

A Study of Self Control and Deviant Behavior of Secondary School Students of Mirpur, Azad Kashmir

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This study aimed at finding the effect of self control (SC) on deviant behavior (DB) of Students. The approach of the study was quantitative. Causal comparative research design was used to investigate the effect of self control on students' deviance. Students (8940) of grade 9th and 10th of all public schools of Mirpur, Azad Jammu and Kashmir (AJK) constituted the population of this study. Data were collected from 470 students of Mirpur, AJK. Out of them there were 291 males and 179 were females. Two scales, SC Scale originally developed by Grasmick et al., (1993) and Normative Deviance Scale by Vazsonyi et al., (2001) were adapted to measure the SC and DB of the students respectively. Descriptive statistics, t-test and linear regression were applied to analyze the data. Results of the study found a low level of SC and high level of DB among the secondary school students. Female were more SC led as compared to the males whereas male showed more DB than females. Regression analysis showed that SC has significant positive effect on the DB and it brings 49.8% variability in the DB of the secondary school students. It was recommended that SC related activities should be added into the curriculum at primary level as this is the best age for the development of SC into the students. Workshops and seminars should be held at Secondary Schools to bring awareness on the benefits of SC for the teachers and students.

Keywords: self-control (SC), deviant behavior (DB), secondary school students, Mirpur, Pakistan.

Puberty is a particularly testing stage in the life expectancy in light of the fact that advancing physical and mental advancement. Formative procedures during puberty grant and even animate wants and experimentation with practices that are named as deviant behaviors by cultural laws and standards. With these progressions students starts to settle on significant choices that have the

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Contribution of Authors:

1. Dr. Muhammad Zafar Iqbal, has contributed in research conceptualization, acquisition, data analysis, conclusions, and realized the paper.
2. Safia Janjua, work hard on finalizing data collection tools and collected the data, and wrote discussion section.
3. Dr. Jahan Ara Shams, worked on introduction, literature review and finalized reference list

potential for considerable effect on their life (Harris, Duncan & Boisjoly, 2002). Taking part in DB during the age of puberty is an indicator of dangerous results, for example, unsafe sexual conduct, or substance misuse, till the adulthood (Lansford, Dodge, Fontaine, Bates, & Pettit, 2014).

Secondary school students are in the developmental period known as puberty, a period which falls in the middle of adolescence and adulthood. This phase is depicted as storm and stress of life and portrayed as a time of personality crisis. Troubles arose in different areas of the life of the youth as they begin to oppose adults and show more insubordination. They also begin to show more unpredictable feelings than they did as children and show more emotional responses. Of particular concern, these students have higher rates of irresponsible, normE-breaking, and antisocial behaviors as compared to children or adults.

The concept of SC ranges from education and psychology to public health and criminology among several fields (Cunha & Heckman, 2007; Moffitt et al., 2011; 2013; Tangney, Baumeister & Boone, 2004; Vazsonyi, Mikuska, & Kelley, 2017). Longitudinal study, childhood SC projected the financial socioeconomic status and income of the participants in Dunedin, New Zealand (Duckworth, 2011). It is related to the substance abuse, general health DB as well.

Self-Control (SC) is defined as the ability to do those acts which do not give immediate pleasure; it is the act of an individual that gives him favor in long-term interests. The SC level is influenced in early years by the behavior of the family or other caregiver. If it is not established in the early years of life, it can lead the behavior of an individual towards DB in later years of life (Gottfredson & Hirschi, 1990).

Individuals are more susceptible to deviant behaviors, like cigarettes, gambling, risky sexual activity and drug abuse if they are weak in their SC (Pratt & Cullen, 2000), these actions give them instant gratification of their desirable behavior. Most of the studies have identified SC as a key individual variance that influences adaptation rates and formative results across life (Moffitt et al., 2011; Vazsonyi & Huang, 2010).

Deviance is an umbrella term which incorporates irregular, startling, surprising, non-standard or DB (Vadera, Pratt, & Mishra, 2013). Deviant Behavior (DB) may not just lead to issues that incorporate harassing, and brutality directly inside a school setting, however to likewise progressively genuine outcomes, for example, social maladaptation and wrongdoing (Rodger, 2008; Furniss, 2000). Just as low SC is thought to be at the core of numerous cultural issues, including substance misuse, obesity, impulsive buying and criminality.

In Pakistan, DB of students has been investigated in many researches (Ghazi, Gulap, Tariq, & Khan, 2013; Fatima & Malik, 2015; Mushtaq & Kousar, 2018). Researchers explore the dimensions of DB in the students at secondary school level. Teachers reported the disruptive behavior in the students of nearly all kinds regardless of the differences in the operation, nature, or the background of the schools. Teachers observe 55% of the aggressive behavior in girls and 66% in boys of secondary schools. But still there is a need to explore the effects of those factors that may lead to the deviant behavior.

Many researches have been conducted over the past 40 years most of the reviews found empirical support for the effect of SC on Deviant behavior that found strong throughout life in many

countries and over time. Previous research has shown that level of SC is a key in understanding variability in deviance (Vazsonyi & Belliston, 2007).

The impact of low SC on different deviant behaviors has been reliably found in various investigations using assortment of strategies (Vazsonyi & Huang, 2010; Pratt & Cullen, 2000). Researches from Japan (Vazsonyi, Pickering, Junger, Hessing, 2004), Canada (Teevan & Dryburgh, 2000) and Russia (Tittle & Botchkovar, 2005), upheld the strong effect of SC on deviant behavior. But, study from china (Cretacci, Rivera, & Ding, 2009; 2010), South Korea (Hwang & Akers, 2003) and Hong Kong (Wang, Qiao, Hong, & Zhang, 2002) did not show a significant effect of these two variables.

Lastly, deviant behavior regarding the norms of the school and SC and its effect on Deviant behavior yet not been investigated on the sample of secondary school students in Pakistan. There is a need to research the variability of DB affected by the SC from Pakistani culture. This study may be an addition in the literature about the effect of SC on DB among secondary school students.

Literature review

SC is the broadly considers construct in social sciences. Over 3% of peer-reviewed articles are on the key word SC (Duckworth, 2011). Hirschi and Gottfredson (2008) characterized SC as “the tendency to consider the long-term consequences of one’s acts” (p. 220). People having low SC surrender to the desires of time, are self-focused, use physical exercises, have risky behaviors, have a here-and-now orientation, and become easily frustrated and angry. Additionally, they portray demonstrations of crime and regularly harmful to other people. Their practices are quickly satisfying, simple, energizing, physical, and pleasurable. But people having more SC are ready to delay gratification, consider others, and refrain from risky behaviors, are willing to face difficult situations, wanted to talk about their problems, and are less frustrated and calm.

Theory of SC

The theory (Crime) given by Gottfredson and Hirschi (1990) proposed that low SC; they distinguish six components that involve in low SC. To begin with, person having low SC are imprudent and can't avoid short-term advantages. Persons having more significant SC level are ready to take long-term consequences and concede delight of wants. Secondly, individuals having low SC incline toward simple endeavors rather than effortful planning. Third, individuals having low SC probably go for adventures, but those having more levels of SC are careful. Fourth, persons having low SC take an interest in increasingly physical exercises when contrasted with mental or subjective interests; subsequently, persons having low SC can't avoid physical idea of wrongdoing. Fifth, individuals lacking SC are self-centered and not interested in others. They have no sympathy for others; on the other hand, people having higher SC are progressively delicate to requirements of others. At long last, people having low SC have less tolerance and are quarrelsome. Thus, they may utilize progressively forceful or violent actions dependent on the conditions.

Gottfredson and Hirschi anticipated that SC is a vital perspective in an individual-level reason for deviant behavior. As they said that distinction in SC influences numerous different components like a friend, school, and numerous different problems. SC theory is tested on more than one million subjects. A meta study by Engel (2012) systematizes the evidence, reporting 717 results from 102 different publications that support the arguments. Most surveys found empirical support for the theory, including the connection among SC and misconduct and their relationship was discovered solid all through life in numerous nations and over time. His theory helps in public policy for the

decrease of crime as it contends that crimes can be reduced by predominantly on inhibition, particularly in initial youthful.

SC theory spread over extensive range of misconducts and problematic conducts which are school problems, bad actions and substance abuse. Gottfredson and Hirschi argued that those persons who developed a good level of SC in childhood, have more success at school, get successful employment, higher income, and enjoy better health in later years of life.

Stability of SC

Gottfredson and Hirschi (1990) claimed that SC becomes somewhat constant subsequently age of ten. Coyne and Wright (2014) did a study on the steadiness of SC across childhood and found that it is identifiable in early ages and remain stable across childhood if there are no interventions for its development. They focus on the early interventions for the improvement of SC in children.

Teachers expectations and teacher-student relationships significantly predicts growth in SC and there is need to develop it before the age of 10 (Pan & Zhu, 2018). Vazsonyi and Jiskova (2018) found an increase in SC during childhood but it stabilized between 8.5-10.5 years of age. This study's finding support the predictions of the theory that SC develop during childhood in the age of ten and then remain stable for the whole life.

SC and gender

Gottfredson and Hirschi (1990) foresee that males will have low level of SC as compared to females. Research has reliably discovered contrasts in SC levels crosswise over sex. In particular, these examinations discovered that males have significantly low SC level than females (Blackwell & Piquero, 2005; Gibson, Ward, Wright, Beaver, & DeLisi, 2010; Hope & Chapple, 2005; Tittle, Ward & Grasmick, 2003; Turner & Piquero, 2002; Winfree, Taylor, He, & Esbensen, 2006). Girls are less inclined to take part in wrongdoing than boys that they have high SC. Boys have less SC than girls, so almost certain than girls to participate in misconduct. As it were, females have less chance to carry out wrongdoing.

SC and deviance

The connection has been reliably found in various investigations using assortment of strategies among SC and different DB (Perrone, Sullivan, Pratt & Margaryan, 2004; Pratt & Cullen, 2000; Vazsonyi & Huang, 2010). A meta-analysis of Pratt and Cullen (2000) of 21 studies investigated 17 data sets with 49,727 individual cases and uncovered predictable impacts in the normal bearing of the connection among SC and deviant behaviors. In addition, overall, SC factors clarified 19% of variance in deviant behavior.

SC was positively and reliably connected to DB in studies done in both European American and American Indian secondary school students (Miller, Jennings, Alvarez-Rivera & Lanza-Kaduce, 2009; Morris, Wood, & Dunaway, 2007; Shekarkhar & Gibson, 2011). Chan and Chui (2015) found that low SC was related with misconduct in Hong Kong young people and in Macanese it was related with bullying execution of youngs (Chui & Chan, 2013). Also, this relationship was invariant over various societies among youth (Vazsonyi, Pickering, Junger, & Hessing, 2001).

On the other hand, a few studies have exhibited no connection between SC and deviance. Low SC was not related to DB in an example of Hong Kong youth (Cheung & Cheung, 2008). Results

from South Korea also do not have significant effect of SC on deviant behavior. Researches from China (Cretacci, Ding, & Rivera, 2009; 2010; Wang et al., 2002) also have not significant results on the relationship of these two variables. Much work stays to be done in setting up whether these connections differ crosswise over social situations or not.

Previous studies showed varied results on the prediction of deviant behaviors with the effect of SC. With reference to Pakistani culture, this study investigated the effects of SC on DB among secondary school students and measured the variability of the DB by taking the subscales of SC as predictors.

Method

The study was quantitative in nature. The design of the study was causal comparative research. In this design investigators determine the cause and effect relationship that already exist between the variables. There is no manipulation of independent variable is involved in this research design. The researchers determine the casual relationship in natural settings. Exploration of effect is done by independent variables and exploration of consequences is taken from dependent variables (Fraenkel, Wallen & Hyun, 2006). In this study DB was dependent variable and SC was independent variable.

Objectives of Research

The research objectives for this investigation were to:

- Find out the level of students' SC and DB.
- Compare the students on SC by gender and discipline (Science and Arts).
- Compare the students on DB by gender and discipline (Science and Arts).
- Measure the effect of SC on DB of students.

Research Questions

The research questions of the study were:

1. What is the level of SC of students?
2. What is the level of DB of students?

Null Hypotheses

Following were the null hypotheses of the study:

- H₀₁: No significant difference exists between male and female students' mean score on SC.
- H₀₂: No significant difference exists between male and female students' mean score on DB.
- H₀₃: No significant difference exists between Science and Arts students' mean score on SC.
- H₀₄: No significant difference exists between Science and arts students' mean score on DB.
- H₀₅: There is no significant effect of students' SC on DB.

Sample of the Study

Students of grade 9th and 10th of all public schools of Mirpur, AJK constituted the population of this study. There were 81 schools in Mirpur, AJK and the total students in these schools studying in these grades were 8940 in number. Sample was selected through cluster random sampling technique. Cluster sampling is a technique for probability sampling. Cluster sampling is characterized as a sampling method where the researcher produces several clusters of individuals from a population where they are representative of homogeneous characteristics and have equal chances of being a part of the sample. 6 Public schools were randomly selected by the researcher from all the public schools of Mirpur, AJK. Those constitute 470 students among them there were 291 males and 179 were females.

Instrumentation

SC scale by Grasmick et al., (1993) was adapted in the study to measure the SC of the students. This scale is demonstrated a well-known scale used to measure SC, a steady, reliable, and multi-dimensional, which is in accordance with theoretical expectations (Williams, Fletcher, & Ronan, 2007). In this study, 24 items of six subscales were used (impulsiveness, risk seeking, simple tasks, self-centeredness, physical activity, and temper). Responses were taken on a 4-point Likert-type scale from strongly agree to strongly disagree. A reliability coefficient for the sample of 30 respondents was calculated as 0.88.

Normative Deviance Scale (NDS) by Vazsonyi et al., (2001) was adapted to measure the DB of students. This scale was developed to measure secondary school students' DB in a way that would catch standard abusing conduct in all societies. In this study, focus was on lifetime prevalence because the main interest was predicting deviance. The current study used the 44-items of the five subscales: vandalism, school misconduct, theft, general deviance, and assault. Responses were taken on a 5-point Likert type scale 0 for never to 4 for more than six times. A reliability coefficient for the sample of 30 respondents was found as 0.85.

Scales were translated in Urdu by the researcher. These scales were validated by three experts, two of them were English language experts and one has his expertise in Urdu language. They checked the appropriateness of the translation in Urdu language. By taking their suggestions, scales were modified and final drafts were given to the students. Then the pilot study was conducted on the sample of 30 students and found a satisfactory reliability to use the scales in order to measure the SC and DB of the secondary school students.

Data was collected by the researcher herself. Researcher visited six schools out of which three were boys' schools and three were girls' school. After getting the permission from the head of the institute visited the classes and instructed the students about the filling of the scales. Researcher remained there for one and half hour in the class so to solve the problems of the students regarding the filling of the scales. Students showed their interest and curiosity regarding the research and filled the forms with great pleasure. They were also interested about the results of the research. There was a problem when taking the permission from the head for data collection, but when researcher explained the purpose of the research they admire and give permission happily. Along with a permission letter was sent to the parents and taken permission from them under ethical consideration. Data was collected for the main study from 470 students. Response rate was 77% that constitute 365 students out of which 211 were males and 154 were females.

Results

Table 1

Level of SC and DB of the students in the sample

Scales	N	M	SD
SC	365	2.13	.028
Deviant behavior	365	2.79	.035

Table 1 shows the mean and standard deviation of SC and DB of the sample. The mean value 2.13 shows that there is low level of SC among the students. Regarding first research question of the study, this study showed that secondary school students have low SC. The mean value on the DB of the student is 2.79, which show a high level of deviance among the students. So the answer of second research question of the study is that secondary school students have more DB.

Table 2
Comparison of students' (male and female) SC

Gender	N	M	SD	df	t
Male	211	2.46	.405	363	21.23
Female	154	1.65	.274		

Table 2 shows that there is a gender difference on the values of SC Scale significantly. Males showed more value for low SC in them as compared to the females. The mean score of the males is 2.46 and the mean score of female is 1.65. These values have a great difference, the results are also showing that the p value is .000 that is less than .05 which shows the significance of the results. So the null hypothesis (H_{01}) is rejected and alternate hypothesis is accepted that there is a significant difference between male and female students on SC.

Table 3
Comparison of students' (male and female) DB

Gender	N	M	SD	df	t
Male	211	3.25	.423	363	27.52
Female	154	2.12	.323		

Table 3 shows that there is a gender difference on the values of DB significantly. Males showed more deviance as compared to the females. The mean score of the males is 3.25 and the mean score of female is 2.12. These values have a great difference, the results are also showing that the p value is .000 that is less than .05 which shows the significance of the results. So the null hypothesis (H_{02}) is rejected and alternate hypothesis is accepted that there is a significant difference between male and female students on DB.

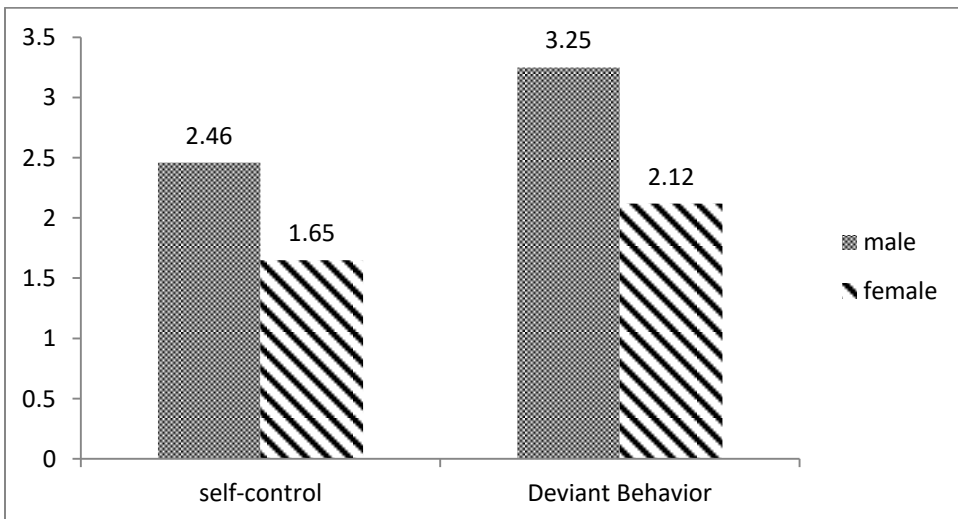


Figure1: Graph on gender difference of SC and deviant behavior.

The graph is showing the difference of male and female on means of SC and DB. The gender difference is predominately significant in the bars of the graph that shows that males scored on the scale more than the females.

Table 4*Comparison of students' (science and arts) SC*

Discipline	N	M	SD	df	t
Science	186	2.13	.514	363	-0.75
Arts	179	2.13	.554		

Table 4 shows that there is no difference on the values of SC Scale significantly. Both the disciplines showed almost same values of means. The p-value is also greater than .05 that means that the difference is not significant. So the null hypothesis (H_{03}) is accepted that there is no significant difference between science and arts students on SC.

Table 5*Comparison of students' (science and arts) DB*

Discipline	N	M	SD	df	t
Science	186	2.78	.678	363	-.349
Arts	179	2.80	.675		

Table 5 shows that there is no difference on the values of DB significantly. Both the disciplines showed the same values of means. The p-value is also greater than .05 that means the difference is not significant. So the null hypothesis (H_{04}) is accepted that there is no significant difference between science and arts students on deviant behavior.

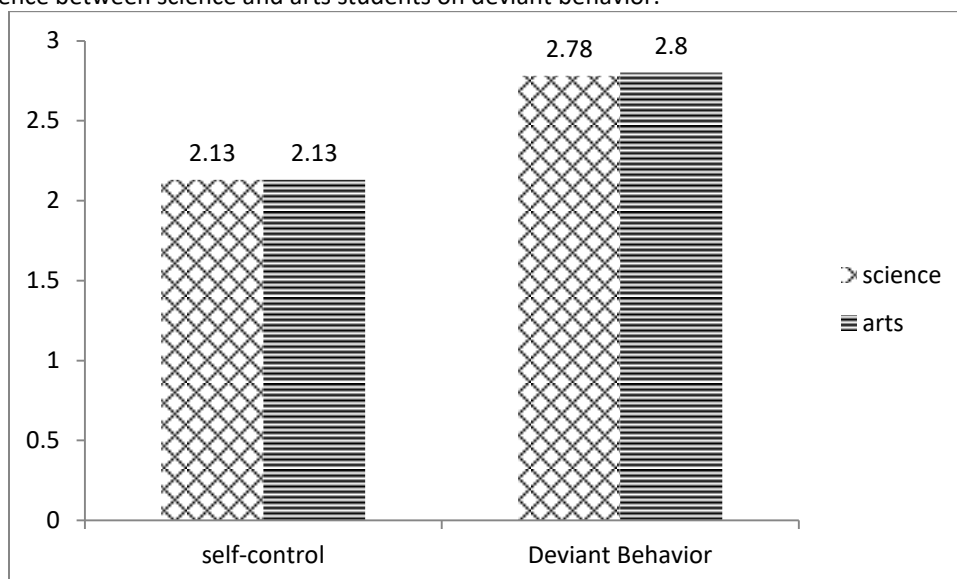


Figure 2: Graph on difference of discipline on SC and deviant behavior

The graph is showing the difference of science and arts discipline on the means of SC and deviant behavior. The bars are almost equal that shows there is no significant difference in the scales on the basis of discipline.

Table 6
Variability in DB

Model	Sig	R	R ²	Adj R ²
1.	.000	.706	.498	.489

Table 6 shows the Model Summary after running the regression analysis. Value of R² shows that independent variable (SC) significantly predicts 49.8% of the variability in the dependent variable (deviant behavior (DB)). It means that there the null hypothesis (H₀₅) is rejected and an alternate hypothesis is accepted that there is a positive significant effect of SC on the DB among secondary school students.

Equation is being formed after the linear regression that shows the sum of all the model parameters for the prediction of dependent variable. The regression equation shows the relationship between DB and predictors of SC. It may be used to see the effect of SC on the DB of the secondary school students for the future study.

$$y = .044 + .089x_1 + .196x_2 + .108x_3 - .034x_4 + .212x_5 + .216x_6$$

Discussion

This aim of the study was to find the effect of SC on the DB of the students. For this purpose, objects of the study were to find the level of SC and DB in the first step, then difference of both the scales were measured on the basis of gender and discipline and finally an equation was formed to show the effect of SC on the DB of the students at secondary school level.

From the analysis of the results, the level of SC of the secondary school students found low that was also drawn low by many of the researchers in the past studies (Cheung & Cheung, 2008; Vazsonyi, et al., 2001). For the level of deviant behavior, it was found high among secondary school students as it was already found very high into the students at this age level nationally (Mushtaq & Kousar, 2018) and internationally (Damron-Bell, 2011). Researches showed that at the age of adolescence students have deviant behaviors that is also proven by this study.

In order to know about the differences of SC and DB on the basis of basis of gender, results showed a significant difference on the basis of gender on both of the scales. Females have high SC as compared to the males; on the other hand males are significantly showed more DB as compared to the females. These results are consistent with the previous researches (Gibson et al., 2010; Winfree et al., 2006). But on the basis of discipline, there is no significant difference of SC and deviance was found as reason can be that these students just have a year or less to enter in different disciplines.

The is a significant positive effect of SC on DB found in this study as the link between low SC and deviant behaviors has been well established in previous researches (Chan & Chui, 2015; Chui & Chan, 2013; Moffitt et al., 2011; Morris et al., 2007; Pratt & Cullen, 2000; Shekarkhar & Gibson, 2011; Teevan & Dryburgh, 2000; Vazsonyi & Huang, 2010; Vazsonyi, et al., 2017). The regression model

showed that SC predicts 49.8% variability in the DB of the secondary schools students. The equation shows the relation on the basis of results taken that is; $DB = .044 + .89 \text{ impulsiveness} + .196 \text{ risk seeking} + .108 \text{ simple task} - .034 \text{ self-centeredness} + .212 \text{ physical activity} + .216 \text{ temper}$

Conclusion

This study showed a significant positive effect of SC on the DB of the secondary school students. According to the sample of Pakistan taken in this study, SC predicts almost 50% of the variability into the DB of the students. The gender difference was same as shown by many of the researcher in the past that females have high level of SC as compared to the males. On the other hand, this sample also showed the same results as found with the students at adolescence in many researches that males are deviant as compared to the females. No difference was found on the basis of discipline on both of the variables. In sum, based on the regression equation, variance explained in DB as predicted through SC in the study.

Recommendations

- This study showed a significant effect of SC on the DB of the secondary school students, as SC is evident in this research the most important factor for the development of strong personality, it is recommended to increase self- control in students of this age.
- On the part of schools, SC can be better learnt in classroom settings, so it is recommended to add activities of SC into the curriculum at primary level as this is the best age for the improvement of SC given by the theory of Gottfredson and Hirschi.
- Workshops, seminars should be held at Secondary schools to bring awareness on the benefits of SC for the teachers and students.
- Due to limitation of the researcher, research was conducted on homogeneous sample. It is also recommended that in future, researchers may work with a large sample with heterogeneous population so to see the other domains on the relationship of these two variables.

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