

Factors Which Are Connected With Deviated Behaviors of High School Students

Bashkim Rakaj

International University of Novi Pazar, Novi Pazar, Serbia

The school is an educational institution, where students are educated and learn under the guidance of teachers, but in some cases, students do not respect the rules set by the school. In many cases, students, while being in the school, during or out of the learning process, cause trouble, presenting behaviors that are contrary to the rules of the school, but also of the society in general. Students, trying to be as active as possible, present deviant behavior, not fulfilling the obligations presented by teachers, hindering the learning process, harassing others, and engaging in other behaviors, which are detrimental to the individual, the school, and society as a whole. The school should play a key role in creating a suitable and educational environment for students, in order to create valuable generations for the country. There are a number of internal and external factors that influence the behavior of individuals. In many cases, family factors and demographic factors in general play an important role in student behavior in the classroom. Parental education, employment, housing, and many other factors influence student behavior. The study of this problem aims to clarify the correlation of factors with deviant behaviors of students in the classroom. The focus of the study is on high school students. From the empirical results, it was found that there is a correlation between student residence and deviant behavior, student school level and deviant behavior, family structure and student behavior in the classroom.

Keywords: deviant, factor, classroom, student, behavior

Literature Examination

Deviate Behaviors of Students

The process of forming consistence human behaviors, which are harmonized with the requirements and norms of the social environment, is complex and difficult. During this process, not everyone is able to form regular behaviors. Some students form persistent negative behaviors, which conflict with their circle.

In some cases, students, by their own behavior, violate social norms and conflict with the school environment and the social circle. Such students, in some cases, are part of a group that causes violence against others, consume alcohol, tobacco, and drugs, and do not respect school rules, not fulfilling their obligations to learning, they have inappropriate behavior towards friends and in some cases to their teachers.

Definitions for deviation. There are definitions of deviation from many authors, but we will try to present only some of the definitions of these authors.

Bashkim Rakaj, PhD candidate, International University of Novi Pazar, Novi Pazar, Serbia; master of Social Policy Analysis, University of Tirana, Tirana-Albania.

Correspondence concerning this article should be addressed to Bashkim Rakaj, Center for social work, Prizren, Kosovo.

According to Durkheim, deviance is an inevitable and normal aspect of social life. As one of the leading representatives of structural functionalism, he sees deviant behavior as “an integral element in any healthy society” (Durkheim, 1982, p. 98).

Deviation is a natural component of social activity that “makes people more aware of common interests” (Erikson, 1966, pp. 3-4). Although deviance is a daily element of social life, the definitions of which phenomenon is deviant are various.

Given the diverse and variable nature of deviance, it is understandable the reason for its many definitions, both by sociologists and researchers in other fields. Although, not all researchers use the same terminology, in the field of sociology, in general, there are two major perspectives on the definition of deviation: the normative perspective and the relativistic or situational perspective. Thus e.g. Clinard and Meier (2007, pp. 4-8) differentiate between the “normative” and the “reactive” or “relative” definition.

The first definition assumed by these two researchers is directly related to social norms and rules, the violation of which causes deviation, while the second definition does not pay attention to the normative system but emphasizes the importance of social reactions to different behaviors, reactions which classify and label behaviors as conformist or deviant, making them distinct from each other.

Jensen (2011, p. 12) identifies two main directions regarding the definition of deviation: (1) Deviation as a norm-violation behavior and (2) Deviation as a reaction construct.

According to the normative perspective, deviation is any thought, feeling, or action that members of a social group judge as something that has violated the norms or rules of this group (Douglas & Waksler, 1982, p. 10).

It has long been pointed out that deviation has its roots in norms, classified as traditions, customs, and laws, which determine what is right or wrong in a given society (Sumner, 1907, p. 521).

Norms are defined as “statements made by a number of members of a group and not necessarily by all members of the group, which point out that group members must behave in a certain way in a given situation” (Homans, 1961, p. 46), and as “standards and rules that point out what human beings should and should not think, say, or do in a given situation” (Blake & Davis, 1964, p. 456; Pfuhl & Henry, 1993, pp. 8-12).

From a relativistic point of view, deviation is not simply a violation of norms, but a consequence of a social reaction. Thus, what is deviant in one situation and at a given time is not deviant in one situation and at another time. Both norms and deviations result from social interaction; they are socially formed on the basis of negotiation or consensus (Pfuhl & Henry, 1993, pp. 8-12).

Inappropriate behavior. There are many behaviors, which can be the result of actions under the influence of various factors, and which have a negative impact on their relationships with other students and other participants in the learning process. In the context of these behaviors, we considered that they could include: quarreling with others, taking other people’s things, not doing homework, not doing class assignments, insulting students and teachers, quarreling with teachers, running away from lessons, etc.

- Students’ quarrels at school can be caused by the individual, or even by a group of students, who, trying to imitate the behavior of “gangsters” in movies, behave as such, and quarrel with others who “get in their way”.
- Taking things from others is inappropriate behavior, which over time can cause students to become delinquent and perpetrators of various criminal offenses.
- Students who do not complete homework and those in the classroom, mostly have poor learning results, do not have the right attitude with others, and are not interested in learning.

- Students who use insults against other students and teachers may be students who consume alcohol, drugs, but may be students who do not use any of these, but who behave rudely towards others for other reasons, including but not excluding parental divorce, domestic violence.

- Leaving classes can be caused by many problems, ranging from alcohol and drugs, including failure to complete tasks, but there can be many other causes, which can be unknown.

Factors related to student behavior. There are many factors which can be determined, but there are also factors that are difficult to determine and which have an impact on student behavior. The focus of factor impact testing has been mainly on family and personal circumstances, without directly linking it to social factors in school and the environment.

- Gender is an important factor, as in many studies, men are more likely to engage in inappropriate behavior.
- Employment and education of parents, in many cases, play an important role in students' behavior in the classroom.
- The school level, lower and upper secondary school, is related to the age of students. Mostly high school students show more inappropriate behavior.

- Family structure is very important. In families where both parents and children live, and there is no major disagreement, the chances are high that students will behave appropriately, while in families where children live with one parent, the chances are higher that children will behave inappropriately.

Methodology and Methods

The Objective of the Study

The objective of the study of this topic is to find the factors that influence the deviant behaviors of high school students.

Research Questions and Hypotheses

Research questions:

- Is there a correlation between gender and deviant student behavior?
- Is there a connection between the place of residence and the behavior of the students?
- Is there a connection between the level of the school where they learn and the deviant behavior of students?
- What is the relationship with the family structure and deviant behavior of students?

Research hypotheses:

- Male students tend to behave more inappropriately than girls.
- There is a statistically significant relationship between residence and students' behavior in the classroom.
- High school students have more inappropriate behavior than primary school students.
- There are statistically significant correlations between family structure and students' behavior in the classroom.

Representative Group

The representative group consists of 258 students, where, 117 are male, 141 are female, 151 are lower secondary school students, 107 are high school students, 112 are rural students, and 146 live in the city. In terms of living with parents, 245 students live with both parents, 11 live with their mother, and two live with their father.

Research Instrument

The research instrument is an instrument modified and adapted to the needs of the study and consists of two parts. In the first part, the demographic data of the students are presented, while in the second part, 12 questions of the Likert scale are presented, which are related to the deviant behaviors of the students in the class, etc.

Reliability of the Research Instrument

The overall Cronbach’s Alpha coefficient of measurement reliability is 0.822, which is high value and indicates that the meter is very reliable. Based on the reliability result obtained from the Cronbach’s Alpha, it can be concluded that the reliability of the instrument is high.

Table 1

Reliability Statistics of Alpha Cronbach’s model

Cronbach’s alpha	Cronbach’s alpha based on standardized items	N of items
0.822	0.828	12

Methods of Statistical Data Analysis

The data were analyzed through the statistical package for social sciences (SPSS). To test the internal consistency of the instrument, Alpha Cronbach was used, taking the value above 0.7 as a value that proves whether or not the questionnaire has internal consistency as well as the parallel model.

To compare deviant behaviors, female and male students used the *t*-test. The Mann-Whitney *U* test was used to compare students’ behavior based on school level (lower secondary, upper secondary) and their place of residence.

The Kruskal-Wallis test was used to test the hypothesis: The relationship between family structure and student behavior.

Results

In the framework of this chapter, the frequency results will be treated, where through the percentage, these data will be presented. Also, through statistical tests, the data of the results related to the research hypotheses are presented.

Frequency Results

Based on the results, regarding the deviant behaviors of students in the classroom, it turns out that 0.8% of students always take things that are not theirs, 1.5% of them have taken things several times, 14.3% their own, have taken the things of others sometimes, and 83.4% of the participating students have never taken the things of others.

In the case: You are careless with school books/items, 1.2% of students have expressed that they are always careless, 1.2% of them have expressed that they are often careless, 3.1% have shown that several times they have been careless, 23.9% of the students have shown that they have sometimes been careless, and 70.3% of the participating students have shown that they have never been careless with school books/items.

The results show that 0.4% of students always quarrel with others, 2.7% of them sometimes are busy with other students, 27.4% of them have shown that sometimes they are busy with other students, and 69.5% of students have indicated that they have never been involved with other students.

From the results it was found that 1.2% of the participating students always use heavy or inappropriate words, 0.4% of them often use heavy words, 1.5% of them have admitted that they have used words several times severe or inappropriate, 12.7% of students have several times used heavy words or inappropriate language, while 84.2% of them have never used nasty words or inappropriate language.

The results show that 0.4% of students always go to school without doing homework, 1.5% of them often go to class without homework, 4.2% several times have gone homeless, 40.9% have sometimes gone to school without homework, while 52.9% of students have never gone to school without doing homework.

The results showed that 1.5% of students do not always do the tasks assigned by the teacher in the classroom, 0.4% of students often do this, 2.3% of students have done so several times action, 19.1% of students have never completed class assignments, while 76.1% of students have never been left without completing the assignments assigned to them by the classroom teacher.

The results showed that 1.2% of students always play with others when the teacher explains the lesson, 1.9% of them often do this action, 0.8%, several times they have done this action, 15.4% of the students, have sometimes played with others, while 80.7% of students have never played with others while the teacher has been explaining the lesson.

The results showed that 0.4% of students always get in trouble with the teacher, 0.4% often get in trouble, 1.5% sometimes get in trouble with the teacher, and 93.8% of the students have never been in trouble with the teacher.

The results showed that 0.8% of students go to class late, 3.9% sometimes go late to school, 28.2% of students often go late to school, while 67.2% of students never go to school late.

The results showed that 0.4% of students are absent from illegal teaching, 1.9% of them are sometimes absent from illegal teaching, 18.9% of them are sometimes absent without permission, while 78.8% of students have never been absent from school without permission.

The results showed that 0.8% of students always speak at a time when another student is speaking, 0.8% of

Table 2

Frequency Results

Questions	Almost always	Frequently	Several times	Sometimes	Never
	%	%	%	%	%
Takes things in the classroom that do not belong to you (which are not yours)	0.8	0	1.5	14.3	83.4
He/she is careless with school books/items	1.2	1.2	3.1	23.9	70.3
He/she quarrels with classmates/students	0.4	0	2.7	27.4	69.5
Uses harsh words or speaks inappropriate language in the classroom	1.2	0.4	1.5	12.7	84.2
Goes to classroom without homework	0.4	1.5	4.2	40.9	52.9
He/she does not do his/her homework to be assigned by the teacher in the classroom	1.5	0.4	2.3	19.7	76.1
Plays with others at the time the teacher explains the lesson	1.2	1.9	0.8	15.4	80.7
You quarrel with the teacher	0.4	0.4	1.5	3.9	93.8
Enters in the classroom late	0.8	0	3.9	28.2	67.2
Absent from lessons without permission	0.4	0	1.9	18.9	78.8
He/she speaks while another student is speaking	0.8	0.8	4.6	31.3	62.5
Uses mobile phone or i-Pod, MP3, etc., at the time when the class is taught	0.8	0.4	2.7	6.9	89.2
Overall results	0.80%	0.60%	2.6%	20.3%	75.7%

Hypothesis Results

Hypothesis 1:

- Alternative hypothesis (HA): Male students tend to behave more inappropriately than girls.
- Zero hypothesis (H0): There is no gender difference in behavior based on gender.

Empirical results showed that the mean score for male students was $M = 55.46$, while the standard deviation was $DS = 5.12$, the mean score for female students was $M = 57.13$, the standard deviation was $DS = 3.213$.

The results of the basic T -test assumption, Levene’s test for variance homogeneity, showed that $F = 10.588$, while $p = 0.01 < 0.05$, so we can say that variances are not homogeneous.

Regarding deviant behaviors, in female and male students, for equal variances assumed, $p = 0.03 < 0.05$, while for equal variances not assumed, $p = 0.04 < 0.05$. Both values for both assumed equal variances and not equal assumed variances are less than 0.05, within the 95% confidence interval. This result shows that male students have more inappropriate behaviors than female students.

Table 3
Group Statistics

Group statistics					
	Sex	<i>N</i>	Mean	Std. deviation	Std. error mean
Deviation	Male	117	55.46	5.120	0.473
	Female	141	57.13	3.213	0.271

Table 4
T-Test for Hypothesis Testing

Independent samples test									
Deviant behavior	Levene’s test for equality of variances				T -test for equality of means				
	<i>F</i>	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	10.588	0.001	-3.182	256	0.002	-1.666	.524	-2.697	-0.635
Equal variances not assumed			-3.056	187.614	0.003	-1.666	.545	-2.742	-0.590

Hypothesis 2:

- Alternative Hypothesis (HA): There are statistically significant correlations between student residence and classroom behavior.
- Zero Hypothesis (H0): There is no correlation between student residence and classroom behavior.

To test this hypothesis, the nonparametric test, Mann-Whitney U , was used. The results showed that the average of the village students, $M = 112$, while for students living in the city, $M = 146$, $U = 6277.5$, $Z = -3.228$, $p = 0.001 < 0.05$. The results showed that there are statistically significant differences between student residence and deviant behavior in the classroom.

Table 5
Ranks Group

Ranks				
	Residence	<i>N</i>	Mean rank	Sum of ranks
Deviant behaviour	Village	112	112.55	12,605.50
	Town	146	142.50	20,805.50
	Total	258		

Table 6

Mann-Whitney U Test

Test statistics ^a	
	Deviant behavior
Mann-Whitney <i>U</i>	6,277.500
Wilcoxon <i>W</i>	12,605.500
<i>Z</i>	-3.228
Asymp. Sig. (2-tailed)	0.001

^a Grouping variable: residence.

Hypothesis 3:

- Alternative Hypothesis (HA): High school students behave more inappropriately than lower secondary school students.
- Zero Hypothesis (H0): There are no differences between school level and student behavior.

The test for the behavior of primary school students and high school students was done through the nonparametric test Mann-Whitney *U*. The average score of 6-9 grade students, $M = 149.28$, while for grade students 10-12, $M = 101.58$, $U = 5091$, $Z = -5.111$, $p = 0.000 < 0.05$. The results showed that there are statistically significant differences between students in grades 6-9 and those in grades 10-12 in terms of classroom behavior. From the average results, it is noticed that students in grades 10-12 have more inappropriate behavior than students in grades 6-9.

Table 7

Ranks

Ranks				
	Class	<i>N</i>	Mean rank	Sum of ranks
Behavior	6-9	151	149.28	2,2542.00
	10-12	107	101.58	10,869.00
	Total	258		

Table 8

Mann-Whitney U Test

Test statistics ^a	
	Deviant behavior
Mann-Whitney <i>U</i>	5,091.000
Wilcoxon <i>W</i>	10,869.000
<i>Z</i>	-5.111
Asymp. Sig. (2-tailed)	0.000

^a Grouping variable: class.

Hypothesis: 4

- Alternative Hypothesis (HA): There are statistically significant correlations between family structure and student behavior in the classroom.
- Zero Hypothesis (H0): There is no correlation between family structure and student behavior in the classroom.

Data on study variables that determine the factors associated with deviant behavior of high school students were tested for their normal distribution through the Kolmogorov-Smirnov test. The normality test for deviant

behavior, as seen in Figure 1 shows that $M = 56.37$, while $DS = 4.26$, absolute value 0.198, positive 0.197, negative -0.198, statistical test 3.182, while $p = 0.000 < 0.05$. This result explains abnormal distribution as the values of this test for normal distribution should have been in the value $p > 0.05$.

Testing the correlation of students' deviant behavior in the classroom with factors was done through the Kruskal Wallis Test.

As per the relationship between living with both parents and the behavior of students in the classroom, $\chi^2 = 6.424$, while $p = 0.040 < 0.05$.

From these results we can conclude that there is a statistically significant relationship between family structure and student behavior in the classroom. Based on the results averages, it is more appropriate for students who live alone with their mother, $M = 75.41$, then those who live alone with their father, $M = 105.25$, while the average, most appropriate behavior is for students who live with both parents, $M = 132.13$.

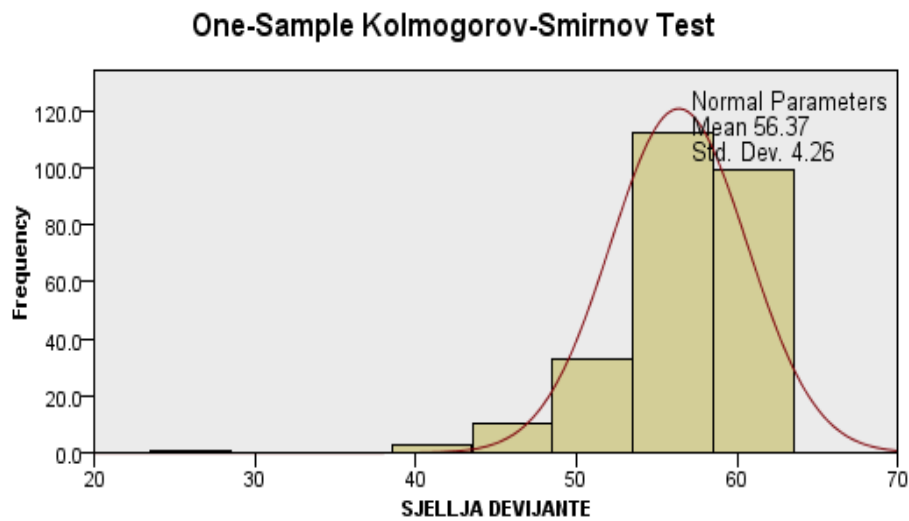


Figure 1. One-sample test Kolmogorov-Smirnov Test.

Table 9

One-Sample Test Kolmogorov-Smirnov Test

Total		258
Most Extreme Differences	Absolute	0.198
	Positive	0.197
	Negative	-0.198
Test Statistic		3.182
Asymptotic Sig. (2-sided test)		0.000

Table 10

Ranks

Ranks			
	Do you live with both parents?	N	Mean rank
Deviant behavior	Yes, I live with both parents	245	132.13
	I live alone with my mother	11	75.41
	I live alone with my father	2	105.25
	Total	258	

Table 11

Kruskal Wallis Test

Test statistics ^{a,b}	
	Deviant behavior
Chi-square	6.424
df	2
Asymp. Sig.	0.040

^a Kruskal Wallis Test.

^b Grouping variable: Do you live with both parents?

Conclusions

From the empirical results, some conclusions have been drawn.

Conclusions Regarding Empirical Results

According to empirical results, about 75.7% of high school students never engage in deviant behavior, while only 0.8% of them behave almost always deviantly. From these results we can conclude that only a small number of students have inappropriate behavior almost constantly.

Conclusions Regarding the First Hypothesis

Based on empirical results, it was found that the average score for high school women is higher than that of men, $p < 0.05$. From these results it was found that females behaved more appropriately than males of their age. In a study conducted by Borg and Falzon (1989), it was found that boys are more involved in deviant behavior than girls.

Conclusions Regarding the Second Hypothesis

Based on empirical research, it was found that students living in the village have a lower average than students living in the city, while $p < 0.05$. From this result it can be concluded that students living in the city, have more appropriate behavior than students living in the countryside. The exact reasons cannot be found, however, one of the reasons may be that high school students were also involved in the research. As it is well known, these schools are mainly concentrated in cities, so students traveling from the countryside, in many cases, fail to adapt to the new environment, and behave more inappropriately.

Conclusions Regarding the Third Hypothesis

Differences in the behavior of students in grades 6-9 and 10-12, also mean the age differences of these students. Based on empirical results, the average score for students in grades 6-9 is higher than in students in grades 10-12, $p < 0.05$. From these results it can be concluded that younger students (grades 6-9) have more appropriate behaviors than older students (grades 10-12).

In a study conducted by Walker, Ramsey, and Gresham (2004), they noted that as students get older, their deviant behavior in the classroom increases.

Conclusions Regarding the Fourth Hypothesis

Family structure and family functionality have a major impact on the right education and behavior of students. From the empirical results, it was found that the average score of students living with both parents is higher than that of students living with one of the parents, and of these, the lowest average is the number of students living with the mother, $p < 0.05$. From these results it was found that there is a correlation between family structure and student behavior in the classroom.

Testing has been done to link parental employment and schooling. The results showed that there was no statistically significant relationship between these factors and the behavior of students in the classroom.

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