Review of related literature

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Chapter II

Review of Related Literature

- Social expectation and social behaviour: A conceptual framework
- Theoretical perspectives of Deviant Behaviour
- Specific theories of Deviant Behaviour
- Related studies and observations
- Conclusion
REVIEW OF RELATED LITERATURE

Selection of the sociological variable - Deviant Behaviour prompted the investigator to think about the necessity of providing a strong theoretical background for the variable. The process of reviewing the related literature is fundamentally a leading light for providing a strong background for the study and in the way of conducting the research in a fruitful manner. Further analysis of the various related theories and description of the variable Deviant Behaviour enabled the investigator to ascertain that there are various authentic theories that contributed to understanding the basic causes and effects of Deviant Behaviour among adolescents. Various definitions and descriptions regarding the causes, effects and consequences of Deviant Behaviour supported the investigator to think about the variable in divergent and noteworthy dimensions. The way by which the Deviant Behaviour affected the society and the plausibility of our future generations becoming the victims of these behaviours are precisely concluded by the investigator with the help of the literature collected as a part of the investigation. The ongoing neglect on this pathetic situation in our country and the necessity to scaffold in this realm dawned in the mind of the investigator not in single flash; but through its successive stages. It is nothing other than this reviewing literature that added to the need and significance of this endeavour made by the investigator.

There are many notable theories regarding the occurrence of Deviant Behaviour and its persistence which leads to the serious code of misconduct and may shatter the emerging younger generation at the onset of their blooming itself. The investigator laid a strong foundation for his study by taking in to account the various Deviant Behaviour identified and classified by Diagnostic and Statistical Manual (DSM) by American Psychiatric association (APA), which in turn provided a strong base for the identification of various Deviant Behavioural traits among adolescents for the study. The theoretical overview of
the selected variable is quite sufficient in making the investigation steer to the right path; without much deviation from the concerned prior set objective.

As we know, adolescence represents the period of time during which a juvenile matures into adulthood. Major physiologic, cognitive and behavioural changes take place during this period. This is the period in which biological and psychosocial development overlap. During this period, a person’s body undergoes dramatic changes. According to Erikson's stages of human development, a young adult is a person between the age of 20 and 40, whereas an adolescent is a person between the age of 13 and 19.

Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians and less supervision, contrary to the pre-adolescence stage. Precise knowledge about adolescence is necessary for every teacher in any stages of teaching. The primary school teacher needs adequate knowledge about adolescence, because their children will become adolescents soon. With this background information they can help them develop skills and attitudes mandatory for this stage of development. In the case of middle and high school teachers, the exact knowledge of this phase of development is quite essential since their pupils are entering in adolescence. and thorough knowledge about this particular stage can help the teachers handle them in a perfect manner.

Presently, there is a worldwide concern about the prevalence of social deviancy and students’ violent behaviour in secondary schools. In such a context, not only the teachers but also the community at large needs to cope with such students. In order to investigate this phenomenon properly, it is necessary to understand the theoretical background of Deviant Behaviour; the level of application of this concept made by educators and how it has manifested itself in schools. Deviant Behaviour is a typical nature of conduct contrary to the normal concept of social instincts or practices (Oxford American
Dictionary, 1999). It constitutes a violation of accepted mode of social relationships, interpersonal relationships and any contrary behaviour against the established values embedded in the very system of education (Van’t Westende, 1998). Indiscipline and violent student behaviours are detrimental and disturbing not only to an individual, but also to the system of effective learning and teaching process. It is a generally accepted fact that students who present uncontrolled violent Deviant Behaviour lack the ability of self-discipline (Durkheim, 1951). Lack of self-discipline among students influences the culture-cum character of the school and unity of community life. The community fear of deviant and violent behaviour goad policy-makers to redirect funds towards crime detection and apprehension.

**Social Expectation and Social Behaviour: A Conceptual Framework**

Different kinds of 'actors' are involved in 'social behaviour', with different or common intentions and with different or comparable behaviours. The different actors and their relationships are child - parent, child - child, child - group of children, child - teacher, teacher - mother and child - object. An actor may thus be a person, a group of persons or a category of persons doing something in relation to another actor or partner. A teacher, for example, may use a very conscious and responsible educational strategy to integrate a socially problematic child in positive social processes with other pupils despite their Deviant Behaviour; or the teacher may try to neglect the child. The extent to which the child is really conscious of their or her own behaviour and its negative consequences point out and the educational strategy required in that context. Potentially, eleventh characteristics of social behavioural read as follows: content or type, verbal as opposed to non-verbal; psychological as opposed to physical; or combinations of the above. Orientation of these characteristics varies on a scale from pro-social /co-operative to deviant /aggressive.
In fact, the more socially aggressive behaviour is the result of location-dependent learning systems. The information the concerning occasions suggest ways to unlearn or relearn social processes. Socially aggressive behaviours like ‘bullying and violence’ can be distinguished by considering the element of duration from short-term to long-term. That is, bullying occurs on a long-term basis, whereas violence can be short-term behaviour. ‘Frequency’ is another point of reference. It shows how often a particular behaviour takes place within a certain space of time. These conceptual frameworks can be used to look more specifically at particular social phenomena in order to understand the meaning and functioning of human developmental elements. In a real sense, social behaviour is determined partly by personal or individual differences in genetic make-up, which exist and develop from the very moment of conception.

Thus, social behaviour can be explained partly by innate or basic features of personality, that is, biological fundamental characteristics of the person. In this first kind of explanation, the causes of pro-and Deviant Behaviour are mainly found within the person in question. Biological variables like gender and social personality factors like emotional stability, congenial/uncongenial behaviour, degree of extroversion, etc. have a relatively long-term behavioural impact on an individual. Environmental factors create a second group of variables explaining social behaviour. Cultural and societal or structural meanings and interpretations influence social behaviour from the moment of birth. Environmental phenomena also operate simultaneously on the formation, development and expression of a person’s social behaviour. Another important factor is the mother-nursery relationship, which highlights the tendency of the mother to affect the child positively and to support the child's development towards independence. On the other hand, the tendency to dominate and inflict harsh punishment on the child promotes the development of Deviant Behaviour in the child. Educational characteristics like the quality of the teacher, the content of the curriculum, methods of assessment, the teaching approach used by the teacher, organizational features of the year-
group system, etc. seem quite relevant in influencing the development of social, motivational and cognitive processes of pupils.

The pupils whose performance is relatively poor would need most support and encouragement from the school. These children often have a different deviant cultural or linguistic background and are highly vulnerable from a social point of view. When the method of assessment of learning progress is based on comparative pupil performance, which is usually the case, some pupils do not get a pass which will result in demotivation and, in the long run, in lower achievement. The negative educational selection process plays an additional isolating and demotivating role. It lowers the motivation and achievement processes of these pupils and causes social isolation from school. This negative vicious circle may result in socially undesirable behaviour such as disruption, bullying or truancy, forming a violent or criminal gang, etc. Social processes include the influences of friends also. For instance, power and identity processes within the pupil's peer group, desire to impress friends to get a higher status in the hierarchy of friends, awareness of lack of social control and the assumption that there is little chance of being caught, recognition of the fact that a potential victim is weaker, etc. These social processes and effects are particularly relevant during adolescence. These features also include economic and socio cultural background, unemployment rates and the nature and amount of social control. Characteristics of society at large emphasize on power and performance, glorification of masculinity (macho-behaviour), sensationalism reflected in violence in the media and urbanization accompanied by increasing impoverishment. Interactional processes and effects between innate or personal and external or environmental variables will also help to explain a person's social development. This happens by virtue of reciprocal multi-level influences in the course of time between the personal and environmental variables.

Combinations of characteristics of different environments such as home, school, street and the general neighborhood, interact with and affect the
formation of or changes in a pupil's social behaviour. For example, a pupil whose family background, social, emotional, cognitive abilities, linguistic or cultural background deviate greatly from those of the other children in class, runs additional social risks at school.

Disruptive behaviour generally meets with a negative response from teachers. The ensuing conflicts may grow for years because the problems are known but too little is done to reduce them. Increasing disaffection for home and school, socially desirable values and norms and growing Deviant Behaviour are to be conceived as longitudinal interactional processes between personality traits and features of the environment at different analytical levels. 'Vulnerable' or 'high-risk' children, clearly function at a below-average level or a very high level in one or more of socially, emotionally, linguistically, cognitively or in motor skills reflecting aspects. These children run a high risk of encountering various types of problems at home, at school and, later on at working area. From an educational point of view it is important that these children are to be identified as early as possible and given adequate support in their development. This stimulation of pro-social behaviour may take place through home support activities, child welfare centres, pre-school playgroups, multi-disciplinary teams and so on.

Social Expectations and Identity Development

Adolescents are strongly requested or instructed to deal with socialization. During this process, the adolescent encounters all the demands and standards of the society. The challenge that remains at this stage for the adolescent is to form their own place in the society where they live. Moreover, the adolescents have to feel and ensure whether they fit in that place. Through the process of socialization, the adolescent has to consider the social expectations because they cannot forget their personality irrespective of the environmental rules. Social expectations can push the adolescents to change
their behaviours and their way of thinking. Actually, social expectations shape the identity of the adolescents.

Freedom and independence are the two major concepts that an individual try to search for during their adolescence. These have a special meaning for the adolescent. To them, they are not to be compelled or indoctrinated and curtailed. It is a fact that the adolescent doesn’t want to feel the pressure on them. This pressure becomes more when it comes to social rules and expectations, because the adolescent may feels that they judged according to the societal standards and conventions.

The adolescent cannot deal with the external world without these expectations. Adolescent feels that they are surrounded by different rules that are not in harmony with their personality. So, sometimes they feel the need to make some changes in their behaviour and wish to make it more socialized. This change that occurs varies from an adolescent to another depending on how the adolescent accepts it. Some of them can perceive change as a necessity and need. So, they would do their best to create a space where they can satisfy their own needs and what they are expected to do. Others would perceive it as a duty where they feel no responsibility. To them, changes would not affect since they do not think that they are in a need of such adjustment to create a harmony between themselves and the expectations of the society.

The social expectations involve the interaction with others. In fact, the adolescent cannot form their identity without developing some relationships that link them with others. As suggested by David Geldard and Kathryn Geldard (2004) in their book Counseling Adolescents the adolescent can construct a personal identity only in the context of relationship with others. This fact enables one to recall the elements of childhood. Childhood is viewed as a stage in one’s life where the individual is being used to get in touch with the external world. Social expectations begin at this specific period of life. Children are supposed to behave in such a way that would make others address
them sweet or cute. The adolescent is in need of such expectations and they prefer to come from their peer group rather than from their parents that come specifically from their peers with a sense of their identity which is different from the one that they get from their parents. This distance that the adolescent creates towards their parents marks the end of the strong emotional dependence that they had with them.

To maintain a good relationship with parents, the adolescent has to respond to some of their expectations. Parents often expect their children to be and to do what they had wanted in their youth. Sometimes, they don’t realize deeply what they are asking their children to do. These behaviours of parents can parents make the adolescent to form what is called a ‘false identity’. Then the individual will not be considering their own needs and some time will be forced to perceive own needs through the needs of others. The individual does not consider their own needs or sometimes they can only perceive their needs through the needs of others. As it is said in normal child and adolescent development, a false identity is established in adolescents by adapting to the needs and expectations of their parents instead of their own innate needs (Gemelli, 1996). Parents just want to see and recall their own youth through one of their children. But at a certain moment, parents find themselves in the obligation of withdrawing from the life of their children to give them the opportunity to become independent (Geldard & Geldard, 2004). This stage of independence is crucial for the adolescent “to attain a mature identity”. In fact, while the expectations of parents vanish from the adolescent life; the social expectations in contrast follow them throughout their life.

**Deviance from Social Behaviour**

Deviance in a sociological context describes actions or behaviours that violate cultural norms including formally-enacted rules (e.g., crime) as well as informal violations of social norms (e.g., rejecting folkways and mores). Norms are the specific behavioural standards and ways which people are supposed to
act. They are the paradigms for predictable behaviour in society. They are not necessarily moral or even grounded in morality. Infact, they are just pragmatic and paradoxically irrational. Norms are rules of conduct; not neutral or universal, but ever changing. They shift as society shifts. They are reflective of inherent biases and interests and sometimes highly selfish and one-sided. They vary from class to class and in the generational gap. They are contextual in nature.

Deviance can be described as a violation of these norms or failure to conform to culturally reinforced norms. Social norms are different in each culture. For example, a deviant act committed in one society or culture breaks a social norm there, but may be considered normal for another culture and society. Deviance can break the intact social norms.

Viewing deviance as a violation of social norms; sociologists have characterized it as any thought, feeling or action that the members of a social group judge to be a violation of their values or rules. To them it includes the violation of the norms of a society or group; conduct that violates the concept of appropriate and inappropriate conduct shared by the members of a social system; the departure of certain types of behaviour from the norms of a particular society at a particular time and violation of certain types of group norms where behaviour is in a disapproved direction and of sufficient degree to exceed the tolerance limit of the community.

Theoretical Perspectives of Deviant Behaviour

Two perspectives of Deviant Behaviour generally operate in a social environment. According to Van’t Westende (1998), Deviant Behaviour constitutes a personal problem where the causes and solutions lie within the individual and their or her immediate environment. This perspective emphasizes a psychological-cum-personal oriented view. Based on this perspective, adolescents appear to lack the ability to practice the ideal to be self-restraint or
regulate their own behaviour in particular situations (Feldman & Weinberger, 1994). Such adolescents who lack the ability to control their impulses are described as under-controlled (Robins, John, Caspi, Moffitt & Stouthamer-Loeber, 1996). This perspective further holds that there is a solution lies in treating the individual, typically with medication and through individualized therapy such as psychotherapy. It also strongly recommends the necessity to follow the concepts of adjudication and incarceration to resolve the gravity of Deviant Behaviour.

Some Deviant Behaviour in schools are characterized by bullying, extortion, insubordination and physical fighting. It also comprises adolescents’ aggression or acts of violent behaviour against other students and staff, sexual assaults, harassment, gang activity or weapon carrying. At another level, Deviant Behaviour constitutes crimes; such as theft, property offences and vandalism (Goldenstein, Apter & Hartoonian, 1984). Recent studies show that students’ violent behaviour is more directed towards the teaching staff and other students making it very difficult for the teachers to intervene such behaviour (Curcio & First; Steinberg, 1999) because they need to protect their own lives. Here, the teachers concerned should be empathetic towards them and should try to bring them in to the normal path of accepted pattern of behaviour.

School violence emanates from aggression to assaultive behaviour is an important area that requires a detailed study. Hanke (1996) suggests that school violence should be linked to Deviant Behaviour. To him if it is separated the focus of the study will be directed to an array of serious acts of violence and does not fully capture the nature and extent of school crime and victimization. It is a notable fact that people in community-based schools in other countries are increasingly tightening the level of their school security to prevent any school-based homicides (Kagan & Segal 1992). As a part of this, the administrators and managers of different schools in large townships are beginning to enforce locking of school gates thereby preventing the local communities travelling freely on the school premise (Maluleke, 1999).
In a different perspective, the elements of Deviant Behaviour are more than an individual issue. It is a social problem reflecting its own causes and solutions outside the individual and their or her immediate environment (Van’t Westende, 1998). This perspective believes that Deviant Behaviour is an educational problem since its solution or resolution involves the teaching of prosocial behaviour. Here, the school offers a better chance of socializing students towards solving their own problems rather than directing them to others.

Inborn and inherited traits certainly play a strong role in influencing human behaviour. Humans are powerless to influence the physiological make-up of the individual (except through surgery or medication). In a community, school or home; more control can be exerted over the child’s social life and the child’s educational environment, than that can be exerted over their or her physiological make-up. For the purpose of this study, Deviant Behaviour will be seen a socio-educational problem, rather than as a purely psychological problem. Such a view enables the researcher to trace out how child and adolescent Deviant Behaviour can be best addressed by society through its schools, communities and teachers.

The Primary Points of Deviant Behaviour

The primary points of Deviant Behaviour may also be analyzed by throwing light on the direction towards which it is aimed at. By definition, Deviant Behaviour is usually directed at others, but sometimes it is self-directed and in some extreme cases, it can be both, as in a murder-suicide (Durkheim, 1951). Steinberg (1999) describes this issue in terms of the presence of “internalizing or externalizing disorders”. Of these, the former consists of harmful behaviours that are turned inward, directed at themselves and show themselves as depression, anxiety or phobias. Externalizing disorders, on the other hand, show themselves as behaviours primarily directed at others; where the problems of the young one’s are turned outwards (Steinberg, 1982) and
result in Deviant Behaviour and/or delinquency. Generally, schools are primarily educational institutions rather than therapeutic ones. Hence, much stress is typically oriented on those behaviours that are externalizing and obvious, rather than on internalizing and more subtle.

**Patterns of Deviant Behaviour**

As already discussed, it appears that Deviant Behaviour operates on low and high levels of force. At its lower level, Deviant Behaviour is nonviolent and may take the form of impoliteness, offensive or unpleasant behaviour, rule breaking, name calling, the use of vulgar expressions and rudeness. Lower level Deviant Behaviour may also involve passive-aggressive behaviour; where the student will refuse to cooperate with others and the existing system. These lower levels are lower because the level of force is relatively minimal; there is usually no physical contact involved and no one is threatened. However, lower-level Deviant Behaviour can escalate into higher-level Deviant Behaviour, which can result in physical injury or death. Higher level Deviant Behaviour involves stronger force than low-level Deviant Behaviour. Typically this includes physical fighting or smacking another, destruction of the property of others, strong, loud and threatening words directed at others and at times, higher-level Deviant Behaviour may involve strong forceful, violent acts such as rape, assault or murder.

Several studies have shown that most Deviant Behaviour in schools is not violent. According to these studies, most families and peers all play a highly influential role during the stage of socialization towards prosaically and Deviant Behaviour. It may be safe to say that, as agent of socialization, schools play an even greater role than ever before. Some have even claimed that schools have become the primary instrument of socialization (Siegel & Senna, 1994) and the basic conduct through which adult and community influences the young person (Schaefer, Olexa & Polk, 1972). Much as it is accepted by the general public that a school is a socialization agent, however this has been relatively difficult to
accomplish. Mayer (1995) attributes this to the existence of setting events that occur in school environments. Setting refers to events that are incidents or antecedents that may occur within the same setting and closely precede the Deviant Behaviour (Mayer, 1995). The effects of setting events can be cumulative where several instructions followed by several errors can serve as a setting event for the next instruction, occasioning problem behaviour such as aggression (Munk & Repp, 1994).

The deviant or aggressive behaviour of a child may express itself from a very young age, first at home and later on at school. This behaviour can gradually develop into disruptive behaviour in class and serious behavioural problems.

**Characteristics of Deviant Behaviour**

Factors that contribute to a particular child's Deviant Behaviour vary; but usually they include some form of family problems such as marital discord, harsh or inconsistent disciplinary practices or actual child abuse, frequent changes in primary caregiver or in housing, learning or cognitive disabilities or health problems. Attention deficit/hyperactivity disorder is highly correlated with Deviant Behaviour. A child may exhibit Deviant Behaviour in response to a specific stressor (such as the death of a parent or a divorce) for a limited period of time, but this is not considered a psychiatric condition. Children and adolescents with Deviant Behaviour disorders have an increased risk of accidents, school failure, early alcohol and substance use, suicide and criminal behaviour.

A salient characteristic of deviant children and adolescents is that they appear to have no feelings. Besides showing no care for others' feelings or remorse for hurting others they tend to demonstrate none of their own feelings except anger and hostility and even these are communicated by their aggressive acts. One analysis of Deviant Behaviour is that it is a defense mechanism that
helps the child to avoid painful feelings or else to avoid the anxiety caused by lack of control over the environment.

Deviant Behaviour may also be a direct attempt to alter the environment. Social learning theory suggests that negative behaviours are reinforced during childhood by parents, caregivers or peers. In one formulation, a child's negative behaviour initially serves to stop the parent from behaving in ways that are aversive to the child. The child will apply the learned behaviour at school and a vicious cycle sets in: they rejected, becomes angry and attempts to force their will or assert their pride and is then further rejected by the very peers from whom they might learn more positive behaviours. As the child matures, "mutual avoidance" sets in with the parent(s), as each party avoids the negative behaviours of the other. Consequently, the child receives little care or supervision and, especially during adolescence, is free to join peers who have similarly learned deviant means of expression. Different forms of Deviant Behaviour will appear in different settings. Deviant children tend to minimize the frequency of their negative behaviours and any reliable assessment must involve observation by mental health professionals, parents, teachers or peers.

**Diagnosis of Deviant Behaviour**

Studies show that systematic diagnostic interviews with parents and children provide opportunity for a thorough assessment of individual risk factors and family and societal dynamics. Such assessment should include parent-adolescent relationships, peer characteristics, school, home and community environment and overall health of the individual.

Various diagnostic instruments have been developed for evidence-based identification of Deviant Behaviour in children. The onset, frequency and severity of Deviant Behaviour such as stealing, lying, cheating, sneaking, peer rejection, low academic achievement, negative attitude and aggressive behaviours are assessed to determine appropriate intervention and treatment.
Treatment of Deviant Behaviour

As per the opinion of experts enhanced parent-teacher communications and the availability of school psychologists and counselors trained in family intervention within the school setting are basic requirements for successful intervention and treatment of childhood Deviant Behaviour.

School-based programs from early childhood onward that teach conflict resolution, emotional literacy and anger management skills have been shown to interrupt the development of Deviant Behaviour in low-risk students. Students who may be at higher risk due to unhealthy family and environmental circumstances will benefit from more individualized prevention efforts, including counseling, academic support, social-skills training and behaviour contracting.

Academic settings with the capacity to provide professional parental support and feedback in a motivating way can help parents to develop effective parenting skills; that may interrupt further progress of Deviant Behaviour patterns in their children. Access to written and video information on parenting skills and information about community family resources, as well as promotion of parent-support groups are effective intervention strategies for changing Deviant Behaviour in the children.

Older students who already exhibit a persistent pattern of Deviant Behaviour can be helped with intensive individualized services that may involve community mental health agencies and other outside intervention. Community-based programs, including youth centers and recreational programs with trained therapists can provide additional support for at-risk children.
Prognosis of Deviant Behaviour

Research studies reveal that early-onset conduct problems left untreated are more likely to result in the development of chronic Deviant Behaviour than the disruptive behaviour begins in adolescence. Researchers warn that if by age eight; a child has not learned ways other than coercion to meet their social goals, they have a high chance of continuing with Deviant Behaviour throughout their lifetime.

Preventing Deviant Behaviour

Deviant Behaviour involves recurring violations of socially prescribed patterns of behaviour such as aggression, hostility, defiance and destructiveness (Walker, Colvin, & Ramsey, 1995). Research suggests that:

- Deviant Behaviour in early childhood is the most accurate predictor of delinquency in adolescence or
- Deviant children can be accurately identified as early as three or four years of age;
- If a Deviant Behaviour pattern is not altered by the end of third grade, it can become chronic, only to be managed through supports and interventions and
- Prevention and early intervention are the best ways in diverting children from this path
- Coordinated school system efforts can help divert most children from Deviant Behaviour.

In every school, three types of students can be identified: typical students not at risk, students with an elevated risk and students who have already developed Deviant Behaviour patterns. A three-tiered strategy of prevention and intervention is the most efficient way to head off potential problems and address existing ones.
**Primary Prevention:** School-wide activities to prevent the risk of developing deviant patterns.

**Secondary Prevention:** Targeting at-risk students for more individualized prevention activities.

**Tertiary Prevention:** Long-term, intensive services for students with persistent patterns of Deviant Behaviour, delinquency, violence and destructiveness.

School-wide primary prevention activities may include teaching conflict resolution, emotional literacy and anger management skills on a school wide or universal basis. Such interventions have the potential not only to establish a positive school climate, but to divert students mildly at risk of Deviant Behaviour. A majority of students who do not respond to primary prevention will respond to more individualized secondary prevention efforts, including behavioural or academic support and skill development. Secondary prevention strategies also include small-group social-skills lessons, behavioural contracting, specialized tutoring, remedial programs, counseling and mentoring.

Students with persistent patterns of Deviant Behaviour require more intensive interventions and can benefit from intensive individualized services that constitute families, community agency personnel, educators, administrators and supporting staff. These strategies necessitate comprehensive assessments of the problem and sustained interventions (Walker, Horner, Sugai, Bullis, Sprague, Bricker and Kaufman, 1996).

Deviant children and youths are at serious risk for a number of negative outcomes: school dropout, vocational maladjustment, drug and alcohol abuse, relationship problems and higher hospitalization and mortality rates. The severity of Deviant Behaviour patterns also is associated with an increased risk
for police contacts and arrests. The best thing that can be done for children and youth with behavioural problems is to keep them engaged at school, so that the educators can develop their skills, instill a positive influence and prevent involvement with disruptive groups to a great extent (Walker et. al., 1995).

**Parental concerns**

Parents may hesitate to seek help for children with Deviant Behaviour patterns out of fear of the child being negatively labeled or misdiagnosed. Almost all children will engage in some form of Deviant Behaviour at various stages of development. Skilled parents will be able to confront the child lovingly and help the child recognize that certain behaviours are unacceptable.

**School-Wide Approaches to Prevent Deviant Behaviour**

Schools that employ primary prevention successfully can adopt the following suggestions:-

- Training to enable school staff to apply positive and proactive approaches to school discipline,
- Support for students, teachers and staff that enable them to meet different challenges,
- Student-centered instruction,
- Collaboration with family, community and service providers,
- Links with other school reform efforts and
- Foster serving mentality among students.

School-wide strategies include teaching both students and staffs to implement rules and policies that make a classroom or a school operate effectively. Strategies also may include targeting behaviour in halls, lunchrooms and school buses and teaching conflict resolution, emotional literacy and anger management skills to all students.
Specific Theories of Deviant Behaviour

The investigator analysed the various theories of Deviant Behaviour and its different aspects. Based on this, the theories related to this field were classified under the main heads such as Sociological, Biological and Psychological.

I. Sociological Theories of Deviant Behaviour

Sociologists seek to understand how and why deviance occurs within a society. They do this by developing theories that explain factors impacting deviance on a wide scale such as social frustrations, socialization, social learning and the impact of labeling. Major Sociological theories that have developed in this field are:-

1. Strain Theories
2. Control Theories
3. Differential Association Theory or Cultural Transmission Theory
4. Labeling Theory
5. Social Learning Theory

1. Strain Theories

Educational strain and individual strain are the two strains identified by the experts. Educational strain generally refers to the process by which inadequate regulation of the success goal of education filters down to how the individual student perceives their need for an academic success goal. Individual strain on the other hand refers to the friction and pain experienced by students as they look for ways to meet their needs. Since the present study discusses violent behaviour based on the social structural model it is necessary to state from the outset that sociological theories in this category hold a view that youths’ deviant and violent behaviour arises from strains caused by social forces.
It is necessary to understand the theory of strain as perceived by each of the following theorists; namely Durkheim (1897), Merton (1938), Cohen (1955), Cloward (1960) and Agnew (1992) in order to link them to the perspectives relevant to deviant and violent behaviour. Their theories are briefly outlined below.

a) **Durkheim and the Moral Agent in School**

Emile Durkheim’s theory of *anomie* (lawlessness) is the basis for strain theory. The term *anomie* refers to “de-regulation”. They was concerned about students’ *anomic* (lawlessness) behaviour and abrupt changes in social life. In his opinion, the lives of most individuals, especially the youth were controlled and directed by unlimited needs (Durkheim, 1961). The more one has, the more one wants; since human wants are unlimited. Durkheim’s tenet is that a regulative force must play the same role in moral needs as it plays for physical needs. Society alone is the only moral power superior enough to do this. It alone can estimate the rewards to be presented for every human endeavor. The school as the social organ of society socializes the youth towards the rewards of society. However, when the school is disturbed by some crises, it is momentarily incapable of exercising this influence.

According to Durkheim (1961), the education system has not yet gained equilibrium in respect of values. To him, it appears that students’ speculative or reflective thinking is quite insufficient to control their own appetites and that of their teachers. Moreover, they are impatient of being controlled and results in their distorted convictions (Durkheim, 1961). For him, we must engage in the study of moral rules; as they really reflect self-discipline to regulate all personal needs. Giddens (1971) added that as an institution the school is capable of teaching social behaviour and moral discipline. In his opinion, there is no lack of an ‘authority vacuum’ among the youth, but lack of ‘normal moral’. The social *anomic* state of the modern society in its infancy has broken away from moral bonds of traditionalism, but has not yet subject to new universal
appropriate moral regulation (Durkheim, 1961). A new moral authority needs to be developed to bring about a new moral order in which students’ needs will no longer outstrip their means. These moral authorities, especially in schools, need to be based on respect and not on fear.

According to Durkheim (1961), the school is a moral agent. In this agency, the child systematically learns to love their country through the spirit of discipline, attachment to social groups and autonomy. In connection with this, we can observe the reality that in spite of the collapse of the traditional social groups such as family, state authority and church; the school remains the only social institution that can successfully teach the youth by imparting certain skills for regulation of moral behaviour and moral discipline. Durkheim (1962) further maintained that discipline alone will teach the child to rein their desire and thereby set limits to their appetites of all kinds. It is vivid that the cornerstone of Durkheim’s philosophy of education has shifted the responsibility of moral discipline away from social institutions such as the school to an individual student where the classroom teacher plays the crucial role of a facilitator or scaffolder.

b) Social Strain Typology of Merton

Robert K. Merton, an American sociologist, borrowed Durkheim’s concept of anomie to form his own theory, called ‘Strain Theory’. It differs somewhat from Durkheim’s arguing that the real problem of Deviant Behaviour is not created by abrupt social change as Durkheim proposed, but rather by imbalance or dysfunction between culturally induced aspirations for the economic success goal across the social class. The theory explains why students’ deviant and violent behaviour is concentrated among the lower classes that have the least legitimate opportunities for achievement. As per this theory, the combination of cultural emphasis and the social structure produces intense pressure for Deviant Behaviour (Merton, 1968). Students from lower classes are the most vulnerable to this pressure or strain and will maintain their unfulfilled
education goal in spite of frustration or failure. This leads to a condition of anomie or cultural chaos (Merton, 1968). By providing students with educational means, they can be prevented from Deviant Behaviour.

Merton’s theory attempts to link the structural inequality and individual behaviour for the sole purpose of shedding light on educational strain. It is this lack of integration between what schools calls for and what the families can afford that indirectly causes Deviant Behaviour. According to Merton’s theory, deviance especially students’ Deviant Behaviour and violent behaviour are symptoms of society (Merton, 1968). This statement implies that a violent community would produce violent individuals.

Merton’s theory does not focus upon crime, but rather upon various acts of deviance which ultimately may lead to deviant and violent behaviour. Merton noted strongly that there are certain goals which are strongly emphasized by social structures like schools. Since schools belong to the community, it is the duty of the community to set standards which correspond to the capability of each individual. According to Merton’s theory, it is not merely poverty or a condition of economic deprivation that contributes for students’ anomic and violent behaviour, but the imbalanced conditions normally found in several education systems. The theory suggests that such an individual can be rescued by a caring and high efficacy teacher.

c) Cohen and the School Based Achievement Status

Albert K. Cohen’s focus is on school-based achievement status. The institution of school embodies middle class values of honesty, courtesy, personality, responsibility and so forth. The values of the middle income groups contradict those of a poverty culture because students from this economic bracket know very well that telling lies can save one’s life. Strain for Cohen is not structural, but interpersonal, located at the level of group interaction. According to Cohen (1955), group interaction is a sort of catalyst which releases
hidden potentialities. This means that to some social group it is correct to tell lies and buy stolen goods whilst in others, it is an immoral behaviour.

Those who turn to violent Deviant Behaviour are influenced by the social variable of peer influence and the psychological variable of reaction formation. These two variables are well clarified by Cohen’s concept of *status frustration*. Of these, frustration is generally regarded as an aversive internal condition resulting from goal blockages or any irritating events (Berkowitz, 1983). According to Cohen (1955), there is no abrupt discontinuous jump from backtracking and sounding out. The psychological variable, reaction formation, is necessary to complete the justification chain from frustration to Deviant Behaviour. At the same time, dishonesty represents a desperate need for status approval according to his teaching.

d) Cloward and the Illegitimate Means of Success

In 1960, Cloward and Lloyd Ohlin worked together and proposed a theory of delinquent gangs known as *Differential Opportunity Theory*. The term *delinquent subcultures* is used in conjunction with *deviant and violent behaviour*. Delinquent subcultures, according to Cloward and Ohlin (1960), flourish in the lower-classes and take particular form as a strategy to escape strains usually caused by following legitimate means to achieve success. This theory maintains that low class group including the youth use illegitimate means to achieve a success goal. In their opinion, criminal subcultures flourish in low class groups and it depends on the area in which they develop.

They propose three types of Deviant Behaviour. First, there is Deviant Behaviour linked to criminal activities carried out by local gangs. The second type of deviant and violent behaviour is non-stable and non-integrated. This group of youth operates where there is an absence of criminal organization and often causes instability. These youths aim to find a reputation for toughness and
destructiveness. The third type of deviant and violent behaviour is referred to as the *retreats gang*. These youths are equally unsuccessful in achieving either the legitimate or illegitimate means of achieving a success goal. They are known as double failures, thus retreating into a world of sex, drugs, alcohol and cutting classes (Cloward & Ohlin, 1960).

e) General Strain Theory of Agnew

Robert Agnew (1992) in his strain theory focuses primarily on negative relationships with others, in that a person is not treated in a way that they expects or wants to be treated. They argue that some youths are pressured into deviant and violent behaviour by negative effective states such as anger, which result in negative relationships. Conflicts between parents and children, between teacher and students result in anger especially when corporal punishment is applied excessively to keep order at home or in the classroom. To Agnew, strain is neither structural nor interpersonal but emotional.

2. Control Theories

a) Walter Reckless' Control Theory

According to Walter Reckless' control theory, both inner and outer controls work against deviant tendencies. People may want at least some time to act in deviant ways, but most do not. They have various restraints: *internal controls* such as conscience, values, integrity, morality and the desire to be a good person and *outer controls* such as police, family, friends and religious authorities. He noted that these inner and outer restraints form a person's self-control which prevents acting against social norms. The key for developing self-control is proper socialization, especially early in childhood. Children who lack this self-control may grow up to commit crimes and other Deviant Behaviour. His theory reflects the following:
- One version of control theory is called *containment*.
- A combination of internal psychological containments and external social containments prevents people from deviating from social norms.
- Social pressure to conform to community standards is usually enforced by social ostracism which is sufficient to control behaviour.
- As societies became more complex, internal containments play a more crucial role in determining whether people behaved according to public laws.
- Internal containments require a positive self-image.

**b) Hirschi’s Control Theory**

Travis Hirschi’s Social Control Theory (2002) highlights the development of delinquency in an individual. His theory asserts that deviance has the opportunity to manifest when the bond between an individual and society is weakened. Hirschi gives a definition of delinquent acts which is comprised of four parts: (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.

Hirschi's theory assumes that the individual performing the delinquent act is relatively free of intimate attachments, aspirations and moral beliefs that bind them to a life within the law (Hirschi, 1969). Furthermore, it assumes that the potential for delinquency is present in every individual and those who do not commit delinquent acts are somehow prevented from doing so. It is therefore presented that an individual's decision to refrain from the participation in delinquent behaviour has been substantiated by training and is maintained by an individual's connection to other people and institutions (Hirschi, 2002).

Hirschi proposes that the difference between a delinquent and non-delinquent is the extent to which the individual can control his or her natural
motives. Control theories therefore focus on those factors that help to prevent a delinquent act from occurring as well as those factors that give an individual more opportunity for such act to manifest. For example, factors such as poverty and learning disabilities have traditionally been viewed as causes of delinquency. Within the context of social learning theory, the relationship of the factors to the act is not seen as causal; instead as factors that "weaken the conscience or reduce the effectiveness of controlling institutions" (Hirschi, 2002). Thus, poverty does not demand that an individual commit a delinquent act, instead poverty affects the likelihood that the individual will be exposed to and give in to temptation to commit the act.

From a control perspective, this can be explained in several ways. The bonds that one creates within the school have a significant impact on the adolescent's behaviour. Hirschi further connected delinquency to age. This is an important factor to include as there is a tendency for delinquency to increase rapidly in adolescence (Hirschi, 2002). As the child becomes more accountable to the law, they become less accountable to adults in general. It is therefore asserted that delinquent behaviour is most likely to occur at a point in which there is less tolerance for the individual's behaviour by the law and increasingly less adult supervision (Hirschi, 2002). Age, like difficulty in school, has a direct relationship with decreased accountability and the degree to which an adolescent is bonded to the societal institution.

3. Differential Association Theory or Cultural Transmission Theory

Edwin Sutherland coined the phrase ‘differential association’ to address the issue of how people learn deviance. According to this theory, the environment plays a major role in deciding which norms people learn to violate. Specifically, people within a particular reference group provide norms of conformity and deviance and thus heavily influence the way other people look at the world. People also learn their norms from various socializing agents - parents, teachers, ministers, family, friends, co-workers and media. In short,
people learn criminal behaviour like other behaviours from their interactions with others, especially in intimate groups. This theory applies to many types of Deviant Behaviour. For example, juvenile gangs define themselves as countercultural and glorify violence, retaliation and crime as means to achieve social status. It is similar to strain theory and social control theory since all these theories explain deviance in terms of the individuals' social relationships.

Sutherland argued that the concept of differential association and differential social organization could be applied to the individual level and to aggregation or group level respectively. While differential association theory explains why any individual gravitates toward criminal behaviour; differential social organization explains why crime rates of different social entities differ from each other. His theory is based upon two major assumptions:

(1) Deviance occurs when people define a certain human situation as an appropriate occasion for violating social norms or criminal laws.

(2) Definitions of the situation are acquired through an individual’s history of past experience, particularly in terms of past associations with others. By doing so, people make their own subjective definitions of their situation in life.

This theory has nine basic postulates:

1. Criminal behaviour is not inherited but learned.
2. Criminal behaviour is learned in interaction with other persons in a process of communication.
3. The principal part of learning of criminal behaviour occurs within intimate personal groups.
4. When criminal behaviour is learned, the learning includes: (a) techniques of committing the crime, (b) the specific direction of motives, drives, rationalizations and attitudes.
5. The specific direction of the motives and drives is learned from definitions of the legal codes as favourable or unfavourable.

6. A person becomes delinquent because of an excess of definitions favourable to violation of law over definitions unfavourable to violation of law. This is the principle of differential association. When people become criminal, they do so not only because of contacts with criminal patterns but also because of isolation from anti-criminal patterns.

7. Differential association may vary in frequency, duration, priority and intensity.

8. The process of learning criminal behaviour by association with criminal and anti-criminal patterns involves all of the mechanisms that are involved in any other learning.

9. While criminal behaviour is an expression of general needs and values, it is not explained by those general needs and values since non-criminal behaviour is an expression of the same needs and values (Sutherland, 1974).

4. Labeling Theory by Becker

Labeling theory by Howard Becker (1963) holds that behaviours are deviant only when society labels such behaviours as deviant. As such, conforming members of society, who interpret certain behaviours as deviant and then attach this label to individuals, determine the distinction between deviance and non-deviance.

Labelled persons include drug addicts, sex offenders, and psychiatric patients and so on. The consequences of being labelled as deviant alcoholics, criminals, delinquents, prostitutes etc. can be far-reaching. Social research indicates that those who have negative labels usually have lower self-images, are more likely to reject themselves and may even act more deviantly as a
result of the label. Labeling theory is one of the most important approaches to understanding deviant and criminal behaviour. It stems from the work of W.I. Thomas who suggested "If men define situations as real, they are real in their consequences."

Labeling theory begins with the assumption that no act is intrinsically criminal. Deviance is therefore not a set of characteristics of individuals or groups, but rather a process of interaction between deviants and non-deviants and the context in which criminality is being interpreted.

In order to understand the nature of deviance itself, we must first understand why some people are tagged with a deviant label and others are not. Those who represent forces of law and order and those who enforce the boundaries of proper behaviour such as police, court officials, experts and school authorities, provide the main source of labeling. By applying labels to people and in the process creating categories of deviance, these people are reinforcing the power structure of society.

Many of the rules that define deviance and the contexts in which behaviour is labeled as deviant are framed by the wealthy for the poor, by men for women, by older people for younger people and by ethnic minorities for minority groups. In other words, the more powerful and dominant groups in society create and apply deviant labels to the subordinate groups. For example, many children engage in activities such as breaking windows, stealing fruit from other people’s trees, climbing into other people’s yards or playing hooky from school. In affluent neighborhoods, these acts may be regarded by parents, teachers and police as innocent aspects of the process of growing up. In poor areas on the other hand, these same activities might be seen as tendencies towards juvenile delinquency.

Once a person is labeled as deviant, it is extremely difficult to remove that label. The deviant person becomes stigmatized as a criminal or deviant and
is likely to be considered and treated as untrustworthy by others. The deviant individual is then likely to accept the label that has been attached and act in a way that fulfills the expectations of that label. Even if the labeled individual does not commit any further deviant acts than the one that caused them to be labeled, getting rid of that label can be very hard and time-consuming.

5. Social Learning Theory

While social control theories focus on the constraining function of social bonds, social learning theories emphasize exposure to role models' behaviour. Social learning theory (Akers & Bandura, 1977) suggests that behaviour is directly determined by specific environmental influences. According to this model, behaviours are learned through the observation of others engaged in a behaviour and subsequent modelling of the behaviour.

Bandura modified the classic social learning theory of Akers (1977) by including other mediating constructs, such as outcome expectations and self-efficacy (Bandura 1982). Outcome expectations are the adolescent's beliefs about the likely social, personal and physiological consequences of drug use. Role models help shape the adolescent's self-efficacy, that is, the confidence (or lack of confidence) in one's ability to do something or to learn something new. It is important to note that while social learning theory emphasizes social contacts with others, the direct influences of parents and peers are considered the primary social factors (Kobus, 2003). Adolescents are viewed as being most likely to imitate the behaviour of those with whom they have the greatest amount of contact.

II. Biological Theories

Biological theories of deviance proposes that an individual deviates from social norms largely because of their biological makeup. Biological
theories of deviance see crime and Deviant Behaviour as a form of illness caused by pathological factors that are specific to certain types of individuals. Interpretations of these theories were given by eminent biologists like Cesare Lombroso, Enrico Ferri and Rafaelo. They assume that some people are born criminals who are biologically different than non-criminals. The underlying logic is that these individuals have a mental and physical inferiority which causes an inability to learn and follow the rules. This in turn leads to Deviant Behaviour.

1. Cesare Lombroso

A biological interpretation of formal deviance was first advanced by the Italian School of Criminology headed by the medical criminologist Cesare Lombroso (1972), who argued that criminality was a biological trait found in some human beings. The term Lombroso used to describe the appearance of organisms resembling ancestral forms of life is atavism. To him, atavism signifies a sign of inherent criminalities and thus they viewed born criminals as a form of human sub-species. Lombroso believed that atavism could be identified by a number of measurable physical stigmata—a protruding jaw, drooping eyes, large ears, twisted and flattish nose, long arms relative to the lower limbs and sloping shoulders.

2. Enrico Ferri

Lombroso’s work was continued by Erico Ferri’s (1984) study of Penology, the section of criminology that is concerned with the philosophy and practice of various societies in their attempt to repress criminal activities. Ferri’s work on penology was instrumental in developing the ‘social defense’ justification for the detention of individuals convicted of crimes.
3. Raffaelo Garofalo

Garofalo (1914) is perhaps best known for his efforts to formulate a natural definition of crime. Classical thinkers accepted the legal definition of crime uncritically and hold that crime is what the law says it is. Garofalo reformulated the classical notions of crime and redefined crime as a violation of natural law.

III. Psychological Theories

Psychological theories of deviance use a deviant’s psychology to explain motivation and compulsion to violate social norms. In many ways, psychological theories of deviance mirror biological explanations, only with an added emphasis on brain function. The psychological theories diagnosed certain disorders of adolescents namely conduct disorders and psychological trauma. Life course model of development of deviance is an important psychological theory of deviance

Life Course Model of Development of Deviant Behaviour

Terrie Moffitt's (1993) model helps us to analyze certain basic concepts. Before birth, direct parental antecedents have to do with nutrition, toxins and maternal stress. Although these risks are most directly occasioned by the mother, they are in turn significantly affected by contextual and social factors. Across infancy and toddlerhood, parenting behaviours become critical as these set the stage for general psychological and social development. As the child matures, specific parenting factors involving direct socialization emerge as critical factors. With the transition to school in particular, the key parenting factors become more complex involving different social domains and collaborations with other socialization agents. Finally, during adolescence, the parents must deal not only with mentoring and monitoring the youngsters’
activities, but also their transitions to other primary relationships, their increasing independence and their increasing individual accountability.

Despite the importance of parenting behaviours, the display of Deviant Behaviour by youth is clearly an outcome of the interactive process between parent, child and others. It is this process that drives the development of Deviant Behaviour forward. Early failures in discipline, continued child noncompliance, insecure parent-child attachment relationships and low levels of pro-social skills appear to set the stage for reactions from teachers, peers and parents that cause the child to be rejected and isolated (Fagot & Pears, 1996; Patterson, 1982; Reid & Eddy, 1997).

During adolescence, youngsters are beginning the transition from family to peer relationships and independence. For the most part, delinquency is a social endeavour, with most youth crimes involving more than one youngster (Zimring, 1981). Children, who associate with non-delinquent friends, seldom become delinquent themselves (Dishion & McMahon, 1998). Low parent involvement in adolescent relationships with peers is strongly related to association with deviant peers and is occasioned by such factors as parental Deviant Behaviour, parental transitions and poverty (Eddy et. al., 2001).

Related Studies and Observations

Reviewing of the related studies made the investigator confident of the fact that to assure him that no replication of his study has been made in the field of education. The related studies of the selected variable Deviant Behaviour provided the researcher with certain assumptions regarding the methodology followed by the various researchers and the statistical analysis used by them in exploring the study. In providing a pathway regarding the selection of the sample and data collection procedure, the influence of these studies could not be neglected. The results of these studies point towards an
emergent need of identifying various Deviant Behaviour and insist on giving a check on them. It helped a lot to identify the various issues and concerns in the area of Deviant Behaviour which further refined the thinking of the investigator to make this study an attempt that may pave fruitful for the adolescents.

Analysing the various studies conducted by different researchers in this area of sociological importance created a broad view of generalisations and abstract thinking about the seriousness of the variety of problems raised due to the impact of Deviant Behaviour. Literature review not only surveys what other researches have been done in the past on the research topic but it also appraises, encapsulates, compares and contrasts and correlates various scholarly books, research articles and other relevant sources that are directly related to the current research. It helps to create a sense of rapport with the readers so that they can trust the investigator’s homework; as a result, they can give him the credit for due diligence, fact-finding and fact-checking mission.

An array of different theoretical solutions to the issue of deviance is significant, since many of our current responses to this concept are erroneously reflected on an individualistic notion of human nature that does not consider human beings as social beings.

Deviance is considered as not a quality of the act the person performs, but an aftermath of breaking rules and norms. Becker (1963) in his study holds that the situational approach to understand Deviant Behaviour is quite relevant. Based on this, the behaviours are essentially neutral and take on meaning only when defined by social entity. They lists a three-step process of this approach. They are: - (1) defining behaviours, (2) labeling actors and (3) responding to the label attached to actors. From this, we can understand a basic fact that, if both the behavior and the actor are labeled as deviant, then the societal reaction in terms of condemnation of the behavior and the offender indicates the severity of the deviant act.
Kakkar (1964) studied the adjustment problems of adolescents using a sample of 150 adolescents. The major findings of the study are (1) school area greater number of problems where in home, adolescents were over dependent of parents. (ii) Adolescents are deeply concerned about their health, shyness, nail biting, day dreaming, lack of self confidence, sex and problems related to nervousness. (iii) In social problems like, how to be popular, hot to get along with others worried adolescents.

A study titled *Analysis of teenage problems and their educational achievements* on sample of 269 teenagers found that adolescents boys tended to be more worried about friendship, health and appearances, religion and vocational life while girls are worried about ill treatment by family members, getting punishment from parents and teachers etc. (Kanuga, Pande and chaudhary (1965).

Edwin Lemert (1967) in his study identifies two types of deviances; primary deviance and secondary deviance. In his opinion, the first one constitutes minor rule violations. But, when this occurs repeatedly, the doers undergo an identity transformation and internalize themselves as deviant and this constitute the second category.

Rutter (1970) concluded that family discord and hospitality are the primary factors defining the relationship between disturbed parents and disturbed children. This is particularly true with respect to the development of conduct disorder in children and adolescents.

Based on his study Liazos (1972) argues that the sociology of deviance reflects more on individual idiosyncrasies than on structural dynamics and the deviance of the elites.

Tinto and Vincent (1978) in their study *The Social Patterning of Deviant Behaviour in School* attempt to demonstrate that the Deviant
Behaviours in school are caused and patterned by the manner in which the ability of individual students are constrained to attain the academic success. They applied a modified version of Merton's model of deviance and showed that the occurrence of deviance among students is socially patterned within the social system of the school.

Faretra (1981) conducted a follow-up study of 66 aggressive and disturbed adolescents who had been admitted to inpatient unity. They found that antisocial and criminal behaviour persisted into adulthood though with a lessening psychiatric involvement.

Abikoff and Gittleman (1985) evaluated and followed up a group of 101 boys aged 6 – 12 who showed hyperactivity, contrasting their later adjustments at 16 – 23 years of their age with a control sample of 100 non-hyperactive boys. The full attention deficit disorder persisted in 31 percent of the hyperactive boys while only 3 percent of the control sample showed hyperactive symptoms at follow-up.

Bachrach (1986) found that the more aggressive the television programmes and films children watch, the more aggressive their behaviour tends to be.

Saikh and Abdul (1988) discussed the role of physical and social environment in determining and shaping the behavior of an individual. A stressful and unhealthy environment can lead to several behavioural problems. Psychotherapy can help some of the behavioural problems. The study had emphasised the need for environmental stress management.

Mc Dermott (1991) observed that mother and teachers in Japan and United States interact differently with children and that this difference is linked to children’s characteristics.
Martinson and Jay in their study (1991) examined the natural dialogue between high school disciplinarians (principals, deans, assistant principals) and students in disciplinary situations. Dialogues made by four disciplinarians representing three schools in central Illinois with the students in disciplinary situations were audio taped. Results derived thus indicated that the selected students played a vital role in the degree to which the disciplinarians incorporated polite strategies. Of these cooperative students received more positive-face redress; while uncooperative students tended to receive more coercive utterances along with less positive-face redress.

Ronald and others (1991) investigated the effect of social skills, value peers and depression on adolescent substance use. The result revealed that aggressiveness, low commitment to social values and problems at schools were associated with involvement in deviant peer group, low commitment to social values and involvement with deviant peers and feelings of depression. Involvement with peers and feelings of depression interacted to increase the probability of substance use suggesting that depressed adolescents may use substances as a form of self medication when such behavior is supported by their peer group.

Hinshaw (1994) investigated that over 80 percentage of boys with early onset conduct disorder do continue to have multiple problems of social dysfunction in friendship, intimate relationship and vocational activities.

Breggin & Breggin (1995) conducted a case study with an eight year old girl. They were a problem to her teacher and to other students because of her hyperactivity and uninhibited behavior. They would impulsively hit other children, knock things of their desks and damage books and other school property. They seemed to be darting from one area of the classroom to another. They demanded an ordinate attention from her parents and her teacher. Despite her hyperactive behavior, inferior school performance and other problems they was considerably above average in intelligence. Nevertheless, they felt stupid
and had a seriously devaluated self-image. Neurological tests revealed no significant organic brain disorder.

Farrington (1995) reported that early presence of conduct disorder appears to be related to later aggressive and antisocial behaviour and to a range of psychological and social emotional difficulties in later life.

Singh, Sinhan and Roy (1995) examined the degree of association of socio cultural climate of school with prolonged deprivation and sex, using the incidental sampling technique. The subject were 120 boys and 100 girls. Results revealed than significant but negative correlation between prolonged deprivation perception of socio-cultural climate.

Rowe (1995) in his work describes the biological influences on criminality and isolating environmental influences. The illustrative data collected through this study suggest a biological sex difference in criminality and heritable differences in this trait among individuals. Here, the author notes that using environment-friendly behavior genetic research designs is not only proper but would offer many avenues for environmental analysis.

Cheung and Yuet (1997) in their combined work based on a self-report study of 1,139 secondary school students of Hong Kong show that an equation containing peers' Deviant Behaviour, peers' disapproval of Deviant Behaviour, frequency of media exposure, preference for violent and obscene content, imitation of media characters, parents' Deviant Behaviour teachers' negative evaluation, etc. determine the greatest amount of variance of adolescent Deviant Behaviour.

Sokol and other (1997) made a study on Deviant Behaviour. This study examines the relationship between family characteristics and adolescent Deviant Behaviours, such as delinquency and drug use. Results indicate a significant direct relationship between family attachment and each of the
Deviant Behaviour whereas family structure was not significantly related to Deviant Behaviour.

Kasen and others (1998) in their seminal work examined the predictability of inappropriate behaviour in a random sample of 452 adolescents. Based on the collected data, behaviours like dropping out, teen pregnancy, criminal activities and conviction, antisocial personality disorder and alcohol abuse were examined. The study concluded that the academic achievements, aspirations and learning-focused school settings related to decline in deviant outcomes were regardless of background, intelligence and other factors.

A study undertaken by Chen and others (1998) used a structural-equation model with latent constructs to differentiate the domains of adolescent emotional autonomy from parental intervening processes. Based on this, they found that individuation was associated with lower academic achievement and higher rates of Deviant Behaviour through the intervening effects.

In a study conducted by Le Roux and others (1998), an attempt was made to examine the concept of deviance. They strongly argue that the police, court officials, social workers and the public in general perceive street children negatively; their behavior is deemed deviant. This paper examines the concept of deviance as a label placed on the powerless by those in positions of power.

Kvernmo and Heyerdahl (1998) have come out with an important finding that children and adolescents belonging to indigenous or native cultural groups have higher rates of behavioural dysfunction than youth of dominant population.

Sood and Neelam (1998) examined the role of family related variables in determining the incidence of problem behaviour among children. A sample of 375 children (201 boys and 174 girls) with a group of 6 – 11 years was
selected for the study. The result revealed a positive relation between parental discord and aggression in children. An inverse relation was found between hyperactivity and aggression in children and reasoning used by parents in discipline. Prolonged absence of the father was positively associated with aggression in children, particularly in the case of boys and children with low income families manifested anxiety, depression, non-communicative and obsessive impulsive behavior patterns.

Pandya (2000) conducted a study on adjustment differences of adolescents in relation to maternal employment. The sample consisted of 370 students from chittoor. It was found that significant differences existed in adjustment of adolescents of working and non working mothers especially in emotional, social and educational areas of adjustment.

Salam (2000) studied about the problems of adolescents studying at higher secondary level in Kerala state found that social problems and educational problems are the most critical among forty major problems of adolescents.

Kaur, (2001) conducted a study on personality correlates of Academic Adjustment on a sample of 500 under graduate college students. The study revealed that the academic adjustment of female students was significantly much better than male students and the normal students had better Academic Adjustment than neurotic students.

Barry and others (2002) in their study examined the level of stability and its change from middle childhood to middle adolescence in participants' perceptions of their friendship-making ability and their friends' Deviant Behaviour. They concluded that although perceptions were not highly stable over five years; participants perceived their friendship-making ability as greater during childhood than during adolescence. Moreover, the adolescents perceived their friends as more deviant than did children.
Crosnoe and others (2002) in their creative work used self-reports and other solid reports from friends to explore gender differences in the impact of risk and protective factors on adolescent Deviant Behaviour. They concluded that both family and school factors reduced the degree of adolescent delinquency and substance use and protected adolescents from the impact of having deviant friends. Of these, school factors were more consistently protective than family factors and the sources of protection were found differed by gender.

Benson (2003) in his M.Ed. thesis describes the concept that behavior modification procedures are quite appropriate in the classroom for altering Deviant Behaviours in young children. Being the teachers, peers and parents are the agents of change in the classroom; the classroom is not only the focus of study but also the setting in which treatment, in the form of intervention programs takes place. In his opinion, Special Class Placement is an alternative treatment for Deviant Behaviour in children.

Jaya and Narasimham (2003) conducted a study on violence on children with a sample of 100 mothers and their children in the age group of 10 – 18 years. The result revealed that children who were subjected to violence crave for love and affection and therefore with to be born in some other lovable family or live with their own family members who are loving and affectionate.

Mamostein and Lacono (2004) examined conduct disorder and major depression in adolescents in relation to parent child and psychopathology in their parents. Affected participant had life time diagnose of conduct disorder and major depression, controls has no history of either disorder. Results indicated that the presence of these in adolescents were related to increased rates of maternal depression and parental antisocial behavior. Both in adolescents were directly associated with high parent child conflict.
In a study conducted by Allen and others (2005) to assess the hypothesis that popularity in adolescence takes on a typical role; marking high levels of concurrent adaptation but predicting increases over time in both positive and negative behaviours sanctioned by peer norms. Multiple methods were adopted on longitudinal data obtained from a diverse community sample of 185 adolescents. As hypothesized, popular adolescents displayed higher concurrent levels of ego development and more adaptive interactions with mothers and best friends.

An investigation was made by Daniel and Annie J (2005), in their study based on middle and high school students' perceptions of Deviant Behaviour when using computers and internet. When the means of the students' behavior scores and the peers' behavior scores were compared, there was a significant difference between the two scores. The peers' behavior score for deviance was much higher than the students’ behavior score.


A major study conducted by Rogers and others (2006) reflects that there is a growing sense that the internet presents some unique opportunities for Deviant Behaviour.

According to Deshotels and others (2007) and Durkin and others (2006), internet provides a fertile breeding ground for negatively viewed behaviours.

Rubington and Weinberg (2008) observed that there are basically two conceptions of deviance: objectively given and subjectively problematic.

Scandroglio and others (2008) in their work present different approaches of intervention in the local group, family and educational contexts in order to
prevent Deviant Behaviours such as violence, theft and use of legal and illegal substances as practiced by a minority of young people belonging to sub-culture groups.

Thio (2009) pointed that deviance can be viewed from a positivistic perspective or a constructionist perspective. Normative or positivist conception of deviance holds that there is a general set of norms of behaviour, conduct and conditions. Whereas, the social constructionist conception of deviance assumes that deviance is constructed on the basis of interactions of those in society. Based on this, behaviours or conditions are not inherently deviant.

Clinard and Meier (2010) in their study suggest two general conceptions of deviance. Reactionist or relativist conception and normative conception.

Lochman and others (2010) in their joint attempt, examined the effects of the fast track preventive intervention on youths' functioning in three domains such as disruptive behavior problems, involvement with deviant peers and social skills during the middle school years. Eight hundred ninety-one children had been randomly assigned to intervention (n = 445) or to control (n = 446) conditions. There were positive intervention effects on only 2 of 17 outcomes examined. Although, the intervention had positive impact on children's hyperactive and self-reported delinquent behaviours; there were no intervention effects on other externalizing behavior problems or on social skills and there was a negative intervention effect on children's involvement with deviant peers during this age period.

Mattson and others (2011) in their collaborative work presents certain educational procedures for modifying Deviant Behaviour in children. For this, they developed a five-component treatment model and research designed to evaluate the weights of each variable in the treatment process. Studies were designed to define strategies that would facilitate the generalization and persistence of treatment across time and setting, to study the teacher as a
variable and to evaluate strategies to control behavior in regular classrooms.

Chen and others (2012) in their study investigated the similarities and differences between the Deviant Behaviours of students in Taiwan and Japan. Based on a total of 516 and 476 valid questionnaires, a solid conclusion was derived. Results indicated that there were fewer Deviant Behaviour among the students in Taiwan than in Japan. Social control, authoritative teacher discipline and parents’ laissez-faire modes were the common factors contributed for the Deviant Behaviours of students in both countries. The factor most frequently contributed to the Deviant Behaviours of Japanese students was social control and that of the Taiwanese students was the authoritative teacher discipline.

**Conclusion**

The related studies of the present research helped to avoid accidental plagiarism and provided sharp focus towards the topic on Deviant Behaviour and related causes. Moreover, it helped a lot to condense, evaluate, paraphrase and synthesize the anticipated causes and effects of Deviant Behaviours among adolescent students. Related studies of the variable Deviant Behaviour; essentially helped the investigator to shape and guide this attempt in the direction of different perspectives on the topic. Many studies conducted on Deviant Behaviour only made a superficial analysis of the variable. Thus, the investigator undertook this attempt for an in depth analysis. Deviations from the social norms usually take place in the moulding period of adolescence and it should be given a check from the very beginning before leading to any sort of criminal behaviours. Adolescents are being influenced deeply factors related to school, family and other social media in one or the other way. The investigator found that no such study has been conducted to analyze the varied factors related to socio-familial aspects of adolescents in relation to Deviant Behaviour.
Survey of related literature revealed that other than societal influences, there are several factors that contribute negatively in the development of Deviant Behaviours among adolescents. They constitute parental influence, genital factors and environmental factors and so on. The key role of such factors in making the formation of Deviant Behaviour in adolescents is well understood from the studies conducted in different nations. The harmful effect caused by the prevalence of these behaviours and how it deteriorates the academic achievement and personal goodwill of the individual in every sphere of their life is understood here. Social behaviours and social expectations differ from each other among different societies. Living according to the society is not the need of the hour; but to be an asset of the society by developing a social behavior should not be a neglected part. This idea is imparted in most of the studies irrespective of the social customs and traditions of different parts of the world.

These studies gave the investigator a strong affirmation to himself that the study underlies various aspects of development of the adolescent and helped to assure himself that the best sample to conduct his study is the individuals at the onset of adolescents, because it is at this stage of adolescence that they are going through the crucial stage of their life. It is a stage difficult to understand and difficult to identify. Most of the researchers have selected adolescents as their sample and explored their results with research evidences. In directing the research through a goal oriented approach, the role played by the related studies is immense and crucial.

After a thorough analysis of the theoretical conceptions of the variable under consideration – Deviant Behaviour and their related causes in a detailed manner and applying the derivatives of the analysis of the related studies, the present study will be worthwhile by giving a leading light to the adolescents in eradicating the gravity of deviations which are expected to happen in their life due to the internal and external influences of this society.