Bulletin of Environment, Pharmacology and Life Sciences
Bull. Env. Pharmacol. Life Sci., Spl Issue [4] 2022 : 69-73

Online ISSN 2277-1808
Journal's URL:http://www.bepls.com
CODEN: BEPLAD

ORIGINAL ARTICLE **OPEN ACCESS**

A Study to Assess The Factors Influencing Deviant Behaviour Among Students in Selected High Schools of Mohali, Punjab with the View to Develop Health Education Module

Suman Vashist*, Nitika Thakur, Nicky Tyagi, Poonam yadav
Faculty of nursing, SGT University, Gurugram, (Haryana) - 122505, India
*suman.vashist444@gmail.com

ABSTRACT
Behaviour problems among students are growing at day to day. It has become a global challenge in students. Deviant behaviour among students produce several problems like physical, psychological and social. There are many factors influencing deviant behaviour in students. Hence, it is essential need to find out main factors which are influencing student's behaviour on certain levels of age. The aim of the study is to assess the factors influencing deviant behaviour among students in selected high schools of Mohali , Punjab with the view to develop health education module". In this study, descriptive research design was adopted. 150 samples were selected from population by using simple random sampling technique. A structured questionnaire was used to assess the level of students regarding factors influencing deviant behavior. The analysis of data was computed by using descriptive and inferential statistics. The majority of students 81% (54) has good, 68% (45) has average and only 1% (1) has poor scores regarding factors influencing deviant behaviour. The association between scores with selected socio-demographic variables regarding factors influencing deviant behaviour. The demographic variables analysed in the study were age, gender, religion, class, education of father, education of mother, type of the family, place of residency and sources of information. Analysis results that there was no significant association between scores with selected socio-demographic variables.
Keywords *– Deviant behavior, Factors and Students, psychological problem*

Received 04.10.2022 Revised 11.10.2022 Accepted 30.11.2022

INTRODUCTION

School period is the crucial period in behaviour formation [8]. It is during this period – that the student is most malleable and it is then that many barriers to normal development are erected significant emotional or behavioral problems are often not detected until affected students being school [1]. The school system has been grappling with a number of deviant behaviour patterns among students including, substance abuse, riots, crime, stealing, class boycott, demonstrations, violence, use of abusive language, lack of adherence to school rules and school authorities, examination malpractices, pilfering of school books, absconding from school, perpetual truancy, writing or painting-graffiti on school walls and many other vices perpetrated by students. Since students spend much of their time in school, schools are expected to assume a much broader approach to character development than what they have done in the past [2]. Normal behaviour in students depends on the student's age, personality and physical and emotional development [7]. A student's behaviour may be a problem if it does not match the expectations of the family or if it is disruptive. Normal or "good" behaviour is usually determined by whether it is socially, culturally and developmentally appropriate. Knowing what to expect from your child at each age will help you to decide whether his or her behaviour is normal. Difficult behaviours and academic concerns may develop secondary to medical problems, behavioural problems, delayed cognition and mood disorders [6]. All of these issues must be explored to create a comprehensive diagnostic and treatment plan [3, 4]. A cross sectional survey of school students was conducted to determine magnitude of specific behavioral disorders in students in Butajira, Southern Ethiopia. Amharic version of the diagnostic instrument for students and adolescents was used to interview 1,477 students. The survey concluded that 5% students had at least one or more behavioural disorders. The most frequent diagnosis was anxiety disorders (1.6%), attention deficit hyperactivity disorder (1.5%) and disruptive behaviour disorders (1.5%). The study shows that specific mental and behavioural disorders in the students are significant public health problems [5].

Objectives of study

- To assess the factor influencing deviant behaviour among students in selected high school of Mohali.
- To find out the association between factors influencing deviant behaviour among students and their selected demographic variables.
- To develop education module based on the learning needs students regarding behavior

Hypothesis

H 1: There will be significant relationship between factors influencing deviant behavior among students.

MATERIAL AND METHODS

Research approach

This study's research methodology used a quantitative technique.

Research design

This study's research design is descriptive.

Setting of the study

Students in the ninth and tenth grades of chosen high schools in Mohali, Punjab, will participate in the study.

Population

In this study population [9] who were studying in ninth and tenth grades at selected high schools of district, Mohali.

Sample

Students of 9^{th} and 10^{th} class at selected high schools of district, Mohali.
Sample size-150

Sampling technique

The sample for this investigation was chosen using a simple random sampling method.

Sampling selection criteria

Inclusive criteria

- Students who were enrolled in ninth and tenth grade classrooms
- Who were open to taking part in the study?

Exclusive criteria

- Students who weren't available during the data collecting session.

Data collection tools and technique

Section A: Age, gender, religion, class, mother's and father's educational backgrounds, family structure, location of residence, and information source are all examples of demographic information.

Section B: To determine the elements influencing student's aberrant behaviour, a structured questionnaire was created.

Section C: Association between scores with selected socio-demographic variables.

Procedure for data collection

The methodical gathering of information pertinent to a research project is known as data collection. For a chosen group of 150 pupils, formal approval was acquired from the principals of SBS Govt Sen Sec School in Mjatari and Govt females Sen Sec school in the district of Mohali. The researcher gave a self-introduction and described the goal of the investigation. The information was gathered using a standardized questionnaire.

Ethical and legal aspects

- The institutional ethics committee granted its approval.
- Ethical permission was obtained from the principal of SBS Govt Sen Sec school, Mjatari and Govt girls Sen Sec school of district Mohali
- Anonymity and confidentiality of the participants was maintained during the study.
- Informed written consent was taken from the individual subject.

RESULTS AND DISUSSION

Data was collected to assess the factorsinfluencing deviant behavior among students of selected high schools of Mohali. Non parametric test (chi-square) was used to assess the association between scores with selected socio-demographic variables at 0.05 level of significance.

TABLE 1-Distribution of sample frequency and percentages in relation to particular demographic factors N=150

Socio demographic factors		Percentage (%)	Frequency(f)
Age	a) 14	3	4
	b) 15	47	71
	c) 16	47	71
	d) 17	3	4
Gender	Male	51	77
	Female	49	73
Religion	Hindu	24	36
	Muslim	0	0
	Sikh	73	110
	Christian	3	4
Class	9^{th}	44	66
	10^{th}	56	84
Education of Father	Illiterate	0	0
	High	13	20
	Senior Secondary	30	45
	Graduate	51	77
	Post Graduate	5	8
Education of Mother	Illiterate	0	0
	High	41	62
	Senior Secondary	30	45
	Graduate	28	42
	Post Graduate	1	1
Type Of The Family	Single Parent	4	6
	Nuclear Family	73	110
	Joint Family	23	34
Place Of Residency	Rural	57	86
	Urban	43	64
Sources Of Information:-	Newspapers	21	32
	TV	56	84
	Books	23	34
	Magazines	0	0
	Internet	0	0

Table 1. Depicts the distribution of frequency (f) and percentage (%) based on demographic factors. The data shows that the majority of the participants, or 47 percent, were between the ages of 15 and 16. (71 percent). On the other hand, 3 (4%) of the pupils were between the ages of 14 and 17. Males made up more of the population overall, at 51 percent (77), compared to females, who made up 49 percent (73). Maximum 110 (73%) of the subjects were Sikhs due to their religious affiliation. There were 36 (25%) and 4 (3%) Christian and Hindu subjects, respectively. There was not a single Muslim student. In terms of class, there were 84 (56%) subjects from the 10th class and 66 (44%) subjects from the 9th class among the participants.

Regarding education of father, majority of fathers are Graduate i.e. 77 (51%), 45 (30%) were secondary passed, 20 (13%) passed metrics and only 8 (5%) were Post Graduate. Other side, in case of education of mothers, majority of mothers are high school passed i.e. 62 (41%), 45 (30%) were secondary, 42 (28%) did Graduation and only 1 mother is Post Graduate.

Relating to type of the family, most of the students belong to nuclear family which were 110 (73%), 34 (23%) from joint family and only 6 (4%) were child of single parents. According to the place of residency, 86 (57%) students were from village and 64 (43%) from urban area. As per sources of information, subjects

received information regarding factors influencing deviant behaviour from TV i.e 84 (56%), books 34 (23%) and newspapers i.e 32 (21%).

Table 2: Frequency and percentage distribution of students according to their level of Scores N= 150

Level of Scores	Percentage	Frequency
Good(27-40)	54	81
Average(14-26)	45	68
Poor(0-13)	1	1

Table 2 reveals that the majority of students 81% (54) has good, 68% (45) has average and only 1% (1) has poor scores regarding factors influencing deviant behaviour.

Table 3: Association between Scores and Demographic Variables [N=150]

Demographic Data		Levels (N=150)			Association with factors influencing deviant behavior score				
Socio demographic variables		Good	Average	Poor	Chi Test	P Value	df	Table Value	Result
Age	a)	2	2	0	1.753	0.941	6	12.59159	Not Significant
	b)	41	30	0					
	c)	36	34	1					
	d)	2	2	0					
Gender	Male	35	41	1	5.273	0.0716	2	5.991465	Not Significant
	Female	46	27	0					
Religion	Hindu	21	14	1	5.050	0.2822	4	9.487729	Not Significant
	Muslim	0	0	0					
	Sikh	59	51	0					
	Christian	1	3	0					
Class	9th	35	30	1	1.294	0.5237	2	5.991465	Not Significant
	10th	46	38	0					
Education of Father	Illiterate	0	0	0	3.353	0.7635	6	12.59159	Not Significant
	High	9	11	0					
	Senior Secondary	26	19	0					
	Graduate	40	36	1					
	Post Graduate	6	2	0					
Demographic Data		**Levels (N=150)**			**Association with factors influencing deviant behavior score**				
Variables	**Opts**	Good	Average	Poor	**Chi Test**	**P Value**	**df**	**Table Value**	**Result**
Education of Mother	Illiterate	0	0	0	4.553	0.6023	6	12.59159	Not Significant
	High	33	29	0					
	Senior Secondary	27	18	0					
	Graduate	20	21	1					
	Post Graduate	1	0	0					
Type Of The Family	Single Parent	3	3	0	.461	0.9772	4	9.487729	Not Significant
	Nuclear Family	60	49	1					
	Joint Family	18	16	0					
Place Of Residency	Rural	48	38	0	1.525	0.4665	2	5.991465	Not Significant
	Urban	33	30	1					
Sources Of Information:-	Newspapers	16	16	0	1.107	0.8931	4	9.487729	Not Significant
	TV	46	37	1					
	Books	19	15	0					
	magazines	0	0	0					
	Internet	0	0	0					

Table 3 reveals that there was no statistically significant correlation between the students' scores for the factors driving deviant behaviour and their age, as shown by the chi square test result (1.753) being lower

than the table value (12.59159). Then, since the chi test result (5.273) is lower than the table value, it is evident that there was no significant link between student scores regarding factors causing deviant behaviour and their gender (5.991465). Given that the chi test value (5.050) was lower than the table value, there was no statistically significant link between students' scores on factors influencing deviant behaviour and their religion (9.487729). The chi test result (1.294) is then shown to be smaller than the table value (5.991465), indicating that there was no significant correlation between the student test scores. Regarding factors influencing deviant behaviour with their class. It shows that the chi test value (3.353) is lesser than table value (12.592) which indicates that there was no significant association between scores of students regarding factors influencing deviant behaviour with their education of father. It depicts that the chi test value (4.553) is lesser than table value (12.59159) which indicates that there was no significant association between scores of students regarding factors influencing deviant behaviour with their education of mother. It depicts that the chi test value (0.461) is lesser than table value (9.488) which shows that there was no significant relationship between students' test scores factors influencing deviant behaviour with their type of family. This illustrates that the chi test value (1.525) is lesser than table value (5.991465) which indicates that there was no significant association between scores of students regarding factors influencing deviant behaviour with their place of residency. It depicts that the chi test value (1.107) is lesser than table value (5.991465), which shows that there was no statistically significant correlation between student scores on the causes of deviant behaviour and their residence. It demonstrates that the chi test value (1.107) is lower than the table value (9.488), indicating that there was no correlation between students' scores regarding the influences on deviant behaviour and the informational sources used.

DISCUSSION

A study was conducted on 439 students at 4 Italian medical schools. Students were asked to complete a 60-item questionnaire. Two scores were computed: Score 1 assessed knowledge of the epidemiology of smoking, risks associated with smoking, and benefits of cessation. Score 2 assessed knowledge of tobacco dependence treatment guidelines and the effectiveness of treatments. A score of less than 60% indicated insufficient knowledge. Medical students had limited knowledge of the epidemiology of smoking, attributable morbidity and mortality, and the benefits of cessation. This limited knowledge was reflected by the finding that 70% of students had a total Score 1 less than 60% of available points [9]. Knowledge of clinical guidelines, perceived competence in counseling smokers, and treatment of addiction was also insufficient, as 76% of students achieved a total Score 2 of less than 60%. Data demonstrate that Italian medical students have limited knowledge about tobacco dependence [10].

CONCLUSION

The study's conclusions are the researcher's attempt to show what scores has been gained by the researcher during the study and also attempt to generalize the findings. The study showed that majority of students 81% (54) has good, 68% (45) has average and only 1% (1) has poor scores regarding factors influencing deviant behaviour. Regarding the association between scores with demographic variables, there was no significant association between scores with selected socio-demographic variables.

REFERENCES

1. Usha P and Moly Kuruvilla (2002). "Supporting system and certain behaviors problems of school students in Malappuram District". Project report.
2. MOE (1997) Standards and Evaluation Guidelines, Lusaka.01-04
3. M.Rajamanickam. (2007).1stedition, publishers GNOSIS, www.bagchee.com/books.
4. Javelin C.M.S, Jon Roth M.D. Medical practice in Edmond, Oklahoma, dedicated to helping families by evaluating children with developmental and behavioral issues.
5. Ashenafi Y Kebede D, Desta M, Alem A (2004). Prevalence of mental and behavioral disorders in Ethiopian children. Department of Community Health, Addis Ababa University, Ethiopia. Arch Pediatr Med. 158(8); 766-72
6. Bear, G. G (1995). Best practices in school discipline. UCLA centre for mental health in schools/Los Angeles. Email. smph@ucla.ed.
7. Sivaharimani. (2008). Emotional and Behavioral problems of school children. Pp78.
8. Palo Alto Medical foundation. http;/www.pamf.org.
9. Maj. J. Prakash, Brig S. Sudarsanan, Col P K Pardal, Col. S. Chaudhury (Retd.) et al. (2006). "Study of behavior problems in a pediatric outpatient department". India. MJAFI 62:339-341.
10. A.E. Kazdin (1980). Acceptability of alternative treatments for deviant child behavior. J Appl Behav Anal. Summer;13(2):259-73

CITATION OF THIS ARTICLE

Suman Vashist, Nitika Thakur, Nicky Tyagi, Poonam Yadav. A Study to Assess The Factors Influencing Deviant Behaviour Among Students in Selected High Schools of Mohali, Punjab with the View to Develop Health Education Module. Bull. Env. Pharmacol. Life Sci., Spl Issue [4]: 2022: 69-73