Research Paper

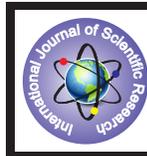# A Study on Relationship between Anti Social Behaviour and Socio-Economic Status of Higher Secondary Students

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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 socio-economic status 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. Socio-economic status scale was constructed and standardized by Beena shah has been used to measure the socio-economic status. 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 negligible relationship between socio-economic status and different dimensions of anti social behaviour such as troublesome behaviour, mis behaviour, and total anti social behaviour. Also it reveals that there is no significant correlation between socio-economic status and different dimensions of anti social behaviour such as aggressive and threatening behaviour.

Introduction

Anti social behaviour is behaviour that lacks consideration for others and may cause damage to the society, whether intentionally or through negligence. Anti social behaviour is labelled as such when it is deemed contrary to prevailing norms for social conduct. This encompasses a large spectrum of actions. The term socio-economic status is broadly defined to include educational, occupational and economic status of parents and environmental facilities etc., Family background is a key to students' life. The factors influence on student learning such as socio-economic status, parenting practices and aspirations, family size and neighbourhood. The environment at home is a primary socialization agent and influences a child's interest in schools and aspirations for the future. The socio-economic status of a child is most commonly determined by combining parents' educational level, occupational status and income level. Parents' income has an impact on child's outcomes or behaviour. Therefore it is a need to investigate the relationship between anti social behaviour and socio-economic status of higher secondary students.

Objectives of the study

1. To find out whether there is any significant relationship between different dimensions of anti social behaviour and socio-economic status of higher secondary students.
2. To find out whether there is any significant contribution of socio-economic status 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 socio-economic status of higher secondary students.
2. There is no significant contribution of socio-economic status 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 socio-economic status 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. 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 behaviour and high score indicates low anti social behaviour. The total score indicates the total anti social behaviour. The socio-economic status scale standardized by Beena Shah was used by the investigator to measure the socio-economic status of higher secondary students. The composite socio-economic status score is defined as the sum of the scores obtained on the basis of six variables i.e., caste, occupation, education, income, possession and social participation. To find out the categories of socio-economic status, the total scores obtained in all the six variables have been converted into stanine scale (1 to 9 scores). The socio-economic status was classified into five categories i.e., lower status, lower-middle, middle, upper middle and upper status by adding the stanine scores.The above mentioned 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 corelational and regression analysis.

Analysis of data and Interpretation

To determine the relationship between different dimensions of anti social behaviour and socio-economic status 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 socio-economic status and different dimensions of anti social behaviour

Dimensions of anti social behaviour	Troublesome behaviour	aggressive behaviour	Mis behaviour	Threatening behaviour	Total behaviour
Socio-economic status	0.104**	0.019	0.102**	0.035	0.100**

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

Table 1 show that there is significantly low correlation and negligible relationship between socio-economic status and different dimensions of anti social behaviour such as troublesome behaviour, mis behaviour, and total anti social behaviour. Also it reveals that there is no significant correlation between socio-economic status and different dimensions of anti social behaviour such as aggressive behaviour and threatening behaviour.

To find out the significant contribution of socio-economic status on dependent variable anti social behaviour, regression analysis has been carried out and it has been given in Table 2, 3 and 4.

Table 2
Contribution of socio-economic status on anti social behaviour of higher secondary students

Model	R	R square	Adjusted R square	Std.Error of the Estimate
1	0.100	0.010	0.009	21.136

a. Predictors: (constant), socio-economic status

Table 3
Anova for contribution of socio-economic status on anti social behaviour

Model	Sum of squares	Df	Mean square	F	Significance
Regression	3732.003	1	3732.003	8.354	0.004
Residual	372585.723	834	446.745		
Total	376317.726	835			

a. Predictors: (constant), socio-economic status
b. Dependent variable: total anti social behaviour

Table 4
't' value of contribution of socio-economic status on anti social behaviour

Model	Unstandardized coefficients		Standardized coefficients	t	Significance
	B	Std. Error	Beta		
(constant) Socio-economic status	100.709 0.224	4.253 0.078	0.100	23.678 2.890	0.000 0.004

Table 2 shows that the R square value, which is found to be 0.010. It is evident that only 1 % of the total variance in anti social behaviour attributed by the socio-economic status of higher secondary students. The remaining percentage of variance 99% (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 8.354, which is significant at 0.01 level. It indicates that there is a significant contribution of socio-economic status on the dependent variable anti social behaviour of higher secondary students.

Table 4 shows, the't' value which reveals that the socio-economic status (t = 2.890) is significantly contributed to the dependent variable anti social behaviour of higher secondary students. The beta value shows that the socio-economic status is contributed positively to anti social behaviour . It is evident that parents should equip themselves for pursuing of good behaviour of their children.

Findings
- There is significantly low correlation and negligible relationship between socio-economic status and different dimensions of anti social behaviour such as troublesome behaviour, mis behaviour, and total anti social behaviour. Also it reveals that there is no significant correlation between socio-economic status and different dimensions of anti social behaviour such as aggressive behaviour and threatening behaviour.
- Only 1 % of the total variance in anti social behaviour attributed by the socio-economic status of higher secondary students. The remaining percentage of variance 99% (1-R square) is to be accounted by other factors.
- There is a significant contribution of socio-economic status on the dependent variable anti social behaviour of higher secondary students

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