Introduction

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Chapter I

Introduction

- Need and significance of the study
- Statement of the problem
- Definition of key terms
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Adolescence is viewed as a transitional stage of physical and psychological development, generally occurring between puberty and legal adulthood. The period of adolescence is closely associated with teenage years although its physical, psychological and cultural expressions can begin earlier and end later. Physical growth and cognitive development generally seen in adolescence can also extend into the early twenties. From this, we can see that the chronological age provides only a rough marker of adolescence. That is why the scholars find it very difficult to agree upon a precise definition of adolescence.

A thorough understanding of adolescence depends on information from various perspectives; mostly from the areas of psychology, biology, history, sociology, education and anthropology. Within these perspectives, adolescence is viewed as a transitional period between childhood and adulthood. The cultural purpose of this period is the preparation of children for adult roles. Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians and less supervision, contrary to the pre-adolescence stage.

Biologically, adolescence constitutes the physical transition marked by the onset of puberty and the termination of physical growth. Cognitively, it comprises the basic changes in the potentiality to think abstractly and multidimensionally. Socially, it is a period of preparation for undertaking different adult roles. This period is marked by major pubertal and biological changes and includes the changes to the sex organs, height, weight and muscle mass, as well as major changes in brain structure and organization.

Fundamentally, education is understood to be a means of overcoming handicaps and achieving greater equality, wealth and status for all (Sargent, 1994). It is perceived as a process in which the learners can develop according
to their unique needs and potentialities. Education is often viewed as a fundamentally optimistic human endeavour characterised by progress. Formal education is the outcome of social expectation; hence educational institutions are part and parcel of the society.

Society is like a human body and the educational institutions are conceived as important organs that keep the social body healthy. Social health is the same as social order and is guaranteed when nearly everyone accepts the general moral values of their society. Hence the aim of key institutions, for education, is to socialise children and teenagers. Socialization is the process by which the new generation learns knowledge, attitudes and values, so that they will become productive citizens. Behaviour is analyzed as the range of actions and manners made by organisms in conjunction with their environment. It is the response of the organism to various internal or external stimuli, whether, conscious or subconscious; overt or covert and voluntary or involuntary.

Each society has accepted pattern of life known as norms. The way one conforms to or deviates from these norms constitutes good or bad behaviour. Any member who deviates from these rules represents as having a behaviour problem. The behaviour of a non-disturbed boy or girl is usually regarded as reasonable and acceptable by the community. However, that of a disordered boy/girl is regarded as abnormal and unacceptable.

Children, families and teachers are part of a larger culture that moulds behaviour. Parents and teachers tend to hold values and set behavioral standards and expectations consistent with those of the cultures in which they live and work. Different cultural forces pull the child's behaviour in different directions. Such pressures create conflicting conditions and increase the probability to violate cultural norms and be labelled as deviant. The role of school in the development of behaviour of a learner is crucial; because the school environment establishes a direct and proper control through the teacher, educators and administrators. Conditions outside the school also influence
student behaviour. If a child already has a behaviour problem, we should consider how the school might decrease or eliminate it. Based on the ecological approach, all aspects of a child's environment are intermingled. That is, changes in one element of the developmental ecosystem have implications for the others. For example, success or failure in school affects behaviour at home and in the community.

Below average intelligence and inadequate academic achievement are considered to be the characteristics of pupils with behaviour disorders. Conduct disorder, low intelligence and inadequate achievement, provide unfavourable elements for adulthood. It can be argued that maladjusted behaviour makes academic success ineffective. Logically, it can be accepted that the school can lead to both social difficulties and academic incompetence. The demands of the school and a pupil’s social and academic ability probably affect each other. Pupils who are healthy, intelligent, socio-economically advantaged and with good self-esteem interpersonal skills attract others positively. Intelligence and achievement produce acceptability, self-esteem, accurate social perception and status. On the other hand, pupils with conduct disorders are caught in negative reinforcement traps. The student who is timid to approach others, has irregular working habits, slow to adapt to situations and is predominantly negative in mood, usually encounters many difficulties in school.

The socialization process is being continued by teachers and peers with reinforcement and punishment. Recent efforts by Pelaez Nogueras & Gewirtz (1995) are of interest in the generalization of a comprehensive behavioral development model of moral and social behaviour. The study highlights how the basic behavioral processes are involved in the acquisition and maintenance of early moral behaviour patterns. Their analysis further emphasizes that the moral behaviour of an individual is ultimately the result of a history of socio-environmental contingencies affected by the consequences of that individual's behaviour.
Deviant Behaviour is behaviour that lacks consideration for others and may cause damage to the society, whether intentionally or through negligence. This is opposed to pro-social behaviour, which is behaviour that helps or benefits the society. Persistent Deviant Behaviour may lead to deviant personality disorder. Parents and teachers should teach their children that emotions are to be regulated, not repressed. Research has shown us that home educated children are in fact exposed to nearly the same number of social contacts as public educated children.

Social behaviours are developed when children interact with others and observe the behaviours of others. There are two types of socialisation- positive and negative. Positive socialization emerges from a positive warm environment of love and acceptance whereas; negative socialization separates children from their family (Ballmann, 1987). Children who are more involved with the family in their daily lives move on a loving basis and they feel a stronger bond with the family. This feeling of belonging gives them a sense of self-worth. Such children are less dependent on peer values. Thus, they are happier, better adjusted, more thoughtful, competent and sociable. (Moore, 1986).

It is normally believed that children need to be exposed to the reality of life. In other words, they need to learn at a young age to deal with foul language, rebelliousness and peer acceptance and the like; so that they can discriminate between good and bad. Ballmann (1987). On the other hand, believes that parents should not expose their children to the cruelties of the world; for the sake of socialization. If they are given the chance to be trained in a protected environment, they will become strong and better prepared to face the realities of the world. Thus, they can become productive citizens.

If one wants to know an adolescent, one should gain their confidence. To gain this, one should take their ideas and problems seriously. The guidance and counselling of adolescents is not an easy task, but it can be accomplished if we are aware of the characteristics of the personality we have to form. The
educator must be aware wisely of this fact assuming a attitude of the judge. Their principal task is not to condemn, but to understand the reality; since condemnation may prove an inefficient means of influencing.

**Need and Significance of the Study**

Adolescence is widely defined as the time in life when the developing individual attains the skills and attributes mandatory to become a productive and creative individual. Fundamentally, adolescence is a time of opportunities as well as vulnerabilities to risk-associated behaviours. World Health Organization (WHO) consultations and studies have confirmed the importance of caring and meaningful relationships, as well as pro-social connections with individuals and social institutions in reducing risk associated behaviours and promoting healthy and positive developmental outcomes.

During this stage, the adolescent encounters all the demands and standards of the society. The challenge that remains at this stage for the adolescent is to form and fix their own place in the society where they live. Through socialization, the adolescent has to consider the social expectations because they cannot forge their personality regardless of the surrounding environment and the external rules. Actually social expectations shape the identity of the adolescent. Freedom and independence are two major concepts that the individual tries to search for during their adolescence; since they have a special meaning for them. The adolescent does not want to feel the pressure on them. According to Crockett and Silbereisen (2000) adolescents perceive social expectations and define tasks for themselves based on these expectations. From this view, the social expectations seem inescapable. This requirement is frequently responsible for the rebellion (Geldard & Geldard, 2010).

The social expectations involve interaction with others. In fact, the adolescent cannot form their identity without developing some relationships with others. David Geldard and Kathryn Geldard (2010) in their book *Counselling Adolescents* hold that the adolescent should maintain the context of relationship with others, in order to construct a personal identity.
Social expectations vary from one society to another depending on its standards and conventions which is turn are tightly related to culture and religion. Havighurst (1956) has defined some tasks that the adolescent has to make adjustments on and achieve. These tasks concern at first the gender and sexual role of the adolescence. The adolescent must accept the role that is attributed to them and create according to that role relationships with peers who belong to that society.

Secondly, the adolescent is expected to start preparing their future life by developing some intellectual skills which would help them have an occupation that will ensure economic independence. Finally, the adolescent is required to build a set of values that fit with the environment where they lives in. Moreover, these social expectations vary according to gender. Females and males are not expected to do the same things or to have the same goals or values. Girls may feel that their main goal is to get married and to have children. Boys have to be always strong and never display or show any weakness. These expectations exert a huge pressure on both genders. Additionally, due to these expectations, girls may form long-term goals. They would stop thinking about the present moment, but rather start to prepare for their future lives as spouses and mothers. Failing in achieving these goals and coping with them is often responsible for the appearance of the violent behaviour.

It is quite obvious from the above description that each and every society is expecting a particular behaviour from its citizen, which is vested upon the society’s cherished noble customs and traditions. As we all know, school is a miniature form of society that plays the most prominent role in mending the behaviour of our future generations. In this hi-tech century, there are a variety of problems faced by our young adolescents in each and every phase of their life; which itself paves way for developing Deviant Behaviour among them. Risk factors for behaviour problems occur throughout children’s development and children face new risks as they mature and encounter new challenges.
Deviant Behaviour patterns, as reflected in school based referrals, typically involve acts of defiance, non-compliance, aggression, bullying, stealing and truancy. Research shows that Deviant Behaviour tends to be highly persistent over time and frequently leads to social rejection by teachers, peers and caregivers (Eddy, Reid, & Curry, 2002; Loeber & Farrington, 2001). The researcher views that Deviant Behaviour should not be evaluated as destructive behaviour pattern that children and youth adopt, prolonged unchecked and unobserved, overt, covert and defiance disobediences are pathways to Deviant Behaviour in adolescents.

Research demonstrate that frequent exposure to risk factors like dysfunctional families, caregivers, substance abuse, child neglect or abuse, poverty and unemployment, etc. lead to development of maladaptive behaviour patterns (Walker et. al., 1996; Elliot, 2001; Walker & Sprague, 1999). These maladaptive behaviour patterns include defiance, non-compliance, aggression, impulsivity and negative school attitudes. The short-term outcomes linked with these maladaptive behaviour patterns are low academic achievement, truancy, school discipline referrals, teacher and peer rejection (Walker et. al., 1996). This fact necessitates the utmost care from parents, teachers and peers and so on in this field. When the Deviant Behaviour patterns left unchecked and unobserved for a prolonged time, there is a chance that it will develop into destructive behaviour.

Most Deviant Behaviour develops from a combination of risk factors associated with individuals, families, schools and communities. The same factors apply across races and cultures and their effects are cumulative to multiple and interacting risk factors which exponentially increases a child’s overall risk. However direct and early intervention of the authorities concerned can halt its progress.

Deviant Behaviour is any behaviour that is contrary to the standards of the society we live-in and ignores the rights of others and acting in a self-
interested fashion. One explanation for this temporary increase in Deviant Behaviour during adolescence is that the release of hormones during puberty disrupts the cognitive processes responsible for monitoring and controlling behaviour. Adolescents’ participation in Deviant Behaviour is positively correlated with the age of puberty onset, rather than a particular age. This inhibits one’s ability to control the level of impulses, take risks, think about the consequences of behaviour and make appropriate decisions.

Behaviour problems in the classroom are a common problem for parents, teachers and administrators. One of the reasons of frustration for most teachers centres on student behaviour and classroom management issues. Lying, stealing, assaulting others, being cruel to others, being argumentative are all examples of Deviant Behaviour. Such behaviour may sometimes constitute a violation of legal codes and it is often accompanied by disturbances of thought or emotion. It may be distinguished from a more serious form of Deviant Behaviour which involves the breaking of criminal laws. Research indicates that family environment; personality characteristics, peer environment and social contexts all play a role in influencing the development and maintenance of Deviant Behaviour.

Teachers must "win their students' hearts while getting inside their students' heads" (Wolk, 2003). As Haberman (1995) suggested, this winning of the hearts occurs through very personal interactions. This perspective is supported by research suggesting that teachers who develop such relationships experience fewer classroom behaviour problems and better academic performance (Decker, Dona, & Christenson, 2007; Marzano, Marzano, & Pickering, 2003).

Research indicates that teachers' actions in their classrooms have twice as much impact on student achievement compared to that of assessment policies, community involvement or staff collegiality (Marzano & Marzano, 2003). Classroom management is critically important when students experience
declines in academic motivation and self-esteem (Anderman, Maehr, & Midgley, 1999). Research indicates that these declines can be linked to the classroom and particularly to teacher-student relationships (Furrer & Skinner, 2003). One of the keys to effective classroom management is the development of a quality relationship between the teacher and the students in the classroom. Knowing and understanding the learner are the integral components in developing such healthy relationships. Teachers must take steps to learn and understand the unique qualities of their students, who are at a critical stage of their development.

The characteristics of effective teacher-student relationships are not related to the teacher's personality or whether the teacher is well liked by the students. Instead, the relationships are characterized by specific behaviours, strategies and fundamental attitudes demonstrated by the teacher (Bender, 2003). This approach involves taking personal interest in students; establishing clear learning goals and modelling assertive, equitable and positive behaviours (Hall & Hall, 2003; Rogers & Renard, 1999).

Students with emotional and behavioral disorders commonly engage in behaviour that negatively influence both their ability to successfully negotiate peer and adult relationships and their educational experience (Cullinan & Sabornie, 2004; Gresham et. al., 2004; Landrum et. al., 2003; Walker et. al., 1992; Walker et. al., 2004). When students are unable to negotiate social demands and meet teachers’ expectations for school success (Lane, et. al., 2004; Lane et. al., 2006) school becomes a formidable task. In the absence of effective interventions, these behaviour patterns become more firmly established and less amenable to intervention efforts (Kazdin, 1987; Walker et. al., 2004).

Emotional and behavioral difficulties contribute to poor classroom engagements and academic achievement. Emotional problems include anxiety and depression. Children's Deviant Behaviour can promote or undermine their
learning. The social and academic domains of school life are interconnected. Deviant Behaviour is not a crime; but if it is unchecked, it may be culminated in criminal activities. If we leave it untracked, it can result in a poor standard of living, destroy the spirit and pride of our communities and make people feel neglected and powerless. In long term it can lead to degradation of some areas.

Children with emotional or behavioral disorders are characterized primarily by behaviour that falls significantly beyond the norms of their cultural and age group on two dimensions which are externalizing and internalizing. Both patterns of these behaviours have adverse effects on children’s academic achievement and social relationships. It is no wonder that children with emotional and behavioral disorders are seldom liked by others and unable to establish smooth relationships.

Some children with emotional and behavioral disorders are aggressive. Their behaviour creates a serious impediment to their development. They usually do not have the social skills needed to make friends and have fun and they often retreat into day dreams and fantasies. Some are fearful of things without reason, frequently complain of being sick or hurt and go into deep bouts of depression. Obviously, such behaviour limits a child’s chances to take part in and learn from the school and leisure activities like the normal children. Because of this, they are in danger of not being identified.

Most students with emotional and behavioral disorders perform one or more years below grade level academically (Cullinan, 2002). Many of these students exhibit significant deficiencies in reading (Coleman & Vaughn, 2000; Maughan, Pickles, Hagell, Rutter, & Yule, 1996) and in arithmetic achievement (Greenbaum et. al., 1996). Many students with emotional or behavioral disorders also have learning disabilities and/or language delays, which compound their difficulties in mastering academic skills and content (Glassberg, Hooper, & Mattison, 1999; Kaiser, Hancock, Cai, Foster, & Hester, 2000).
The Deviant Behaviour of students with emotional and behavioral disorders always leads to academic failure. This failure, in turn, predisposes them to further deviant conduct (Hallenbeck & Kauffman, 1995). Most students with emotional and behavioral disorders experience great difficulty in making and keeping friends (Cartledge & Milburn, 1995; Gresham, Lane, MacMillan, & Bocian, 1999). The results of a study by Schonert-Reichl (1993) comparing the social relationships of secondary students with behavioral disorders with those of same-age peers without disorders reported that the deviant children show lower levels of empathy toward others; their participation is fewer in curricular activities and they maintain less contacts with friends.

Deviant Behaviour can start out in childhood, adolescence or adulthood. In children, it is referred to as a conduct disorder and in adults as deviant personality disorder. Children with conduct disorders are often victims of abuses. Empathy is a strong motive in eliciting pro-social behaviour. Pro-social behaviour fosters positive traits that are beneficial for children and society. Encouraging pro-social behaviour require decreasing or eliminating undesirable behaviours.

Pro-social behaviour is often associated with development of desirable traits in children. Students exhibiting Deviant Behaviour are extremely selfish and self-centred. Education doesn’t just mean constructing knowledge and transmitting it to others. On the other hand, it aims at character building. Acquisition of knowledge should pave the way for personal purity and there by one should become a useful citizen of the country. The Deviant Behaviour of students during their studies spoils the very aim of education. It is high time that we should wipe out such tendencies from students to protect the individual as well as the society. This research intends a critical evaluation on such behaviours among student community.
There is an urgent need to identify different deviant behavioral traits which may pave way as a leading light for our teachers, parents and social institutions to understand the serious issues concerned with it. The knowledge of the severe after effects of Deviant Behaviour is essential for the teachers. It is their whole hearted dedication and empathetic approach that determine whether our adolescents could be bloomed for an aspiring future. From the discussion made so far, it is absolutely transparent that the finding of the root causes of Deviant Behaviour among adolescents and their identification are the need of the hour.

At this juncture a very significant issue that is to be addressed is the tendency of misinterpretation of some common mischievous behaviour that are common among the adolescents by parents and teachers. A specific differentiation is needed between the two types of behaviours; social deviancy and the general Deviant Behaviour among the adolescents referring to a particular age level. Since these tendencies are mostly occurring in relation to academic / curricular activities it is significantly good to relate these with the educational level. As such higher secondary stage is the pertinent one to study about these deviant tendencies. Representation of these mischievous behaviours as social or psychological deviancies is a serious handicap by adults. This is to be prevented at any cost. The Deviant Behaviour traits have to be identified scientifically and on identifying these meta analysis of the causes and factors for these has to be sort out.

The present study aims to throw light on the Deviant Behaviour exhibited by the adolescents and to bring out the attitude of the public in general and that of the authorities concerned regarding this area. This is an earnest attempt made by the researcher to reflect upon the blind nature of people in judging the so called unfavourable trends of behaviours shown by certain learners as deviant in nature. The investigator maintains a philanthropic outlook in observing and evaluating such behaviours as contextual and not to be evaluated as defective and uncongenial to the very existence of individual and societal factors.
Here, the investigator maintains that the role of the individual teachers, parents and other social members are not to label such adolescents as mere deviants and neglecting them from the normal stream representing the other adolescents. Instead, they should take an empathetic view towards them and should try to emancipate them from such awkward pattern of behaviour. Proper guidance and counselling are to be adopted timely to mould them as balanced and fruitful normal citizens with the potentialities to perform different societal responsibilities in the most creative manner.

**Statement of the Problem**

The present study is a manifestation of the intense desire of the researcher to help the so called deviant children raise from the neglected societal domains to the acceptable sectors of the society. It is an attempt to internalise such learners as normally distributed ones without any reflective deformities that cause serious threats to the very existence of the society. The researcher firmly believes that labelling someone as ‘deviant’ is an injustice and cruelty towards them. Hence, this study is a sincere attempt on the part of the researcher to derive a solid solution to a real felt problem in the society. Through this study, the investigator highlights the fundamental and thought provoking fact underlined in the very structure of our society. In order to make our life in perfect harmony with all existence, utmost consideration must be extended to the adolescents who are seem to be out of accepted pattern of behaviour and thereby hinders all the plausibilities in becoming the preys to any Deviant Behaviour. With this research quest in mind the researcher made an attempt to find out the Deviant Behaviour among the higher secondary school students in Kerala. Mere speculation and identification of these deviancies are not enough in the psycho-socio and educational context. If these tendencies are to be controlled in an optimum manner the various causes related are also to be identified. The identification of the problems and the related causes can be best done by the studies at adolescence stage. Parents and
teachers also can provide much insight about their problems. The pivotal role of school counsellors is also significant in this regard. Keeping all these facts in mind the researcher defined the topic of the research to a specific title as DEVIANT BEHAVIOUR AND RELATED CAUSES AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA.

**Definition of Key Terms**

**Deviant Behaviour**

A system of actions or specific actions contradicting the legal or moral norms accepted in society (Concise Psychological Dictionary, 1987).

Deviance is defined as a behaviour that is contrary to the standards of conduct or social expectations of a given group or society (Louise Weston, 1999).

Behaviour or physical appearance which differs to a degree from what is generally considered normal, restricted to an undesirable traits or constellation of traits (Good, 1973)

Deviant Behaviour in the present study operationally refers to the act or acts that are overtly expressed by the higher secondary school students as perceived by them. In simple words, the term deviance in the study refers to act going against the group’s shared expectations and norms.

Two alternative definitions of deviances are normative and relativistic. According to normative definition, deviance refers to behaviour that violates social norms or to persons that engage in such behaviour. According to the relativistic definition, deviance refers to behaviour or persons that are defined as deviant by social audiences.

Deviance is behaviour that does not conform to accepted norms and values and in doing so elicits a negative response. It encompasses both crime
and otherness. Otherness is non-conformance with both formal and informal norms and values; whereas crime is specifically an infraction against norms and values that have been codified into law. The former type of deviance is based on the interpretation of the observer and the latter is based on established criteria.

**Higher Secondary School Students**

It denotes the students who are studying at the higher secondary level schools.

**Variable of the Study**

Deviant Behaviour of higher secondary school students is the major variable in the present study.

**Objectives of the Study**

1. To identify most occurring Deviant Behaviour among higher secondary school students as perceived by the sampled higher secondary school students.

2. To identify most occurring Deviant Behaviour among higher secondary school students as perceived by the higher secondary school students for the relevant sub samples based on

   i). Gender of the students
   
   ii). Type of institutions
   
   iii). Locale of the institutions

3. To identify most occurring Deviant Behaviour among the higher secondary school boys as perceived by the sampled higher secondary school students.
4. To identify most occurring Deviant Behaviour among higher secondary school girls as perceived by the sampled higher secondary school students.

5. To identify most occurring Deviant Behaviour among higher secondary boys and girls separately as perceived by the higher secondary school students for the relevant sub samples based on
   i). Gender of the students
   ii). Type of institutions
   iii). Locale of the institutions

6. To analyse the various causes of Deviant Behaviour among higher secondary school students as perceived by the higher secondary school teachers for the total sample and relevant sub sample based on
   i). Gender of the students
   ii). Type of institutions
   iii). Locale of the institutions

7. To analyse the various causes of Deviant Behaviour among higher secondary school students as perceived by the parents of higher secondary students for the total sample and relevant sub sample based on
   i). Gender of the students
   ii). Type of institutions
   iii). Locale of the institutions

8. To analyse the various causes of Deviant Behaviour among higher secondary school students as perceived by the school counsellors of higher secondary schools for the total sample and relevant sub sample based on
i). Gender of the students  

ii). Type of institutions  

iii). Locale of the institutions  

**Methodology**

The study followed descriptive survey research method for obtaining descriptive data which people can provide from their experience. The investigator adopted a multiple line of approach for studying the same issue.

**Sample used for the study**

The study was aimed to identify deviant behavioral problems and related causes among higher secondary school students of Kerala. The investigator collected data from four relevant different groups from whom authentic and apt information could be obtained. The groups were; higher secondary school students, teachers of higher secondary schools, parents of higher secondary school students and counsellors of higher secondary school students. This forms the target population of the study. From this population data were collected from 600 higher secondary school students, 200 teachers of higher secondary schools, 100 school counsellors of higher secondary schools and 100 parents of higher secondary school students. The sample was selected using stratified random sampling technique giving due representation to different strata based on gender, type of institutions and locality of the institution. Due to various factors like time and accessibility, the investigator delimited the sample to five districts in the northern part of Kerala state - Kannur, Kozhikode, Wayanad, Malappuram and Palakkad. In addition to this, the investigator collected data from psychologists, social activists, academicians and media activists associated with the field.
Tools and techniques used for the study

The selection of a suitable tool is an important aspect of research work. For the present study, the following research tools were used for collecting data.

1. Unstructured Interview
2. Participant and non-participant observation
3. Scale on Deviant Behaviour of higher secondary school students (Musthafa & Muhammed, 2013).
4. Scale on causes of Deviant Behaviour of higher secondary school students (Musthafa & Muhammed, 2013).

Statistical technique used

In order to find answers to the objectives specified, the statistical technique of "Estimation of Percentage" was used. Percentage is a part of a whole expressed in hundredths. The percentage scores for the total sample and sub samples were calculated separately.

Scope and Limitations of the Study

Twentieth century has witnessed dramatic and meticulous changes in the socio-economic and cultural development of the entire globe. These changes had dramatically modified the web of life of individuals. The contemporary problems that we see in national and international realm can also be attributed to these paradigm shifts. Deviant Behaviour at all stages of life is a prominent outward sign of this shift in the socio-cultural scenario.

Deviant Behaviour as seen in children is a growing concern for educators. Children with conduct disorders are often victims of abuse or have
been exposed to aversive environments. Parenting is often inconsistent, swinging from excessive leniency to excessive punishment. Children or adolescents with conduct disorder will show many signs consistently in their or their personality traits. A person with conduct disorder might appear very charming and outgoing at first. What is done or committed for fun or enjoyment may soon become dangerous and irreversible.

Deviant Behaviour of students during their studies spoils the very aim of education. It is high time that we should wipe out such tendencies from students to protect the individual as well as the society. This research intended a critical evaluation on such behaviours among student community and attempted to find out why and how such tendencies arise among students and to suggest remedial measures.

The investigator set specific objective to identify the Deviant Behaviour of higher secondary school students in Kerala; in their own perception using a standardised scale developed by the investigator. The related causes were analysed using data collected from teachers, parents and school counsellors. All these data were collected using valid and reliable tools. The collected data were analysed using adequate statistical techniques. Hence the findings obtained from the study are dependable and generalisable which are significant in the theoretical and practical aspects of education and parenting.

In order to have a heterogeneous representation of the higher secondary school students, the investigator proposed to include private unaided sector also. In spite of the sincere attempt, due to administrative reasons, the investigator could not collect data from these proposed set of the sample. This the investigator considers as a limitations of the study. The investigator hopes that the specific findings derived from this study will help parents, teachers, administrators, educationists and psychologists to tide over the prevailing issues in pertaining to Deviant Behaviour of adolescents.
Organization of the Research Report

The report of the study is presented in the following way

Chapter 1 contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variable of the study, objectives, procedure and scope of the study.

Chapter 2 includes the theoretical framework of Deviant Behaviour and summary of related studies.

Chapter 3 contains the methodology of the study. This covers discussion of the variable, tools employed for the collection of data, selection of samples, procedure of data collection, scoring and consolidation of data and the statistical techniques used for analysis.

Chapter 4 contains the description of the analysis of the data in detail, discussion of results, interpretation of the findings and conclusions.

Chapter 5 includes a brief summary of the study, major findings, educational implications of the study and suggestions for further research.