

Role of Female Teachers in Developing awareness and Controlling Deviance among Secondary School Students in Public and Private Sector

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Abstract

This survey study was aimed to assess the role of female teachers in controlling deviance practices among secondary school students. Population of the study included all the students enrolled in public and private secondary schools in Lahore. A sample of 345 secondary school students was selected randomly. A self developed and validated instrument was used to get students' perceptions about their teachers' practices related to the development and control of their deviance practices. The pilot study showed reliability index Cronbach Alpha = .77 which was statistically significant. Data was analyzed through SPSS version 20. Descriptive statistics were applied to assess the teachers' role, and t-test was used to identify the difference in the practices of public and private sector teachers regarding the development of their students' social awareness of deviance. Results showed that teachers in private schools were more inclined to develop awareness of deviance practices among their students. Mean scores showed that female teachers were more tended to endorse social development among students at secondary level.

Key Words: Social awareness, deviance, female teachers, public and private sector schools

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Introduction

Over the past decade, multiple surveys indicate that educators, parents and public recognize the need for broad educational agenda to not only improve academic performance but also to enhance students' social-emotional competence, character, health, and civic engagement (Metlife, 2002). Some studies have reflected that the deteriorating relationship between teacher and students is the major reason for students to stay away from school or have disruptive behaviour. Teachers, in order to anticipate and prevent possible challenges to their authority, will develop strategies to control the students such as stereotyping individual pupils according to their capacity to create troubles.

Similarly, since 2006 and even prior, Barbados has been experiencing deviance in many forms by adolescents in the secondary school system. Barbados has now regarded the issue of student deviance to be an escalating problem (UNICEF, 2010). Media reports in Barbados generally portray adolescents as exhibiting more aggressive and disrespectful acts of deviance. According to Thompson (2009) cursing of classmates and students talking while the teacher is talking are the most frequently occurring behaviors within the schools in Barbados. Over the past months, the frequency in the number of deviant behaviors and misbehaviors in schools has become alarming. The increase in deviant behavior in schools has left stakeholders challenged with trying to find a solution to end this terrible nightmare.

In recent times, many of our secondary schools, particularly state schools, have been plagued by a high incidence of student indiscipline and student violence. In response, many schools have attempted to implement various disciplinary measures to curb or entirely eliminate deviant behavior. However, there has been little success

According to labeling theorists, the identification of deviant behavior or the deviant student is extremely subjective process and depends very much on the expectations and tolerance levels of the individual teacher. Through the process of defining student's deviant behavior, students will be inevitably labeled by teachers as deviants and

the consequences of this labeling will negatively affect students' academic and behavioral performances in school. Their negative labeling will further induce students to commit deviant behavior as predicted by labeling theory. Reversely, if teachers can give more tolerances and chances to students to correct rather than label them, the result may be completely different (Yuk-chi, 1994).

As a result, to understand the problem of students' involvement in unruly and delinquent behaviour, the deteriorating relationship between teachers and students must be taken into consideration. Students committed the unruly and delinquent behaviour will be defined by teachers as deviants and the consequences of teachers' reactions may then induce further impacts on students' behavioral performances (Yuk-chi, 1994).

Socially and emotionally competent teachers set the tone of the class room by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of pro-social behavior. These teachers' behaviors are associated with optimal social and emotional classroom climate and desired student outcomes. An optimal classroom climate is characterized by low levels of disruptive and deviant behavior (Jennings & Greenberg, 2009)

Objectives of the Study

The study was conducted to achieve the following objectives:

- To identify female teachers' role in the development of their secondary school students' social awareness of deviance.
- To identify difference in perceptions of boys and girls regarding control of teachers on their deviant practices of students.
- To identify difference in perceptions of students in public and private sector schools regarding control of teachers on their deviant practices.

Research Hypotheses

The following hypotheses were formulated for the study:

H₁: There is significant difference in the perceptions of boys and girls regarding control of teachers on deviant practices of students.

H₂ : There is significant difference in the perceptions of students regarding control of teachers on deviant practices of students in public and private sector.

Methodology

The study was quantitative in nature. The population of study consisted of all male and female students enrolled in public and private sector secondary schools in Punjab. A sample of 516 students (male= 142, female=376) were selected randomly from two public (254 students) and two private (264 students) sector secondary schools. An indigenously developed instrument on five point Likert type scale consisting of 16 statements on control on deviant behaviors was used to collect data from the students.

Data Collection Procedure

First of all, the consent of the heads of public and private sector secondary schools was taken for collection of data from students studying in class 9th. On the scheduled days the randomly selected students were given briefing about the nature of questionnaire. They were also assured of keeping the information given by them confidential. Data were collected personally and it took approximately 15 minutes in filling up one questionnaire.

Data Analysis and Results

Table 1

Table of descriptive statistics of the questionnaire

S#	STATEMENTS	Mean	Std. Deviation
1	Our teachers forbid us from misbehaving with others.	4.12	1.115
2	Our teachers punish us on misbehaving with others.	4.03	1.216
3	Our teachers stress us to keep away from stealing.	4.05	1.129

4	Our teachers punish us on stealing.	3.74	1.314
5	Our teachers forbid us from disobeying others.	3.84	1.240
6	Our teachers punish us on disobeying others.	3.84	1.138
7	Our teachers force us to follow rules and regulations.	4.13	1.212
8	Our teachers punish us on breaking rules and regulations.	4.36	1.042
9	Our teachers forbid us from fighting/quarreling with others.	3.85	1.382
10	Our teachers punish us on fighting/quarreling with others.	4.05	1.279
11	Our teachers forbid us from cheating.	4.00	1.356
12	Our teachers punish us on cheating.	4.06	1.273
13	Our teachers take notice of abusive language.	3.92	1.355
14	Our teachers punish us on using abusive language.	3.87	1.372
15	Our teachers advise us to do home work.	3.86	1.376
16	Our teachers punish us on not doing home work.	4.06	1.335

Table 1 shows the mean and standard deviation of the statements for students' responses on control of teachers on deviant practices of students.

Table 2

Independent sample t-test to identify difference in perceptions of boys and girls regarding control of teachers on deviant practices of students

	Gender	N	Mean	Std. Deviation	df.	t-value	sig.
Total	Girls	376	32.73	6.030	516	-3.361	.001
	Boys	142	34.57	4.066			

Table 2 shows the results of Independent sample *t-test* to identify difference in perceptions of boys and girls regarding control of teachers on deviant practices of students. Values of the independent sample *t-test* show that there was significant difference in perceptions of boys and girls regarding control of teachers on deviant practices of students $t(516) = -3.361$, $p = .001$. So our research hypothesis that "there is significant difference in the perceptions of boys and girls regarding control of teachers on deviant practices of students" is accepted. And it is concluded

that female teachers control boys' deviant practices more strictly than girls.

Table 3

Independent sample t-test to identify difference in perceptions of students in public and private sector schools regarding control of teachers on deviant practices

	School	N	Mean	Std. Deviation			
Total	Public	254	32.86	5.592	516	-1.478	.140
	Private	264	33.59	5.630			

Table 3 shows the results of Independent sample *t-test* to identify difference in perceptions of students regarding control of teachers on deviant practices of students in public and private sector schools. Values of the independent sample *t*-tests show that there was no significant difference in perceptions of students regarding control of teachers on deviant practices $t(516) = -1.478, p = .140$. So our research hypothesis that "there is significant difference in the perceptions of students regarding control of teachers on deviant practices of students" is rejected. And it is concluded that in public and private sector schools the perceptions of students are same regarding control of female teachers on deviant practices of students.

Conclusion

On the basis of major findings, it can be concluded that female teachers working in public and private sector secondary schools were paying more attention to control the deviant behaviors of male students than female students. The reason behind this may be the cultural, social, and familial norms of the eastern society where parents and other elders keep a vigilant eye on the activities of boys as compared to girls. It is also noteworthy that no significant difference has been found in the perceptions of students enrolled in both public and private sector regarding female teachers' control over deviant behaviors of students. It reflects that all female teachers, irrespective of their affiliation with public or private sector, are equally sensitive to controlling the deviant behaviors prevalent in students.

Recommendations

The following recommendations can be made on the basis of major findings:

- Further research studies should be conducted to investigate teachers' control of students' deviant behaviors at other educational levels.
- It should be mandatory in all syllabi of teacher training programs to incorporate strategies of controlling deviant behaviors prevalent in both male and female students.

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