

A STUDY ON THE INCIDENCES OF MISBEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS

WASEEM RAJA*; AND AAMINA PARVEEN

MAZEDAN EDU. REVIEWS AND TEACHING METHODS

e-ISSN:

Article id-MERTM0101004

Vol.-1, Issue-1

Received: 30 Jan 2021

Revised: 22 Mar 2021

Accepted: 25 Mar 2021

Citation: Raja, W. & Parveen, A. (2021). A Study on the incidences of misbehaviour among senior secondary school students. *Mazedan Educational Reviews and Teaching Methods*, 1(1), 25-27.

Abstract

This study looked at the frequency of behavioural deviance among students attending senior secondary schools in the district of Srinagar, which is located in the state of Jammu and Kashmir. The descriptive survey research strategy was used for this particular research endeavour. A stratified proportional random sampling method was used in order to choose the group of 603 students who are currently enrolled in senior secondary schools that are run by the government. In order to obtain the necessary data for the research, Chauhan and Aurora (1989) designed a measure called the Behaviour Deviance scale. In order to conduct an analysis of the data, frequency counts and percentages were used. In the district of Srinagar, the results showed that 23.54% of the respondents were engaging in deviant behaviour, while in the district of Kulgam, 15.80% of the respondents were engaging in deviant behaviour. This is not a small amount that can be disregarded or ignored. As a result, it is essential to implement corrective measures at the earliest feasible stage in order to slow the pace of escalating behavioural deviation.

Keywords: Behavioural deviance, Prevalence, and senior secondary school students.

1. INTRODUCTION

Parents, schools, and instructors, as well as law enforcement authorities and society as a whole, are becoming more concerned about the growing rates of behavioural deviance among adolescents in their classrooms. According to Kendall (2009), behavioural deviance is any behaviour that differs from the norms of a given group of persons within a certain culture or community. This definition may be applied to any behaviour. The term "behavioural deviance" refers to any kind of behaviour that is not considerate of the emotions and needs of other people and that has the potential to inflict both psychological and physical harm to other people or their belongings (Kimberly and Jacob, 2002; Crossman, 2018). This behaviour runs counter to that of prosocial behaviour and does not support learning or interpersonal interactions in any way. They said that some instances of antisocial behaviours include stealing, lying, engaging in sexually promiscuous behaviour, acting cruelly toward others, and attacking other people. Additionally, this sort of behaviour may be considered a violation of legal laws, and it is usually done by those who have emotional and mental difficulties in their lives. [Citation needed] The time when a person is considered to be an adolescent is the most formative in their lives. The adolescent is eager to learn new things, to meet new people, to investigate his or her inner strength, and to realise the extent of his or her own inner ability. Instead than showing care for the moral or ethical standards upheld by society or for the rights of others, the vast majority of the time they are more concerned with manipulating people and circumstances to their own benefit. In spite of the fact that they are aware that they

may have caused another person some degree of hurt, they exhibit a minimum amount of remorse after they have caused harm to another person (Hayes & Minardi, 2002). In our technologically sophisticated world, our teenage kids confront a broad variety of obstacles at every stage of their life. This paves the way for the development of behavioural deviance, which in turn prepares the route for the development of cyberbullying. Students in senior secondary schools typically exhibit deviant behaviours due to the fact that the majority of them are teenagers who desire risky behaviours such as bullying, theft, examination malpractice, sexual activities, tardiness, rudeness, cultism, fighting, loitering, and alcoholism. These behaviours can be seen in senior secondary school students. These antisocial behaviours are hazardous not only to the students involved but also to others who are in the vicinity. There has been an alarming increase in the rate of behavioural deviance among school-going adolescents (Flanagan, 1987; Loeber, 1990; Dryfoos, 1991), and it has become a common occurrence in society to observe, read about, and hear about acts of behavioural deviance committed by adolescent students. These acts include rape, suicide, murder, alcoholism, smoking, and sexually transmitted diseases (Bell, 1986; Loeber, 1990). In light of the seriousness of the problem, it has become very vital to implement early interventions in order to cut down on the number of instances of antisocial behaviour. However, in order to act, it is vital to have a distinct image of the extent to which deviant behaviour is prevalent. Because there have been so few research done in Kashmir on this particular issue, the current investigation is an attempt to remedy this deficiency in knowledge.

2. OBJECTIVE OF THE STUDY

The target population of the present study includes 11th and 12th class students studying in different government senior schools of District Srinagar and Kulgam. Through stratified proportionate random sampling technique, 603 (293 in Srinagar and 310 in Kulgam) students were selected who belong to different government higher secondary schools of district Srinagar and Kulgam.

Tools Used

In general, the purpose of this study was to determine teachers' readiness and ICT skills integration in teaching among teachers of Kabacan Cluster of Special Geographic Area Division of Bangsamoro Autonomous Region in Muslim Mindanao using the fundamental process of quantitative research. This cluster is located in the Bangsamoro Autonomous Region in Muslim Mindanao. The 101 classroom instructors who filled out the survey in its entirety were considered the responders. Participants came from the indicated cluster of schools and were selected using purposive sampling. These participants were teachers. The Pearson Correlation and Multiple Regression analyses were used to check whether or not the study's hypotheses were correct.

The findings showed that instructors were deemed ready in terms of preparedness, desired in terms of attitude, and motivated in terms of motivation. Regarding the ability to integrate information and communications technology (ICT) into classroom instruction, instructors had competence in Microsoft Word, Excel, PowerPoint, and Internet navigation. Further research revealed that a substantial correlation exists between instructors' ICT integration abilities in the classroom and the degree to which their students are prepared. In addition, the preparedness of the instructors was a crucial factor in the degree to which they were able to integrate ICT into their classroom instruction. According to the data, one may draw the conclusion that when instructors have a high degree of preparedness in integrating ICT in the classroom teaching, it is probable that they improve their abilities in making use of ICT in teaching.

Results and Discussion

The primary objective of this research was to investigate the extent to which pupils in senior level secondary schools exhibit problematic behavioural patterns. In relation to the goal, the information presented in table 1.1 demonstrated that behavioural deviation among senior secondary school (SSS) students in the district of Srinagar is widespread among an adequate number of pupils. 69 students demonstrated behavioural deviance out of a total of 293 students, which amounts for 23.54 percent of the total participants. On the other hand, 224 out of 293 SSS students are non-deviants, which accounts for 76.46 percent of the total.

In addition, the prevalence of behavioural deviation among SSS pupils in the district of Kulgam was shown in table 1.2. The interpretations of this table showed that out of 310 students enrolled in SSS, 49 students demonstrated behavioural deviance, which accounts for 15.80 percent of the total, while 261 out of 310 students enrolled in SSS are

non-deviants, which accounts for 82.20 percent of the total.

When compared to district Kulgam, the results of this research demonstrated that Srinagar had a much higher percentage of kids in its SSS programme who participated in anti-social behaviours (23.54 percent), making it the more problematic of the two districts analysed (15.80 percent). It's probable that the difference in culture is to blame, along with the fact that teenagers in Srinagar have more freedom than those in Kulgam, and that there are more possibilities for adolescents in Srinagar to engage in a variety of antisocial behaviours, etc.

Our research lends credence to the findings of Fatoki (2021), who found that around 12.60 percent of school-aged teenagers were engaged in anti-social behaviours. Our findings support these findings. Pathak et al. (2011) came to the conclusion that the prevalence of emotional and behavioural disorders among school teenagers in Chandigarh was 30.40%. The findings that were obtained are likewise in accordance with what Pathak et al. (2011) found. According to the findings of yet another research study carried out by Kiran, Farooqi, and Ahmed (2019), 124 (or 52.30%) of the secondary school pupils in the District Mbooni displayed deviant behaviour. The findings of the current study are consistent with the findings of a study that was carried out by Sujit, Vinod, and Pushpal (2006). That study found that approximately 27% of the students in Kanke were engaging in deviant behaviours. The findings of the current study are consistent with these findings. According to the findings of Revappala, Bharathi, and Gowda (2016), the percentage of school-going adolescents in the state of Karnataka who exhibited deviant behaviours was 10.43 percent.

The result of the study generally implies that teachers' positive perception of the integration of Microsoft word in classroom teaching helped them become more effective and efficient in teaching. In addition, teachers' level of motivation increases their readiness in using Microsoft word because it can benefit both teachers and students to develop new innovative learning and teaching approaches. Moreover, teachers' attitude is of great influence as they improve their preparation, and their integration abilities in the classroom will improve as well.

This research comes to the conclusion that in terms of preparation, instructors had a good view, attitude, and high excitement for ICT integration abilities in education based on survey data. This conclusion is based on the findings that have been presented so far. According to the findings of this research project, the availability of technology in the classroom is dependent on a number of characteristics connected to teachers that facilitate the integration of technology. As a consequence of this, educators are expected to possess at least a fundamental knowledge of computer capabilities.

Table 1 Prevalence of Behavioural Deviance among senior secondary school students in District Kulgam

District	Frequency	Deviance Range (Above T-60)	%	Non-Deviance Range (Below T-60)	%
Kulgam	310	49	15.80	261	84.20

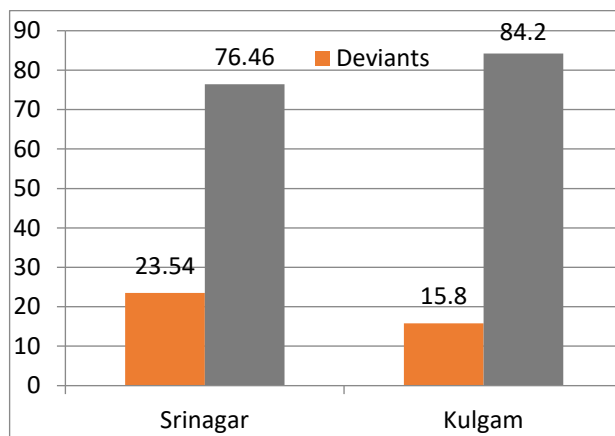


Figure 1 Showing the percentage of behaviourally deviant and non-deviant senior secondary school students in district Srinagar and Kulgam

3. CONCLUSION

In the present research, participants were selected at random from senior secondary school students attending various government schools located in the Srinagar area. The findings of the research indicate that students as a whole exhibit high rate of behavioural deviation, which is concerning given the demographics of the student body. As a result, it is essential for parents, teachers, school officials, and other stakeholders to take action as soon as possible in order to slow down the pace of behavioural deviance and bring about positive changes among teenage kids who are displaying deviant behaviours.

REFERENCES

- Bell, R. Q. (1986). Age-specific manifestations in changing psychosocial risk. *Risk in intellectual and psychosocial development*, 169-185.
- Chauhan, N. S., & Aurora, S. (1989). Behavior Deviance Scale for Adolescence. *Mapa. Meerut*.
- Crossman, A. (2018). Sociological explanations of deviant behaviour. Available on <http://www.thoughtco.com> Retrieved on 15/09/2018.
- Dryfoos, J. G. (1991). Adolescents at risk: Prevalence and prevention. Oxford University Press.
- Fatoki, F. T. (2021). Prevalence of Primary and Secondary Deviance among Secondary School Students in Southwestern Nigeria. *Ife Social Sciences Review*, 29(1), 41-50.
- Flanagan, O., & Jackson, K. (1987). Justice, care, and gender: The Kohlberg-Gilligan debate revisited. *Ethics*, 97(3), 622-637.
- Hayes, N., & Minardi, H. A. (2002). Abnormal psychology in old age. *Ageing. London, Whurr*.
- Kendall K. A (2009). *Social problems in a diverse society*. Boston: Allyn and Bacon.
- Kimberly, A. & Jacobs, B. A. (2002). *Investigating deviance: An anthology*. Los Angeles: Roxbury.
- Kiran, U., Farooqi, M. T. K., & Ahmed, S. (2019). Parenting Style and Anti-social Behavior: An Exploratory Study of Secondary School Students. *European Online Journal of Natural and Social Sciences*, 8(2), 294-308.
- Loeber, R., & Stouthamer-Loeber, M. (1986). Family factors as correlates and predictors of juvenile conduct problems and delinquency. *Crime and justice*, 7, 29-149.
- Pathak, R., Sharma, R. C., Parvan, U. C., Gupta, B. P., Ojha, R. K., & Goel, N. K. (2011). Behavioural and emotional problems in school going adolescents. *The Australasian medical journal*, 4(1), 15-21.
- Revappala, B. C., Bharathi, J., & Gowda, R. K. (2016). Prevalence of antisocial behaviour among children and adolescents in a community sample - A cross-sectional study in South Karnataka, India. *Journal of Evolution of Medical and Dental Sciences*, 5(87), 6492-6497.
- Sarkhel, S., Sinha, V. K., Arora, M., & DeSarkar, P. (2006). Prevalence of conduct disorder in schoolchildren of Kanke. *Indian journal of psychiatry*, 48(3), 159.