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GRT A STUDY ON ANTI SOCIAL BEHAVIOUR AND PARENTAL BEHAVIOUR OF HIGHER SECONDARY STUDENTS

A. Paul Albert and T. Thilagavathy

Ph.D scholar in the Department of Education, Annamalai University, India
Associate Professor of Education, Department of Education, Annamalai University, India

Abstract:-The present study is on anti social behaviour and parental behaviour of higher secondary students. Anti social behaviour refers to any acts that are violations of social rules including against people or property. The rearing of a child or children, especially the care, love, and guidance given by parent is called parental behaviour. This study was conducted in Cuddalore district in Tamil Nadu and survey method was employed. 836 students were selected by adopting stratified random sampling technique as sample, in which 425 were boys and 411 were girls, 404 students from rural and 432 students from urban schools, 179 students from boys', 125 students from girls' and 532 students from mixed schools. The investigator has found that the anti social behaviour of higher secondary students is average. Parental behaviour of higher secondary students is average. Also it reveals that there is significant correlation and negative relationship exists between anti social behaviour and parental behaviour.

Keywords: Anti social behaviour, parental behaviour, higher secondary students, 't' test, 'F' test, Pearson's product moment coefficient.

INTRODUCTION:

According to the Oxford American Dictionary (1995) antisocial behaviour is a behaviour that is opposed or contrary to normal social instincts or practices. Students' violent and antisocial behaviour has become a problem around the world and higher secondary schools are not an exception. Antisocial behaviour as a cluster of related behaviours, including disobedience, aggression, temper tantrums, lying, stealing, and violence, (Patterson, 1982). While some of these behaviours are normative at certain ages of child development, it is these behaviours, in concert and during adolescence, that serve as the strongest predictors of adjustment problems, including criminal behaviour, during adulthood.

Lipsey and Derzon (1998) said that having an antisocial parent or parents was one of the strongest predictors of violent or serious delinquency in adolescence and young adulthood. Patterns of poor parent-child relationships can intensify the potential risk for peer rejection and anti social behaviour during adolescence (Bagwell et al., 1998). Five aspects of how parents bring up their children have been shown repeatedly to be strongly associated with long term anti social behaviour problems, i.e poor supervision, erratic, harsh discipline, parental disharmony, rejection of the child and low involvement in the child's activities (Farrington, 1994). The pioneering work of Patterson and his colleagues (1982) showed that parents had a causal role in maintaining anti social behaviour by giving it attention and in extinguishing desirable behaviour by ignoring it. Therefore the investigator felt that to investigate the anti social behaviour and parental behaviour of higher secondary students in Cuddalore district.

REVIEW OF RELATED LITERATURE

Vasanthi . A., (2013), has investigated the relationship between personality types and adolescents aggressive behaviour in some selected higher secondary schools in south Chennai. The findings of the study showed that there is a positive significant relationship between adolescents physique and aggression. Kyoungho Kim, and Ronald P.Rohner ., (2002), found that 26 percent of youth raised by authoritative and permissive fathers did not perform significantly better than youth raised by permissive fathers. An analysis of perceived parental warmth and control exposed a positive correlation between perceived maternal and paternal warmth.

OBJECTIVES

- 1.To find out the level of anti social behaviour and parental behaviour of higher secondary students.
- 2.To infer the difference, if any, in anti social behaviour and parental behaviour scores between boys and girls, students of rural and urban schools and different religion.
- 3.To find out the significant relationship between anti social behaviour and parental behaviour of higher secondary students.

HYPOTHESES

- 1.The level of anti social behaviour of higher secondary students is high.
- 2.The parental behaviour of higher secondary students is high.
- 3.There is no significant difference between boys and girls, rural and urban schools and students belonging to different religion in their mean anti social behaviour scores.
- 4.There is no significant difference between boys and girls, rural and urban schools and students belonging to different religion in their mean parental behaviour scores.
- 5.There is a significant relationship between anti social behaviour and parental behaviour of higher secondary students.

METHODOLOGY

SAMPLE

The study was conducted in Cuddalore district in Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender and location of school and different religion. From 19 schools 836 samples were selected. Out of these 836, 425 were boys and 411 were girls, 404 students from rural and 432 students from urban schools, were selected by stratified random sampling technique.

TOOLS

Pro-social and antisocial behaviour scale constructed and validated by the investigator was used in the present investigation. It consists of 60 statements with five point scale, 30 statements for pro-social behaviour and 30 statements for antisocial behaviour. 30 anti social behaviour statements were used for the present investigation to measure anti social behaviour. Low score (1) indicates high behaviour and high score (150) indicates low anti social behaviour. Parental behaviour scale constructed and validated by investigator was used to measure the parental behaviour of higher secondary students. It consists of 44 statements with five point scale. The scores ranged from 1 to 5 per item. The maximum score is 1-220. Higher score indicates high parental behaviour..

STATISTICAL TECHNIQUE

For analysing data, mean and standard deviation, 't' test, 'F' test and Pearson product moment correlation were computed.

ANALYSIS AND INTERPRETATION

DESCRIPTIVE ANALYSIS

Mean and standard deviation for anti social behaviour and parental behaviour of whole sample were analysed and the details are given in Table 1

Table 1
Mean and standard deviation for anti social behaviour and parental behaviour of whole sample

S.No	Group	Variable	M	SD
1.	Entire sample (836)	Anti social behaviour	107.38	18.584
2.		Parental behaviour	149.98	27.328

Anti social behaviour mean score of higher secondary students is 107.38 and standard deviation is 18.584, which indicates average level of anti social behaviour. Parental behaviour mean score of higher secondary students is 149.98 and standard deviation is 27.328, which shows average level of parental behaviour of higher secondary students.

DIFFERENTIAL ANALYSIS

In order to find out the significant difference between the anti social behaviour scores of boys and girls, rural and urban higher secondary students, 't' test was applied and the results are given in Table 2

Table 2
't' Value for the Anti social Behaviour Mean Score of Boys and Girls, Rural and Urban Higher Secondary Students

Sub variables	N	M	SD	t-value	Level of significance
Boys	425	105.50	18.990	2.989	S at 0.01
Girls	411	109.33			
Rural school	404	106.13	19.801	1.892	Ns at 0.05
Urban school	432	108.56	17.309		

It is evident from table 2 that boys and girls higher secondary students differ significantly in their anti social behaviour scores.

It is clear from table 2 that rural and urban higher secondary students do not differ significantly in their anti social behaviour scores.

One way analysis of variance was computed to find out whether there are significant differences among the different religion of students in respect of their anti social behaviour and the details are presented in Table 3.

Table 3
Analysis of variance for Hindu, Islam and Christian religion students on anti social behaviour

Anti social behaviour	Sum of squares	df	Mean square	F-value	Level of significance
Between groups	1354.496	2	677.248	1.966	NS at 0.05
Within groups	287017.250	833	344.559		

It is evident from the Table 3 that the 'F' value obtained is 1.966 which is found to be lower than the table value of 3.00. It may be inferred that the students belonging to different religions do not differ significantly among themselves in respect of their anti social behaviour.

To find out the significant difference between the parental behaviour scores of boys and girls, rural and urban higher secondary students, 't' test was computed and the details are given in Table 4

Table 4
't' Value for the Parental Behaviour Mean Score of Boys and Girls, Rural and Urban Higher Secondary Students

Variables	N	M	SD	t-value	Level of significance
Boys	425	146.87	26.812	3.370	S at 0.01
Girls	411	153.20	27.515		
Rural	404	150.95	26.771	0.987	Ns at 0.05
Urban	432	149.08	27.839		

Table 4 indicates that boys and girls differ significantly in their parental behaviour scores. Girls have secured greater mean value than boys.

Table 4 indicates that rural and urban higher secondary students do not differ significantly in their parental behaviour scores.

In order to determine the significance of mean differences of the three groups in respect of their parental behaviour scores, one way analysis of variance was computed and the results are presented in Table 5

Table 5
Analysis of variance for Hindu, Islam and Christian religion students on Parental Behaviour

Pro-social behaviour	Sum of squares	df	Mean square	F-value	Level of significance
Between groups	9009.422	2	4504.711	6.106	S at 0.01
Within groups	61456.271	833	737.787		

It is evident from the Table 5 that the 'F' value obtained is 6.106 which is found to be higher than the table value of 4.61. It may be inferred that the students belonging to different religions differ significantly among themselves in respect of their parental behaviour.

As the obtained 'F' value was significant, the 't' test has been applied to find out the significant difference between the mean values of Hindu, Islam and Christian religion students and the results are given in Table 6.

Table 6
't' value for parental behaviour mean scores of Hindu, Islam and Christian religion students

Type of school	N	M	SD	t-value	Level of significance
Hindu	559	148.15	27.716	0.985	S at 0.01
Islam	155	150.59	25.571		
Islam	155	150.59	25.571	2.228	S at 0.05
Christian	122	157.60	26.543		
Christian	122	157.60	26.543	3.437	S at 0.01
Hindu	559	148.15	27.716		

It is evident from the above table that different religion students differ significantly in their parental behaviour.

CORRELATION ANALYSIS

Anti social behaviour scores and parental behaviour scores of higher secondary students were correlated and the results are presented in Table 7

Table 7
Correlation Co-Efficient for Anti social behaviour and parental behaviour

Variables	r- value	Report
Anti social behaviour	-0.410	Significant at 0.01
Parental behaviour		

The correlational analysis reveals that there is significantly moderate correlation and negative relationship exists between Anti social behaviour and parental behaviour

FINDINGS OF THE STUDY

1. Anti social behaviour of higher secondary students is average.
2. Parental behaviour of higher secondary students is average.
3. Boys and girls differ significantly in their mean anti social behaviour score.
4. Rural and urban school students do not differ significantly in their mean anti social behaviour scores.
5. Hindu, Islam and Christian religion students do not differ significantly in their mean anti social behaviour scores.
6. Boys and girls differ significantly in their mean parental behaviour scores.
7. Rural and urban school students do not differ significantly in their mean parental behaviour scores.
8. Hindu, Islam and Christian religion students differ significantly in their mean parental behaviour scores.
9. There is significant correlation and negative relationship exists between anti social behaviour and parental behaviour.

RECOMMENDATIONS

1. The head of schools should introduce child focussed programmes in schools. It includes cognitive behaviour modification, medication, counselling and continuum of care.
2. The authorities should train parents in family management skills to increase the parental behaviour.
3. The teachers should give positive reinforcements and teach them about discipline in class rooms.
4. The teachers must give proper guidance to reduce problem behaviours of the students.

CONCLUSION

It is clear from this study that the anti social behaviour of higher secondary students is average. Parental behaviour of higher secondary students is average. Also it reveals that there is significant correlation and negative relationship exists between anti social behaviour and parental behaviour.

Educators are gate keepers of school discipline and it is part of their professional practice to manage students' antisocial and violent behaviour in the classroom as well as on the school premises. These forms of behaviour have great consequences not only for the direct administration of the schools, but also socially, economically and politically and to society. Anti social behaviour is perhaps the greatest challenge to the larger society even to world peace and stability and underlines a great deal of human suffering from its direct and indirect effects. Therefore the parents should realize their role on this and behave likewise.

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A. Paul Albert

Ph.D scholar in the Department of Education, Annamalai University, India

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