

Family Vibration and Self Esteem of Deviant Children in Schools

K. Deepika and N. Prema

SRM Institute of Science and Technology, Kancheepuram – 603203, Tamil Nadu, India;
premaguhan@gmail.com, nambiardeepika@gmail.com

Abstract

Objectives: To identify significant difference in the mean score of family vibration factor and self-esteem of deviant school students with respect to gender and To discover the significant association exist in the level of family vibration factor and self esteem with respect to Monthly Income of the family and also To recognize the relationship between family vibration and self esteem of deviant students. **Methods/Statistical Analysis:** 13 schools (5 governments, 5 private governments and 3 aided schools) were selected from Kanchipuram District by random selection method. There are 7546 students are studying in those selected schools from class VI to XII. In which 145 students were categorized as deviant that is 2% of the population. Survey method of research has been followed by administering standardized Questionnaires to all the deviant students to measure the parental involvement towards deviation and self esteem. By using SPSS package statistical calculations such as mean, standard deviation, “t” test, ANOVA, Chi-Square test, correlation and regression analysis were made after collecting the relevant data. **Findings:** There is no significant difference between parental factors of deviant students with respect to the gender. There is no significant difference between self esteem of deviant students with respect to the gender. This research proved that most of the deviant students have high level of negative family vibration and low level of self esteem. It is found that there is a negative correlation between family vibration and self esteem. This study concludes family vibration is one of major factor for deviation and subsequently the self esteem of those particular children will be very low. **Application/Improvements:** The result of this investigation may create awareness among the parents to recognize their responsibilities for their child’s future. And they may realize the importance of self esteem for the betterment of life.

Keywords: Deviancy, Parental Factor, Self Esteem

1. Introduction

The children who exhibit abnormal or unusual activities from the social norms are recognized as deviant children. Deviant behavior can be defined as action or behavior that violates widely accepted cultural norms including formally-enacted rules as well as informal violations of social norms. Normally research says that deviance in school is on the rise and will shoot up rapidly in to more aggressive behavior, if not dealt with. Family is the main factor for success or failure and also tunes the Childs personality. Family is an important factor for students’ deviant behavior. The loss of parental attachment will lead to deviant behavior. In addition, students from broken families tend to have anti-social behavior¹.

Now there is belief that there is increase in the deviance behavior in schools and also aggressive behavior. Reports presented by the media globally, convey an image of schools where teachers are stressed and children and adolescents are out of control². Parents directly or indirectly influence students’ behavior. It is believed that a parent will directly affect deviant behavior through parenting and the family structure. While indirectly affect the behaviors through the adolescent’s community, and their choice of peers. Now a day’s students skip the classes, use wrong words, steal, smoke, drinking alcohol, bullying others, threatening and not respecting teachers became common³. The environments in which the students are interacted often influence their behavior.

*Author for correspondence

There are so many reasons behind the deviant behavior such as disadvantaged background, larger school size, and a large amount peer exposure. Familial problems such as single parent, higher density in the home, negligence by the parent's, quality of relatives may also contribute for this problem. In the nonexistence of parental affection, the children will take any character in the society as their role model. All the above said situations lead to behavioral problems and lowering the level of self esteem. Self esteem refers to estimation of one self and mind-set towards himself/herself⁴. Literature helped us framing hypothesis related to family role in deviant behavior. The parent's vibration leads to deviant behavior and also low self esteem. Previous research says that family environment leads to wrong companion and involve in the social crime. Nearly, all theories of deviant are consistent in their views that family directly or indirectly contributes to deviant behavior. Many researchers in their discussions on issues related to deviant behavior do not separate those issues from family factors. Self-concept and self-esteem are both important personalities constructs that develop and grow out of life experiences. In general, most studies are based on data collected at a single point in time, whereas information on change is necessary to establish the casual nexus.

2. Objectives of the Study

- To identify significant difference in the mean score of family vibration factor and self esteem of deviant school students with respect to:
 - Gender
- To discover the significant association exist in the level of family vibration factor and self esteem with respect to:
 - Monthly Income of the family
- To recognize the relationship between family vibration and self esteem of deviant students.

3. Hypotheses of the Study

- H1. There is no significant difference in the mean score of parental factor and self esteem of deviant school students with respect to *gender*,
- H2. There is no significant association exist in the level of parental factor and self esteem with respect to Monthly Income of the family, and
- H3. There is no significant correlation between family vibration and self esteem of deviant students.

4. Samples, Materials and Methods

Thirteen schools were chosen in Kanchipuram district for collecting samples for this study. In which five were government schools, five were private and three were aided schools. Purposive random sampling method was used to study about the deviant students. 145 students were identified as deviant with help of class teachers and keen observation made by the investigator. A questionnaire to measure the family vibration was prepared and standardized by the investigator comprising 23 statements, and the reliability value was found to be 0.78. Another questionnaire comprising 40 statements was prepared and standardized for measuring the self esteem with the reliability value of 0.822. Using cronbach's alpha test reliabilities are calculated. Both the questionnaires administered to the samples after validation made by the experts.

5. Analysis and Interpretation of the Study

- H1. There is no significant difference in the mean score of parental factor of deviant school students with respect to *gender*:
Table 1 is found that the calculated value of critical ratio (0.12) is lesser than the table value 1.96 at (0.05)

Table 1. The critical ratio of male and female based on family of deviant school students

Variables	Sex	Number	Mean	Standard Deviation	Critical Ratio	Remarks at 5% Level of Significance	'P' Value
Family Vibration	Male	96	68.58	15.13	0.12	NS	0.610
	Female	49	68.27	14.31			

Note: NS – Not Significant

level of significance. Since P value is greater than 0.05, null hypothesis is accepted at 5% level with regard to gender. Thus, there is no significant difference in the mean score of male and female in deviant students with respect to *Parental factor*. Hence, the null hypothesis is accepted.

H1 – There is no significant difference in the mean score of self esteem of deviant school students with respect to *gender*:

Table 2 shows that the calculated value of critical ratio (1.49) is lesser than the table value 1.96 at (0.05) level of significance. Since P value is greater than 0.05, null hypothesis is accepted at 5% level with regard to gender. Thus, there is no significant difference in the mean score of male and female in deviant school students with respect to school. Hence, the null hypothesis is accepted.

H2. There is no significant association existing in the level of Parental factor of deviant school students with respect to *Family Income*:

Table 3 reveals that the calculated chi-square value (25.54) is greater than table value (9.54) for degree of freedom 6 at 5% level of significance. Therefore, there is a significant association existing in parental factors of deviant school students based on family income which concludes that the parental factors of students is dependent to family income. Hence, the above null hypothesis is rejected.

H2 There is no significant association existing in the level of self esteem of deviant school students with respect to Family Income:

It is observed from the Table 4 that the calculated chi-square value (11.28) is greater than table value (9.54) for degree of freedom 6 at 5% level of significance.

Table 2. The critical ratio of male and female based on self esteem of deviant school students

Variables	Sex	Number	Mean	Standard Deviation	Critical Ratio	Remarks at 5% Level of Significance	'P' Value
Self Esteem	Male	96	48.80	17.13	1.49	NS	0.71
	Female	49	48.32	18.38			

Note: NS – Not Significant

Table 3. The chi-square value for level of parental factor of students based on father's qualification

Parental Factor	Family monthly income			Chi-square Value	Remarks at 5% Level of Significance	'P' Value
	Below 10000	10001- 20000	Above 20000			
Low	35	7	0	25.54	S	0.000
Moderate	25	29	6			
High	18	16	9			
Total	78	52	15			

Table Value with df = 4 is 9.54

Table 4. The chi-square value for level of self esteem factor of students based on family income

Self Esteem	Family monthly income			Chi-square Value	Remarks at 5% Level of Significance	'P' Value
	Below 10000	10001- 20000	Above 20000			
Low	27	13	0	11.28	S (Significant)	0.007
Moderate	37	22	8			
High	14	17	7			
Total	78	52	15			

Table Value with df = 4 is 9.54

Table 5. The 'r' value between family vibration and self esteem of deviant student

Variables	'r' Value			Remarks
	Calculated Value	Table Value	'P' Value	
Family vibration and Self Esteem	-0.444	0.165	0.000	S

Therefore, there is a significant association existing in self esteem factors of deviant school students based on family income which concludes that the school factors of students is dependent to family income. Hence, the above null hypothesis is rejected.

- H3 There is no significant relationship between family vibration and self esteem of deviant school students: Table 5, it can be observed that the calculated 'r' value (-0.444) is greater than table value (0.165) at 5% level of significance and it is negatively correlated. As a result, there is a negative relationship existing between family vibration and self esteem. Hence, the above null hypothesis is rejected.

6. Results

- There is no significant difference between parental factors of deviant students with respect to the gender,
- There is no significant difference between self esteem of deviant students with respect to the gender,
- There is a significant association existing in the level of parental factor of students with respect to the family monthly income, and
- There is a negative correlation existing between family vibration for deviant behavior and self esteem of deviant students.

7. Discussion of the Study

Parents should understand the psychology of their children and they should act accordingly even though it is difficult to execute. There is no significant difference in family vibration and self esteem with respect to gender, may be parents show no difference in the gender. From the above result shows that parent's income influences the character of the child and also influence on self esteem. Because the result of this investigation shows that, the negative vibration of the family affects the self esteem of the children. Parents should be dedicated and caring. Otherwise chil-

dren will be deviated from the family and culture, because of the media and other sources in the society. Educating the deviant students is very difficult for teachers also. Low self esteem will surely affects their education and further development in their life. Parents should act as a role model to their children to be with high self esteem.

8. Recommendations

- Parents should spend enough time with children for their proper physical, emotional, intellectual and social development,
- Parents can listen to the programs offered in media by psychiatrists and other specialists about child rearing tactics,
- Teachers and school administrators should take responsibility in bringing self esteem and good behavior among the students,
- Schools should disseminate some important messages to the parents periodically about their children,
- Parent-Teachers meeting have to be conducted in schools and they should have deep discussion about the issues related to the behavioral problems of the children, and
- Schools should compulsorily appoint counselors to solve the problems instantly.

9. Conclusion

This investigation was aimed to unearth the reasons behind the deviant behavior of the students and to recognize the level of self esteem they have. The family relationship is contributing more towards deviant behavior, even though so many other reasons behind the deviant behavior. When the family vibrations are high towards deviant behavior, the self esteem is factually down in its level. Because of the busy schedule, the parents should not discharge rub down in the lives of their children. This study will create consciousness about parenting among the readers and also in the society.

10. References

1. Murray J, Farrington DP. Parental imprisonment: effects on boys' antisocial behaviour and delinquency through the life-course, *Journal of Child Psychology Psychiatry*. 2005; 46(12):1269–78. Crossref. PMID: 16313427.
2. Munn P, Johnstone M, Sharp S, Brown J. Violence in Schools: Perceptions of Secondary Teachers and Head teachers Over Time. The University of Edinburgh. *International Journal on Violence and Schools*; 2007. p. 1–29.
3. Sokol-Katz J, Dunham R, Zimmerman R. Family structure versus parental attachment in controlling adolescent deviant behavior: A social control model, *US National of Medicine, NCBI*. 1997; 32(125):199–215. Crossref.
4. Cheng J. The effect factor for students' deviant behavior, *The Journal of Human Resource and Adult Learning*. 2012; 8(2):1–7.