Psychological needs and Self-control as Predictor of Deviant Behavior among Adolescence

MS Scholar:

Hasnain Sultan

Reg. No: 128-FSS/MSCP/F14

Research Supervisor:

Dr. Muhammad Tahir Khalily

Professor of Psychology

Department of Psychology

Faculty of Social Sciences

International Islamic University, Islamabad

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By:

Hasnain Sultan

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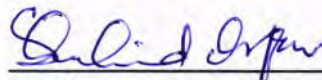
By

HASNAIN SULTAN

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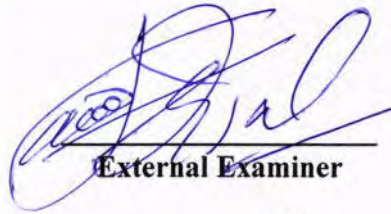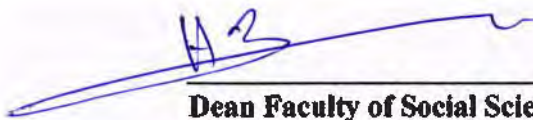
Dissertation Approved

By

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Supervisor

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Internal Examiner

_____
External Examiner

_____
Chairman Department of Psychology

_____
Dean Faculty of Social Sciences

INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD
(PAKISTAN)

Deceleration

I solemnly declare that the current research entitled **"Psychological needs and self-control as predictor of Deviant Behavior among adolescence"**, is my personal work. It is not plagiarized nor copied from any other source, and that I have followed all the research and ethical protocols. I am submitting this research to Department of Psychology, Faculty of Social Sciences, International Islamic University as a partial fulfillment for the award of the degree of MS in Psychology. I also declare that I will not use this research for any other degree award program in future.

Hasnain Sultan

CERTIFICATE

It is certified that MS research thesis entitled **"Psychological needs and self-control as predictor of Deviant Behavior among adolescence"**, prepared by   Mr. Hasnain Sultan, MS Scholar registered with 128-FSS/MSCP/F14 in the department of Psychology, Faculty of Social Sciences, Islamic International University Islamabad, has completed all requirements of research under my supervision. It is certified that his work is according to rule and regulation which are suggested by American Psychological Association (APA).

Dr. Muhammad Tahir Khalilly

Supervisor

Dedication

I dedicated this thesis to my family: the symbol of love and giving for me. This leads me through the valley of darkness with light of hope and support.

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Acknowledgements

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Hasnain Sultan

Abstract

The present study aim to investigate the impact of psychological needs (need to know and understand, self-esteem and self-actualization) and self-control on deviant behavior. In this study cross-sectional research design was used. Using purposive sampling technique 300 participant were selected and 280 participant complete the survey. For measuring Psychological needs: need to know & understand self-actualization, self-esteem, Love & belongingness, safety need and physical need Basic Need Satisfaction Scale was used. Low self-control Scale was used to asses Self-control and Normative Deviant Behavior scale for Deviant behavior. For analyzing the data inferential and descriptive statistic were used. For this study, Abraham Maslow's theory of "Hierarchy of Needs" and Gottfradson's "General Theory of Crime" have been employed as theoretical framework. The findings attests the hypothesis and maintains the idea that as psychological needs get satisfied along hierarchy, self-control grows and, ultimately, deviant behavior gets cut down. The multiple regression analysis result show that psychological needs and self-control has negative impact od deviant behavior. Physical need and need also have negative effect on deviant behavior while love& belongingness need measured non-significant effect over deviant behavior. The study concludes that a man who has higher level of satisfaction of psychological n eeds will exhibit better self-control that will enable him not go astray. Therefore, there must be some kind of conscious afford on the part of individual as well as society to advance along hierarchy of psychological need.

Psychological Needs and Self-control as predictor of Deviant Behavior

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Psychological Needs and Self-control as predictor of Deviant Behavior

1.1 Introduction

The present study sought out the impact of psychological needs: need to know & understand (cognitive need), self-actualization, self-esteem, and self-control on deviant behavior. Additionally impact and correlation of love and belongingness need, safety need and physical need also measured. As Maslow (1943) clearly justified in his research that people are prone to acquire a particular need stage by fulfilling these needs they reached at the level of self-actualization.

The term self- actualization firstly defines by Kurt Goldstein, according to him, "Self-actualization is a drive that actualized ones his own potential". He further elaborated that as Woodworth said motivational impulse can be gained if once habits formed. If we have agreed with him, then we may consider any one who actualized his own potential as drive also gain emotional valuation. This may be done due to acting of one's desired way. It means for setting human activity there is only one motive and that is one's actualizing potential (Kurt, 1940).

The motivation for self-actualization varies from person to person, as each and every person is unique. For an instant some people achieved self-actualization from creating works of art or literature and other one through sport in the class room or within a corporate setting. As each person is unique the motivation for self-actualization leads people in different directions (Kenrick et al., 2010).

Lombardo & Fantasia (1976) hypothesized that psychological assessment and self-actualization can be achieved by higher level of self-disclosure. To assessed this thing the Self-disclosure scale, Fear of Negative Evaluation, Social Avoidance and Distress, Alienation and repression-sensitization Scale were administered on 60 participants. The finding indicated that adjustment was associated with higher level of disclosure as measured by the Scale. To measured self-actualization a second group of 94 participants completed the Self-disclosure scale and personal orientation inventory. The finding indicated that higher level of

discloser associated with higher level of self-actualization. Therefore result predicted that significant correlation between self-disclosure and self-actualization such as self-acceptance, competence and capacity for intimate contact.

Edward Deci &Richard (2008) Instead of just amount of motivation theory focused on types of motivation, controlled motivation, autonomous motivation and motivation as predictor of well-being, performance. This theory also reported social conditions that are improved types of motivation for basic psychological needs like autonomy, relatedness and competency. For psychological health and life goal performance STD also observed such types of life goal that's showed differential relationship of extrinsic and intrinsic motivation. In another research Edward & Richard (2008) human needs con cept goes extremely valuable as it provide resources of appreciative about social power and interpersonal environment that upset autonomous versus controlled motivation. More precisely, there are different factor such as monetary reward, an opportunity of choice that's predict outcomes motivational factors such as outcome as motivation, behavior, affect and wellbeing. Additionally, basic needs help out to know why some behavior really improved by wellbeing and others are not.

Avneet Kaurt (2013) stated that for strengthen the business and revenue growth employed should be motivated through valuable benefits who creates value for an organization. If the person with suitable skills made responsible through motivated then its work to enhance job satisfaction otherwise its only the wastage of resources and time and will lead toward job dissatisfaction. Maslow hierarchy of needs applied on management that's showed by different resources (Altman& Pratt, 1999; Herrington,2004; Hoffman, 1988; Leiderker & Hall, 1974; Lefkowitz, Somers, & Weinberg, 1984; Zemke, 1998).

Moreover Lefkowitz, Somer & Weinberg (1984) has stated that lower order needs satisfaction leads toward job involvement. For testing this hypothesis heterogeneous sample of 632 employees from six organization were used concerning the effect of needs level (

higher vs lower needs) and need salience as moderator of correlation between need satisfaction and alienation involvement. The result indicate that higher level of need satisfaction significantly correlate with alienation involvement even whom lower order need were salient.

Hagerty (1999) conducted a research on Maslow hierarchy of needs to sought out theory prediction on Quality of Life in countries over a time. He developed a new database that was included annul quality of life time series for 88 countries from 1960 - 1994 covering all Maslow needs in measurement. The finding indicated significant prediction on Quality of life including a sequence of needs achievement.

Edward & Lloyd (1972) collected a longitudinal data to test the validity of need hierarchy concept from 187 managers. Porter (1961) was completed by the entire subject that is design to measured need satisfaction and need importance. Analysis of data offered little support about needs concept of Maslow others that human needs are arrange in pyramid form. The further research suggested that need may be arranged in a tow level hierarchy the first one biological was at bottom level and all others at top level. Another researcher conduct by Arnold & Karen Kathryn (1979) on the implementation of Maslow needs hierarchy. The result of that's research suggest that there satisfaction of physiological, security and social needs diminished the value to fulfill lower level needs. Contradictory with th eory of Maslow the significant satisfaction of self-esteem and self-actualization decreased the importance of those needs.

Andrews & Duncan (1997) investigated the reciprocal correlation among academic motivation and substance use: impact of self-esteem, family relationship and general deviance; alcohol, cigarette and marijuana in adolescence. The result claimed that academic motivation and general deviance(cigratee and marijuana)having reciprocal relationship

across the time. But not found reciprocal relation with alcohol. The result also indicate direct relation of family relationship, self-esteem and general deviance and indirect with academic achievement. Academic achievement and proceeding marijuana use play mediating role with self-esteem, deviance and family relationship.

Jang & Thornberry (1998) tested Kaplan self-enhancement study that suggest self-esteem relation with delinquent negatively although that delinquent positively correlate with future self-esteem. By assuming peer delinquent as fundamental intervening variable, they discovered delinquent peer or delinquent behavior does not increase through low self-esteem association. But on later self-esteem delinquent does positive self-enhancing impact on future self-esteem.

At the age of 11-12 school girls having low self-esteem got sever sings of eating disorder and in age 15-16 other psychological problems(Button, Sonuga Barke,Davis &Thompson, 1996).

Result of meta-analysis exposed that there is largest gender gap between male and female in accord to self-esteem. Male level of self-esteem on the basis of average is greater than female along greater observation of gender gap in the age of adolescence. This variance in gender may be elaborated on the base of deviating socialization practices. Just because of giving more autonomy to boy as compare to female as assigning different gender role. For boys self-confidence and for girls, depicting body image as physical appearance, culturally more focusing on girls, which may refer them toward lower self-esteem (Kling et al., 1999).

How much a person gave significantly importance to other is about global assessment as mention as mention in sociometer theory (Leary & Baumeister, 2000). Therefore, when appropriate groups members give valued low self-esteem to a social relation or desirable group. This one also takes low self-esteem from others because he himself did not valued

relational status. Definitely, its supported the hypothesis that peer fame is linked with greater self-esteem (Litkwack, Atkins & Cillessen, 2012).

Adolescence period of human development considered as speedily fluctuating in social expectation, disagreeing role demand, variation in maturation for that's self-esteem paly serious part in this progression. in adolescence self-esteem moderately increased while in young adulthood slowly (Erol & Orth 2011).

Poor self-esteem has negative consequences in adolescents as well as poor health and criminal behavior (Trzesniewski et al,. 2006). Thorne & Michaelieu (1996) for classifying social schema in adolescence that's were related to their self-esteem conduct a research on 41 male and 43 female longitudinal sample. By using Q-sort measure of self-esteem content of 1400 memories were correlated. Every memory coded with affect, social motive and significant others identity. Female memory in the age of 14-23 memory concern were related to, wanting help others female friend and increasing level of self-esteem. On the other hand, male memory concerns were also like to female. But male low self-esteem was associated with memories deficient love from female friends. Female low self-esteem reason was memories association to fail to get approval from friends.

1.1.1 Self-control

The attention of psychologist on self-control increasing because of two main reasons. For understanding functions and nature of self, the theoretical level of self-control plays an important role. Meanwhile, in many contexts self-control practical applications are studied. Behavioral and impulse control problems including alcohol, overeating, drug abuse, sexuality impulse behavior and unwanted pregnancy linked with insufficient self-control.(Baumeister, Heatherton & Tic, 1994; Tagney, Baumeister & Boone, 2004; Vohs & Faber 2007). Previous research explores the method that seeks influence of self-control influences on peer relation

and delinquency. The finding indicate the significant effect of self-control on peer rejection also association with delinquency and deviant peer were found. This association of self-control remained significant predictor of delinquency and deviant peer (Chapple, 2005).

Across broad spectrum of human behavior self-control has potential application. Self-control as positive is associated with secure attachment, good adjustment and favorable psychological state. Poor self-control is cause of psychopathological compliance, as well susceptibility to eating disorder and substance abuse (Tagney et al., 2004). Baumeister, Vohs, & Tice1 (2007) for success in life essential role and central function provided by self-control. The application of self-control appears to depend on a limited resource. Just as a muscle gets tired from exertion, acts of self-control cause short-term impairments (ego-depletion)in subsequent self-control, even on unrelated tasks. Research has supported the strength model in the domains of eating, drinking, spending, sexuality, intelligent thought, making choices, and interpersonal behavior. Motivational or framing factors can temporarily block the deleterious effects of being in a state of ego depletion. Blood glucose is an important component of the energy.

Hay & Forrest (2006) to verify that as researches on self-control theory continuously supported the prediction of its central construct; low self- control creates more affected crime. They claimed the emergence of self-control during early childhood age. They examined U.S children of age 7 to age 15 to check out their extent of stability and change in self- control. Secondly examined the effect of parenting that's significantly affect self-control during adolescence. The finding revealed higher stability of self-control especially in the age of 7 year of children age. Its percentage was 80%. Furthermore parenting socialization affect in both prior self-control and exposure to parenting socialization.

1.1.2 Deviant Behavior

The definition of deviant behavior in APA dictionary of psychology, any behavior that's significantly deviates from the appropriate behavior of social group is called deviant behavior. The Delinquency can be define as "behavior violating social rules or conventions (Vandenbos, 2007). Deviant vary from group to group, it's not necessary the deviant for one should remain deviant for another group. Sociologists define deviance as behavior that is known as violating estimated rules and norms (Macionis, & Gerber, 2010; Botterweck & Michael , 2011; Gary , 2007).

Socially anticipated behavior is considerably called deviant behavior. Sociologist just denying from uncommon individual performance and focus on social situation, deviance can be explained in term of group assessment, judgment and definition. Furthermore, differentiate by the well-known norms and rules from deviant that's generate by the society itself (F.J Gary, 2007). Deviance does not lie in the behavior but in the social response of groups to behavior by others (Botterweck & Michael, 2011).

In psychological perspective the deviance is a criminal tendency or deviate from human natural motives (L.J Siege,l 2011). Through process of Socialization That's deviant blocked in the unconscious (Freud, 1976).

Furthermore Nalah, & Daniel (2013). Conduct a research on stressing the behavioral, social learning and cognitive therapy of deviance sought out the relationship among deviance and psychological wellbeing. For that purpose the study hypothesized deviance and mental health through biological, psychological and social dimension. The result of all these theoretical dimension assured that deviant behavior start from childhood and remain even in old age. This suggests a deviation from behavior appropriate to the laws or norms and values of a specific society.

For understanding psychological needs that's being studied in recent research can be understand easily by knowing about Maslow need's theory in which all these needs are explained. Therefore, it is essential to measure here that's theory and also general theory of crime because our tow variables, self-control and deviant behavior are broadly explained in this theory.

1.1.3 Maslow Need's theory

Abraham Maslow has desired to know which thing are motivated by the people. He, then, reached at the conclusion that people, because of their orthogonal unconscious desire, hold back their motivation systems. Maslow (1943, 1954) presented the hierarchy of motivational needs; that are mostly common, in the shape of ancient pyramid. The structure of hierarchal needs shaped like pyramid is given below:
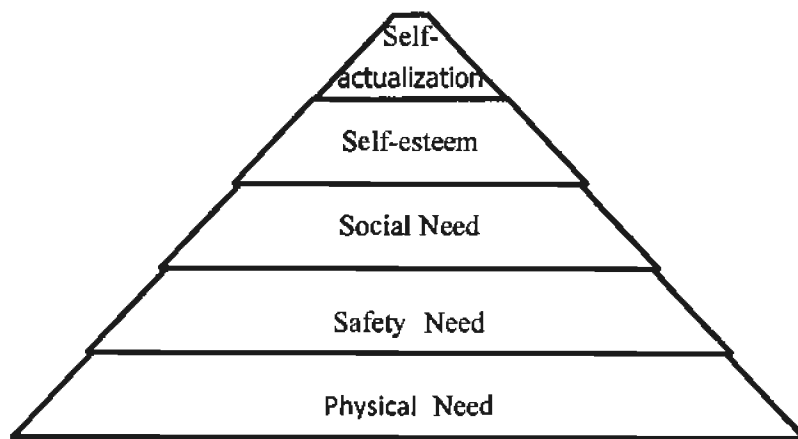
Maslow hierarchy of need

These five stages were divided into two major domains i.e growth needs and deficiency. The domain of growth needs remain accompanied by self-esteem and self-actualization while on

the other hand, the domain of deficiency needs is consisted of remaining needs which are Physiological, safety, love and belongingness.

These five stages can be divided needs known as deficiency needs and growth needs which are known as self-actualization. When a person is unable to meet the deficiency needs, the very phenomenon motivates him and if he remains unable to attain these needs, the deficiency of very need affects him even more powerfully. Since he is not able to attain these needs, he'll not be able to acquire self-actualization. To attain self-actualization, its very necessary to fulfill deficiency needs because every single person has the desire to reach at self-actualization level except God and its possible if it is seen and achieved realistically. It is very unfortunate that when lower level needs remained unfulfilled the development gets disturbed. Different harsh experiences of life like divorce and termination from job make a person toss amongst the levels. Only single person amongst a hundred, noticed by Maslow, becomes completely self-actualized because of the fact that society rewards motivation is chiefly depended upon love, esteem, and other social needs (Maslow, 1943).

Five stages original Hierarchy of needs Model covered :

1. Physiological needs; air, food, shelter, sleep, sex and warmth.

2. Safety need. Give the assurance of an individual stability and freedom from fear.

3. Love and belongingness needs; friendship, intimacy, affection, and love for work group, friend and romantic relation.

4. Esteem needs; mastery, independence, dominance, prestige and self-respect.

5. Self-actualization; include self- fulfillment, seeking peak experience and personal growth.

Furthermore Maslow (1943) claimed that life of self-actualized persons is clearly because their emotions are in their control and they are more objective. Therefore their observation did not disrupt fear or ego defense. Maslow posted that "'it is fairly true that man

lives by bread alone — when there is no bread. But what happens to man's wishes when there is lot of bread and when his belly is chronically filled?" At that level another need emerge rather than physiological. And when this need satisfied again new need emerge and so on.

1.1.4 General Theory of Crime.

Gottfredson and Hirschi (1990). Provide a theory nominated as general Theory of crime (GTC) with claiming, this theory is able to briefly explain "all crime, all the times" universally. The basic and main constructs of this theory were criminal behavior and self-control, the delinquent behavior is predictor of low self-control. That's why it's a control theory covering explanation in broad range of analogous and criminal act. For the explanation of both self-control and deviant behavior family is the supreme institute and neighborhood, school, peer group play secondary or even having no role.

General theory of crime also known as self-control theory. Gottfredson and Hirschi (1990) define crime, as act of force that established pursuing of self-interest. The definition is not depending upon actual definition of crime that was building crime as offense. They did not define crime in judicial term. According to their view point, when one and same action bring out in different context should be define as criminal act or not.

The important topic of their theory was definition of crime, "The central concept of a theory of crime must be crime itself". For them all crime acts are mostly temporary having little permanent outcomes and the results that's offender expect did not produced. Different types of criminal acts are exchangeable as they display same qualities like effortlessness and immediateness. That's why, variance among simple and serious, expressive and instrumental crime or even delinquency among status offense are misleading and meaningless. The universal theory of crime did not explained white-collar crime as this is also an example of such kind of offensive behavior (e.g., Friedrichs & Schwartz 2008).

As the GTC is nominated control theory, focused on causes of low self-control. The main cause of low self-control is family socialization. All the children have same self-control; they only differ in self-control due to certain causes in which one is family socialization. The deficit in self-control explained is the result of shortfall in punishment, care or practices (Gottfredson & Hirschi 1990). Ineffective child rearing is a main cause of low self-control (ibid 97). For socializing the child there are several conditions. Firstly, developing self-control in children need to observe their behavior by parents. Secondly, deviant behavior recognized by parents. Thirdly, punished the child if delinquent behavior appears .Gottfredson & Hirschi discussed that there is direct effect of parental supervision on self-control along with delinquent behavior. Parental supervision safe them from analogous or criminal acts directly .

1.2 Literature Review

The humanistic school of thought much focuses on human nature and needs. This school explained the therapeutic technique to solve out the client problems by realizing him his positive characteristic like self-acceptance and self-actualization. In recent research

Louis Hoffman, Abraham & Michael Moats (2013) focus on importance of humanistic views on self-acceptance, how these come out in implication of psychotherapy and understanding of human nature. Humanistic psychology was considered as a first psychological theory that's given value and focus on the implication of self-acceptance as explicit and positive construct. Humanistic psychology seeks human nature as essential good by advocating radical self-acceptance. Over the time perspective of self-acceptance became inconsiderable, especially in existential school of thought. Vitterso (2004) conducted a research to sought out the difference between subjective well-being and self-actualization. The result of research suggest that self-actualization duplicate substantial aspect of human

existence, the article claimed that the concept is not memoir by ordinary assessment. of subjective wellbeing. The finding of their research indicates that subjective wellbeing was associated with pleasantness and openness to experiences correlate with challenges.

Furthermore in previous research Maslow hierarchy and model of self-actualization personality were reviewed. To explain self-actualization fulfillment of all needs were difficult that's concluded confusing definition of self-actualization. Therefore for the accomplishment of this discrepancies theory should be revised on the basis of second-ordered, cognitive-systemic framework. To retain the order identity of hierarchy of needs its must be derived through autonomous system that's cover the needs for exploration, safety, homeostasis and feedback. To satisfying these needs in due time self-actualization redefine as perceived competence. Material, cognitive and subjective are three components of this competency. The childhood factual and intellectual generate personal competencies and inhibit cognitive competence and self-actualization (Heylighen,1992).

Benson and Dundis (2003) applies Maslow Hierarchy of Needs model to change health care industry by motivating the employees to change their understanding about challenges. Maslow model bring important component that should be consider as the health care faced with reorganization, re-engineering, unions and how growing role of technology in training. How Maslow model can be used in business offering new perspective about concern of current labor forces like, " social belongingness, the need for security, self-esteem, self-actualization and reformed social environment.

Maslow expanded his theory by adding self-transcendence this stages remain a lot of consideration of researcher as Koltko & Mark E (2006) suggest that Maslow's needs theory is incorrect as narrative of Maslow later thought. From the modification of his model, he placed self-transcendence as motivational step beyond self-actualization. More broad kind of

world assessment as meaning of life, understanding of religious violence, social progress exist due help of that's addition of self-transcendence as part of Maslow theory. Moreover Ryan (1995) conduct a research on inborn integrative personality and social development viewing that this process is dynamic and depend upon social-contextual support relating to human basic psychological needs. He conceptually linked that's concept of integrative tendencies to specific developmental process, namely intrinsic motivation, internalization and emotional integration. Collaborations between psychological needs and contextual support provide justification of situational specificity of motivation, experience and relative integration. The meaning of psychological needs is directly considered as are the relation between concepts of integration and independence, individualism and efficacy.

Explanation of both self-determination theory (Deci & Reyan,1991) and carstensen's(1993) socio-emotional selectivity theory Ryan and Fredrick(1997) assumed that well-being and health would be helped by greater personal autonomy, perceived support for autonomy from both nursing home staff and resident friend and relative and emotional quality of residents contact with friend and family. Result shows that. The result of structured interview and survey data from 50 nursing home resident, disclosed that both autonomy support and relatedness indexes correlate with psychological outcomes. Personal autonomy was also related to morality.it was also found that subjective vitality was associated with lower distress and greater wellbeing and perceived autonomy and relatedness.

Gottfredson and Hirschi in his research claimed that in the implication of criminal activity self-control is the only enduring personal characteristic. In physiological and neuropsychological aspect self-control is also important claimed by Moffitt & Rowe et al ., (2005) verified these two position in their research: neuropsychological factors, especially related to biological factor and executive factor. Secondly autonomic reactivity and self-control interrelate to distinguish between offender and non-offenders. Date was obtained

from adolescents of northern California public high school and from California Youth Authority. In neuropsychological point of view serious juvenile offender with lower resting heart rate show poor performance on task that activate cognitive function especially spatial work memory mediated by prefrontal cortex and also measure lower score on self-control. Regression analysis indicates that variation on minor delinquency is unrelated to frontal lobe function and heart rate but related to variation in self-control.

Catell & Metzner (1993) conduct a research on sample of 45 subject; 28 men and 17 women by using Sheldon methodology measured the temperament and self- actualization through Shostrom Personal Orientation Inventory. The finding of result indicates significant correlation between self-actualization score and temperament. Furthermore Murtaza (2011) in his research describes that focus on self –actualization instead of self-interest is the main driving force and wisdom rather than wealth. Its ensure highly personal welfare, steady -state and wisdom economy. Giving the justification of existential problems about co-evolution of capitalism, democracy and science that was rooted in neo-classical economics' narrow focus within human nature on self-interest. It's caused extreme conflict for scare resources among scientist, species, generation and people.

Wood & Pfefferbam et al., (1993) conduct research that's provide an overt assessment of the Gottfredson and Hirschi concept of self-control and its implementation in explaining variation in interpersonal delinquency, theft, vandalism, legal substance use. Multivariate result of that's research indicate that to measure predictive power self-control is extensive, six dimension outlined by Gottfredson and Hirschi should not be combined in a single self-control construct but treated as six different personality characteristics when seeking different types of delinquency. To justifying this construct of self-control and six dimensions are tested independently on a sample of 975 juvenile respondents from Oklahoma who also

participant in a self- report survey in 1991. Finding suggest apart from both Gottfredson and Hirschi self-control measure and composite measures of delinquency.

Moreover Arneklev, & Tittle ., et al(1993) conduct a research on General theory of crime claimed that criminal and analogous behavior are vary among individual due not due to individual difference but different personality traits that's call self-control by Gottfredson and Hirschi. Various behavior considered similar to crime are impulsive behavior such as smoking, drinking and gambling. The finding of research show mix result: (a)to support of theory, the data reveal a modest but significant effect of a scale designed to arrest various components of low self-control on an index of impulsive behavior. (b) some components of low self-control, especially linked to low intelligence reduce scale predictive power. The result also indicate that smoking appear to be unaffected by low self-control. These contradictory analysis suggest the need for theoretical refinement.

Chin-Sheng Wan & Wen-Bin Chiou (2006) explored negative impact of online games on adolescence. By using flow theory and humanistic needs theory seek psychological motivation of Taiwanese adolescence who are addicted to online games through 2 studies. The purpose of study 1 was to explore the correlation between player online games addiction and flow state. The result of study indicates negative relationship with addictive preference. Finding also show that addict flow state was significantly lower than the non addicts. The result of study 2 disclosed that psychological needs of player of online games were close to the two factor theory in which portray satisfaction and dissatisfaction dimensions. Need satisfaction was similar to the feature of dissatisfactory factor. So, the absence of playing online games generate dissatisfaction; the addicts much use of online games feel relief from sense of dissatisfaction rather than search of satisfaction. In non-addict these finding was contradictory

Paxton & turner (1978) conduct a research on ninety-five, single female undergraduate from regional southeastern state university volunteered subjects for examining relationship between self-actualization and aspect of female sexuality. Three questionnaires were administered on the participant. First one was Personal Orientation Inventory to check out level of self-actualization. Eysenck's Inventory of Attitude to Sex for sexuality and tow-item religiosity for assessing religiosity. The result of hierarchical multiple regression analysis and correlation indicate significant relationship between self-actualization and sexual broad-mindedness, sexual satisfaction and prudishness.

Child (1973) conducts a quasi-experimental research design on five juvenile offenders by using the transcendental meditation program as therapy. The hypothesis was that transcendental meditation (TM) would change the personality of juvenile offenders in the direction of great self-actualization their anxiety will decreased and they experience happiness as a more continuous state ,their interpersonal relation would improve, their dependency on drug would decrease and his violation of law would decrease. These hypotheses were used in this research as dependent variable and TM as independent variable.

Lance Ferris et al., (2009). Conduct a research on theoretical developments to seek out the contingencies regarding self-worth to justify the relation of self-esteem and deviant. The finding indicate that self-esteem predict deviant when not contingent to workplace performance. This point of view, contingent self-esteem is a boundary condition for self-consistency that is the prediction of plasticity theory. A study on 123 employees over 6 month by collecting data through multisource. Their study examined the interaction between level (high/low) and type(contingent/non contingent) of self-esteem in predicting workplace deviant. The result support the hypothesis of that's research.

Wing Lo et., (2011).conduct a study on a sample of Hong Kong school student for discovering the psychological and social relationship of deviant behavior. Result of study showed significant positive correlation of deviant behavior with susceptibility and rebelliousness to negative peer influence. On the other hand poor direct relationship was found between self-efficacy, self-esteem and deviant. More specifically, they found " verbally/physically attacking parents ,vandalism/bullying, lack of motivation to study had significant effect with self-efficacy and self-esteem.

Ryan M. Vogel & Marie S. Mitchell (2015 explored a research on employee motivation associated with lessened self-esteem from abusive supervision by considering two theoretical perspective. The view of self-defense about self-esteem suggested that unmannerly supervision motivates the self-defense view of lessened self-esteem suggests that unmannerly supervision motivates unwanted behavior in an endeavor to reiterate defend targets self-image and personal control. In the work group and organization the self-presentational view of lessened self-esteem, there is abusive supervision that motivates behavior. To examined employee destructive work behavior and self-presentational behavior in term of lessened self-esteem these two theoretical perspectives provide reasonable suggestion.

Leotti, Iyengar, & Ochsner (2010) concluded that for individual wellbeing need to utilized one's ability over environment. So, the perception of control is not only based on desirability but also focus on biological and psychological inevitability.

1.3 Rational

The proposed study is productive incorporation of humanistic (Hierarchy of needs) and social psychology (General theory of crime) for a ameliorated understanding of deviant behavior among Public and Private University student's. The integration of different fields of

psychology we lead to better explanation of student's deviant behavior and underline causes of along with suggested remedies. The importance of cross sectional design and selected population and sample from different public and private universities is self-evident as it broadens the scope and dissects the study at different section and also increases the significance factor of the study. The employment of most suitable and appropriate scale of Basic Needs Satisfaction Scale (BNSS), Low Self-control and Deviance Scale(NDS) rationalized and increase the credibility and validity of research. As whole, the topic and process are well integrated that justify the importance and validity of the proposed research.

1.4 Objectives:

- To find out the impact of psychological needs and self-control on deviant behavior.

- To probe down the impact of psychological needs and self-control on physical need and safety need.

- To see impact of love and belongingness on self-control and deviant behavior.

- To find out the relationship between level of psychological needs, self-control and deviant behavior..

- To investigate co-relation between physical need, safety nee, self- control and behavior deviance.

- To examine the gender variance regarding co-relation between psychological needs, self-control and behavior deviance.

2.1 Methodology

2.2 Research Design.

This present quantitative research was conducted through cross - sectional research design. Psychological needs and self -control were independent variables while behavioral deviance is the dependent one. The focus of study was that that what is the impact of psychological needs and self-control on deviant behavior. Data was collected through Basic Need Satisfaction Scale, Low S elf-control Scale and Normative Behavior Deviance Scale.

2.3 Sample:

A sample of 300 students from different private and public sector universities were selected through purposive sampling technique. The age of sample was adolescence 12 -25 year. The questionnaires were distributed after signing informs consent. 290 questionnaire returned by the participant in which 10 were incomplete. Therefore 280 were used for analysis.

2.4 Ethical Consideration.

The participant was informed about objective of study by taking inform consent. Demographic sheet was used for taking personal information. The confidentially of participant was ensured before the data collection. scale were given to take response of participant. The participants were thanked for their volunteer participation in the data collection.

2.5 Hypothesis.

- The higher level of psychological needs will predict higher self-control and lower behavior deviant

- The higher level of physical need, safety need and self-control will predict lower deviant behavior.

- Increasing level of Love and belongingness will predict higher self-control and lower behavior deviant.

- There is significant relationship between Level of psychological needs and self _control and negatively correlate with deviant behavior.

- There is significant relationship among safety need, physiological need and self-control but negative with deviant behavior

- Male have higher level of psychological needs and self- control than female and comparatively lesser behavioral deviance than female.

2.6 Instruments:

For the collection of data following instruments were used:

a. Basic Needs Satisfaction Scale (BNSS)

As in the present study self-esteem, self-actualization and to know & understand are consider as basic psychological needs. Moreover, physical need and safety need as general need Love and belongingness as social need. We used Basic Need Satisfaction Scale to for measured such types of assumption. The Questionnaire was originally constructed in Persian. For foreign readers English version is also available. This questionnaire supposed to measure five traditional set of basic needs provide my Maslow, also with an extra needs set is added. Many researches claimed that Maslow needs theory may consist more than five needs. Therefore, they suggested that need to know and understand has been added by Maslow in basic needs. that's questionnaire covered that's intended basic need also. By using pilot study the first administration on 89 subjects, the alpha Chronbach reliability was estimated at .836 that is superb. This questionnaire having 70 items along two question regarding sister and brother

because some subjects have only on brother or sister and other one got no brother or sister. So, the two items were reduced from four by averaging two relevant items. The value was replaced on whole grade average for the subject who did not got neither brother nor sister. Therefore, test effective items remained 68 by decreasing two items. The total positive items are 62 and negative items were 16 also converting negative score before analysis. Ranking each statements form 1 to 4, showing " nothing, a little, somewhat and a lot". The total affordable points were 272 for this questionnaire. Basic Need Satisfaction Scale is known as valid scale due to satisfactory internal consistency that is .84 . The reliability, validity and no of items of sub-scale are given below in table.

Table 1.1

Sub-Scale reliability and validity of Basic Need Satisfaction Scale

Sub-sclae	No. of items in BNSS	Validity of sub scale	Cronbach
Physiological need	10	.48	.430
Safety need	15	.65	.649
Love and belongingness need	13	.43	.426
Esteem need	16	.63	.635
Self-actualization	5	.65	.648
The needs To know and to understand	9	.43	.430

b. Low Self-control Scale

Grasmick et al.'s (1993) developed low self-control scale to measure self-control. In six sub scales(impulsiveness, risk seeking, physical activity, simple task, temper and self-centeredness) this scale has total 24 items. Scale items were worded as originally suggested. Response of that scale were given at 5-point Likert type scale, "strongly disagree= 1,disagree = 2, neither disagree nor agree= 3, agree= 4, strongly agree = 5".This 5-point likert type scale was revised from originally 4-point likert type scale(strongly disagree = 1, disagree somewhat = 2, agree somewhat = 3 and strongly agree = 4) that's used by Gasmick et al (1993) also having reliability with other previous study in which this scale is used (e.g., longshoreet al. 1996; Pfefferbaum et al. 1993; Piquero & Rosay 1998). On sub-scales the reliability coefficient of low self-control scale is ranged from .50 to .79.

c. Normative Deviance Scale (NDS)

Normative Deviance Scale (NDS) consist 55-items measured lifetime deviance. But in the present study 38-items was used of that's scale due to cultural values. This scale purpose is to measured adolescence deviance in all the culture that covered all the norms violating conduct in all the cultures. This scale constructed as it captured norms violati ng conduct that's is free from cultural definition of crime. The 5-point likert type scale (never = 1, one time = 2, two to three times = 3, four to six times = 4 , more than six times = 5) were used for taking responses. The specific behavior and lifetime frequency also identified. The deviance sub scale reliability for entire sample was ranged from.76 to .89 that's is also reliable for sex, age groups, and countries.

Psychological Needs and Self-control as predictor of Deviant Behavior

3.1 Results

Table 1

Frequency and percentage of participants (N=280)

Demographic Variables	F	%
Gender		
1: Male	141	50.4
2: Female	139	49.6
Education		
1: 1st year	68	24.3
2: 2nd year	70	25
3: 3rd year	71	25.4
4: 4th year	71	25.4
Family System		
1: Joint	110	39.3
2: Nuclear	170	60.7
School		
1: Government	136	48.6
2: Private	140	50

Table 1 show frequency percentage of participant in term of their gender, educational level, family system and schooling. The results of table indicate that male (f=141, 50.4%) participant were greater than female (f= 139, 49.6). 1st year student (f=68,24.3%) were

lesser than 2nd year (f=70,25%). 3rd year and 4th year were equal(f=71, 25.4%). Participant from joint family system (f=110, 39.3%). were lesser then nuclear (f=170,60.7%). Students form government school (f=136, 48.6) were lesser than private school(f = 140, 50%). respectively.

Table 2

Psychometric properties of variables (N= 280)

Variables	N	M	SD	α	Range		Skewness	Kurtosis
					Potential	Actual		
Psychological Needs	280	139.93	12.34	.78	68-272	105-171	-.199	-.318
Self-control	280	79.31	12.32	.62	24-120	51-120	.424	.928
Deviant Behavior	280	74	9.82	.71	38-190	54-100	.137	-.489

Table 2 show psychometric properties of study variables. Basic Need Satisfaction Scale is based on 68 items and six sub-scale including need to know and understand ; items: 9 Self-actualization; 5 Self- Esteem; 16 Love and belongingness ; 13 Safety; 15 and Physical ;10. The scale is based on four point rating scale. The response category included Nothing = 1, A little = 2, somewhat = 3, A Lot = 4. The potential range of every sub-scale is 1 as minimum and 68 as maximum scores. The reliability analysis indicate that the reliability coefficient of psychological needs, self-control and Deviant behavior scale is .78, .62 and .71 respectively which indicate satisfactory internal consistency of Basic need Satisfaction scale ,self-control and Deviant behavior skewness and kurtosis that univeriate normality is not problematic.

Table 3

Multiple regression analysis displaying the impact of psychological needs and self-control on prediction of deviant behavior (N =280)

Variables	ΔR^2	B
Psychological Needs	.226	-.34*
Self-control		-.16*

*p <.05

Multiple Regression analysis is computed with Psychological needs and self-control as predictive variable and Deviant Behavior as outcome variable. The ΔR^2 value of .226 indicates that 22.8 % variance in the depended variable accounted for, by the predictor with $F (2, 277) = 26.6$, p < .05. The finding indicate that psychological needs (β = .34 , p < .05) and self-control (β = .16 , p< .05) has significant negative effect on Deviant Behavior.

Table 4

Multiple regression analysis displaying the impact of physical need, safety need and self-control on prediction of deviant behavior (N =280)

Variables	ΔR^2	B
Physical Need	.118	-.24*
Safety Need		-.12*
Self-control		-.19*

*p < .05

The multiple regression is calculated with physical need, Safety need and Self-control as predictive variable and Deviant Behavior as outcome variable. The ΔR^2 value of .118 indicate that 11.8 % variance of dependent variable accounted for, by the predictor with $F(3, 276) = 17.3$, $p < .05$. The result indicate that physical need ($\beta = .24$, $p < .05$), Safety need ($\beta = .12$, $p < .05$) and self-control ($\beta = .19$, $p < .05$) has negative effect on Deviant Behavior respectively.

Table 5

Multiple regression analysis displaying the impact of love & belongingness need and self-control on prediction of deviant behavior (N =280)

Variables	ΔR^2	B
Love & belongingness	.558	.20
Self-control		-.062

The multiple regression is calculated with Love & belongingness need and Self-control as predictive variable and Deviant Behavior as outcome variable. The ΔR^2 value of .558 indicate non-significant effect of love & belongingness and self-control ($\beta = .062$, $p > .05$) has negative effect on Deviant Behavior respectively.

Table 6

Pearson correlation among Psychological needs, Self-control and Deviant Behavior (N=280

Variables	1	2	3
1. Psychological Needs	_	.539**	-.032
2. Self-control		_	- .026*
3. Deviant behavior			_

** p< .001, p* <.05

Table 4 show Pearson correlation among study variable. Psychological needs has significant positive correlation with self-control (r = .539, p < .001) and significantly negatively correlate with deviant behavior (r = -.032, p< .05). Self-control has negative correlation with Deviant Behavior (r= .-026, p < .01).

Table 7

Pearson correlation among study variables (N = 280).

Variables	1	2	3	4
1. Safety need	-	.21**	.85*	-.117*
2. Physical need		-	.38*	-.022
3. Self-control			-	-.016*
4. Deviant Behavior				-

**p < .01, *p <.05

Table 4 indicate Pearson correlation among study variables. Safety need is positively correlate with physical need (r =.21 p< .001) and self-control (r= .85, p<.05) and negatively

correlate with Deviant behavior (r = -.117, p< .05). Physical need has positive correlation with self-control (r= .38, p< .050) and negative correlation with Deviant Behavior (r = .-022 , p < .05). self-control is negatively correlate with Deviant Behavior (r = -.016, p < .05).

Table 8

Mean, standard deviation and *t*- value for male and female on psychological needs, self-control and deviant behavior.

Variables	Gender						95%CI		
	Male	(n=141)	Female	(n=139)					
	M	SD	M	SD	T(278)	P	LL	UL	Cohen'sd
Psychological needs	141	12.59	138	11.90	2.31	.021	.504	6.27	.69
Self-control	81.65	13	76.94	11.13	3.24	.001	1.85	7.55	.56
Deviant Behavior	72.16	9.67	74.85	9.95	-1.43	.152	-3.99	.623	2.45

Table 8 shows mean standard deviation and *t*- value for male and female on psychological needs, self-control and deviant behavior. Results indicates significant mean difference on psychological needs with *t* (278) = 2.31, p < .05. The result show that male students (*M* =141, *p* < .05) significantly score higher on psychological needs as compared to female students (*M* = 138, *p* < .05). Results indicates significant mean difference on self-control with *t* (278) = 3.24, p < .01. The result show that male students (*M* = 81.65, *p* < .01) significantly score higher on self-control as compare to female students (*M* = 76.94, *p* < .01). Results indicates negatively non-significant mean difference on deviant behavior with *t* (278)

= -1.43, p >.05. The result show that male students ($M = 72.16$, $p > .05$) score lower on deviant behavior as compare to female students ($M = 74.85$, $p > .05$).
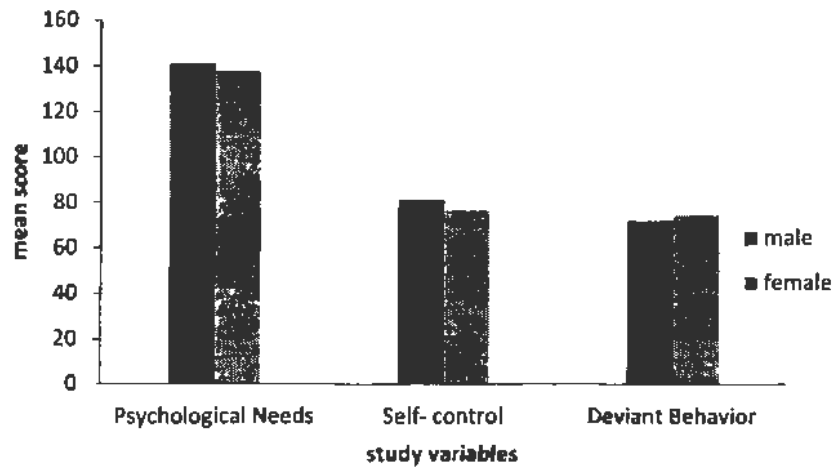
4.1 Discussion

The aim of present study is to check out the impact of psychological needs and self-control as predictor of deviant behavior among university adolescence. The present study is conducted by using two different theories: Abraham Maslow's Hierarchy of Needs and Gottfredson "General Theory of Crime". The main aim of present study was to examine the role of psychological needs and self-control in the prediction of deviant behavior among adolescent student of public and private sector universities of Islamabad and Rawalpindi.

Referring to the 1st hypothesis of the present research, it is stated that higher level of psychological needs(need to know & understand, self-esteem, self-actualization) and self-control predict lower Deviant Behavior . The analysis as given in the table no. 03 confirms the hypothesis. Previous research suggest that there is significant higher level of sadness, loneliness and nervousness in children whose self-esteem level is low and also involve in risky behavior like smoking or alcohol (Richard S. Strauss, 200).

The findings as described above promotes that idea that with the increment in the sense and attainment of self-control, that impact on a person to becomes more satisfied at psychological level and as a result achieves graver control over his/her impulses and vice versa. Therefore, it is evident that realization of rise of public good opinion for an individual makes him believe in his constructive forces that rest there in each and every person innately. This result create association in previous research finding of Keith Wilcox & Dndrew (2013) suggests that a variety of people used online social network but don't know about their effect on behavior. The finding shows that the user who focused on close friend while browsin g social network enhanced their self-esteem. But who reduces self-control while browsing networks leads maintaining social order and wellbeing.

In opposition, if a person feels that he does not enjoy positive appraisal of his hereabouts and social fellows, he will be psychologically discontented and, as a result, he would not be able to govern himself well for the betterment of his own soul and as well as that of society. Such a situation will lead him towards bad deeds that will come in contrast with what society and social norms yearn and seek for. In nutshell, a person with good self-control in his sociehty will strive to keep his pulses in control to retain his respect and so will avoid socially deviant behavior. This is entailed with study conducted by Edward & Richard (2008).The concept of human needs turns out to be enormously valuable because it delivers a resources of appreciative how numerous social powers and interpersonal environments upset autonomous versus controlled motivation

On the other hand, a person with low self-control and given by his fellows will lose confidence and self-respect and , eventually, he will find himself entrapped in wrong deeds for limited satisfaction.

The 2nd hypothesis of that study seek higher level of physical need, safety need and self-control in the predict of lower behavior deviant. This make link with the finding of Siegrist (1996) purposed the finding of two studies that's were physiological and epidemiological studies related to observe adverse health effect in term of high effort and low reward. Porges (1996) suggest that normal and abnormal development is associated with the state of individual difference in neural regulation. Infant primarily focused on physiological self- regulation to persist himself from high risk. The result of current assumption also related with the result of Timpano & Schmidt (2013) who remarked that there is a highly risk of hoarding disorder in the individual who have low level of self-

control. The reason is that low level of self-control associated with greater chance with the symptoms of hoarding disorder.

In accord to 3rd hypothesis, love & belongingness need has non-significant impact on deviant behavior while self-control has negative impact on deviant behavior. Its mean love & belongingness has no impact on deviant behavior. But self-control predict decreasing level of deviant behavior, which is valuable for an individual as well as his well-being. Current result has agreement with finding of Demanet & Van Houtee (2012) found that school misconduct are related to feeling bound individually with teachers and peer instead of overall school organization. Growing perceived support from teacher and school belonging become caused of minor school misconduct. But higher attachment with peer was linked with more school misconduct. Moreover, Brian & Joseph (1997) conduct a research to see relationship of, school grade, antisocial behavior, feeling depressed and antisocial perception of youth in three important orientation :connection, autonomy and regulation. This study also digs out their experience in four context of socialization that's school, Family, peer and neighborhood. Result reveals that Peer and family were primary socialization context.

The present study supports the 4th hypothesis that assumes there is a significant relationship between Level of psychological needs and self –control and negative correlation with Deviant Behavior among universities students. In the result of present study (see table 4) attests the hypothesis. This result has many a precedents. For example, Ryan, R. M., & Deci, E. L. (2000) conducted a research on self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. The result indicates that three innate psychological needs: competence, autonomy and relatedness when satisfied increase the self-motivation and mental health and vice versa. Also there is a significant relation of psychological needs in different domain such as health care, work support religion and

psychotherapy. In recent research there are three needs – self-actualization, self-esteem and need to know and understand which are taken as psychological needs.

Similar finding were purposed by Irena Pufal-Struzi (1997) say self-actualization and other personality dimensions as predictors of mental health of intellectually gifted students. Result suggests that gifted student have higher level of self-actualization and also gifted and self-actualized students having higher level of self-acceptance and need for intellectual stimulation. This thing enables them to affective performance. There is a positive relationship between self-actualization and personality development (Ebtesam Pajouhandeh 2013). Higher level of self-actualization is positively associated with authoritative parenting style and negatively associated with authoritarian parenting style (M.M. Dominguez & Carton , 1997).

Furthermore, Dumiterscu & Dogaru (2009) conducted a research on self-control and self-confidence to explore the relationship of self-control and self-confidence, student self-related oral health and oral-health- related behavior on 178 first year medical students. The result indicate that participant with healthy non bleeding gingiva have higher value of self-control as compared to gingiva bleeding. Participant with higher self-control use every day mouth rinse. Self-confidence is also correlated with oral health status.

In accord with the 5th hypothesis of the study, the result maintains the proposed idea physical need, Safety need, Love & Belongingness and self-control are directly proportional to each other and all of these are inversely proportional to deviant behavior. The table no. 4 reads that physical need, Safety need, Love & Belongingness and self-control have significant positive correlation. The same table also indicates significant negative relationship of deviant behavior with Physical need, Safety need, Love & Belongingness and self-control($r=-.016$, $p <.05$).

This attestation of the 4th hypothesis of the study acclaims that a person whose level of Physical need, Safety need and Love & Belongingness are high will automatically enjoy higher status of self-control. The more a person is psychologically satisfied, the more he will be in his wit's control. In other words, how much a man will show control over his nerves is dependent upon the value of his self-actualization. This outcome relate with the result of Catell & Metzner (1993) When one knows oneself, ones capacities and shortcomings as well, one becomes better master of his self. After knowing own self one can make better use of his capacities and capabilities against the available situation and opportunities. Therefore, such a person will face, handle and cope with any situation, be it the best or the worst. Self-actualization has positive relationship with temperament.

Deviance does not only lie in the behavior but in the social responses of groups to behavior by others (Botterweck & Michael, 2011). With reference to the results put above, it is said that if a person has problems in satisfying his/her physiological needs he/she would not be complete master of his self and soul. Here and there, his distasteful physiological needs stir him loss his control over himself to go for socially deviant behavior and deed that results deadly not only psychologically but also socially. Anyhow, enhancement in satisfaction of basic physiological need will make self-control better and ultimately that would cause better and socially expected and accepted normative approach of the person.

The last hypothesis proposes that male have higher level of psychological needs, better self-control and consequently lower level of deviant behavior that female. The table no. 09 attests the proposal. The table indicates that male has significantly higher level of psychological level. Furthermore, the results also maintains the idea that male have better control over self. To add, it is given in the table that male in comparison to female are less deviant in their behavior. Same research conducted by Miller, DLynam, Widiger &Leukefeld (2001), how an increase in psychological need increases a person's control over his/her self

and that ultimately helps in checking deviant behaviour in favor of cultivating socially testified and attested norms. 'The unsuitable organization of instinctive drives cultivates a personality disorder that linked both personal (behavioral and intrapsychic) and social (interpersonal, group, macro social) structure and process.

4.2 Limitations

This study like others study also having its own limitations. current study only focusing on students of Islamabad and Rawalpindi Universities. That's raised question, are the findings will be generalized on other universities environment. Biasness may occur because present study like others studies depend only upon self-report measurement. Friends and family like multiple informants are not used. It may be provided more valuable and revealed more aspect, if open ended and qualitative method of data collection were used that's cannot used in this study. There may be some others variables that are influence on the students to involved in deviant behavior. For assessing changes in variable across the time prevented by cross-sectional research design. So, in feature a mix approach may be provide better result and compensate the inbuilt restrictions of current study.

4.3 Recommendations

Future study on deviant behavior should focus on longitudinal study too seek the level of psychological needs and deviant behavior among criminal instead of student. Mostly result of current study having link with previous available literature. However previous studies did not proved some result and suggestion provide by research that several measures can be used to make effecting finding and remarkable amplification with previous finding.

4.4 Implications

The present study helps in understanding the relation between psychological needs, self-control and deviant behavior. It enhances current knowledge on these variables. The

findings of the current study can be applied for different purposes in different fields. On the base of findings, skill based workshops can be conducted to teach the students how to one can gain self-control through love and belongingness. Administration can use the results of present study to make decisions about students.

A preventive approach can be applied for avoiding the problem of deviant behavior from occurring. For that purpose, efforts can be done to improve the domain of self-actualization as well self-control that protect from psychological problems. Community counseling help for that purpose. Individuals, couples, families and also co mmunities should be helped to better understand and face the phenomenon. The study is also helpful in clinical field by giving information about use positive psychology technique to come down the unethical and criminal acts. Its suggest that by gaining sel f-control through self-actualization, self-esteem and love and belongingness one can prevent himself from deviant and criminal behavior.

4.5 Conclusions

The findings of present study concluded that psychological needs and self- control have negative correlation with deviant behavior, as psychological needs get satisfied along hierarchy, self-control grows and, ultimately, deviant behavior gets cut down. The study concludes that a man who has higher level of satisfaction of psychological needs will exhibit better self-control that will enable him not go afield. Therefore, there must be some kind of conscious afford on the part of individual as well as society to advance along hierarchy of psychological need.

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APPENDIX A

Psychological Needs Scale

Name: .... class: .... Sex: .... institute: ....
Family system............

Dear Student This questionnaire is supposed to apply for research about children. Please fill it up carefully. There is no right or wrong answer. It is just your view that is important. Read the items and decide to which extend it is correct about you. Choose one of the: Nothing, a little, somewhat, or a lot" and mark in the blank. We appreciate your patient and accuracy. Please answer following questions prior to begin the main questionnaire. 1. Have you got any brothers? ....2. Have you got any sisters? ....

Items	Statements	A lot	Somewhat	A little	Nothing
1	I like Knowledge.	4	3	2	1
2	My friend likes me.	4	3	2	1
3	I have great clothes.	4	3	2	1
4	I am able to do my own works.	4	3	2	1
5	I have toys.	4	3	2	1
6	I like my father.	4	3	2	1
7	I am happy with the house we are living in.	4	3	2	1
8	I like the foods that I eat.	4	3	2	1
9	Guys go off sulk with me.	4	3	2	1

		A lot	Somewhat	A Little	Nothing
10	I am a successful person.	4	3	2	1
11	I worry that I hurt.	4	3	2	1
12	People like me.	4	3	2	1
13	I have time to play.	4	3	2	1
14	I know about the things.	4	3	2	1
15	I am important.	4	3	2	1
16	I feel free in the house.	4	3	2	1
17	I can do many different tasks.	4	3	2	1
18	My mother likes me.	4	3	2	1
19	In parties, I am afraid that the food finishes.	A lot	Somewhat	A Little	Nothing
20	I go to funny places.	4	3	2	1
21	I think about what I am good at.	4	3	2	1
22	When I don't understand something, I get upset.	4	3	2	1
23	I am beautiful.	4	3	2	1

24	My teacher likes me.	4	3	2	1
25	I am active.	4	3	2	1
26	I have seen the movies I like.	4	3	2	1
27	I get upset when the guys go sulk with me.	4	3	2	1
28	I have perseverance in my tasks.	4	3	2	1
29	I have already chosen my subject area of study.	4	3	2	1
30	I am afraid my parents are under threats.	4	3	2	1
31	Guys trust in me.	4	3	2	1
32	I am allowed to say my idea in the house.	4	3	2	1
33	People think badly about me.	4	3	2	1
34	I am scare of my father.	4	3	2	1
35	My father beats me.	4	3	2	1
36	I like my teacher.	4	3	2	1

37	I would like to keep a pet.	4	3	2	1
38	I think about my future job.	4	3	2	1
39	I am able to prevent from unpleasant events.	4	3	2	1
40	I can tell my parents what I want to buy.	4	3	2	1

		A lot	Somewhat	A Little	Nothing
41	I am scared of my mother.				
42	My mother beats me.	4	3	2	1
43	I am a resolved person.	4	3	2	1
44	I think about future in my leisure time.	4	3	2	1
45	I am interested in books.	4	3	2	1
46	I know myself.	4	3	2	1
47	Knowing about different things makes me happy.	4	3	2	1
48	I like to stay at home.	4	3	2	1
49	When I take snacks to school, I worry pupils take it from me.	4	3	2	1
50	My mother ridicules me.	4	3	2	1
51	I am happy with my father's job.	4	3	2	1
52	I would like to have a bird.	4	3	2	1
53	I like my brother.	4	3	2	1
54	I like my sister.	4	3	2	1

55	I got questions that I like them to be answered.	4	3	2	1
56	I have good friends.	4	3	2	1
57	My father likes me.	4	3	2	1
58	My clothes are beautiful.	4	3	2	1
59	I would like my father change his job.	4	3	2	1
60	I am eager in scientific books.	4	3	2	1
61	I think about success in my favourite field of study.	4	3	2	1
62	My father ridicules me.	4	3	2	1
63	I worry to defeat in games.	4	3	2	1
64	I am a powerful person.	4	3	2	1
65	I like learning.	4	3	2	1
66	I can recognize my weaknesses.	4	3	2	1
67	If I don't know the answer of a question, I don't feel comfortable.	4	3	2	1
68	I worry I lose my parents.	4	3	2	1
69	My brother likes me.	4	3	2	1
70	My sister likes me.	4	3	2	1

APPENDIX B

Self-control

statements	strongly disagree	disagree	neither disagree nor agree	Agree	strongly agree
1. I often act on the spur of the moment without stopping to think.	1	2	3	4	5
2. If things I do upset people, it's their problem, not mine.	1	2	3	4	5
3. I like to test myself every now and then by doing something a little risky.	1	2	3	4	5
4. Sometimes I will take a risk just for the fun of it.	1	2	3	4	5
5. I frequently try to avoid projects that I know will be difficult.	1	2	3	4	5
6. I sometimes find it exciting to do things for which I might get into trouble.	1	2	3	4	5
7. I dislike really hard tasks that stretch my ability to the limit.	1	2	3	4	5
8. If I had a choice, I would almost always rather do something physical than something mental.	1	2	3	4	5
9. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.	1	2	3	4	5
10. I almost always feel better when I am on the move than when I am sitting and thinking.	1	2	3	4	5
11. Excitement and adventure are more important to me than security.	1	2	3	4	5
12. I try to look out for myself first, even if it means making things difficult for other people.	1	2	3	4	5
13. I'm more concerned with what happens to me in the short run than in the long run.	1	2	3	4	5

14. I will try to get things I want even when I know it's causing problems for other people.	1	2	3	4	5
15. When things get complicated, I tend to quit or withdraw.	1	2	3	4	5
16. I like to get out and do things more than I like to read or contemplate ideas.	1	2	3	4	5
17. I'm not very sympathetic to other people when they are having problems.	1	2	3	4	5
18. I seem to have more energy and a greater need for activity than most other people my age.	1	2	3	4	5
19. The things in life that are easiest to do bring me the most pleasure.	1	2	3	4	5
20. I don't devote much thought and effort to preparing for the future.	1	2	3	4	5
21. . I lose my temper pretty easily.	1	2	3	4	5
22. Often, when I am angry at people, I feel more like hurting them than talking to them about why I am angry.	1	2	3	4	5
23. When I'm really angry, other people should stay away from me.	1	2	3	4	5
24. When I have a serious disagreement with someone, its usually hard for me to talk calmly about it without getting upset.	1	2	3	4	5

APPENDIX C

Deviant Behavior Scale

Statements	No/Never	Once/one time	2-3 times	4-6 times	6 or more
G1. Smashed bottles on the street, school grounds, or other areas?	1	2	3	4	5
G2. Intentionally damaged or destroyed property	1	2	3	4	5

belonging to your parents or other family members (brothers or sisters)?					
G3. Intentionally damaged or destroyed property belonging to a school, college, or university?	1	2	3	4	5
G4. Intentionally damaged or destroyed other property (signs, windows, mailboxes, parking meter, etc.) that did not belong to you?	1	2	3	4	5
G5. Intentionally damaged or destroyed property belonging to your employer or at your workplace?	1	2	3	4	5
G6. Slashed or in any way damaged seats on a bus, in a movie theater, or something at another public place?	1	2	3	4	5
G7. Written graffiti on a bus, on school walls, on rest room walls, or on anything else in a public place?	1	2	3	4	5
G8. Committed acts of vandalism when coming or going to a football game or other sports event?	1	2	3	4	5
G9. Cheated on school/college/university tests (e.g., cheat sheet, copy from neighbor, etc.)?	1	2	3	4	5
G10. Been sent out of a classroom because of Been sent out of "bad" behavior (e.g. inappropriate behaviors, chea ting etc.)?	1	2	3	4	5
G11 Been suspended or expelled from school/college/university?					

			1	2	3	4	5
G12.	Stayed away from school/classes when your parent(s) thought you were there?		1	2	3	4	5
G13.	Intentionally missed classes over a number of days for "no reason," just for fun (e.g., there was no family emergency)?		1	2	3	4	5
G14.	Been in trouble at school so that your parents received a phone call about it?		1	2	3	4	5
G15.	Skipped school/work (pretending you are ill)?		1	2	3	4	5
G16.	Intentionally disobeyed a stop sign or a red traffic light while driving a vehicle?		1	2	3	4	5
G17.	Been on someone else's property when you knew you were not supposed to be there?		1	2	3	4	5
G18.	Failed to return extra change that you knew a cashier gave you by mistake?		No or never			4 to 6 time	
G19.	Tried to deceive a cashier to your advantage (e.g. flash a larger bill and give a smaller one)?		1	2	3	4	5
G20.	Let the air out of the tires of a car or bike?		1	2	3	4	5
G21.	Lied about your age to get into a nightclub/bar?		1	2	3	4	5
G22.	Made nuisance/obscene telephone calls?		1	2	3	4	5
G23.	Avoided paying for something (e.g. movies, bus or subway rides, food, etc.)?		1	2	3	4	5
G24.	Used fake money or other things in a candy, coke, or stamp machine?		1	2	3	4	5

G25. Shaken/hit a parked car just to turn on the car's alarm?					
G26. Stayed out all night without informing your parents about your where abouts?	1	2	3	4	5
G27. Stolen, taken, or tried to take something from a family member or relative (e.g. personal items,money,etc.)?	1	2	3	4	5
G28. Stolen, taken, or tried to take something worth between $10 and $100 (e.g. shirt, watch, video game, money, etc.)? yr	1	2	3	4	5
G29. Stolen, taken, or tried to take something worth more than $100 (e.g. leather jacket, car stereo, bike, money, etc.)?	1	2	3	4	5
G30. Stolen, taken, or tried to take something that belonged to "the public" (e.g. street signs, construction signs, etc.)?	1	2	3	4	5
G31. Stolen or tried to steal a motor vehicle (e.g., car or motorcycle)?	1	2	3	4	5
G32. Bought, sold, or held stolen goods or tried to do any of these th ings?	1	2	3	4	5
G33. Hit or threatened to hit a person?	1	2	3	4	5
G34. Hit or threatened to hit your parent(s)?	1	2	3	4	5
G35. Hit or threatened to hit other students/peers or people?	1	2	3	4	5
G36. Used force or threatened to beat someone up if they didn't give you money or something else you wanted?	1	2	3	4	5
G37. Been involved in gang fights or other gang activities?	1	2	3	4	5

G38. Beaten someone up so badly they required medical attention?	1	2	3	4	5

APPENDIX D

Basic Need Satisfaction sub-scale

	Items	Type of Assumed Need in BNSS
1	31. Guys trust in me.	E
2	25. I am an active person.	E
3	15. I am an important people.	E
4	24. My teacher likes me.	LB
5	12. People like me.	LB
6	17. I can do many difficult tasks.	E
7	10. I am successful.	E
8	28. I have perseverance in my tasks.	E
9	43. I am a resolved person.	E
10	14. I know about the things.	N
11	3. I have great clothes.	P
12	58. My clothes are beautiful.	P
13	33. People think badly of me.	S

14	46. I know myself.	E
15	2. My friend likes me	LB
16	23. I am beautiful.	E
17	39. I am able to prevent from unpleasant events.	E
18	64. I am a powerful person.	E
19	9. Guys go off sulk with me.	S
20	4. I am able to do my own works.	E
21	47. Knowing the things makes me happy.	N
22	48. I like to stay at the house.	LB
23	61. I think how to be successful in my favorite discipline of study.	SA
24	44. I think about the future in my leisure time.	SA
25	38. I think about my future job.	SA
26	29. I have already chosen my subject area of study.	SA
27	65. 1 like learning.	N
28	1. I like Knowledge.	N
29	60. I am eager to read scientific books.	N
30	45. I am interested in books.	N
31	52. I would like to have a bird.	LB
32	68. I worry I lose my parents.	S
33	30. I am afraid my parents are under threats.	S
34	11. I worry I hurt.	S
35	34. I am scared of my father.	S
36	41. I am scared of my mother.	S

37	27. I get upset when the guys go sulk with me.	S
38	22. When I don't understand something, I get upset.	N
39	21. I think about what I am good on.	SA
40	67. If I don't know the answer to a question, I am not comfortable..	N
41	16. I feel free in the house.	S
42	32. I am allowed to say my idea in the house.	S
43	40. I can tell my parents what I want to buy.	E
44	20. I go to funny places.	P
45	13. I have time to play.	P
46	26. I have seen the movies I like.	P
47	5. I have toys.	P
48	42. My mother beats me.	S
49	55. I got questions that I like to be answered.	N
50	36. I like my teacher.	LB
51	59. I would like my father change his job.	E
52	7. I am happy with the house we are living.	P
53	51. I am happy with my father's job.	E
54	37. I would like to keep a pet.	LB
55	62. My father ridicules me.	S
56	66. I can recognize my weaknesses.	E
57	8. I like the foods that I eat.	P
58	18. My mother likes me.	LB
59	57. My father likes me.	LB

60	19. In parties, I am afraid the food is finished.	P
61	49. When I take snacks to school, I worry pupils take it from me.	P
62	35. My father beats me.	S
63	63. I worry to defeat others in games.	S
64	5354. I like my brother/sister.	LB
65	6979. My brother/sister likes me.	LB
66	56. I have good friends	LB
67	6. I like my father.	LB
68	50. My mother ridicules me.	S