

Structural Determinants of Student Behavior on Tanna, Vanuatu

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ABSTRACT Following Merton's theoretical orientation on roles, a study was conducted to examine the modes of adaptive behavior of students in schools in a non-western culture. Questionnaires were used to explore the factors operating within the role set and how they influenced behavioral modes of students. The research was conducted on Tanna, Vanuatu, a setting in which cults and social opposition to government and other authorities was frequent. The concepts provided by Merton's theories were found to be useful in this cross-cultural environment. Although the research question was rejected on the basis of the questionnaire results, a valuable test of and two additions to Merton's concepts, specifically the addition of role set members and a continuum for modes of adaptation, resulted.