



A Study on Relationship between Anti Social Behaviour and Stress Perception of Higher Secondary Students

KEYWORDS

Anti social behaviour, stress perception, higher secondary students, Pearson correlation, regression.

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ABSTRACT *In this study, an attempt has been made to study the relationship between different dimensions of anti social behaviour and stress perception of higher secondary students. The pro-social and antisocial behaviour scale was constructed and validated by the investigator has been used for this study to measure the anti social behaviour of higher secondary students. Stress perception scale was constructed and validated by Lydia Eric has been used for this study to measure stress perception. The pro-social and antisocial behaviour scale includes four dimensions of anti social behaviour namely, troublesome, aggressive, misbehaviour and threatening behaviour. The tool has been administered to a random sample of 836 higher secondary students studying in Cuddalore district of Tamil Nadu. The survey method has been followed for the present study. The result of the study reveals that there is significantly low correlation and positive relationship between stress perception and different dimensions of anti social behaviour such as troublesome behaviour, aggressive behaviour, mis behaviour, threatening behaviour and total anti social behaviour.*

Introduction

Anti social behaviour refers to recurrent violations of socially prescribed patterns of behaviour, usually involving aggression, vandalism, rule infractions, defiance of adult authority and violation of the social norms and mores of society. Stress perception is the feelings or thoughts that an individual has about how much stress they are under at a given point in time or over a given time period. Stress incorporates feelings about the uncontrollability and unpredictability of one's life, how often one has to deal with irritating hassles, how much change is occurring in one's life and confidence in one's ability to deal with problems or difficulties. It is not measuring the types or frequencies of stressful events which have happened to a person, but rather how an individual feels about the general stressfulness of their life and their ability to handle such stress.

Anti social behaviour among students is a major national concern. Though rates of crime are dropping overall, reports show that young children are increasingly involved in deadlier crime, such as murder, rape, robbery and aggravated assault. It is reported by different kinds of media – radio, television and news papers that hostility and aggression are perhaps the most common forms of interaction between people in today's society. Anti social behaviour that learners exhibit in secondary school because of their stressful situations is a concern for everyone. Most learners are involved directly or indirectly in these situations. This experience does not only affect learners but also education personnel, teachers, parents, school governing bodies and the community at large. It places everybody's life at risk and makes the culture of learning and teaching very difficult. So it is need to analyze the relationship between anti social behaviour and stress perception of higher secondary students in cuddalore district.

Objectives of the study

1. To find out whether there is any significant relationship between different dimensions of anti social behaviour and stress perception of higher secondary students.
2. To find out whether there is any significant contribution

of stress perception on the dependent variable anti social behaviour of higher secondary students.

Hypotheses of the study

1. There is no significant relationship between different dimensions of anti social behaviour and stress perception of higher secondary students.
2. There is no significant contribution of stress perception on the dependent variable anti social behaviour of higher secondary students.

METHODOLOGY

The normative survey method has been followed to find out the relationship between stress perception and different dimensions of anti social behaviour of higher secondary students. Pro-social and antisocial behaviour scale constructed and validated by the investigator has been used for the present study to measure the anti social behaviour of higher secondary students. The pro-social and antisocial behaviour scale includes four dimensions of anti social behaviour namely, troublesome, aggressive, misbehaviour and threatening behaviour. It consists of 30 items for pro-social and 30 statements for antisocial behaviour. For the present investigation, 30 anti social behaviour statements were used to measure anti social behaviour. It is a five point scale. Low score indicates high anti social behaviour and high score indicates low anti social behaviour. The total score indicates the total anti social behaviour. Stress perception scale was constructed and validated by Lydia Eric was used to measure the stress perception of higher secondary students in the present study. High score indicates high stress. These tools have been administered to a random sample of 836 first year higher secondary students studying in Cuddalore district of Tamil Nadu. The data collected from the sample has been subjected to correlational and regression analysis.

Analysis of data and Interpretation

To determine the relationship between different dimensions of anti social behaviour and stress perception of first year higher secondary students, the coefficient of correlation has been found out and it is presented in Table 1.

Table 1
Correlation between stress perception and different dimensions of anti social behaviour

Dimensions of anti social behaviour	Troublesome behaviour	aggressive behaviour	Mis behaviour	Threatening behaviour	Total behaviour
Stress perception	0.185**	0.179**	0.106**	0.145**	0.216**

Note - ** = significant at 0.01 level and * = significant at 0.05 level

From the above Table 1 it shows that there is significantly low correlation and positive relationship between stress perception and different dimensions of anti social behaviour such as troublesome behaviour, aggressive behaviour, mis behaviour, threatening behaviour and total anti social behaviour.

To find out the significant contribution of stress perception on dependent variable anti social behaviour of first year higher secondary students, regression analysis has been carried out and it has been given in Table 2, 3 and 4.

Table 2
Contribution of stress perception on anti social behaviour of higher secondary students

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.216	0.047	0.045	20.742

a. Predictors: (constant), stress

Table 3
Anova for contribution of stress perception on anti social behaviour

Model	Sum of squares	Df	Mean square	F	Significance
Regression	17502.045	1	17502.045	40.680	0.000
Residual	358815.681	834	430.235		
Total	376317.726	835			

a. Predictors: (constant), stress
b. Dependent variable: total anti social behaviour

Table 4
't' value of contribution of stress perception on anti social behaviour

Model	Unstandardized coefficients		Standardized coefficients	T	Significance
	B	Std. Error	Beta		
(constant)	120.386	1.386		86.836	0.000
Stress perception	0.104	0.016	0.216	6.378	0.000

Table 2 shows that the R square value, which is found to be 0.047. It is evident that only 4.7 % of the total variance in anti social behaviour attributed by the stress perception of higher secondary students. The remaining percentage of variance 95.3% (1-R square) is to be accounted by other factors.

It is evident from the Table 3 that the F value is found to be 40.680, which is significant at 0.01 level. It indicates that there is a significant contribution of stress perception on the dependent variable anti social behaviour of higher secondary students

The Table 4 shows the 't' value, which reveals that the stress perception (t = 6.378) is significantly contributed to the dependent variable anti social behaviour of higher secondary students. The beta value shows that the stress perception is contributed positively to anti social behaviour . It is concluded that more stress should reduce to maintain the peaceful life of higher secondary students.

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