing dimension of deviant behaviour with academic performance is rebellion deviance.

Findings of the Study

Dimensions of withdrawal behaviour deviance, rebellion deviance, expectation evasion deviance have significant negative relation to the academic achievement of standard IX students. Hence, negative correlation says that increase in deviant behaviour would cause in a decrease in achievement of standard IX students. Dimensions of behaviour deviance contribute to the extent of 11% of the academic achievement of standard IX students. In the present investigation, it is evident that deviant behaviour correlate significantly with the dependent variable, academic achievement of standard IX students.

Discussion

When a child's family/school values or expectations conflict with other cultural norms, behavioural development may be adversely affected. Different cultural forces pull the child's behaviour in different directions, and create conflicting expectations and increase the probability that he/she will violate cultural norms and be labelled as deviant. Ultimately, deviant behaviours make academic achievement unlikely and contribute to school failure. From the analysis, it is found that the academic achievement of standard IX students is negatively contributed by dimensions of behaviour deviance. The result of the analysis is consistent with the findings of Sheila Mitchell and Michael Shepherd (2011) who found that deviant behaviour is significantly associated with lack of academic success and also with the manifestation of behavioural disorders in school. There were, however, many children who exhibited disorders of behaviour either only at school or only at home. This suggests that any comprehensive attempt to estimate the distribution of maladjustment in the child population must utilize the information of both teachers and parents. Maina, Njoroge Samuel (2008) also reported that the effects of deviant behavior are; dropping out of school, poor academic performance, and bad influence on others, tarnishing the reputation of school and evolving of a negative tradition in the school. Ignoring emotional and behavioural problems leads to impoverished scholastic performance (Simpson, Patterson, & Smith, 2011).

Watanabe (2008) show that deviant students achieve lower test scores than non-deviant students. The findings revealed that deviant behavior increases because of weakened or broken social ties in the family and school. The findings also revealed that deviant behavior is a significant factor on the academic achievement of students.

Conclusion

Any educational research is worthwhile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful results obtained could be useful in enhancing the academic success of the adolescent students. Considering the results of the study, the following conclusions are drawn. Hence, Since behaviour deviance and tension can be reliably diagnosed and found a negative impact on academic performance of
students, it is suggested it is the need of the hour to make teachers and school management aware of this peculiar problem and its negative effects. Besides, the counseling centers should be established in schools or teachers should be adequately trained to counsel and direct students’ behavior in the positive side among adolescent students who suffer from behaviour problems and facing community, religious, regional tension combined with disinterested in intellectual and recreational activities.

Suggestions for Further Research

A meaningful research always provides cause and paves the way for the further investigation. Also every investigator after accomplishing his or her task may feel inspired to do more researches through his or her own efforts. The researcher may feel greatly motivated, for showing the new areas of the research to the future researchers. On the basis of the experience and insights gained during the course of the present study, it is possible to come out with some specific suggestions regarding future research that may be taken up in the area of academic performance and behaviour deviance among adolescent students. Some of them are listed below:

A similar study may be conducted with predictors of Social anxiety and peer pressure on academic performance among secondary schools of urban and rural areas.

Implications of the Study

- Recently, reports of deviant behaviours i.e. actions or behaviors that violate social norms, including formally enacted rules (e.g. crime) as well as informal violations of social norms and tensions in our schools have increased rapidly and no one could dispute the fact that there is an urgent need for the Government implement solutions that will eradicate such abnormalities in our schools. The present study makes it imperative that the government moves swiftly to put into operation a comprehensive plan that allows for a smooth delivery of education to those students who would like to attain academic excellence.

- It is also important that the school should address the academic and social need of the children to polish their interests viable to direct their behaviour tension free and conducive to academic success. In order to attain tangible results, all the components stated above must be put in place to achieve holistic improvement in among adolescent students.

- In the Indian scenario academic understanding has been a matter of stress and social recognition of a student in the society for example what is the grade or percentage which a student is getting into particular standard which is very unfortunate. Hence, the study made an effort to diagnose the reasons for academic failure with the new variables. Hence, it would be an eye opener to the society to understand the tension and behaviour deviants may have an impact on academic performance.

References


