

Mitigating Deviant Behavior in University Students through Education: How Structural Inequality Mediates and Functionalist and Conflict Perspectives Moderate the Process

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Abstract

This study aims to explore the impact of educational factors on behavioral deviance among faculty and guardian respondents, examining how various educational perspectives influence behavior. Using a quantitative approach, the research employs Smart PLS for path coefficient analysis, multi-group analysis, and reliability testing, with a sample size of 240 respondents (120 faculty members and 120 guardians). The findings reveal significant relationships between education, functional perspectives, and behavioral outcomes, with notable differences between faculty and guardian groups. The study's implications highlight the importance of targeted educational strategies to mitigate behavioral deviance. The results contribute to both theoretical and practical knowledge in the fields of education and behavioral studies.

Keywords: Education, Behavioral Deviance, Smart PLS, Path Coefficients, Functional & Conflict Perspectives, Multi-Group Analysis.

Introduction

Misconduct is prevalent among university students and affects the learning process, academic standards, and students themselves (Djendi, 2024; Jensen & Sanner, 2021). Being places of learning and character transformation, universities have a responsibility of managing student conduct with education being seen as an antidote against deviance (Ahmed, 2023; Hurlbert, 2020). However, the correlation between education and deviant behavior is not clear-cut because existing structure of society greatly influences the prospects of educational intervention (Masih, 2022; Gul, 2022). Individuals with structural inequality including but not limited to resource deficiency and opportunities within schools, communities and societies, minorities experience increased frustration and alienation in their schools that prompt deviant behaviors (Liang et al., 2023; Gupta, 2022). This study seeks to establish the ways through which education minimizes deviance amongst university students while incorporating structural dynamics as a moderator and FT and KTC as mediators. Education is usually regarded as a mechanism of ensuring that people adhere to the acceptable behaviour patterns as ascribed by the society (Postema, 2023; Bozkus, 2023). That is why functionalist theory that embraces socialization and education is focused on the

function of educational institutions of maintaining conformity and promoting cohesion (Djendi, 2024; Hedayati Marzbali et al., 2021). According to Hurlbert (2020), Functionalism has it that the educational systems assist in proscribing the societal order by sharpening the culture's common values and norms that can prevent deviancy. However, this study also showed that education's potential influence in mitigating deviance may be bounded by such factors such as; the socio-cultural and economic circumstances of education. Heterogeneous distribution of power in the form of wealth, race, and class positions students from the background where they may perceive themselves as outsiders to the dominant social culture (Masih, 2022; Gul, 2022). Such differences may slow down the ability of education in preventing unlawful conduct since many minority students may engage in deviant behaviour to protest their unfavorable situation (Jamal, 2024; Onimisi & Sadat, 2023). This means that theoretical frameworks such as functionalism and conflict theory also moderating a relationship between education and deviant behavior (Liang et al., 2023; Gupta, 2022). According to the Functionalists, education plays the role of adapting the individual into the existing socio-cultural framework and discouraging any form of deviance (Hedayati Marzbali et al., 2021). On the other hand, there is a conflict theory, stipulating that deviance results from social injustice and discrepancies in power relations, meaning that deviant behaviors are more common in and or resulting from subordinate groups' opposition as well as from the absence of an opportunity (Bozkus, 2023; Combs et al., 2020). This research would therefore aim at exploring the moderation role between the two perspectives and education and deviant behavior. As these theoretical frameworks will be synthesized, the research will provide a far richer perspective as to how education may either serve to reproduce conformity or amplify deviance based on the existing structural variables. Power dynamics always come in handy when explaining the behavior of university students; students from scrapey backgrounds most of the time struggle to meet cultures as prescribed by a given institution (Jensen & Sanner, 2021; Gul, 2022). Such basic aspects as race, class, and gender are also linked to inequalities so habituations arising from racism, classism, sexism, and poverty escalate feelings of oppression and anger that may be expressed defiantly (Liang et al., 2023; Postema, 2023). For instance, low SES student may not perform well academically because they may lack what they need for school hence they begin to disengage in deviant behaviors (Masih, 2022; Greeley, 2021). Furthermore, gender inequalities are known to bring issues of power relations within an organizational context, which the university cannot escape, as sexualized minorities feel even more stressed and achieve lower results compared to their male colleagues (Jamal, 2024; Chalise, 2024). This research will examine how these structural inequalities moderate effects of educational interventions on deviant behaviors. Lastly, the relationships between education, structure and deviation need to be analyzed as a framework of designing intervention programs to increase positive students' functioning. The purpose of this study is to assess the moderating effect of structure and the mediating effect of functional and conflict approaches for contextualization of educational interventions (Hedayati Marzbali et al., 2021; Jensen & Sanner, 2021). Considering these issues within the Pakistani universities, the research will enhance the knowledge of educational systems regarding the prevention of deviant behavior and promotion of safe learning (Ahmed, 2023; Hurlbert, 2020).

Objectives

1. Examine the role of education as an independent variable in mitigating deviant behavior among university students.
2. Analyze how structural inequality acts as a moderator in the relationship between education and behavioral deviance.
3. Investigate how functionalist and conflict theoretical perspectives mediate the relationship between education and deviant behavior.
4. Assess the potential for educational interventions to reduce deviant behavior within the context of structural inequalities.

Literature Review

It is well documented that education is perceived to be effective in civilizing people, reintroducing norms and draconically punishing any deviation from the norm particularly in the higher learning institutions (Djendi, 2024; Gul, 2022). In this way, in the educational process, students receive the basics of the perception of the population's values and norms of behavior, compliance with which contributes to the minimization of deviant activities (Hurlbert, 2020, Masih, 2022). Scholars, therefore postulate that universities do not only teach facts but also graduate students with reasonable ethical behavior through influencing a students' culture through values such as discipline, respect, and responsibility (Ahmed, 2023; Greeley, 2021). Emphasizing this process of learning of acceptable behaviours these educational environments assist in developing superego, which reduces deviant inclinations (Liang et al., 2023; Postema, 2023). However, education may not have the same impact on minimising deviance in cases where there are clear structural factors such as (Gupta, 2022, Jensen & Sanner, 2021 as mentioned above. Structural inequality means; Race, class, gender, and many other aspects that exist and rule in a society and it also determines the distribution and chances of social mobility in a society (Gul, 2022; Masih, 2022). These inequalities have been found to give a sense of social exclusion, hopelessness, and political excommunication to minorities; this inclines them to indulge in anti-social behaviors, as a way of protesting or as a way of dealing with felt stress (Jensen & Sanner, 2021; Liange et al., 2023). In the self-region of higher learning settings, students who come from or are in the social class of disadvantage may have number of barriers to curtain rights such as weak access to educational facility, friend or other social related support system or upward social mobility, hence, they engage themselves in academic alienation or defiance (Gupta, 2022; Postema, 2023). It shall be clear therefore that structural inequality may worsen the circumstances under which deviant behaviors are likely to emerge, notwithstanding the efforts that is made by the educational institutions to avoid such a course (Ahmed, 2023; Hedayati Marzbali et al., 2021). Deviant behavior can be defined as any behavior that breaks the norms of the society, and can include cheating and drug use in and around school, as well as agitation and aggression in and around school (Hurlbert, 2020; Gul, 2022). In universities, deviance perceived as actions that destruction or disrupt the academic and social order of institutions (Jamal, 2024; Greeley, 2021). Such a conduct causes havoc not only to the particular person but may also create adverse effects in the community by eradicating such important values as discipline promoted by educational institutions (Postema, 2023; Liange et al., 2023). The existence of deviant behaviors within universities relates with a number of aspects which include personal – social and institutional aspects, while structural systems contribute to the procedural worsening of deviant behaviors (MASIH, 2022; Gul, 2022).

Relationship among Education and Deviant Behavior

Education has been defined in the past as one of the main social factors that decrease deviant behaviors, increase respect for institutions, and beginners the sense of belongingness (Djendi, 2024; Hedayati Marzbali et al., 2021). Students enrolled in higher education institutions must be transformed into law abiding citizens, thus the socialization process and the reduction of deviance (Hurlbert, 2020 , Greeley, 2021). However, education alone may not be sufficient in situations where the string structures chaperon students and the offered opportunities are very limited. Studies have indicated that if these injustices are not redressed in education systems, youth torment that system, and as a consequence, embrace deviance (Gupta, 2022; Gul, 2022). So, eradicating deviance can experience a setback if structural barriers remain fixed, which in turn can undermine education's ability to promote prosocial behaviors because education, by itself, is insufficient (Liang et al., 2023; Jensen & Sanner, 2021).

Structural Inequality as a Moderator

Educational disparities in resource, education and social support are some of the excellent examples of structural characteristics that tend to have an immense moderation effect on the link between education and deviance (Liang et al., 2023; Postema, 2023). Students who facing marginalization should be more prone to frustration and alienation and, therefore, deviant behaviours are more probable for them (Jensen & Sanner, 2021; Gul, 2022). These inequalities make such deviant behaviors easily fostered within contexts that otherwise demand standard, appropriate and acceptable behaviors such as in education (Masih, 2022; Gupta, 2022). These students may lack an opportunity to get quality education or resources thus getting out of school, the likelihood of deviance rises (Greeley, 2021; Bozkus, 2023). Consequently, structural inequality enhances the scope that students undergo to incur difficulties in terms of matching their behaviours with the institutional guidelines (Hedayati Marzbali et al., 2021; Gul, 2022).

Functionalist and Conflict Perspectives

As Djendi (2024) and Hurlbert (2020) state in their works based on the functionalist theory, deviation occurs where integrative social function is impaired or where people do not take in latent social norms. Functionalism pay attention to the institutions such as education in fulfilling its functions by regulating and maintaining social order through conformity to norms (Gul, 2022; Masih, 2022). From such a perspective, education plays a role of getting people into society by which they are forced to conform to certain acceptable standards and hence, the reduction of deviant behaviors (Postema, 2023; Hedayati Marzbali et al., 2021). Nonetheless, functionalist theory also states that when the people of a society experience social isolation or low status, the effectiveness of their compliance with these norms for the proper function of the society diminish, when it results in deviance (Jensen & Sanner, 2021; Greeley, 2021). On the other hand, the conflict theory holds that deviance grows out of a society's unequal power and resource distributions on how it is structured (Bozkus, 2023; Gul, 2022). From this point of view, deviance is regarded as an act of defiance or rebellion where those involved feel marginalized by the system (Ahmed, 2023; Onimisi & Sadat, 2023). Education is not believed to be a progressive force, but as an institution, which enforces power relations of hegemonic groups (Masih, 2022; Gul, 2022). According to conflict theory, learning portrays the minority students who are subjected to educational inequalities on account of their social positioning and engage themselves in deviant behaviors as a reaction to their social position (Liang et al., 2023; Jamal, 2024). Therefore, the conflict perspective can be used as the key analytical tool that shows the role of education in fostering deviance due to systematic inequality.

Hypotheses

1. **H1:** Education has a significant negative impact on deviant behavior among university students.
2. **H2:** Structural inequality moderates the relationship between education and deviant behavior, with greater inequality leading to higher levels of deviance despite educational efforts.
3. **H3:** The functionalist perspective mediates the relationship between education and deviant behavior, with a stronger emphasis on social integration reducing deviant tendencies.
4. **H4:** The conflict perspective mediates the relationship between education and deviant behavior, with a stronger focus on power dynamics and inequality increasing deviant behavior.

Conceptual Model of the Study

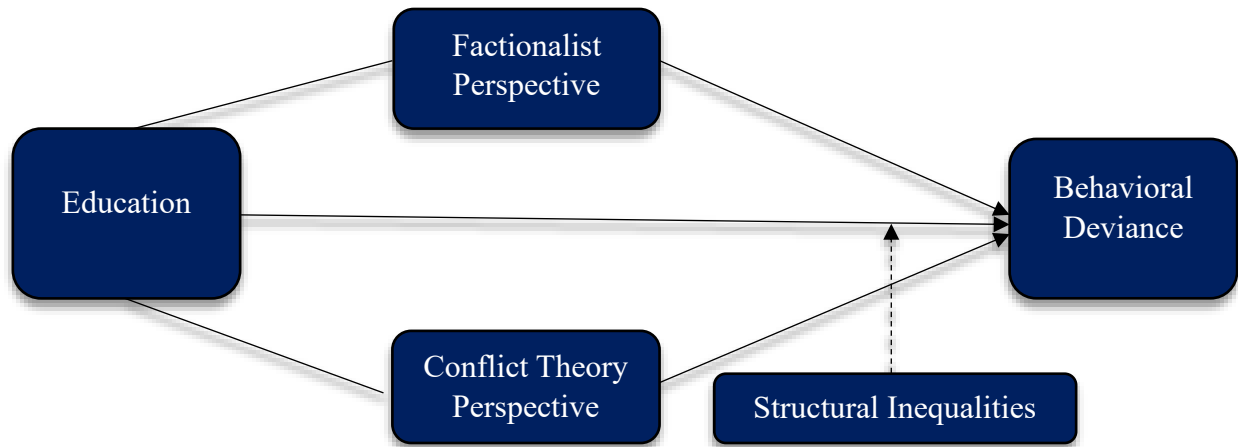


Figure 1. Conceptual Model of the Study

Source: Formulated by author of the study after reviewing literature

Methodology

Design: This research was quantitative and explanatory in nature. Purposive sampling was employed to select participants, ensuring a representative mix of teaching faculty and guardians from two cities Hyderabad and Jamshoro with total 240 respondents and 120 participants from each group. Data were collected through structured surveys distributed to both teaching faculty (who had a direct influence on students) and guardians (who represented the external social environment of students).

Measures: These surveys included measures of education, structural inequality, deviant behavior, and the perspectives of functionalist and conflict theories. The Education variable was measured using a 5-item scale, focusing on the perceived role of educational institutions in promoting social integration and reducing deviant behavior (Djendi, 2024; Gul, 2022; Hedayati Marzbali et al., 2021). The Structural Inequality variable, which served as a moderator, was assessed using a 5-item scale examining systemic disparities affecting access to resources, opportunities, and social mobility within educational institutions (Masih, 2022; Gupta, 2022; Jensen & Sanner, 2021). Deviant Behavior, the dependent variable, was evaluated using a 5-item scale addressing behaviors such as academic dishonesty, substance abuse, and violence within the university context (Greeley, 2021; Gul, 2022; Postema, 2023). The Functionalist Perspective, acting as a mediating variable, was measured with a 5-item scale that evaluated how education contributed to social integration and conformity within the university (Djendi, 2024; Hedayati Marzbali et al., 2021; Bozkus, 2023). Finally, the Conflict Perspective, also a mediating variable, was assessed using a 5-item scale that focused on how structural inequalities influenced deviant behavior as a form of resistance or reaction to oppression (Masih, 2022; Gul, 2022; Combs et al., 2020). Each variable was measured using a Likert-scale format to capture participants' perceptions of these constructs in the university environment.

Data Analysis: The data were analyzed using Smart PLS (Partial Least Squares), a statistical tool suitable for structural equation modeling. Additionally, the MGA (Multi-Group Analysis) test was performed to compare the responses of faculty and guardians, examining the differences in perceptions regarding the impact of education and structural inequality on student behavior.

Analysis and Results

In Smart PLS analysis, outer loadings of the latent variables are also called as the loadings of a latent variable on its measure or indicator, and Table 1 offers these values. Outer loadings or factor or regression weights refer to the measure of how a number of latent variables are related to its number of reflective indicators (Hair et al., 2010). High coefficients also show that the observed indicators heavily reflect the latent variables, which increases the measurement model's precision (Kibria et al., 2021). Outside, Hair et al. (2016) opines that if the outer loading value is ≥ 0.7 , then the indicators need not be retained. The Education (EDU), Functionalist Perspective (FP), Conflict Perspective (CP), Structural Inequality (SI), Behavioral Deviance (BD) in this study show adequate loadings for retention of indicators greater than 0.7. Similarly, the analyses of loadings reveal a considerable association of five items, namely, EDU1, EDU2, EDU3, EDU4, and EDU5 with the construct with loadings varying from 0.722 to 0.811. In the same manner, Functionalist Perspective (FP) items have loadings of FP1=0.712, FP2=0.770, FP4 =0.821 and FP5 have implying that these measures are very reliable.

Table 1. Outer loadings (Factor Loading Analysis)

No.	Items Code	EDU	FP	CP	SI	BD
	EDU1	0.722				
	EDU2	0.783				
	EDU3	0.733				
	EDU4	0.811				
	EDU5	0.723				
	FP1		0.712			
	FP2		0.746			
	FP4		0.821			
	FP5		0.742			
	CP1			0.762		
	CP2			0.801		
	CP3			0.821		
	SI1				0.817	
	SI2				0.730	
	SI3				0.717	
	SI4				0.887	
	BD1					0.812
	BD2					0.784
	BD3					0.803
	BD4					0.711
	BD5					0.792

In the case of Conflict Perspective (CP), the factor loadings of the indicators CP1 CP2 and CP3 are relatively high and range between 0.762 and 0.821. Likewise, the following Structural Inequality (SI) items which are SI1, SI2, SI3, and SI4 have good estimates of the construct with loadings ranging between 0.717 and 0.887. Finally, the last set of indicators for Behavioral Deviance (BD) includes BD1, BD2, BD3, BD4 and BD5; all of these have high values of loadings ranging between 0.711 and 0.812 supporting its importance as a part of the latent construct. These results confirm the measurement model as all indicators are shown to have high and significant factor loading, thus supporting the indicators measurement of the assumed latent factors.

Table 2 displays the results in the form of AVE, DV, CR, and CA of the constructs used in the current study. Indicating construct reliability in Smart PLS, AVE is defined as the extent to which variables identified correspond to the construct in question. AVE values can be between 0 and 1; with the threshold of 0.5 being used as the threshold significant for construct reliability conforming to Hair et al., (2016). Therefore, the AVE values achieved for all Education (EDU), Functionalist Perspective (FP), Conflict Perspective (CP), Structural Inequality (SI), and Behavioral Deviance (BD) were above 0.5 for reliability. More specifically, the AVE values were 0.623 for EDU, 0.611 for FP, 0.621 for CP, 0.634 for SI and 0.641 for BD show that all the constructs attain satisfactory communality.

Table 2: Covariance and Internal Consistency of Constructs

Variable	AVE	Divergent	Composite Reliability	Cronbach's Alpha
EDU	0.623	0.789	0.822	0.801
FP	0.611	0.781	0.792	0.769
CP	0.621	0.788	0.788	0.742
SI	0.634	0.796	0.812	0.799
BD	0.641	0.800	0.834	0.815

In multitrait-multimethod matrices, discriminant validity aims at guaranteeing that the different constructs are not measuring the phenomenon under study in similar manners. Hair et al. (2016) post that the guidelines for discriminant validity should be less than 0.7 to ensure constructs are not overly close. In this study, the constructs have acceptable levels of discriminant validity; for EDU, 0.789, for FP, 0.781, for CP, 0.788, for SI, 0.796, and for BD, 0.800 as the divergent values. Another method of evaluating the reliability of a construct is Inner-Consistency which through statistics such as Cronbach's Alpha measures the degree to which the items of a construct are measuring the same thing. Accurate for practice, Baghozzi and Yi (1988) and Hair et al. (2016) revealed cut off point of 0.7 as standby for reliability. These values: EDU ' 0.801; FP ' , 0.769; CP ' , 0.742; SI ' 0.799; and BD ' 0.815 support the idea that the constructs have great internal consistency. Composite Reliability (CR) tends to go further and analyze the internal consistency in relation to the corrected item-total correlation of all the measures under a given construct. Hair et al. (2016) say that, for a measure to be considered reliable, its CR values ought to be or more than 0.7. The interpopulation reliability and homogeneity of the constructs in this study were as follows: EDU = 0.822, FP = 0.792, CP = 0.788, SI = 0.812, and BD = 0.834. To conclude therefore, the AVE, discriminant validity, Cronbach's Alpha, and Composite Reliability coefficients support the validity and reliability of the constructs employed in this research. Data quality arrived at from the above results gives confidence in the measurement model to enhance successive analysis of the study latent variables.

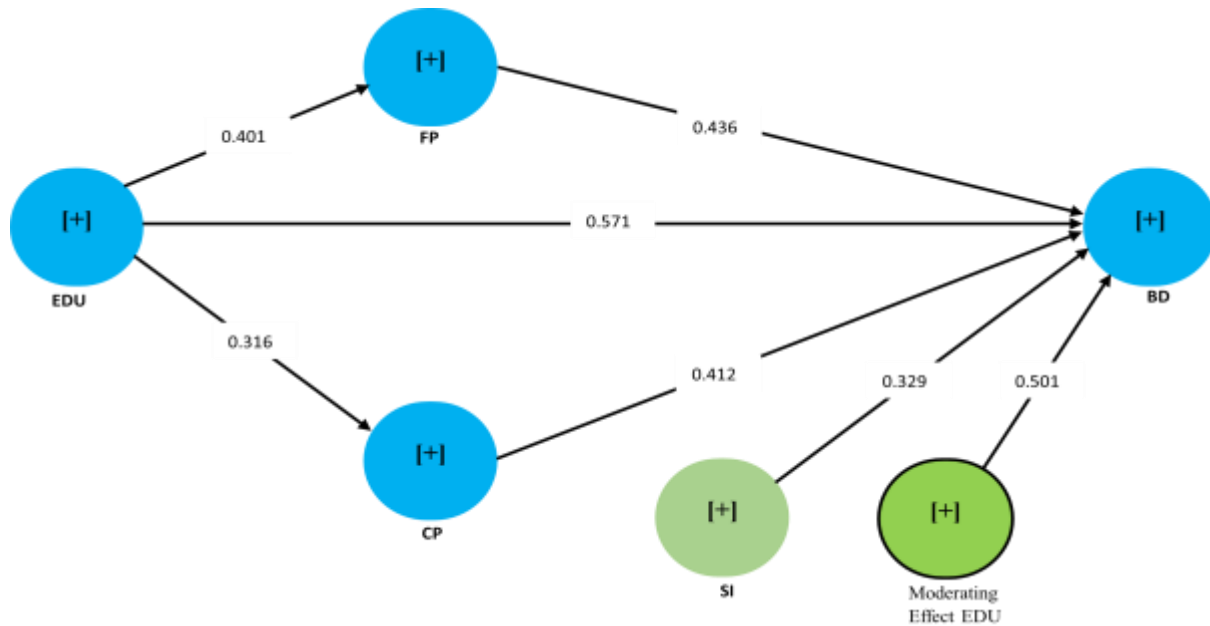


Figure 2: Measurement Model

Source: Formulated via Smart PLS Algorithms Model Analysis

Smart PLS literature recognizes two goodness of fit measures namely the coefficient of determination (R-Squared or R^2) and the Tabachnick and Fidell index (F-Squared or F^2). $R\sqrt{2}$ shows how much of the dependent variable variation is predictable from the independent variables, $F\sqrt{2}$ measures the size of the impact of latent variables on the dependent variable (Kothari, 2004). Regarding the measurement models, R^2 values were calculated for some of the LVs: The R^2 for the LV BD was 0.701 which indicates the 70.1 % of the variance in BD is explained by its predictors. This actually points towards a fair degree of correspondence between the values of the independent variables and the scores on the dependent construct. Coefficient of determination of independent latent variables on the dependent variables known as F^2 values were also looked at. Hair et al. (2016) agree that the F^2 values of greater than 0.25 show strong effect. Table 3 presents the F^2 values of Education (EDU) as an independent variable, Functionalist Perspective (EDU - FP), Conflict Perspective (EDU – CP), and Structural Inequality (SI) as a moderator; they are equal to 0.603, 0.511, 0.432 and 0.519 respectively. These values demonstrate that these latent variables have varying moderate to high impact on the dependent constructs, hence high sensitivity.

Table 3. R Square and F Square Analysis (Model Fit Test)

Latent Variables	R Square	F Square
EDU	--	0.603
EDU-FP	0.435	0.511
EDU-CP	0.442	0.432
SI*	--	0.519
BD	0.701	--

As an example, the EDU- FP relationship produces an R^2 of 0.435 along with an F^2 of 0.511 demonstrating a perfect positive correlation of Education and Functionalist Perspective. Likewise, it is found out that EDU-CP has a strong positive impact with the R^2 0.442 and the F^2 0.432. Another moderator – Structural Inequality (SI) moderating the relationship between the two variables presents a strong influence with an F^2 of 0. 519. Altogether, these findings prove that all

the predictors within this model do capture aspects that contribute towards accounting for the variation in the dependent variable, thus providing confidence on the strength of the structural relations in the model.

Hypothesis Testing

The most common approach to coefficient analysis in Smart PLS is a simple analysis to establish the association between one or more predictor variables and a given dependent variable (Hair et al., 2010). Regression analysis is used to establish value, direction, intensity and nature of relationship between predictors and dependent variables. It means that this analysis enables the researcher to estimate the percentage of variation in the dependent variable as a result of the predictor variable as suggested by Baghozzi and Yi (1988). That is, utilizing Smart PLS, as pointed by Hair et al. (2020), the path coefficients shed light on these relationships. Further, using another statistical resampling method known as bootstrapping the stability and reliability of these coefficients is tested (Hair et al., 2020).

Table 4. Path Coefficient Analysis

Hypotheses	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O-STDEV)/V)	P values
EDU -> BD	0.571	0.311	0.032	17.843	0.000
EDU -> FP -> BD	0.436	0.342	0.023	18.956	0.002
EDU -> CP -> BD	0.412	0.331	0.027	15.259	0.001
SI* (EDU) -> BD	0.501	0.307	0.035	14.314	0.000

Hair et al. (2010) avails information that if a T-statistic is greater than 1.96, then the path coefficients are significant at 0.05 level. Table 4 demonstrates that all hypotheses (H1–H4) have significant positive relationships, with path coefficients and T-statistics supporting the proposed links, EDU -> BD: There is the direct effect of Education on Behavioral Deviance as established on the following path with the beta value of 0.571 and T-statistic of 17.843. EDU -> FP -> BD: Self-archetypes mediated through the Functionalist Perspective (FP) have a beta value of 0.436, T-statistic of 18.956, and P-value of 0.002, suggesting a significant total indirect relationship. EDU -> CP -> BD: The mediated path through the Conflict Perspective (CP) depict a beta of 0.412, $t = 15.259$, $p < 0.001$, which established CP as a significant mediator in the relationship between Education and Behavioral Deviance. SI (EDU) -> BD*: Similarly, the result for Structural Inequality (SI) as a moderating variable between Education and Behavioral Deviance are also significant with $\beta = 0.501$, $T\text{-statistic} = 14.314$, $P\text{-value} = 0.000$. This result show that SI has a large moderation effect. Such findings give credence to the hypothesized relationships in the study, and show their resilience to authoritative self-reported data. Only T-statistics greater than 1.96 and P-values less than 0.05 are possible when significant relationships portray the relationships between the variables. The empirical data thus directly support all of the relationships in the model that were advanced as hypotheses throughout this study.

Multi Group Analysis (MGA) Comparisons Analysis of different groups

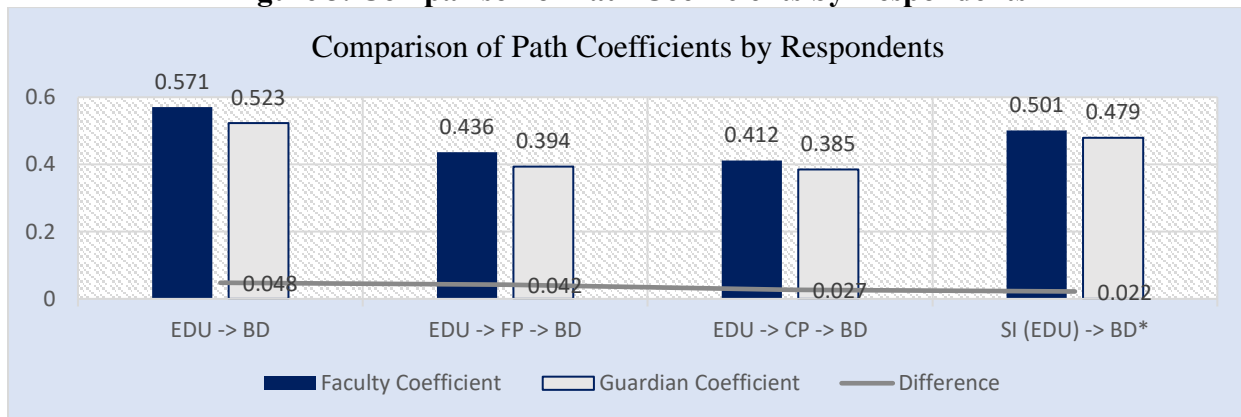
Table 5 presents the path coefficients of the effects of education (EDU) on behavioral deviance (BD and its related factors for the Faculty and Guardian groups. Any comparison between the pathways from EDU to Faculty and from EDU to Guardians can illustrate the variance; the coefficient for Faculty is 0.571, while that of the Guardians is only 0.523. P-value of this path is 0.032 which makes it statistically significant.

Table 5: Comparison of Path Coefficients by Respondents

Path	Faculty Coefficient	Guardian Coefficient	Difference	p-value	Significant (Yes/No)
EDU -> BD	0.571	0.523	0.048	0.032	Yes
EDU -> FP -> BD	0.436	0.394	0.042	0.041	Yes
EDU -> CP -> BD	0.412	0.385	0.027	0.062	No
SI (EDU) -> BD*	0.501	0.479	0.022	0.075	No

Likewise, we observe that the path from EDU to Functionalist Perspective (FP) through BD is only significant for Faculty ($t = 2.193$, $p = 0.041$) ($r = 0.436$) as compared to Guardians ($r = 0.394$). However, the paths from EDU to Conflict Perspective (CP) through BD and SI (EDU) to BD are very close, with the coefficients and p-values are (0.027, 0.062 for CP; 0.022, 0.075 for SI) indicating overall no significant difference between the two groups. These results show that, although the Faculty group has somewhat higher levels of the relationships in some paths, the differences in some mediating and moderating effects between the Faculty and the Guardians are not very significant.

Figure 3. Comparison of Path Coefficients by Respondents



Discussion

This study contributes a considerable amount of information to the literature concerning education and behavioral deviance (BD) in various settings. Moreover and most particularly this study finds that while the path coefficient of faculty member in the direction of EDU -> BD is higher than that of the guardians. This discovery is in line with prior literature denoting that educational interventions frame the behavior. For example, in an article by Gupta in 2022, the author emphasized the crucial role of HE in impact on society arguing that faculty engagement can bring more benefit to society due to the fact that faculties itself is working in educational environment. This difference in coefficients of the two groups of faculty and guardians can also be explained by the fact that faculty and guardians come from different institutional backgrounds and peruse different educational experiences and expectations from different institutional standpoint highlighted by Gul (2023) in his study of mainstreaming youth participation in governance. Moreover, the current study revealed that indirect path EDU -> FP -> BD was significantly different between the faculty and the guardian respondents. Faculty members showed lesser educational impact on deviance when it was through the behaviourism aspect than the functionalist perspective that may be plausible by the civil structured education environments of faculty. This

corroborates with Hedayati Marzbali, R, Danesh, Kh, Rajabzadeh, M, Sajadi, B, Sahraei, Z.M and Eivari, N; Hedayati Marzbali, R, Danesh, Kh & Rajabzadeh, M.M & Sajadi, B & Sahraei, Z.M & Eivari, N (2021), In contrast, while we agree that it is the guardians who take active part in their children's education so that the relationship between all these aspects is positive, the guardians might not the same degree of control on the related educational processes and thus their impact on behavioral outcomes is slightly weaker. The mediating role of FP in this relationship also strongly suggests that any study of the effects of education on behaviour should take into account not only the actual practice of education but also the theoretical underpinnings of this practice. Last, the paths EDU -> CP -> BD, and SI (EDU) -> BD analyzed in this study established that there were no significant differences in utilizing these paths between the faculty and the guardian's groups with $p > 0.05$. Based on these results, the CP and SI could be less influential in regulating the connection between education and D in the investigated settings. It is in parallel with Bozkus (2023), where the author stated that, though the conflict perspectives are fruitful to some extent, there could be some restraint in applying them in specific educational contexts. In the same vein, Postema (2023 p.146) argued that structural factors might not always map on to behavior in school and classroom settings because other variables can sometimes intervene and make a difference in the process of creating and explore agency possibilities by building external structures to support education. Overall, it was seen that these findings shed the light on the fact that educational impacts on the behavior are highly complex with significant reference to context effects.

Implications

The theoretical implication of this study is that education and behavioral deviance should be analyzed using the functionalist as well as the conflict perspective. The analysis of educational outcomes in the study supports the functionalist perspective that structured education systems can help to lead the right behavior and development, as mentioned by Marzbali, Marzbali and Geraghty (2021). Furthermore, the insignificant results regarding the conflict perspective imply that the interaction between structure and behavior may be even more subtle than presupposed for practical purposes, and aligns with Bozkus (2023), who emphasized that the conflict theories should be applied more subtly in school-based context. Hence, these theoretical points relate to other study findings signifying that in the manner education impacts behaviour, there are besides other implicative factors in the context where educational systems reside, including institutional practices, perceptions, and social inequalities. As practical significance, therefore, this study reveals several broad implications for policymakers, educators, and guardians to consider when seeking to design educational interventions. These findings are consistent with prior scholarly work that points to the uniquely important role of faculty persons in determinations on educational and behavioral deviance; these evidence bases collectively imply the need for more direct faculty involvement in behavior change programs than what conventional educational paradigms may allow for. Due to higher positional influence factor of faculty compared to student, it is also confirmatory that the faculty members have the most significant impact on the students' behaviours. Recommendations include improved pedagogy for enhancing the abilities of faculty and staff in managing behavioral challenges in learning environment. Moreover, it predicts on the functionalist perspective that structured and well-guided educational plan and system is advisable to prevent such behavioral deviance to flourish. These findings should inform policymakers and educational leaders to improve their programs that address student behavior. However, the study suggests that perhaps structural inequalities are not as directly relevant to behavioral outcomes in these settings. They agree that more importantly, the institutions should always be ready to prevent any possible structural issues that may developing poorly over time as Postema (2023) asserts.

Recommendations

The following recommendations can be made for enhancing specific educational and behavioural results in connection with the findings of this study. First, the strong perceived impact of faculty members on behavioral outcomes supports training and development for faculty members. School stakeholders especially human resource departments and institutions should enhance their professional development programs that extend beyond teaching pedagogy to encompass management of student behavior. Professors should be educated to identify and handle deviant behaviors and in the same time apply structure positive desirable behaviors. This approach can go a long way in establishing a culture of an educational setup, that is, the faculty as part models and the students as learners get to follow discipline from the faculty. Also, educational programs to enhance institutions' outcomes should focus on establishing the connection with students' behavior and actions, as suggested by the results that education is able to positively affect students' behavior. Secondly, because the factors determining behavioral deviance are quite numerous and interrelated, there is need for a more comprehensive strategies when being implemented in the educational systems by the policymakers and the administrators. These inequalities are still important to attend to within the conflict perspective though it did not yield much result in this study because it may still be contributing to deviant behavior in the long run. Schools need to encourage all students/ especially the minority Reuse this section and add by establishing counselling services, tutoring, and friendly social networks. This would make certain that all students in the school have equal opportunity in accessing some of the useful resources needed to help them overcome some of difficulties that they face in schools or other aspects of life. Besides, since educational attainment has been found to be positively associated with behavioral deviance, schools could have more preventive and non-punitive measures primarily based on counseling and other support services to treat or curb such behavior. If these recommendations were endorsed they would enhance formulating better policies in education which would a broad tendency not only targeting students' performance but also encouraging tolerant school climate.

Limitations and Future Research Directions

However, there are few limitations within this research that need to be discussed and taken into consideration at the same time. In terms of the limitations the research is limited by the cross-sectional research design that hinder analysis of causal relations between the variables. The data collection was done at a one-point cross-sectional time basis and therefore, it becomes challenging when trying to establish cause-effect relationship and whether changes in one or need of the independent variables affect changes in the dependent variables over time. Also, on the basis of self-administrated questionnaires, some degree of response bias may exist, as the respondents would produce only those responses to which people would agree to or may fail to recall their behaviour and perceptions at the time of filling the questionnaires. Moreover, the study targeted only a particular group of faculty and guardian respondents thus the results cannot be generalized across the population. A larger and more heterogeneous sample recruiting from various educational settings may give a broader perspective on the antecedents of behavioral outcomes.

Future endeavors should therefore focus on butting these shortcomings by adopting longitudinal studies that would provide data necessary for casual analysis of associations across different time periods. As well, longitudinal research designs would give more information about changes in education and other variables on the behavioral results and could be used to evaluate longitudinal effectiveness of intervention. However, it is pertinent to note that there is a possibility of future research to undertake the study with a population of students using a more diverse approach that includes students from multicultural and diverse social class and regions to give an increased external validity. Also, there is a possibility of evaluating the moderator variables that explain how educational experiences affect behavioral outcomes that include emotional intelligence, peer relations, and teacher student relations. Last of all, other quantitative methods like interviews or

focus group discussions could be conducted with students, faculty and guardians or parents with the purpose of gaining extended views and understanding of the students experiences or perceptions on the relationship between education and behavioral deviance.

Conclusion

Overall, this research offers insights about the connectedness of educational variables and behavioral consequences especially on the identified behavioral deviance of an academic environment on faculty and guardian respondents. And the innovative insights derived from the research focus on the broad roles played by different educational variables like education, function perspectives and perceived social structures on behavioral pattern. The theoretical and practical implication of the study lies on enhanced efforts towards educational initiatives on behaviour change with negative behaviours. The relatively small cross-sectional sample and the timeframe limitations thus become a study's strength in providing insights into the nature and extent of some education impact and offering lead for the further research agendas and approaches mainly focusing on the identification of relations between the changes and the diversification of the sample. Taken together, the author underscores the requisite efforts that have to be directed toward enhancing the educational climate so as to facilitate appropriate behavioural pattern in samples including children of varying background.

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