Chapter I
INTRODUCTION

Overview

Education is considered as the first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well being and opportunities for better living as stated by Battle & Lewis, (2002). The quality of students’ performance remains at top priority for educators. Educators, Trainers and Researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affects student’s quality of academic achievement.

These factors can be termed as student factors, family factors and peer factors (Crosnoe et. al., 2004). The formal investigation about the role of these demographic factors rooted back in 17th century generally include Age, Gender, Locality, Socio economic status, Parents education level, Profession and Income. These aspects can be called demography. The environment and the personal characteristics of learners play an important role in the academic success. The school personnel, members of the family and community provide help and support to students for the quality of their academic performance.

Adolescence has been described as a time of storm and stress, a particularly difficult period for the adolescence as well as those around them. Adolescents begin to resist adult authority and exhibit more volatile emotions with an increase in mood swings. The adolescents have higher rates of recklessness, norm breaking and anti social behaviour (Arnett, 1999). The transition from childhood to adolescents presents a variety of changes pertaining to one’s Cognitive, Physical and Social development. With these changes they begin to make important decisions that have potential for substantial impact on adolescent life (Harris, Duncan & Boisjoly, 2002).

As the potential for engagement in behaviours defined as deviant, delinquent and risky increases, the adolescents also has an increase in the severity of consequences for the choices they make (Hirschi, 2002). As the deviant behaviour hold severe consequences for the adolescent and also have severe implication for the
society, it is necessary to understand what contributes to and what potentially mediates the decisions to participate in deviant behaviour.

Adolescence is the time during which the individuals develop and form their values, personality traits and beliefs. Hence as deviant behaviour occurs during adolescence it is important to guide them to be away from such behaviour and bring them back to normal behaviour. Although there are various kinds of deviant behaviour, most of them directly or indirectly affect the academic learning progress as some of them are correlated to learning such as negative learning attitude, truancy and disobedience. Therefore preventing adolescents from deviant behaviours could also improve their learning process and abilities to acquire knowledge.

Behavioural Deviance is a multi-dimensional phenomenon that occurs universally. Deviance as a rule breaking behaviour amounts to an isolation of the normative in a disapproved direction, possessing sufficient degree to exceed the limits of tolerance of the community (Clinard, 1968 and Lowney, 1981). This deviance shows deficiency of resources in relation to adaptation to environment. Deviance may be seen as a motivational tendency to behave in contravention of one or more institutionalized normative patterns disturbing the equilibrium of the interactional process possessing alienative need dispositions (Parsons & Edward 1976).

The definition of “deviant” refers to one who differs from a norm, especially a person whose behaviour and attitude is considered to be unacceptable (Lin, 1991). Behaviour Deviance shows deficiency of resources in relation to adaptation to environment. It appears as a symptom of social dissociation between culturally prescribed aspirations and socially structured ways of rebelling against them. One sees in deviance, a failure to adapt to the system that interrupts the orderly progress. Deviant Behaviour has been found characteristically related to personality make up wherein the qualities show a weak functioning in an active framework. Dominance, aggression and depression exhibit deep frustration.

Behaviour deviance as shown by the nature of its contents is of three types. They are: 1. Rebellion Deviance, 2. Withdrawing Deviance, 3. Expectation Evasion Deviance. In Rebellion Deviance no compatibility exists between ones effective
values and need dispositions and available role expectations and their patterns. The rebellion deviant sees social situations and their role expectations as absurd and likes to react against them with active resistance and aggression. The withdrawing type of deviance shows retreat from the situation as a result of defeat. Ego appears weak and remains effortless in making adjustments to situations. Role expectations are usually avoided by the weak ego of the withdrawing deviant. The Expectation Evasion Deviant fails to make an effort to deviate from the situation because of negative feelings of guilt and shame. The individual follows the policy of duplicity.

Aggression is a disorganising emotional response. It occurs due to frustration based on emotional disturbance and hostility. Environment is a cogent factor in arousing aggression. It is one of the factors that lead to deviant behaviour. It is not an isolated event. It occurs in a context that involves peers, teachers and in general characteristics of the school environment. Besides environmental causes, painful experiences and aversive events in general give rise to specific arousal. Aggression has a greater probability of being repeated when it is reinforced.

Depression is another state of mental disorder that can affect the learning process. The symptoms of this disorder includes mood swings, fatigue, insomnia, loss of interest in activities, slowing down of physical and mental activities. In extreme levels of depression, suicidal attempts may be contemplated and hence need to be checked and treated. The remedy requires the need for changing life patterns, thoughts and behaviours for a positive, healthy and fruitful living.

The present study is an attempt to analyse the Psycho-social correlates that influences the academic achievement among adolescent students.

**Need For the Study**

Schools are often considered as an important place for the development of deviant behaviour, as the adolescents spend much of their time in school. School attitude is an aspect of the school context that includes the attitudes, beliefs, values and norms that underline the operation of the school. An individuals’ relationship with his or her peers also has the potential for significant influence. As adolescents begin to focus their attention on relationships outside the family during early
adolescence they begin to rely more on peers as influences and less on their parents. In the school context deviant actions stand for the rejection of the school code of conduct, aggression against authority and remain active in enhancing prestige.

The school is in a more strategic position than the home to influence the lives of adolescents. The school has more access to and can exercise more authority over the adolescent group. The teachers can view the adolescents more objectively than the parents. If the adolescent student confides an aspiration, or has a problem, or confesses his or her weakness, the high school teacher can counsel them with more ease than the parent. The experience of the adolescents in their higher secondary level will have an important influence on their later life.

Orpinas & Horne, (2004) stated that ‘Academic performance and behaviour are frequently linked, reducing aggression and improving classroom behaviour are likely to result in a more positive learning environment, which increases academic performance. Haines, Norris, and Kashy, (1996) states that depression has a negative effect on cognitive functioning and it can affect academic performance. Several studies have shown a relationship between academic performance and depression.

Academic Achievement or performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. This is commonly measured by tests and examinations. Academic success is important because it is strongly linked to the positive outcomes we value. Academically successful adolescents have higher self-esteem, lower levels of depression, anxiety, are socially inclined and are less likely to indulge in deviant behaviour.

In view of the above, one important aim in the education of the adolescent is to help them understand themselves. The idea that the pursuit of knowledge should embrace self knowledge is an ancient belief. Education currently, should equip the students knowledge about them. Education for young people should help them use their minds efficiently and offer something more meaning full to them. For the adolescents, learning is not simply acquiring information but it is information processing. Education for young people should help them use their minds efficiently
and offer something more meaningful to them. Gone are the days when the ‘teachers’ was considered as the only source of knowledge or ‘The All’ of learning in a strict classroom atmosphere with the students looking up to the teacher with great respect (Shoba V., 2012).

**Significance of the Study**

Deviant behaviour refers to behaviour that is not approved by the society. For students, this includes cutting classes or not following school regulations. Some researchers have intended to find if schools are effective in modifying deviant behaviour. However some studies have demonstrated that family is an important factor for student’s deviant behaviour. The loss of parental attachment will lead to deviant behaviour.

In 2005, Vitaro et al., study analysed three different groups of deviant affiliations.

1. Early Group – begins their relationship during childhood and continues throughout adolescence.
2. Late Affiliative Group – begins relationship during early adolescence.

The level of Disruptiveness, Social acceptance, Academic performance, Parent-Child relationship and Delinquency were measured with the following groups. The Early Group showed the highest overall amount of delinquency throughout adolescence and also had the highest level of disruptiveness, lowest level of academic performance and weakest bond with parents. As for the Late Group their behaviour steadily increased until the age of 13 where it reached its peak and began to level off at the age of 15 and showed lowest level of disruptiveness and strongest bond with their parents. The Never Group showed lowest amount of deviance but increased slightly. This increase could be due to rapid decrease in academic performance. The never affiliated group illustrates how deviant peers are not the only factors contributing to deviant behaviour.

This study states that it is important for parents to monitor their child’s friends and academic performances. Effective monitoring is critical in the reduction of deviant behaviours influenced through peers. This paves way to create
educational programs to educate parents on how important their role is in their children’s life, how to parent effectively and what parenting techniques are important. This can also help Teachers to know what factors they should watch for in students whether it is anti social behaviour, disruptive behaviour, or the beginning of an affiliation with deviant peers. Teachers can learn how to approach the student and later the parent about the behaviour. Schools can offer program for the child and parent to work together to establish a closer bond. This could increase self control and decrease the probability that the child will turn to deviant behaviour.

During the past decades schools have implemented prevention program to reduce aggression in schools and to increase academic performance. The majority of these programs implement a student curriculum that is taught by a teacher or by a violence prevention specialist such as Responding in peaceful and positive ways.

Student aggression is not an isolated event. It occurs in a context that involves peers, teachers, and administrators and in general, characteristics of the school environment including teacher’s attitudes and behaviours that may be an important factor to consider in reducing aggression. On occasions, teachers who punish students in the name of discipline may contribute to the student’s aggression. The other side of School Violence: educator policies & practices that may contribute to student misbehaviour (Hyman & Perone, 1998).

Teachers should be trained to know what factors they should watch for in students, whether it is anti social behaviour, disruptive behaviour, or the beginning of an affiliation with deviant peers. Teachers can learn how to approach the student and later the parent about the behaviour. Schools could offer programs for the child and parent to work together to establish a closer bond. This could increase self control and decrease the probability of the adolescent turning to deviant behaviour.

It is in this context that the present study on Psycho-social correlates of academic achievement among the higher secondary class students assumes significance. The present study intends to examine the influence of various Psycho-
social correlates that influences the academic achievement among adolescent students.

**Theoretical Background of the Study**

Multiple theorists have attempted to explain the various factors, social and environmental that contributes to the development of deviant behaviour. The theories of Ecology of Human Development (Bronfenbrenner, 1979), Social learning theory (Bandura, 1977; Akers, Krohn, Lanza-Kaduce & Radoswich, 1979) and Social Control theory (Hirschi, 1969) are used to examine the development of Deviant Behaviour, Aggression, depression and Academic achievement of adolescence.

**Bronfenbrenner’s Model of the Ecology of Human Development**

This theory asserted that human development was a product of the interaction of the individual with the environment. His model focuses on the settings within which development occurs and the interactions of the individual. This model integrates the various components that contribute to development, including the individual and the environment (Bronfenbrenner, 1979).

![Figure-1.1 Ecology of Human Development Model](image)

This model describes the problem and determines the array of interventions that are necessary to prevent and reduce aggression. The problem of school
aggression as well as its solution is conceptualised to be a function of contributions from several different levels of influence. The ecologic model explains the interplay of personal, socio cultural and physical environmental factors that may be associated with aggression. The key element is that teachers should maintain a positive, caring relationship with students (Sallis & Owen, 2002).

**Theoretical Model for Aggression and Academic performance**

This theoretical model for GREAT teacher program is to reduce student aggression and interpersonal violence and to improve academic performance and social competence. Both the student and teacher create a specific type of classroom environment that also influence their behaviour. The classroom environ is influenced by overall school climate (Orpinas & Horne, 2004). The other factor such as, behaviour capabilities are moderators to explain their role, level of exhaustion and prior training in aggression prevention enhancing academic performance.

![Figure-1.2 Theoretical Model](image)

**Theory of Reasoned Action (TRA)**

This theory looks at behaviour intentions rather than attitudes as the main predictors of behaviour. It is assumed that individuals are quite rational and make systematic use of information available to them. According to the theory, the most important determinant of a person’s behaviour is a combination of attitude toward performing the behaviour and subjective norm. If a person perceives that the
outcome from performing behaviour is positive, he or she will have a positive attitude towards performing that behaviour. The opposite can also be stated that if the behaviour is thought to be negative. Subjective norm is seen as a combination of perceived expectations from relevant individuals or groups along with intentions to comply with these expectations. TRA works most successfully when applied to behaviours that are under a person`s control (Ajzen & Fishben, 1985; Fishben, 2003). If behaviours are not fully under control, even though a person may be highly motivated by his or her own attitudes and subjective norm, he or she may not actually perform the behaviour due to intervening environmental conditions.

**The Self Regulatory Theory (SRT)**

This theory stated (Leventhal et. al., 1983) that generally, people are motivated to regulate their behaviour to avoid engagement in deviant behaviour and they actively extract information from their environment and previous experience to formulate plans and actions to cope with drives that lead to deviant behaviour. Applied to the current study, this SRT indicate that the adolescents faced with the threat of engaging in deviant behaviour could consistently regulate their drive to deviant behaviour by actively utilizing the information as provided by behaviour change education programmes, social norms and information from their environment. Such information enables the adolescent to formulate plans and undertake actions, which enable them to cope with drives to engage in deviant behaviour.

**Social Learning Theory (SLT)**

Social Learning theory (Bandura, 1977) provides a broad-band explanation for both desirable and undesirable behavioral outcomes. It includes a broad array of theory and practice in learning and change and encompasses both cognitive and behavioral approaches. It moves beyond the narrower behavioral perspective. Cognitive learning assumes that there are psychological factors that influence behavior. SLT states that behavior is influenced by environmental factors, and not just psychological or cognitive factors. Thus, SLT assumes that psychological and environmental factors influence the development of specific behaviors.
**Developmental model of Adolescent Problem Behaviour**

This model investigates the extent to which family and peer influences on the development of antisocial behaviour as proposed by Patterson, Reid & Dishion (1992) applies to development of a diverse range of adolescent problem behaviour, Family conflict and positive family relations, inadequate monitoring and association with deviant peers and problem behaviour. Families in which there were high levels of conflict and low positive family relations were more likely to develop a social context that includes inadequate parental monitoring and associated with deviant peers.

![Diagram of Developmental model of Adolescent Problem Behaviour]

**Figure-1.3 Developmental model of Adolescent Problem Behaviour**

**System’s theory Input-Output Model**

The Systems theory input-output model, according to Koontz & Weihrich, (1988) postulated that an organized enterprise does not exist in a vacuum. It is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. The students (Inputs) are admitted into the educational institution, with different capacities and from different socio economic background, when they get into the school system, the management transforms them through the process of
teaching and learning and the students output is seen through their academic performance.

**Hirschi’s Social Control Theory**

Hirschi's (2002) Social Control Theory explains the development of deviant behaviour in an individual. This theory asserts that deviance has the opportunity to manifest when the bond between an individual and society is weakened. Hirschi gave a definition of deviant acts which is comprised of four parts. He proposed that deviant acts are (1) contrary to the wishes and expectations of other people; (2) they involve the risk of punishment; (3) they take time and energy; and (4) they are contrary to conventional moral belief. This theory states that those individuals most likely to engage in deviant acts are least likely to be concerned about the wishes and expectations of others; least likely to be concerned about the risk of punishment; most likely to have the time and energy to perform the act; and least likely to accept conventional moral belief.

**Conceptual Framework of the Study**

The conceptual framework of the study was drawn from Chambers model. Carvar, Ganellan, Froming and Chambers, (1983) argued that certain types and extents of deprivation, experienced at a particular point in the life course especially but not solely early childhood can lead to damage that is difficult if not impossible to reverse later in life. He further states that parental investment in adolescents in terms of time and capital in education and training is strongly related to the kind of life style a child will adopt for future.

In the present study the chambers model and input output systems theory model was adapted with the required modification to suit the Indian context. The model is applied to understand the psychological and social correlates of academic achievement among adolescent students of higher secondary classes. The present study has analysed the influence of three psychological variables and social variables including family factors on academic achievement of adolescents.
The Academic Achievement of the higher secondary school students is proposed as the dependent variable. The independent variables proposed in the study include Psychological correlates such as Behaviour Deviance, Aggression and Depression and Social correlates such as Type of school, Group, Medium, Locality and Family Factors. The study also considers the mediating effect of Psychological and social factors that influence the academic achievement of the students.

The conceptual framework of the present study consists of three major psychological correlates and social correlates of student’s academic achievement.

The conceptual framework of the present study differs from the basic model of Chambers and Input-Output Systems theory model in the following aspects.

1. The present study is conducted only in voluntary setting, secondary classes and as such the variable voluntary / mandatory is not included.

2. Keeping in view, the factors influencing the Academic achievement, the study includes not only psychological but also social correlates to understand its effect on study variables.

3. The study has used all the three psychological correlates and social correlates.

Psychological correlates of the framework is First referred to Behaviour Deviance which includes the three dimensions: (i) Rebellion Deviance (ii) Withdrawing Deviance and (iii) Expectation Evasion Deviance.

(i) **Rebellion Deviance** (R.D). The rebellion deviant sees social situation as absurd and reacts in opposition with resistance and aggression.

(ii) **Withdrawing Deviance** (W.D) shows retreat from the situation as a result of defeat. Ego appears weak and remains effortless in attempts at making adjustments to situations.

(iii) **Expectation Evasion Deviance** (E.E.D) follows the policy of duplicity. The deviant fails to make a clear cut effort of deviation from the situation.
The second Psychological correlate of the framework is referred to Aggression which expresses the following characteristics nature of the student. (i) Bullying, (ii) Anger, and (iii) Quarrelsome.

The third psychological correlate of the framework is referred to depression based on its expressive symptoms; Somatic problem, Restlessness and Gloomy.

*Figure 1.4 Diagrammatic representation of proposed conceptual framework*
A diagrammatic representation of the proposed conceptual frame work is given in Figure 1.4.

The Social correlate of the framework is referred to three types of school based on its kind of management; (i) Government, (ii) Government-Aided and (iii) Private. The group is referred to the subject opted by the students of higher Secondary class; (i) Science group and (ii) Arts group.

The medium is referred to as the medium of study pursued by the student respondents and are (i) English medium and (ii) Tamil medium. The locality is referred to the type of area where the student resides; (i) Rural and (ii) Urban.

The family factors refer to the socio economic status of the respondents. They are (i) Type of family : Nuclear / Joint, (ii) Age, Education, Occupation, Income of Father & Mother. (iii) Mode of stay; With parent / Guardian /Hostel or Boarding, (iv) Birth order: First, Second, Third & above, and (v) Distance from home to school; Below 2 kms, 2-5 kms and above 5 kms.

The Arrows in the proposed conceptual frame work indicate the hypothesized relationship between the independent and dependent variables. The relationships indicated in the proposed conceptual frame work include the social correlates including family factors derived from the response of the student in the present study.

**Operational Definitions of Major Concepts**

1. *Academic achievement* - It is the outcome of education- the extent to which a student has achieved the educational goals. It can be influenced by parent’s socio economic status.

2. *Behaviour Deviance* – Behaviour, which is against societies accepted norms, especially a person whose behaviour and attitude is considered to be unacceptable. The definition of ‘Deviant’ refers to one who differs from a norm, especially a person whose behaviour and attitude is considered to be unacceptable (Lin, 1991; Yu-Chin & Yung-Chieh, 2012). The deviant
behaviour related to academic problem are unwillingness to do homework, cheating in test, attention deficit, talkativeness, creating distraction, aversion to school and unsteady academic progress (Liao, 2002).

The dimension or kinds of behaviour deviance are Rebellion Deviance, Withdrawing Deviance and Expectation Evasion Deviance.

3. Aggression – Aggression is a disorganising emotional response. It is due to frustrations based on emotional disturbance and hostility. Environment is a cogent factor in arousing aggression, which once aroused may lead to hostile and destructive behaviour. Aggression has a greater probability when it is reinforced (Mathur and Raj Kumari Bhatnagar 2004).

4. Depression – This was one among the first Psychogenic disorders to be identified as a distinctive entity. One of the common somatic complaints in depression involves disturbance in the sleep pattern, stomach problems, headache and excessive self criticism. It has a negative effect on cognitive functioning (Haines & Norris 1996).

Objectives of the Study

1. To find out the level of Academic Achievement among the adolescent students.

2. To find out if there is any relationship that exists among the Predictor Variables such as Behaviour Deviance, Aggression, Depression on Academic Achievement.

3. To find out if there is any significant difference among Adolescent students based on their Subject, Medium, Locality, Type of School Management, Type of Family with respect to Academic achievement, Behaviour Deviance, Aggression and Depression.
Assumptions of the Study

1. The conceptual framework for the present study is based on the assumption that the Chambers model and Input-Output Systems theory model would be suitable to analyse the influence of Psychological and social correlates and demographic variables on academic achievement.

2. It is assumed that there will be a significant relationship among Behaviour Deviance, Aggression and Depression on Academic Achievement.

3. It is assumed that there will be a significant influence of behaviour deviance on the academic achievement of the students.

Statement of the Problem

The problem addressed in this study is to understand the Psycho-Social correlates such as Behaviour Deviance, Aggression, Depression, Type of School, Medium, Locality and Family Factors that influence the Academic Achievement among Adolescent students.

Scope of the Study

There exists a belief that various factors influence the academic achievement of the adolescent students. Several factors play a role in the academic achievement. The Psychological factors such as the deviant behaviour, aggression, depression and family factors can influence the academic achievement. As such it is necessary for the parents and teachers to be aware of the factors they should observe in their adolescents, especially the beginning of deviant behaviour. This would enable the students decrease the possibility of indulging in deviant behaviour and improve their academic performance.

The scope of the study is also to focus on the social factors such as Type of School Management, Locality, Medium, Group and family factors such as the economic status of the parents and type of family that influence the academic achievement of the students.
The study is confined to the higher secondary class students of the schools in Chennai and Kanchipuram districts. It is an exploratory study aimed at examining the Psychological and Social Correlates of academic achievement. The study is to determine to identify the key determinants of academic achievement and relate it to the existing literature in the field of focus.

The present study uses four comprehensive constructs to study the Psychological correlates such as Behaviour Deviance, Aggression, Depression and Social Correlates such as Type of School, Locality, Group, Medium and family factors. Analysis of the responses of these constructs would provide an understanding of the behaviour of the adolescent students and enable the school management and educationist to organise educational programs that can benefit the Teachers and as well as Parents to work together to improve the academic achievement of the adolescent students.

**Limitations of the Study**

1. The present study is limited to the population of the students of higher secondary classes studying in Government, Government-Aided and Private schools of Chennai and Kanchipuram districts. The sample respondents are drawn from randomly selected higher secondary schools located in Chennai and Kanchipuram districts. Hence, the study findings may not be generalisable to adolescent students in other countries.

2. As the study took place at school during class hours in the presence of teachers, the environment may have engendered feelings of discomfort, even though a commitment to anonymity was made to the respondents.

3. The present study is limited by the attitudes and responses of the students as requested in the questionnaire.
Chapterisation

The thesis is presented in five chapters. Chapter one includes a brief introduction to the nature and scope of the present study, conceptual framework, significance, objectives and limitations of the study. Various theories and models on human development, problem behaviour and academic achievement are briefly discussed.

The second chapter reviews literature in relation to the research objectives and scope of the present study. The research studies published in the area of academic achievement and deviant behaviour in various countries are reviewed. The studies that specifically deal with academic achievement and which are applied to the field of education are given prominence in the literature review.

The third chapter discusses the methodological procedure adopted in the study. It explains the conceptual framework, sample selection, testing of tools and reliability and validity.

The fourth chapter presents the data analysis and interpretation of results. It examines the results of the present study in the light of the findings of similar such studies conducted elsewhere.

Chapter five discusses the implications of the present study in understanding the Psychosocial Correlates of academic achievement. Based on the results, organising educational programs are recommended to benefit the teachers as well as parents to work together to increase self control in students and improve their academic achievement.