DEVIANT BEHAVIOUR AND RELATED CAUSES AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA

MUHAMMED K.V.

Thesis

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C E R T I F I C A T E

This is to certify that the thesis entitled "DEVIANT BEHAVIOUR AND RELATED CAUSES AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA" is an authentic record of research work carried out by Mr. Muhammed K.V., for the degree of Doctor of Philosophy in Education of University of Calicut, under my supervision and guidance and that no part thereof has been presented before for any other Degree, Diploma, or Associateship in any other University.

The thesis is revised as per the modifications and recommendations reported by the adjudicators and re-submitted.

C.U. Campus,   **Dr. M.N. Mohamedunni Alias Musthafa**

18.06.2016.   (Supervising Teacher)

D E C L A R A T I O N

I, *MUHAMMED, K.V., do hereby declare that this thesis "**DEVIANT BEHAVIOUR AND RELATED CAUSES AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA**" is a genuine record of research work done by me under the supervision of Dr. M.N. Mohamedunni Alias Musthafa, Associate Professor, Department of Education, Central University of Kerala (On lien, Assistant Professor, Department of Education, University of Calicut) and that no part of the thesis has been presented earlier for the award of any other Degree, Diploma, or Associateship in any other University.*

MUHAMMED K.V.

C.U. Campus,
18.10.2015.

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CU Campus,
18.10.2015.   **MUHAMMED. KV**

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INTRODUCTION

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Chapter I

Introduction

- ✤ *Need and significance of the study*
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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 multi-dimensionally. 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 irreparable.

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.

Chapter 2

REVIEW OF RELATEDLITERATURE

Muhammed K V."Deviant behaviour and related causes among higher secondary schools in Kerala"Thesis. Department of Education,University of Calicut,2015.

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 on - going 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 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 on 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 from their parents that come specifically from their peers with a sense of their identity which is different from the one that they gets 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 & Hartoonuian, 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 reveals 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 tow 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

educational 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 different from each others. 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 Behaviours 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 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.

Giles (2006) Joinson (2005) in their studies pointed out that internet provides new opportunities for deviances and certain self-harm behaviours.

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 positivist 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.

Chapter 3

METHODOLOGY

Muhammed K V."Deviant behaviour and related causes among higher secondary schools in Kerala"Thesis. Department of Education,University of Calicut,2015.

Methodology

- ✎ *Variable of the study*
- ✎ *Design of the study*
- ✎ *Sample used for the study*
- ✎ *Tools & Techniques used for the study*
- ✎ *Statistical technique used*

METHODOLOGY

The present study is an attempt to explore the Deviant behavioral problems among higher secondary school students in Kerala. The study is intended with a wide scope of identifying the frequently occurring Deviant Behaviour among Higher Secondary school students which when not given a check at the proper time may lead to antisocial consequences. A far sighted approach is made to identify the causes of these frequently occurring Deviant Behaviour problems which may no doubt pave way as a leading light for both parents and teachers who are groping in darkness to find out a solution to this social issue. The methodology followed by the investigator has been described under the following heads.

- Variable of the study

- Design of the study

- Sample

- Tools and techniques used for the study

- Collection of data

- Scoring and consolidation of data

- Statistical technique used

Variable of the Study

As the intention of the study is to identify the Deviant Behaviour among higher secondary school students and to trace out its causes, 'Deviant Behaviour of higher secondary school students' constitute the variable of the present study.

Design of the Study

Descriptive survey research method was adopted since it was considered to be the most appropriate method in attaining the objectives of the study. The selection of survey method for this study is justified in the following grounds. The survey is very helpful in obtaining descriptive data which people can provide from their experience. Moreover, survey is the appropriate method through which attitude, observations, experience and other such data can be obtained. Since the study is based on the assumption to explore the frequently occurring Deviant Behaviour among higher secondary school students with special focus on the causes of these behaviours among students the investigator decided to select survey as the method considering the different and wide nature of the variable under consideration.

Sample used for the Study

The selection of sample is a prerequisite for the success of any study. The dependability of any study is determined to a great extent by selection of the sample. The sample selected should exhibit all the properties of the population it represents.

The sample comprises the following categories

1. Higher secondary school students
2. Teachers of Higher secondary schools
3. Parents of higher secondary school students
4. School Counselors of higher secondary schools

The samples from the state of Kerala in India were selected for the study. To meet the representativeness, in the process of selecting the sample, the investigator had to decide three major aspects of sampling, ie., technique of sampling, factors to be considered for selecting the sample and the size of the intended sample.

Technique of sampling

As the population consists of large number belonging to different strata based on sex, locale and type of institution, the investigator adopted stratified random sampling method. Each relevant stratum in the population is represented in the sample.

Selection of sample

The sample is selected through stratified random sampling method. The major attempt of the study is to find out the most frequently occurring Deviant Behaviour among higher secondary school students and related causes. There are a lot of Deviant behavioral problems among higher secondary school students which are exhibited by them in different occasions. But as a part of delimiting the study the investigator decided to identify the most frequently occurring Deviant Behaviour among students and its causes from teachers, parents, counselors. The investigator selected 600 higher secondary school students, 200 higher secondary school teachers and 100 school counselors from the Government and Aided schools of Kerala and 100 parents of higher secondary school students randomly to collect data for finalizing the list of most frequently occurring Deviant Behaviour among higher secondary school students and related causes. The categories of the sample selected is presented in the Table 1

Table 1

Categories of the Selected Sample

Sl No	Category of sample	Size of sample (N)
1	Higher secondary school students	600
2	Teachers of higher secondary school	200
3	Parents of higher secondary students	100
4	Counselors of higher secondary schools	100

Rationale of the Selection of Sample Group

Present study was conducted on the relevant samples of students, teachers, parents and school counselors of higher secondary schools. The investigator ensured that the samples selected for the study are from most appropriate sample group on the following grounds.

1. Higher secondary school students

Students exhibit the all sort of their behaviour in front of their peers without any inhibition. They are carefree and without distractions while mingling with their friends. Peer reporting can be considered as a good source of obtaining data as peers have too much description about their friends. The investigator decided on peer reporting rather than self reporting as students in the stage of adolescents have the tendency to show reluctance in disclosing their own behavioral problems. But they may not be having such problems while disclosing the behavioral problems of their peers. Adolescence is the period of gangue age which shows deep intimacy with peers and they spend most of their time with their peers.

2. Teachers of higher secondary schools

Teachers are the major source who could speak with authenticity about the behaviour of the students as the students are spending most of the time in and outside the classroom. The investigator selected higher secondary school teachers having an experience of minimum five years at government and aided sectors so as to avoid the chances of misleading in the data obtained. Students are exhibiting their behaviours in the school in different occasions of curricular and co-curricular activities which could be analysed and evaluated by the teachers easily. Hence the wider possibility that teachers could give first hand information regarding their behaviours and behavioral problems.

3. Parents of higher secondary school students

We could see many parents complaining about the Deviant Behaviour of their wards on different occasions. Students who behave normally at schools may show some sort of deviance in their behaviour at home. Parents are the best source to talk about the various behavioral problems exhibited by their children at home. Adolescents may be having problems while mingling with family members, problems with society and in maintaining social relationship which could be well explained by parents. Parents having male and female wards were given options in the response sheet accordingly so as to avoid overlapping of the data and also increase authenticity.

4. Counselors of higher secondary schools

School counselors are the group of trained resource persons extending their service at schools for helping the students both in career and counseling matters. Usually these counsellors are appointed through Integrated Child Development Scheme (ICDS) of Social Justice Department, Government of Kerala. Their mode of work is fulltime at school and renders their service in all the curricular and co-curricular activities held at schools. They are also organizing informative and awareness programmes at schools frequently. These counsellors get ample opportunities at school to mingle with the students and to identify their problems. In turn students are showing the initiation to express their worries and emotional distractions to the counselors. They are getting frequent periodical training and evaluation so as to keep abreast with the various needs of the adolescent students. One of the teachers at higher secondary school entrusted with the charge of counselor of the adolescent counseling and career guidance cell and co-ordinators of Sauhrida Club under the Directorate of Higher Secondary Education, Government of Kerala, were also selected as the sample for obtaining data in the category of school counsellors.

Rationale for the Selection of Strata

The following factors were taken into consideration while selecting the sample.

Gender of the sample

Theoretically gender of the sample may have much influence on the variable. Hence during sample selection the investigator selected 600 higher secondary school students with proportionate boys' and girls' ratio. The investigator selected 200 teachers for the study in proportionate male and female ratio and 100 parents were also selected 50 each from the parents of higher secondary school boys and girls. Representation was given for the male and female counsellors.

Type of the institution

In Kerala there are two major types of recognized educational institutions in the higher secondary level. They are Government and Aided. For the present study, the investigator selected government and aided higher secondary schools of Kerala giving due representation to each.

Locale of the institution

Locality of the institution has considerable influence on the behaviour of higher secondary school students. The number of higher secondary schools in urban and rural area is almost equal in number in Kerala. Therefore the ratio between urban and rural higher secondary schools was taken as almost equal for sample selection.

Table 2

Breakup of the Selected Sample

Category of sample		Students	Teachers	Parents	Counselors	Total
Total		600	200	100	100	1000
Gender	Male	244	74	50	32	400
	Female	356	126	50	68	600
Type of institution	Govt.	281	113	46	73	513
	Aided	319	87	54	27	487
Locality	Urban	235	94	51	42	512
	Rural	275	106	49	85	488

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 were

I.   Unstructured Interview

II.   Participant and Nonparticipant Observation

III.   Scale on Deviant Behaviour of Higher Secondary School Students (Musthafa & Muhammed, 2013).

IV.   Scale on the causes of Deviant Behaviour of Higher Secondary School Students (Musthafa & Muhammed, 2013).

Analysis of Reports and Records to Develop Tools

The investigator analysed the literature dealt with various records and reports of Deviant Behaviour of adolescents. International Statistical Classification of Diseases and Related Health Problems (ICD), the medical classification list by World Health Organization (WHO) which codes for

diseases, signs and symptoms, abnormal findings, complaints, social circumstances and external causes of injury or diseases and the current version ICD-10 (1992) were used as the sources of the data for the preparation of tools.

Diagnostic and Statistical Manual (DSM,1994) by American Psychiatric Association (APA) and the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association provided a common language and standard criteria for the classification of mental disorders. It is used or relied upon by clinicians, researchers, psychiatric drug regulation agencies, health insurance companies, pharmaceutical companies, legal systems and policy makers. The current version of DSM is its fifth edition (2013).

Many other sources like newspapers, reports and records of the case studies conducted by counsellors at various schools, features and cover stories in magazines and periodicals. The reports served as a better source for getting information with evidences regarding the deviant behavioral problems of the adolescents. The investigator was able to analyse the types of Deviant Behaviour exhibited by the adolescents in various situations and the factors which serve as the causes for these behaviours from these reports and records. Records of the counselors were highly informative as the reports made were based on thorough investigation it gave a clear description about the remedial measures and steps which should be taken to prevent Deviant Behaviour along with the ways of dealing with such students.

I.   Unstructured Interview

Unstructured interviews were conducted with academicians, parents, counsellors, psychologists and media activists for gathering information regarding Deviant behavioral problems exhibited by today's younger generation and related causes. These are the persons having direct and concrete experiences with the behaviour of adolescence and could speak with relevance

on these behavioral problems. Interview was unstructured and open allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer had a framework of themes to be explored related to various dimensions and the interviewees were responding by citing examples from their own life experiences. The frame work of the interview is presented as Appendix 1. The investigator was able to get through the doubts and dilemmas regarding the Deviant Behaviour of adolescents by conducting unstructured interviews. The responses received from the interview led to further investigation of the study. A list of experts with whom the investigator conducted the interview is presented as Appendix 2.

II. Participant and Nonparticipant Observation

The investigator made a worthwhile attempt to conduct participant and non participant observation to find out the behavioral problems exhibited by the students while the students were engaged in various activities related to real life situation such as cultural programmes, school visit in special occasions like youth festival, sports day etc. The investigator participated in social service camps and tour programs with students for the purpose of observing the behaviours of adolescents. The investigator even observed their activities inside and outside the classroom. Based on the thorough analysis of these various sources the investigator was able to develop a list of Deviant Behaviour in its different forms. A copy of the observation schedule used by the investigator is presented as Appendix 3.

III. Scale on Deviant Behaviour of higher secondary school students

The investigators prepared and developed the tool, Scale on Deviant Behaviour of higher secondary school students for identifying the occurrence of various Deviant Behaviour by rating and also to determine most occurring Deviant Behaviour for the purpose of the study. This tool was employed with higher secondary school students of Kerala.

Preparation

The investigator reviewed the available literature on the variable Deviant Behaviour and collected data from various theories, reports and documents on the Deviant Behaviour among adolescents. Information revealed from Structured and unstructured interviews and participant and non participant observation led the investigator towards a better preparation of the Scale on Deviant Behaviour of Higher Secondary School Students. Based on the thorough analysis of these various sources the investigator was able to develop a list of Deviant Behaviour having more than its 300 different forms. After analyzing these behaviours focusing on their characteristics, mode of exhibition by the students and their relevance the investigator categorized these behaviours with the help of the supervising teacher and a list having 113 Deviant Behaviour forms was developed. The investigator conducted a discussion on this with experts before finalizing the list of Deviant Behaviour for ensuring the relevance of each behaviour form as how it is affecting the mental, emotional and academic aspects of learners. The discussion also proved fruitful in overcoming overlapping and ambiguity. Use of the terminology of Deviant Behaviour in the list is based on the concerned review of literature and the description from DSM. This list is used to prepare the final tool, ie, Scale on the Deviant Behaviour to find out the most frequently occurring Deviant Behaviour among higher secondary school students. Based on the thorough analysis of these various sources the investigator was able to identify the various relevant behavioral problems in different dimensions. They are

1. Class room behaviour

The behaviour of the adolescents inside the classroom gives clear description of their various behavioral problems. Teachers during the teaching learning process get several situations to understand the behaviour of the

students. Teachers deals with several curricular activities in the school and they get enough time and opportunities to identify the behaviour of adolescents.

2. Outside the class room behaviour

Those students who behave well in classrooms may exhibit all forms of their behaviour during non academic and co-curricular activities. The teachers and peers could observe the behaviours of adolescents on such occasions, the mode of their dealing with several problematic situations and how they are tackling situations of dilemma.

3. Parenting and family

Parents are the best and prominent sources for identifying the behavioral problems of adolescents. They are dealing with all the emotional aspects of the adolescents and could speak with authenticity on various aspects of adolescents' behavioral problems. How they are socially attached to the family members and how they are behaving in the social functions, all these could be easily identified by parents.

4. Peers

Adolescents are at the stage where they are more in tune with the rules and advices of their friends and peers than their parents. They are free to mingle with their friends and speak out all sorts of matters among peers. Peers could identify the behaviours of the adolescent friend while engaging in the academic and non academic activities.

5. Media

Influence of media is high in this twenty first century. Adolescents are at the stage of hero worship and imitation. They are living in a world of make –

believe and always engage themselves in the society based on what is being portrayed the media. They modify their behaviours and their way of mingling with the society as per the influence of the various media. Variety of media could tell us the changes happening with the adolescents.

6. Personal

Adolescents may be having their own personal problems as there are a lot of changes happening in the growth and development of the adolescents. Many of them may be having problems related to their family and academic life. Emotional disturbances and academic stress may contribute to the behavioral problems of adolescents.

7. Social and cultural

Each and every society may be having its own social norms and customs and the society is expecting everyone to live in accordance with these existing norms. Adolescents are at the stage of identity crisis and may be finding it difficult to identify their roles in the society. They are exhibiting those behaviours in the society which are comfortable to them and which are identified by them for getting attention in the society. This may be unacceptable to the society's customs and traditions and society may react in different ways. Adolescents are always having a rejecting tendency towards these restrictions and may react in different ways.

Standardization of the Scale

Statements for the final scale were selected on the basis of the merit of the items, after item analysis. For this, Scale on Deviant Behaviour of adolescents was tried out on a sample of 370 higher secondary school students drawn by proportionate random sampling in Kerala. The responses of 370

samples were scored and arranged in ascending order from bottom to top based on the total score obtained by the respondent. Hundred responses of the high scores and hundred responses of the lower scores were taken to form the upper and lower group. The discriminating power of the each item was found by testing whether the obtained difference in mean scores between upper and lower groups is significant or not. For this critical ratio (t-value) of each item was found out using the formula suggested by Edward (1957).

$$ t = \frac{\overline{X}_H - \overline{X}_L}{\sqrt{\dfrac{S_H{}^2}{n_H} + \dfrac{S_L{}^2}{n_L}}} $$

Where

$\overline{X}_H$ = the mean score on a given statement for the upper group

$\overline{X}_L$ = the mean score on the same statement for the lower group

$S_H{}^2$ = the variance of the distribution of responses of the upper group to the statement

$S_L{}^2$ = the variance of the distribution of responses of the lower group to the statement

n_H = the number of subjects in the upper group

n_L = the number of subjects in the lower group

The t-values obtained for the statements in Scale on Deviant Behaviour of Higher Secondary School Students and the item number of the statements in the final scale is presented in Table 3.

Table 3

Details of Item Analysis of Scale on Deviant Behaviour of Higher Secondary School Students

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of the item in the final scale
1.	8.37	Yes	1
2.	6.09	Yes	2
3.	4.74	Yes	3
4.	5.08	Yes	4
5.	6.35	Yes	5
6.	7.68	Yes	6
7.	6.87	Yes	7
8.	5.66	Yes	8
9.	8.64	Yes	9
10.	2.46	No	
11.	2.19	No	
12.	6.10	Yes	10
13.	7.91	Yes	11
14.	6.78	Yes	12
15.	1.79	No	
16.	9.22	Yes	13
17.	8.55	Yes	14
18.	5.29	Yes	15
19.	3.96	Yes	16
20.	6.02	Yes	17
21.	1.44	No	
22.	7.17	Yes	18
23.	6.46	Yes	19
24.	5.09	Yes	20
25.	6.33	Yes	21
26.	2.50	No	

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of the item in the final scale
27.	8.31	Yes	22
28.	8.64	Yes	23
29.	10.02	Yes	24
30.	4.49	Yes	25
31.	9.83	Yes	26
32.	7.75	Yes	27
33.	9.27	Yes	28
34.	7.71	Yes	29
35.	2.33	No	
36.	2.51	No	
37.	9.61	Yes	30
38.	10.23	Yes	31
39.	12.86	Yes	32
40.	11.00	Yes	33
41.	10.10	Yes	34
42.	9.33	Yes	35
43.	11.79	Yes	36
44.	11.18	Yes	37
45.	11.81	Yes	38
46.	8.24	Yes	39
47.	2.46	No	
48.	8.85	Yes	40
49.	9.59	Yes	41
50.	2.19	No	
51.	10.60	Yes	42
52.	10.30	Yes	43
53.	9.61	Yes	44
54.	11.94	Yes	45
55.	10.00	Yes	46

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of the item in the final scale
56.	10.02	Yes	47
57.	9.46	Yes	48
58.	7.65	Yes	49
59.	8.57	Yes	50
60.	10.47	Yes	51
61.	7.96	Yes	52
62.	10.76	Yes	53
63.	6.43	Yes	54
64.	10.28	Yes	55
65.	5.92	Yes	56
66.	1.79	No	
67.	9.74	Yes	57
68.	10.25	Yes	58
69.	7.15	Yes	59
70.	8.56	Yes	60
71.	10.77	Yes	61
72.	11.28	Yes	62
73.	8.48	Yes	63
74.	10.51	Yes	64
75.	14.56	Yes	65
76.	13.47	Yes	66
77.	1.29	No	
78.	12.44	Yes	67
79.	10.37	Yes	68
80.	13.15	Yes	69
81.	11.81	Yes	70
82.	10.22	Yes	71
83.	12.25	Yes	72
84.	13.14	Yes	73

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of the item in the final scale
85.	5.57	Yes	74
86.	12.05	Yes	75
87.	9.60	Yes	76
88.	4.21	Yes	77
89.	12.88	Yes	78
90.	8.56	Yes	79
91.	9.20	Yes	80
92.	10.74	Yes	81
93.	12.06	Yes	82
94.	10.63	Yes	83
95.	9.08	Yes	84
96.	4.74	Yes	85
97.	5.30	Yes	86
98.	7.02	Yes	87
99.	11.07	Yes	88
100.	7.98	Yes	89
101.	9.41	Yes	90
102.	5.11	Yes	91
103.	1.99	No	
104.	12.87	Yes	92
105.	8.44	Yes	93
106.	9.07	Yes	94
107.	11.86	Yes	95
108.	2.52	No	
109.	7.68	Yes	96
110.	8.47	Yes	97
111.	10.38	Yes	98
112.	13.33	Yes	99
113.	9.25	Yes	100

The final scale constitutes the items selected on merit of their t-values. According to Edward (1957) statements with t-values equal or greater than 1.75 can be selected. But as the t-values obtained for the statements in the Scale on the Deviant Behaviour are relatively high, the investigator selected statements with t-values equal or greater than 2.58 for the final scale, ie., these statement differentiates the upper and lower groups with one percent chance error. Items belonging to each component of Deviant Behaviour represented by their item numbers in the final scale are given in Table 3.

Validity

During the process of construction of the scale itself content validity, face validity and construct validity were ensured. Content validity was established by the investigator which refers that the content in terms of the subject matter as well as the objectives to tested completely and without going beyond the scope. For establishing the content validity the investigator consulted subject matter experts to evaluate whether each item assess the defined concept. Content validity is most often addressed in academic and vocational testing where test items need to reflect the knowledge actually required for a given topic area. The expert panel here includes teachers of higher secondary schools, psychologists and counsellors who are very closely related to adolescents' life and behaviour. The experts responded to the following question for each item: "Is the behaviour measured by this item 'essential,' 'useful, not essential,' or 'not necessary' to the performance of the construct?" It is observed that greater levels of content validity exist as larger numbers of panelists agree that a particular item is essential. It shows that the tool is a valid one.

A tool is said to have face validity when it appears to measure what the author had in mind, what he was thought he was measuring (Garret, 1973). The items in the present scale were phrased in the least ambiguous way and the meanings of all unfamiliar terms were clearly defined. The scale was

administered to a tryout sample of 60 higher secondary school students, 20 teachers of higher secondary schools, 10 parents of higher secondary school students and 10 counsellors of higher secondary schools. It was found that the subjects comprehended the scale clearly and responded to the items without misunderstanding. The scale thus possesses face validity.

Construct validity of the scale has been established by the critical examination of the construct. The investigator has given the draft for the approval of the psychologists, teachers and other experts and they expressed satisfactory validity to the scale with regard to the construct.

Reliability

Reliability ensures degree to which a test agrees with itself. Reliability of a test refers to the consistency with which the test measures whatever it measures. Reliability ensures degree to which a test agrees with itself. Reliability of the Scale on Deviant Behaviour of Higher Secondary School Students was ensured by the opinion of the experts in the relevant field. Since there is no variation in the expert judgments of the tool has reliable for the purpose.

Final Tool

After consultation with the supervising teacher, the final draft of the tool consisting of 100 items of Deviant Behaviour was prepared. It was prepared in such a manner that the respondents could go through it easily and mark his/her response without any doubt or confusion. Separate response sheets were given to mark separately the frequently occurring Deviant Behaviour of boys and girls. All items were based on the Deviant Behaviour occurring in different situations related to higher secondary school students. The respondents have to respond to each of the statements by choosing any one of the alternatives among five: that is, 'Never', 'Rarely', 'Sometimes', 'Often' and 'Always'. The

response 'always' indicates that the particular Deviant Behaviour is always exhibited by the students in various situations at home or school environment and the grade of occurrence of the Deviant Behaviour decreases from the alternative 'Often' to 'Never' and finally the respondents may give a response of 'never' if that particular behaviour is not seen among Higher Secondary school students.

Table 4

Dimension Wise Distribution of the Items of the Scale on Deviant Behaviour of Higher Secondary School Students.

Dimension No	Dimension	Item Numbers	Total number of items
I	Classroom behaviour	1 to 22	22
II	Outside the class room behaviour	23 to 30	8
III	Parenting and family	31 to 39	9
IV	Peers	40 to 62	23
V	Media	63 to 68	6
VI	Personal	69 to 85	17
VII	Social and cultural	86 to 100	15

Mode of responding

Separate response sheets (score sheet) were prepared and supplied along with the Scale on Deviant Behavior of Higher Secondary School Students. Separate columns were provided for responses about the Deviant Behaviour of boys and girls in the response sheet. The score sheet was prepared in a five point scale and hence each respondent can mark his/her response in any one of

the alternative according to his/her choice separately for boys and girls. The points are,

1. Never

2. Rarely

3. Sometimes

4. Often

5. Always

Scoring procedure

Scoring was done using scoring keys. Four scores were given to the response 'Always', three scores for 'often', two scores for 'sometimes', one score for 'Rarely' and no score for the response 'Never' as shown in Table 5.

Table 5

Scores Given for Each Response

Sl. No	Responses	Score
1.	Never	0
2.	Rarely	1
3.	Sometimes	2
4.	Often	3
5.	Always	4

Administration of the tool

The scale was personally administered by the investigator to the higher secondary students including standard XI and XII classes in various higher secondary schools in Kerala under ideal testing conditions. The objectives of the study, need and importance of the study, etc. were explained to them at the

onset and necessary instructions were given to make them respond properly without doubt or confusion. Doubts were cleared and technical terms were explained wherever needed. Out of a total of 668 filled up response sheets, incomplete and doubtful cases were rejected and 600 suitable ones were selected finally. Among the final response sheet 244 were boys and 356 were girls. The number of responses from aided and government schools were 281 and 319 respectively. There were 235 responses from the schools of urban area and 275 responses were from the schools of rural area.

Consolidation of data

The scores obtained for the Scale on Deviant Behavior of Higher Secondary School Students were consolidated and tabulated on separate consolidation sheets for the purpose of analysis. The consolidation was done by keeping in view of important sub samples to be obtained, viz., gender, type of institution and locality of the institution. Each sample was given a specific number and against this specific number the scores based on the response of each sample was entered horizontally following a specific order. This consolidated data was then analyzed by suitable statistical techniques.

The Scale on Deviant Behaviour of Higher Secondary School Students and its response sheet are given as Appendix 4 and 5 respectively.

IV. Scale on the Causes of Deviant Behaviour of Higher Secondary School Students

The investigator prepared and developed the "Scale on the Causes of Deviant Behaviour of higher secondary school students" and administered to explore the causes of various Deviant Behaviour. The investigator administered the scale on different sample groups. They are

1. Teachers of Higher secondary school

2. Parents of higher secondary school students

3. School counselors of higher secondary schools

Preparation

The investigator reviewed the available literature on the variable Deviant Behaviour. The investigator collected data from various theories, reports and documents on these particular Deviant Behaviour among adolescents. Structured and unstructured interviews were conducted with academicians, parents, counsellors, psychologists and media activists for gathering information regarding Deviant behavioral problems exhibited by today's younger generation. The investigator made a worthwhile attempt to conduct interaction to find out the causes of these behavioral problems exhibited by the students while engaged in various activities related to real life situations. Based on a thorough analysis of these various sources, the investigator was able to identify the causes of these relevant behavioral problems in different dimensions. They are,

1. School factors
2. Parenting factors
3. Personal factors
4. Peer group factors
5. Sociological factors
6. Media factors

Description of the tool

For the construction of a most valid and reliable tool, proper planning is essential. Hence the investigator made an extensive study in various Deviant

Behaviour occurred in adolescents. The tool was prepared with utmost care under the guidance of supervising teacher, with the help of interactions with apt persons such as counselors, psychologists, media persons, academician etc. The data obtained from these sources were also supplemented with information gathered from related literature, documents and research reports in this field.

The investigator developed more insight about the dimensions of the study area from the above mentioned sources. The investigator could find 6 dimensions related to the causes of Deviant Behaviour. The dimensions used for preparing the Scale on Causes of Deviant Behaviour are classified and described under the categories given below.

1.   School factors

A teacher is always expected to be a role model for students. Learners are expecting more from a teacher as he/she is spending much of his/ her time in the school mingling with their teachers. Teachers are expected also to be democratic and impartial in nature. Each and every student is seeking care and attention in the classroom. When neglected in the classroom, the learners will be seeking more methods to attain attraction of the class. Teaching methods used by the teachers should be interesting and appealing to the learners. When not able to acquaint with the classroom atmosphere, learners feel themselves unfit and distracted in the classroom. Teachers showing more attention towards the above average students may create attention related problems and behaviours among other learners. Negligence in showing empathetic approach from the teachers without considering the characteristics of stress and strain of their stage may create serious problems in their character and behaviour. Adolescence is a stage of identity crisis and a serious dilemma exists in them regarding their roles. A teacher can do a lot in this regard to help and assist them.

2. Parenting factors

Parenting styles include Authoritarian parenting, also called strict parenting and is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting is a restrictive, punitive parenting style in which parents make their children follow their directions and respect their work and effort. Authoritarian parents expect much of their child but generally do not explain the reasoning for the rules or boundaries. Authoritarian parents are less responsive to their children's needs and are more likely to ground their child rather than discuss the problem. Authoritarian parenting deals with low parental responsiveness and high parental demand, the parents tend to demand obedience without explanation and focus on status.

Authoritative parenting, also called assertive democratic or balanced parenting is characterized by a child-centered approach that holds high expectations of maturity. Authoritative parents can understand how their children are feeling and teach them how to regulate feelings. They often help their children to find appropriate outlets to solve problems. Authoritative parents encourage children to be independent but still places controls and limits on their actions. Extensive verbal give-and-take is not refused and parents try to be warm and nurturing toward the child. Authoritative parents are not usually as controlling as authoritarian parents, allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Often, authoritative parents produce children who are more independent and self-reliant. An authoritative parenting style mainly results when there is high parental responsiveness and high parental demands. Authoritative parents will set clear standards for their children, monitor the limits they set and also allow children develop autonomy. They also expect mature, independent and age-appropriate behaviour of children. Punishments for misbehaviour are measured and consistent, not arbitrary or violent.

Indulgent parenting, also called permissive, nondirective or lenient, is characterized as having few behavioral expectations for the child. Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Parents are nurturing and accepting and are very responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately. This may result in creating spoiled brats or "spoiled sweet" children depending on the behaviour of the children. Children of permissive parents may tend to be more impulsive and as adolescents, may engage more in misconduct and in drug use. Children never learn to control their own behaviour and always expect to get their way. But in the better cases they are emotionally secure, independent and are willing to learn and accept defeat. They mature quickly and are able to live life without the help of someone else.

3. Personal factors

Personal factors including heredity, physical stature, facial attractiveness, sex, temperament, muscle composition and reflexes, energy level and biological rhythms are characteristics that are considered to be inherent. It plays an important part in determining an individual's personality. Heredity approach argues that the ultimate explanation of an individual's personality is the molecular structures of the genes, which are located in the chromosomes. Recent research studies shows that young children lend strong support to the power of heredity and some personality traits may be built into the same genetic code that affects factors like height and hair color. The child is born having certain pre-reconditioning resulting from the parents' genetic combinations and from the influences exercised on the child during pregnancy. The biological inheritance does not represent but the raw material (and just a part of this one), out of which the future personality is built up. The same raw material may be used in different ways, which gives birth to different personalities.

4. Peer group factors

Peer groups play an important role in child development and should not be avoided for fear of negative influence. Socializing with a range of friends is important for the development and independence of a child. Peer acceptance plays an important role in the growing process. Peer influence and the interventions related to it are less mature than those of families. A topic that has received considerable research attention is the strong association between adolescents' attitudes and behaviours and those of their peers. Two possible explanations for this association have emerged. One possible explanation for adolescents' tendency to belong to homogeneous peer groups is that they select individuals who are already similar to themselves. The other is that, when an individual socializes with particular people, he or she tends to adopt the behaviours or traits they have. The degree of support that exists for the influence of peers on different problem and risk behaviours noted that several very important areas have received very little attention such as weight-related behaviours and damaging behaviours, such as self-cutting.

Adolescence is an age where they are giving too much importance to the recognition and approval of their friends and peers. Most of the adolescent Deviant Behaviour is recognized to be exhibited to get hero recognition among peers. They feel that exhibition of these behaviours in the classroom divert others attraction towards them and they themselves feel that they are superior to others in the class. Motivation from the part of friends is acting as reinforcement for these students to show such behaviour in the classroom.

5. Sociological factors

Social factors are also major factors which influence individual personality. It involves the reorganization of individual's in an organization or

society. It refers to acquiring wide range of personality by acquiring and absorbed by themselves in the society or an organization. Socialization process is starting from home and extending to work environment in an organization or society. It focuses on good relationships, cooperation, coordination and interaction among the members of society or organization or family. Environment factors, consist of cultural factors, family factors and social factors also participate in the socialisation process. The communities in which young people live can also have important influences on their development, for good or ill. Words "community" and "neighborhood" can be used interchangeably in the discussions of influence. The neighborhood is an important context, because it is the place where a wide array of peer and other social interactions take place and where adolescents have access to institutional resources.

6. Media factors

Mass media has long been thought to have a detrimental effect on an adolescent's values and behaviours. Many social ills including violence, misogyny and negative health behaviours, as well as egoistic cultural values have been attributed to mass media's influence. Yet the media is not all powerful, nor are its powers unable to be combated. Among the environmental influences that affect teenagers' development, perhaps the most difficult to study is the wide, fast-evolving array of media and technologies that are part of their lives. Any list of the sorts of devices and programming to which young people may have access is likely to be at least somewhat outdated within months, but researchers have begun actively exploring both the effects of media on adolescent behaviour and ways of structuring both their interactions with it and interventions designed to address media-related problems, as Michael Rich, Jane D. Brown and Blair Johnson (2011) explained. Internet access, now widely promoted even for very young children through toy-related

game websites designed as part of product promotion campaigns and the like, has introduced a new source of influence with complex implications. Usage of social networking sites has also grown exponentially and registered cases of offenders are common. The technologies used in the media industry are blindly adopted by our adolescents due to the inspiration of hero worship. They are not aware about what is wrong or right, not having the capability to take decisions. Cultural transmission is hindered due to the negative influence of media and our younger generation and it is noticed that they have been depriving of values and moral concerns and believe themselves that they have acquired that much power to question even the authority.

Developing the tool

With the help of the result of unstructured interviews, participant and non participant observations and analyzing various studies, reports and records, the investigator could find out multiple specific causes of Deviant Behaviour for each dimension. The prepared statements were then discussed with the supervising teacher for ensuring the relevance of each cause in the Scale on Deviant Behavior of Higher Secondary School Students to remove ambiguity in wording. This Scale on the Causes of Deviant Behavior of Higher Secondary School Students was administered to teachers of higher secondary school, parents of higher secondary school students and school counselors of higher secondary schools.

Standardisation of the Scale

Statements for the final scale were selected on the basis of the merit of the items after item analysis. For this, Scale on the causes of Deviant Behaviour was tried out on a sample of 100 including 50 teachers of higher secondary schools, 25 parents of higher secondary school students and 25 counsellors of higher secondary schools drawn by proportionate random

sampling in Kerala. The responses of 100 samples were scored and arranged in ascending order from bottom to top based on the total score obtained by the respondent. 27 respondents of the highest score and 27 respondents of the lowest score were taken to form the upper and lower group. The discriminating power of the each item was found by testing whether the obtained difference in mean scores between upper and lower groups is significant or not. For this critical ratio (t-value) of each item was found out using the formula suggested by Edward (1957).

$$t = \frac{\overline{X}_H - \overline{X}_L}{\sqrt{\dfrac{S_H^{\,2}}{n_H} + \dfrac{S_L^{\,2}}{n_L}}}$$

Where

$\overline{X}_H$ =   the mean score on a given statement for the upper group

$\overline{X}_L$ =   the mean score on the same statement for the lower group

$S_H^{\,2}$ =   the variance of the distribution of responses of the upper group to the statement

$S_L^{\,2}$ =   the variance of the distribution of responses of the lower group to the statement

n_H =   the number of subjects in the upper group

n_L =   the number of subjects in the lower group

t-value of 75 items were calculated. Items having t-value 1.75 and above were selected for the final tool. The details of item analysis are given in the Table 6.

Table 6

Details of Item Analysis of Scale on the Causes Deviant Behaviour of Higher Secondary School Students

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of in the final scale
1.	1.94	Yes	1
2.	2.60	Yes	2
3.	5.75	Yes	3
4.	1.82	Yes	4
5.	3.14	Yes	5
6.	1.88	Yes	6
7.	1.33	No	
8.	1.87	Yes	7
9.	3.48	Yes	8
10.	2.19	Yes	9
11.	1.90	Yes	10
12.	2.47	Yes	11
13.	3.27	Yes	12
14.	2.14	Yes	13
15.	2.18	Yes	14
16.	4.06	Yes	15
17.	2.27	Yes	16
18.	2.26	Yes	17
19.	1.69	No	
20.	2.41	Yes	18
21.	2.51	Yes	19
22.	4.53	Yes	20
23.	6.43	Yes	21
24.	3.88	Yes	22
25.	6.25	Yes	23
26.	11.09	Yes	24
27.	2.45	Yes	25

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of in the final scale
28.	2.03	Yes	26
29.	4.33	Yes	27
30.	1.96	Yes	28
31.	5.89	Yes	29
32.	4.97	Yes	30
33.	4.66	Yes	31
34.	3.15	Yes	32
35.	7.80	Yes	33
36.	7.31	Yes	34
37.	5.50	Yes	35
38.	6.00	Yes	36
39.	5.58	Yes	37
40.	5.65	Yes	38
41.	5.42	Yes	39
42.	10.46	Yes	40
43.	7.24	Yes	41
44.	4.14	Yes	42
45.	4.08	Yes	43
46.	10.14	Yes	44
47.	5.78	Yes	45
48.	6.47	Yes	46
49.	4.85	Yes	47
50.	5.62	Yes	48
51.	1.29	No	
52.	7.24	Yes	49
53.	6.69	Yes	50
54.	4.55	Yes	51
55.	4.31	Yes	52
56.	1.85	Yes	53
57.	5.37	Yes	54

Item no (Draft)	Discrimination power (t-value)	Whether item selected or not	Sl no of in the final scale
58.	8.66	Yes	55
59.	7.22	Yes	56
60.	4.72	Yes	57
61.	4.27	Yes	58
62.	4.95	Yes	59
63.	4.18	Yes	60
64.	4.71	Yes	61
65.	7.16	Yes	62
66.	5.63	Yes	63
67.	8.33	Yes	64
68.	1.57	No	
69.	5.98	Yes	65
70.	4.84	Yes	66
71.	4.80	Yes	67
72.	9.58	Yes	68
73.	6.92	Yes	69
74.	5.90	Yes	70
75.	10.83	Yes	71

Validity

During the process of construction of the scale itself content validity, face validity and construct validity were ensured. Content validity was established by the investigator which refers that the content in terms of the subject matter as well as the objectives to tested completely and without going beyond the scope. For establishing the content validity the investigator consulted subject matter experts to evaluate whether each item assess the defined concept. Content validity is most often addressed in academic and vocational testing where test items need to reflect the knowledge actually required for a given topic area. The expert panel here includes teachers of

higher secondary schools, psychologists and counsellors who are very closely related to adolescents' life and behaviour. The experts responded to the following question for each item: "Is the behaviour measured by this item 'essential,' 'useful, not essential,' or 'not necessary' to the performance of the construct?" It is observed that greater levels of content validity exist as larger numbers of panelists agree that a particular item is essential. It shows that the tool is a valid one.

The items in the present scale were phrased in the least ambiguous way and the meanings of all unfamiliar terms were clearly defined. The scale was administered to a tryout sample of 20 teachers of higher secondary schools, 10 parents of higher secondary school students and 10 counsellors of higher secondary schools. It was found that the subject comprehended the scale clearly and responded to the items without misunderstanding. The scale thus possesses face validity.

Construct validity of the scale has been established by the critical examination of the construct. The investigator has given the draft for the approval of the psychologist, teachers and other experts and they expressed satisfactory validity to the scale with regard to the construct.

Reliability

Reliability ensures degree to which a test agrees with itself. Reliability of a test refers to the consistency with which the test measures whatever it measures. Reliability ensures degree to which a test agrees with itself. Reliability of the Scale on Deviant Behaviour of Higher Secondary School Students was ensured by the opinion of the experts in the relevant field. Since there is no variation in the expert judgments of the tool has reliable for the purpose.

Final Tool

The final draft of the tool consisting of 71 statements on the different causes of Deviant Behaviour was prepared. It was prepared in such a manner that the respondents could go through it easily and mark his/her response without any doubt or confusion. All items were on the causes of Deviant Behaviour occurring in different dimensions related to the behavioral problems of higher secondary school students. The respondents have to respond to each of the statement by choosing any one of the alternatives among five: **'Strongly Agree, Agree, No Response, Disagree and Strongly Disagree'**. The response always indicates that the particular cause is leading to Deviant Behaviour among higher secondary school students. The same Scale was then administered to teachers of higher secondary school, parents of higher secondary school students and school counselors of higher secondary schools.

Table 7

Dimension Wise Distribution of the Items of in the Scale of the Causes of Deviant Behaviour of Adolescents.

Dimension no	Dimension	Item Numbers	Total number of items
I	School factors	1 to 14	14
II	Parenting factors	15 to 31	17
III	Personal factors	32 to 50	19
IV	Sociological factors	51 to 58	8
V	Media factors	59 to 64	6
VI	Peer group factors	65 to 71	7

Mode of responding

Separate response sheets (score sheet) were prepared and supplied along with the Scale on the Causes of Deviant Behavior of Higher Secondary School Students. The score sheet was prepared in a five point scale and hence each respondent can mark his/her response according to choice against any of the five points for each item. The points are

1. Strongly Agree

2. Agree

3. No Response

4. Disagree

5. Strongly Disagree

Scoring procedure

Scoring was done using scoring keys. A score of five was given to responses as 'Strongly Agree', four for 'Agree', three for 'No response' two for 'Disagree' and one for 'Strongly Disagree' as shown in Table 8.

Table 8

Scores Given for Each Response

Sl No	Responses	Score
1	Strongly Agree	5
2	Agree	4
3	No Response	3
4	Disagree	2
5	Strongly Disagree	1

Administration

The Scale on Causes of Deviant Behaviour was personally administered by the investigator to the teachers of higher secondary schools, the parents of higher secondary school students and counselors of higher secondary school students in Kerala under ideal testing conditions. The need and importance of the study and the objectives of the study were explained to them at first and necessary instructions were given to make them respond properly without doubt or confusion. Doubts were cleared and technical terms were explained wherever needed. Out of a total of 448 filled up response sheets, incomplete and doubtful cases were rejected and 400 suitable ones were selected finally. Among the final response sheets 200 were of teachers, 100 of parents and 100 of counselors.

Consolidation of data

The scores obtained for the Scale on the Causes of Deviant Behavior of Higher Secondary School Students were consolidated and tabulated on separate consolidation sheets for higher secondary school teachers, parents of higher secondary school students and counsellors of higher secondary schools for the purpose of analysis. The consolidation was done by keeping in view of important sub samples to be obtained, viz., gender, locality and type of institution. Each sample was given a specific number and against this specific number the score based on the response of each sample was entered horizontally following a specific order. This consolidated data was then analyzed by suitable statistical techniques.

A sample copy of Scale on the Causes of Deviant Behaviour of Higher Secondary School Students and response sheet are given as Appendix – 6 and 7.

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 using the following formulae:

1. Percentage score of each option of each item

$$P_{(option)} = \frac{\text{Number of responses obtained for each option of the item}}{\text{Total number of responses obtained for that item}} \; X \; 100$$

2. Total percentage score of each item

$$P_{(total\;score)} = \frac{\text{Sum of the scores of the options obtained for each item}}{\text{Maximum scores of responses that can be obtained for that item}} \; X \; 100$$

3. Percentage score for each option of each dimension

$$P_{(option\;of\;dimension)} = \frac{\text{Sum of the responses for each option for the items of the dimension}}{\text{Maximum number of responses that can be obtained for the dimension}} \; X \; 100$$

4. Total percentage score of each dimension

$$P_{(total\;score\;of\;dimension)} = \frac{\text{Sum of the scores of the options obtained for the items of the dimension}}{\text{Maximum score of responses that can be obtained for that dimension}} \; X \; 100$$

The whole procedure that had been undertaken by the investigator is summarized by the diagrammatic representation.

```
┌─────────────────────────┐      ┌─────────────────────────────┐
│ Unstructured Interview  │      │ Scale on Deviant Behaviour  │      ┌──────────────────┐
├─────────────────────────┤      │ of Higher Secondary School  │      │                  │
│ Participant and Non     │ ───▶ │ Students                    │ ───▶ │ Data Collection  │
│ Participant Observation │      ├─────────────────────────────┤      │                  │
├─────────────────────────┤      │ Scale on the causes of      │      └──────────────────┘
│ Analysis of Reports and │      │ Deviant Behaviour of Higher │                │
│ Records                 │      │ Secondary School Students   │                ▼
└─────────────────────────┘      └─────────────────────────────┘      ┌──────────────────────────────┐
                                                                       │  Analysis and Interpretations │
                                                                       └──────────────────────────────┘
```
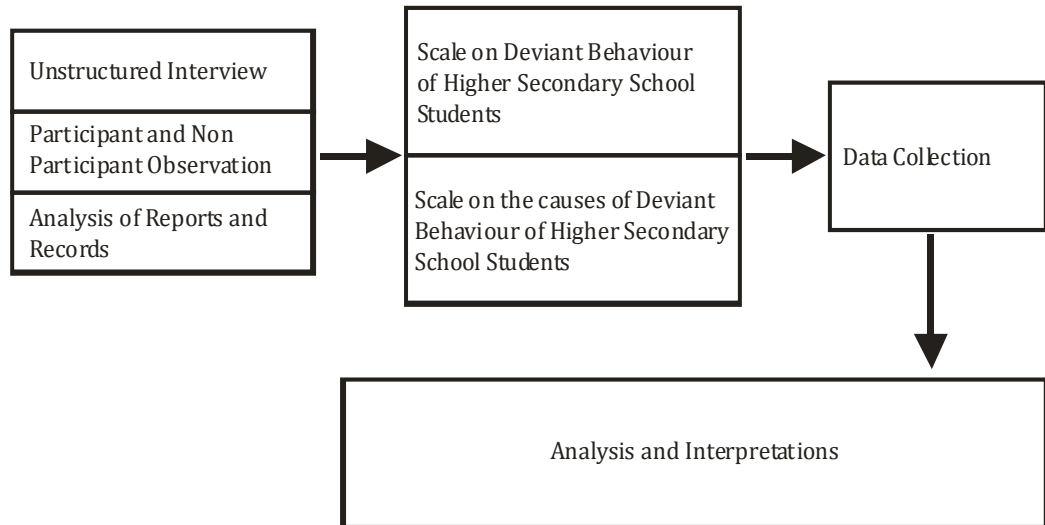
Figure 1. Sequential representation of the procedure of the study

The description of the analysis and interpretation is presented in chapter IV.

Chapter 4

ANALYSIS AND INTERPRETATIONS OF DATA

Muhammed K V."Deviant behaviour and related causes among higher secondary schools in Kerala"Thesis. Department of Education,University of Calicut,2015.

Analysis &
Interpretations of Data

✏ *Deviant Behaviour among Higher Secondary School Students*

✏ *Causes of Deviant Behaviour among Higher Secondary School Students*

✏ *Results and Discussion*

✏ *Critical Examination of the results*

ANALYSIS AND INTERPRETATIONS OF DATA

The intention of the study was to identify the manifestations of Deviant Behaviour among higher secondary school students and trace out the related causes. The analysis of the data collected is given as four parts, as detailed below.

In the first part, the percentages of responses obtained for the most occurring Deviant Behaviour among total sample of higher secondary school students, higher secondary school boys and higher secondary school girls are reported and analysed separately from the perception of the total sample and subsamples based on gender, types of institution and locale of the institution.

The second part consists of analysis of the causes of Deviant Behaviour among higher secondary school students from the perception of total sampled higher secondary school teachers, parents of higher secondary school students and counsellors of higher secondary schools and relevant sub samples based on gender, type of institution and locale of the intuition.

In the third part, a comprehensive discussion is given on the basis of the reported data and attempt is made to identify most occurring Deviant Behaviour and most contributing related causes of these behaviours among higher secondary school students from the perception of different categories of total sample and relevant subsamples.

A critical examination of all the results comprises of the fourth part, done by cross checking the perceptions of total sample and various sub

sampled groups selected based on gender, types of institution and locale of the institutions.

Deviant Behaviour among Higher Secondary School Students

The percentage scores obtained for each item for the total sample (N=600) on the manifestations of Deviant Behaviour among Higher Secondary school students from the perception of total sample of higher secondary school students and the scores obtained for items grouped under 7 selected dimensions are presented in Table 9 and 10 respectively.

The percentage scores obtained for the different responses (Never, Rarely, Sometimes, Often, Always) of each item are presented in the tables. When no responses were received for a particular item, then the percentage score is given under the heading 'omission'. A description of the analysis of the two tables is given under the following heading.

Deviant Behaviour among Higher Secondary School Students: Perception of Sampled Higher Secondary School Students

The percentage scores of responses from the perception of higher secondary school students on different manifestations of deviant behaviour obtained for different options of each item of the scale including that of no responses are presented in Table 9. What kinds of deviant behaviour are mostly manifested by higher secondary school students as perceived by themselves and the related degree of its occurrence are revealed from the table.

Table 9

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Higher Secondary School Students (N=600): Item wise

Statement No.	Manifestations	% of Manifestation in HSS Students						Total score in %
		Never	Rarely	Some times	Often	Always	Omission	
1	Conduct disorder in and outside the classroom	30.00	31.92	22.00	9.92	5.25	0.92	31.67
2	Acting impulsively in the classroom	29.92	26.67	22.42	12.83	6.75	1.42	34.25
3	Adjourning oneself from the proceedings in the class	15.50	27.58	25.08	20.00	10.50	1.33	44.94
4	Argue with teachers irrationally	48.75	24.33	12.75	7.42	5.25	1.50	23.27
5	Blurt out the answer before the question is complete	41.17	23.42	19.75	8.42	5.58	1.67	27.63
6	Condemnation or insulting of teachers	43.25	25.17	17.50	8.42	4.67	1.00	26.02
7	Dare at teachers	54.75	24.17	11.42	5.25	3.42	1.00	19.10
8	Deliberate skipping of classes	41.67	24.92	16.83	10.00	5.42	1.17	27.56
9	Disobedience to the instructions and advices of teachers	38.33	32.25	15.25	7.92	3.67	2.58	25.29
10	Behaving rudely	63.00	18.17	11.33	3.33	2.17	2.00	14.88
11	Exaggerating one's own experience	34.42	31.00	18.75	7.42	6.00	2.42	28.69
12	Talking in-between while teachers are engaged in the class	13.33	24.67	24.83	19.00	16.67	1.50	49.50
13	Feel difficulty in waiting turn	37.08	30.83	18.83	8.08	3.92	1.25	27.10
14	Default in responsibilities	30.00	30.67	21.33	10.33	5.50	2.17	31.58
15	Lingering as a habit to skip from classes	51.67	20.33	12.00	7.92	5.92	2.17	22.94
16	Malicious communication in the classroom	38.58	23.50	16.00	10.92	8.75	2.25	30.81
17	Moving out of the class without prior permission	47.75	19.42	15.67	9.17	6.83	1.17	26.40
18	Negative responses for queries of teachers	47.33	26.92	15.00	6.25	3.58	0.92	22.50
19	Pathological lying and manipulation	38.67	26.08	17.25	9.75	6.42	1.83	28.88

20	Produce unnecessary sounds during class time	41.25	24.33	15.75	9.33	6.75	2.58	27.71
21	showing idleness for matters of academic importance	21.58	36.33	20.50	11.75	8.58	1.25	36.73
22	Neglect warnings of teachers	34.33	27.17	18.42	11.42	7.00	1.67	31.56
23	Malpractice / Tran scripting or copying at the time of project works or examinations	12.00	22.92	21.75	16.67	25.58	1.08	54.69
24	To abstain from co-curricular activities	29.50	30.83	20.75	9.83	7.00	2.08	32.46
25	Using obscene words and sticking obscene pictures in public places.	68.00	12.92	7.92	4.92	3.92	2.33	14.79
26	Disloyal to one's allegiance	36.50	30.00	18.17	7.25	5.92	2.17	27.94
27	Over Grandiose while planning activities in school	34.83	30.50	18.50	6.17	5.50	4.50	27.00
28	Lack of proper planning in academic matters	23.50	26.42	22.92	13.33	10.92	2.92	38.98
29	Misusing of personal relationships with teachers	63.17	14.58	6.92	5.08	3.58	6.67	14.50
30	Disinterest in obeying rules	37.58	27.25	16.67	8.58	8.25	1.67	29.83
31	Violation of prohibition	36.50	31.58	19.00	7.75	4.42	0.75	27.63
32	Conflict with others	26.17	35.08	21.08	10.75	5.17	1.75	32.54
33	Connive towards elders and their advices	28.75	31.92	20.33	10.92	6.83	1.25	33.17
34	Detachment from family and peers	54.33	20.17	12.08	6.75	4.25	2.42	20.40
35	Disrespect to elders	46.67	26.58	12.00	6.42	5.67	2.67	23.13
36	Behaving rudely with parents	49.67	26.75	13.25	6.17	2.33	1.83	20.27
37	Negative responses / riposte for queries of parents and elders	38.25	30.67	17.17	6.92	4.67	2.33	26.10
38	Behaving with enmity	49.75	26.58	12.50	5.92	2.00	3.25	19.33
39	Distracted answers to the queries of parents	30.08	27.17	18.17	10.17	11.42	3.00	34.92
40	Contempt and ridicule	73.50	12.67	5.08	3.08	2.50	3.17	10.52
41	Being isolate and gloomy	58.42	21.50	11.50	3.67	3.50	1.42	17.38
42	Callous for other's worries	53.25	23.75	12.50	4.33	3.92	2.25	19.35
43	Contend behaviour to compete with friends	33.00	25.92	19.75	9.92	9.25	2.17	33.04
44	Destruction of other's property	62.08	19.67	9.00	4.17	2.92	2.17	15.46
45	Deceive oneself in a mistaken belief	51.58	24.25	12.83	5.00	4.00	2.33	20.23
46	Harassing friends	58.00	22.42	10.92	3.75	3.08	1.83	16.96

47	Deliberately annoy people	32.83	32.00	19.42	8.17	5.00	2.58	28.83
48	Disregard for the feelings of others	40.58	28.17	17.50	6.25	5.17	2.33	25.65
49	Behaving indecently to opposite sex	64.58	15.58	8.50	5.67	2.75	2.92	15.15
50	Unhealthy competition	55.33	21.00	11.33	5.83	2.92	3.58	18.21
51	Express grudge towards others	51.42	26.33	10.25	5.33	4.58	2.08	20.29
52	Force or encourage others to cruelty	68.25	19.25	6.58	2.50	1.42	2.00	11.40
53	Harming others, by violating their rights	59.25	23.00	9.75	4.42	2.08	1.50	16.02
54	Hoax calls to the emergency services	60.33	22.25	9.33	2.92	1.67	3.50	14.08
55	Persistent rule breaking for getting recognition	34.92	30.50	17.17	6.58	6.67	4.17	27.81
56	Disinterest to the welfare of others	37.33	31.58	17.17	7.00	5.25	1.67	26.98
57	To abstain from group activities	41.75	27.25	17.08	7.92	3.83	2.17	25.13
58	Behaving rudely with peers	46.67	27.42	15.33	5.75	2.83	2.00	21.67
59	Intrude or infringe on someone else	55.25	24.25	9.67	4.08	4.17	2.58	18.13
60	Threatening behaviour against minor incidents in the class	58.25	19.67	10.50	5.33	3.42	2.83	17.58
61	Immature love	22.75	24.25	16.92	14.58	20.00	1.50	45.46
62	Using abusive words about teachers	32.83	30.08	16.75	9.83	8.17	2.33	31.44
63	Being detached from peers and friends	45.75	29.17	15.17	3.58	3.50	2.83	21.06
64	Using abusive words	42.00	26.75	12.83	8.42	7.33	2.67	26.75
65	False imitation	44.92	25.17	14.83	5.50	7.25	2.33	25.08
66	Indecent dress code	47.75	22.17	15.00	7.67	6.58	0.83	25.38
67	Misuse of mobile phones	38.92	23.58	15.00	10.92	10.08	1.50	31.67
68	Addiction to movies	27.75	28.58	20.92	11.83	9.58	1.33	36.06
69	Using porn literature	56.50	19.17	9.92	6.33	6.08	2.00	20.58
70	Misuse of computers and internet	45.42	23.92	12.50	8.83	7.58	1.75	26.44
71	Aggressive towards others	54.42	25.00	12.25	4.67	2.33	1.33	18.21
72	Being reckless and taking risk disregarding danger	33.92	32.00	17.58	9.67	5.00	1.83	29.04
73	Blame others for mistakes	40.42	26.58	16.58	9.58	4.33	2.50	26.46
74	Gambling and betting	72.58	13.42	6.58	2.67	2.17	2.58	10.81
75	Initiate physical fight	48.00	27.58	12.92	5.25	3.92	2.33	21.21
76	Irritable on trivial matters	25.58	33.67	22.08	9.42	8.17	1.08	34.69
77	Lack of remorse for a wrong committed	30.58	25.75	20.75	10.25	10.42	2.25	34.92
78	Lying to others	21.83	29.00	24.00	12.50	10.67	2.00	39.29

79	Make terrible situations	56.92	19.00	11.75	5.58	3.58	3.17	18.40
80	Physically cruel to others	57.50	21.33	11.58	4.25	2.83	2.50	17.15
81	Procrastination	25.42	32.83	21.92	10.42	7.75	1.67	34.73
82	Revengeful to others	40.67	29.33	16.92	7.17	3.42	2.50	24.58
83	Depressive behaviour	54.75	25.92	11.50	3.33	2.25	2.25	16.98
84	Stealing habit	75.83	12.67	5.67	2.58	0.92	2.33	8.85
85	Tobacco use	70.75	13.75	7.58	3.42	2.67	1.83	12.46
86	Use of drugs	71.50	13.42	7.25	2.67	2.58	2.58	11.56
87	Destruction of own property	58.83	23.92	9.83	2.50	1.92	3.00	14.69
88	Immoral activities	57.17	24.58	9.67	4.00	2.00	2.58	15.98
89	Devastating public property	51.17	26.42	10.50	5.92	3.17	2.83	19.46
90	Graffiti and littering	53.00	25.42	10.75	4.00	3.33	3.50	18.06
91	Homosexual behaviours	71.83	14.75	5.50	1.92	2.50	3.50	10.38
92	Ignoring instructions to be different from others	41.33	32.08	14.08	5.25	4.67	2.58	23.67
93	Inappropriate use of public space and property	43.33	27.25	15.58	5.50	5.67	2.67	24.40
94	Inconstantly changing decisions and perceptions	23.50	31.25	21.67	12.42	7.83	3.33	35.79
95	Over active in inappropriate situations	33.17	30.50	18.58	8.50	5.75	3.50	29.04
96	Persuade peers to do illegal activities	57.33	22.83	8.83	5.17	3.58	2.25	17.58
97	Racial harassment towards fellow students	72.08	13.83	7.00	2.33	2.08	2.67	10.79
98	Refuse to comply with authorities	51.50	26.92	10.33	4.75	3.58	2.92	19.04
99	Rejection of authority and regulation	52.58	26.25	11.42	4.25	3.00	2.50	18.46
100	Contempt and challenge existing polity	47.08	24.92	15.25	6.25	4.50	2.00	23.04

From Table 9 it is revealed that out of the specific behaviours identified, malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-between while teachers are engaged in the class were perceived as mostly occurring while gambling & betting, use of tobacco & drugs and stealing habit were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 10 shows the manifestations of Deviant Behaviour among higher secondary school students for a set of items grouped under 7 select dimensions,

viz., *Classroom behaviours* Outside the *Classroom behaviours* Parenting & family, Peers, Media, Personal and Social & cultural.

Table 10

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Higher Secondary School Students (N=600): Dimension wise

No.	Dimension	Item Numbers	% of Manifestation in HSS Students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	1 - 22	38.29	26.36	17.67	9.77	6.30	1.63	29.05
2	Outside the class room behaviours	23 -30	38.14	24.43	16.70	8.98	8.83	2.93	30.02
3	Parenting and family	31- 39	40.02	28.50	16.18	7.97	5.19	2.14	26.39
4	Peers	40 - 62	50.09	24.03	12.82	5.92	4.74	2.39	21.60
5	Media	63 - 68	41.18	25.90	15.63	7.99	7.39	1.92	27.67
6	Personal	69 - 85	47.71	24.17	14.24	6.82	4.95	2.11	23.22
7	Social and cultural	86 - 100	52.36	24.29	11.75	5.03	3.74	2.83	19.46

When the selected dimensions of Deviant Behaviour are analysed, it is clear that among all the dimensions, *Outside the classroom behaviour* is seen mostly among higher secondary school students. Deviant Behaviour related to the dimensions - *Classroom behaviours, Media* and *Parenting & family* are also exhibited by higher secondary school students, which stand next to the outside classroom behaviour as revealed from the perception of students. It can be seen from the values that Deviant Behaviour related to the dimensions - *Social & cultural*, *Peers* and *Personal* are least exhibited by the higher secondary school students as per the perceptions made by themselves.

On critical evaluation of the values obtained for the different options to the items belonging to different dimensions, it is revealed from the table that majority of higher secondary school students (38.29%) have the perception that Deviant Behaviour related to the dimension *Classroom behaviours* are

never seen among them. 26.36 percentage of students perceive that the manifestation of behaviour related to the dimension is rarely seen and 17.67 percentage perceive that classroom related Deviant Behaviour occurs sometimes. 9.77 percentage of samples have the perception that manifestations of the behaviour related to the dimension are often seen among higher secondary school students and 6.30 percentage of sample believe that these manifestations are always seen among higher secondary school students.

While considering various manifestations of Deviant Behaviour grouped under the dimension *Classroom behaviours* it is can be seen from Table 9 that, as per the perception of the higher secondary school students the most exhibited manifestations are talking in-between while teachers are engaged in the class and that of adjourning oneself from the proceedings of the class.

When the dimension *Outside the class room* behaviour is taken in to consideration, it is revealed from Table 10 that majority of higher secondary school students i.e., out of the total, 38.14 percentage have the perception that Deviant Behaviour related to the dimension *Outside the class room* are never seen among them. 24.43 percentage of students perceive that the manifestations of behaviour related to the dimension are seen only rarely and 16.70 percentage of students are of the perception that Deviant Behaviour related to *Outside the class room behaviours* occur sometimes. 8.98 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of always seen the manifestations of Deviant Behaviour among higher secondary school students among them is 8.83 percentage. It is revealed from Table 9 that as per the perception of the higher secondary school students, they are manifesting mostly the Deviant Behaviour of malpractice / transcription or copying at the time of project works or examinations while considering the various manifestations of the dimension outside the classroom behaviour.

Majority of higher secondary school students - out of the total, 40.02 percentage samples - have the perception that Deviant Behaviour related to the dimension *Parenting and family* were never seen among them. 28.50 percentage of students are of the perception that manifestation of behaviour related to the dimension is rarely seen and 16.18 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 7.97 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and 5.19 percentage of sample believe that these manifestations are always seen among higher secondary school students.

On analysis of the various manifestations of the dimension *Parenting and family*, it is revealed from Table 9 that as per the perception of the higher secondary school students, they are always manifesting mostly the Deviant Behaviour of *distracted answers to the queries of parents. Connive towards elders and their pieces of advice* is also a behaviour which is always manifested mostly by the higher secondary school students as per the perception of themselves**.**

When the dimension *Peers* is analysed separately, it is revealed from Table 10 that majority of higher secondary school students i.e., out of the total, 50.09 percentage have the perception that manifestations of Deviant Behaviour related to the dimension *Peers* are never seen among them. 24.03 percentage of students are of the perception that the manifestations of behaviour related to the dimension are rare and 12.82 percentage of students have the perception that *Peers* related Deviant Behaviour occur sometimes. 5.92 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample having the perception that they have always seen the manifestations of Deviant Behaviour among higher secondary school students among them is 4.74 percentage.

It is revealed from Table 9 that as per the perception of the higher secondary school students, they are manifesting mostly the Deviant Behaviour of *immature love* while considering the various manifestations of the dimension.

From table 10 it can be seen that, Deviant Behaviour related to the dimension *Media* were never seen among higher secondary school students as perceived by 41.18 percentage of samples. 25.90 percentage of students are of the perception that the manifestation of behaviour related to the dimension is rare and 15.63 percentage of students have the perception that *Media* related Deviant Behaviour occur sometimes. 7.99 percentage of samples have the perception that manifestations of the behaviour related to the dimension are often seen among higher secondary school students and the percentage of sample having the perception that they have always seen the manifestations of Deviant Behaviour among higher secondary school students among them is 7.39 percentage.

Higher secondary school students are always manifesting mostly the Deviant Behaviour of *misuse of mobile phones* as can be seen from scores of items in table 9. *Addiction to movies* is also a behaviour which is always manifested mostly by them as per the perception of the higher secondary school students while considering the dimension of *Media*.

It is revealed from Table 10 that majority of higher secondary school students i.e., out of the total, 47.71 percentage samples have the perception that manifestations of Deviant Behaviour related to the dimension *Personal* were never seen among them. 24.17 percentage of students are of the perception that the manifestation of behaviour related to the dimension is rare and 14.24 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.82 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen

among higher secondary school students and the percentage of sample who have the perception that manifestations of Deviant Behaviour among higher secondary school students can be seen always among them is 4.95 percentage. Various manifestations of the dimension *Personal* reveals that as per the perception of the higher secondary school students, they are manifesting mostly the Deviant Behaviour of *lying to others*. *Lack of remorse for a wrong committed* is also a behaviour which is manifested mostly by them as per their own perception considering the dimension, namely *personal*.

Social and cultural dimension when analysed reveals that the majority of higher secondary school students i.e., out of the total sample, 52.36 percentage have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 24.29 percentage of students are of the perception that the manifestation of behaviour related to the dimension is rare and 11.75 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.03 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample who have the perception that manifestations of Deviant Behaviour among higher secondary school students are always seen among them is 3.74 percentage. As per the perception of the higher secondary school students, they are manifesting mostly the Deviant Behaviour of *inconstantly changing decisions and perceptions* which is revealed when the manifestation of the dimension is analysed.

Deviant Behaviour among Higher Secondary School Boys: Perception of sampled Higher Secondary School Students

Perception of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 11 and 12.

Table 11

Manifestations of Deviant Behaviour among Boys from the Perception of Total Sample of Higher Secondary School Students (N=600): Item wise

Statement No.	Manifestations	% of Manifestation in Boys						Total score in %
		Never	Rarely	Some times	often	Always	Omission	
1	Conduct disorder in and outside the classroom	26.83	32.33	24.33	9.83	5.67	1.00	33.29
2	Acting impulsively in the classroom	24.00	26.17	23.83	15.67	8.67	1.67	38.88
3	Adjourning oneself from the proceedings in the class	9.33	20.33	24.67	27.50	17.33	0.83	55.38
4	Argue with teachers irrationally	35.50	25.50	18.33	12.33	7.17	1.17	31.96
5	Blurt out the answer before the question is complete	42.67	22.50	19.00	8.33	5.67	1.83	27.04
6	Condemnation or insulting of teachers	32.50	24.67	24.00	11.17	6.83	0.83	33.38
7	Dare at teachers	41.67	27.50	16.67	8.50	5.00	0.67	26.58
8	Deliberate skipping of classes	28.33	24.83	22.00	14.33	9.33	1.17	37.29
9	Disobedience to the instructions and advices of teachers	31.50	31.67	18.83	11.67	4.17	2.17	30.25
10	Behaving rudely	52.50	22.67	15.67	4.50	3.00	1.67	19.88
11	Exaggerating one's own experience	34.67	32.33	19.67	6.33	5.00	2.00	27.67
12	Talking in-between while teachers are engaged in the class	11.33	20.67	25.33	21.50	19.67	1.50	53.63
13	Feel difficulty in waiting turn	32.83	30.83	21.00	8.50	6.17	0.67	30.75
14	Default in responsibilities	24.67	29.83	22.83	13.83	6.83	2.00	36.08
15	Lingering as a habit to skip from classes	43.00	20.67	14.50	11.50	8.67	1.67	29.71
16	Malicious communication in the classroom	38.17	22.00	17.33	10.67	9.83	2.00	32.00
17	Moving out of the class without prior permission	39.17	19.33	18.83	12.33	9.33	1.00	32.83
18	Negative responses for queries of teachers	37.17	29.00	19.00	9.00	5.00	0.83	28.50
19	Pathological lying and manipulation	37.00	25.83	19.00	10.67	6.17	1.33	30.13
20	Produce unnecessary sounds during class time	25.00	27.00	21.33	13.67	10.17	2.83	37.83

21	showing idleness for matters of academic importance	14.33	33.00	23.17	16.00	12.33	1.17	44.17
22	Neglect warnings of teachers	26.17	25.67	21.17	16.17	9.67	1.17	38.79
23	Malpractice / Tran scripting or copying at the time of project works or examinations	9.83	19.33	20.83	18.17	31.33	0.50	60.21
24	To abstain from co-curricular activities	26.67	28.17	22.83	12.50	7.83	2.00	35.67
25	Using obscene words and sticking obscene pictures in public places.	60.33	14.67	9.83	7.67	5.67	1.83	20.00
26	Disloyal to one's allegiance	30.00	30.83	20.17	10.33	6.83	1.83	32.38
27	Over Grandiose while planning activities in school	34.00	30.50	20.00	6.50	4.83	4.17	27.33
28	Lack of proper planning in academic matters	22.17	24.00	23.50	14.67	12.83	2.83	41.58
29	Misusing of personal relationships with teachers	64.67	13.33	7.33	4.83	3.33	6.50	13.96
30	Disinterest in obeying rules	30.83	27.00	19.50	10.67	10.83	1.17	35.33
31	Violation of prohibition	24.83	32.17	24.67	10.67	7.17	0.50	35.54
32	Conflict with others	21.00	34.50	22.17	13.50	7.17	1.67	37.00
33	Connive towards elders and their advices	24.17	30.00	22.33	14.33	8.50	0.67	37.92
34	Detachment from family and peers	49.83	19.50	15.00	7.83	5.50	2.33	23.75
35	Disrespect to elders	41.50	27.17	14.17	7.83	6.83	2.50	26.58
36	Behaving rudely with parents	45.50	28.33	13.83	7.83	2.83	1.67	22.71
37	Negative responses / riposte for queries of parents and elders	29.67	29.67	20.83	10.00	7.50	2.33	32.83
38	Behaving with enmity	46.17	25.50	14.50	8.33	2.67	2.83	22.54
39	Distracted answers to the queries of parents	24.33	26.83	20.17	12.17	13.67	2.83	39.58
40	Contempt and ridicule	71.83	12.67	5.50	3.83	2.83	3.33	11.63
41	Being isolate and gloomy	66.00	18.50	8.67	2.33	3.33	1.17	14.04
42	Callous for other's worries	57.33	22.33	11.33	3.17	4.00	1.83	17.63
43	Contend behaviour to compete with friends	37.67	26.17	18.67	8.17	7.33	2.00	29.33
44	Destruction of other's property	54.83	22.67	11.17	4.67	4.50	2.17	19.25
45	Deceive oneself in a mistaken belief	47.83	23.83	15.00	6.67	4.17	2.50	22.63
46	Harassing friends	53.00	23.00	13.17	4.00	5.00	1.83	20.33

47	Deliberately annoy people	26.00	33.50	21.83	9.17	7.33	2.17	33.50
48	Disregard for the feelings of others	41.33	28.33	15.83	6.50	5.67	2.33	25.54
49	Behaving indecently to opposite sex	60.33	16.33	9.00	7.33	3.67	3.33	17.75
50	Unhealthy competition	52.67	23.00	12.50	5.67	3.17	3.00	19.42
51	Express grudge towards others	58.83	27.00	6.33	3.67	2.00	2.17	14.67
52	Force or encourage others to cruelty	64.50	21.00	8.00	2.67	2.17	1.67	13.42
53	Harming others, by violating their rights	55.33	25.50	10.50	4.83	2.33	1.50	17.58
54	Hoax calls to the emergency services	55.67	24.67	10.50	3.50	2.17	3.50	16.21
55	Persistent rule breaking for getting recognition	26.17	30.50	20.50	9.67	9.00	4.17	34.13
56	Disinterest to the welfare of others	37.00	32.00	16.67	6.83	5.83	1.67	27.29
57	To abstain from group activities	39.33	26.50	17.33	9.50	5.17	2.17	27.58
58	Behaving rudely with peers	46.50	26.83	16.00	5.83	2.67	2.17	21.75
59	Intrude or infringe on someone else	52.00	24.00	11.67	4.50	5.00	2.83	20.21
60	Threatening behaviour against minor incidents in the class	52.50	21.17	12.00	7.00	4.50	2.83	21.04
61	Immature love	21.00	23.67	18.17	14.00	22.00	1.17	47.50
62	Using abusive words about teachers	29.00	29.67	17.33	11.67	10.17	2.17	35.00
63	Being detached from peers and friends	48.33	27.83	14.83	2.50	3.50	3.00	19.75
64	Using abusive words	33.17	28.17	14.50	10.33	11.33	2.50	33.38
65	False imitation	38.17	26.50	17.50	6.67	8.83	2.33	29.21
66	Indecent dress code	46.67	22.67	16.67	7.33	5.83	0.83	25.33
67	Misuse of mobile phones	31.67	20.33	17.33	14.67	14.33	1.67	39.08
68	Addiction to movies	25.83	25.67	21.33	13.50	12.33	1.33	39.54
69	Using porn literature	49.50	21.00	10.33	8.00	9.33	1.83	25.75
70	Misuse of computers and internet	37.17	23.83	14.83	11.00	11.17	2.00	32.79
71	Aggressive towards others	43.67	27.17	16.83	6.83	4.17	1.33	24.50
72	Being reckless and taking risk disregarding danger	28.33	28.17	22.00	12.33	7.17	2.00	34.46
73	Blame others for mistakes	43.50	24.33	16.67	8.67	4.17	2.67	25.08
74	Gambling and betting	66.83	15.83	8.17	3.83	2.83	2.50	13.75
75	Initiate physical fight	45.33	26.67	14.00	6.83	4.67	2.50	23.46
76	Irritable on trivial matters	27.00	32.17	21.33	8.83	9.67	1.00	35.00
77	Lack of remorse for a wrong committed	31.83	25.17	20.00	9.33	11.17	2.50	34.46

78	Lying to others	20.50	30.17	22.17	13.67	11.67	1.83	40.54
79	Make terrible situations	50.83	18.83	15.17	7.33	5.50	2.33	23.29
80	Physically cruel to others	54.00	21.33	13.50	5.83	3.00	2.33	19.46
81	Procrastination	22.00	30.00	24.33	12.00	10.50	1.17	39.17
82	Revengeful to others	41.17	30.00	16.67	6.83	3.17	2.17	24.13
83	Depressive behaviour	58.33	25.33	10.33	2.67	1.67	1.67	15.17
84	Stealing habit	73.33	13.67	7.00	2.33	1.00	2.67	9.67
85	Tobacco use	53.83	21.83	12.50	5.67	4.50	1.67	20.46
86	Use of drugs	55.50	21.50	11.67	4.33	4.50	2.50	18.96
87	Destruction of own property	55.50	25.50	11.00	3.17	2.33	2.50	16.58
88	Immoral activities	50.33	27.17	11.50	5.67	2.83	2.50	19.63
89	Devastating public property	40.17	29.00	13.83	9.00	5.33	2.67	26.25
90	Graffiti and littering	48.50	26.50	12.83	4.33	4.50	3.33	20.79
91	Homo sexual behaviours	70.17	15.50	6.17	1.67	3.17	3.33	11.38
92	Ignoring instructions to be different from others	36.50	32.17	16.00	6.33	6.50	2.50	27.29
93	Inappropriate use of public space and property	38.83	28.50	17.67	7.17	5.50	2.33	26.83
94	Inconstantly changing decisions and perceptions	23.67	31.17	20.33	12.00	9.33	3.50	36.29
95	Over active in inappropriate situations	34.00	28.17	19.00	8.50	7.17	3.17	30.08
96	Persuade peers to do illegal activities	52.00	22.50	11.50	7.00	5.00	2.00	21.63
97	Racial harassment towards fellow students	69.67	14.83	7.17	3.00	2.67	2.67	12.21
98	Refuse to comply with authorities	44.33	29.67	12.17	6.83	4.33	2.67	22.96
99	Rejection of authority and regulation	47.00	27.33	13.83	5.83	3.67	2.33	21.79
100	Contempt and challenge existing polity	41.33	25.83	16.67	9.17	5.33	1.67	27.00

Table 11 reveals that of the specific behaviours; malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class and talking in-between while teachers are engaged in the class were found to be the most occurring

manifestations. The behaviours like contempt and ridicule, homo- sexual behaviours and stealing habit were found to be the least occurring Deviant Behavioural manifestations of boys.

Table 12

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Total Sample of Higher Secondary School Students (N=600): Dimension wise

No.	Dimension	Item Numbers	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	1 - 22	31.29	26.11	20.48	12.45	8.26	1.42	34.36
2	Outside the class room behaviours	23 -30	34.81	23.48	18.00	10.67	10.44	2.60	33.31
3	Parenting and family	31- 39	34.11	28.19	18.63	10.28	6.87	1.93	30.94
4	Peers	40 – 62	48.12	24.47	13.38	6.31	5.39	2.33	22.93
5	Media	63 – 68	37.31	25.19	17.03	9.17	9.36	1.94	31.05
6	Personal	69 – 85	43.95	24.44	15.64	7.76	6.20	2.01	25.95
7	Social and cultural	86 - 100	47.17	25.69	13.42	6.27	4.81	2.64	22.64

Table 11 and 12 shows the perception of higher secondary school students regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *class room behaviours* is seen mostly among Higher Secondary school students. *Outside the class room behaviours* and the Deviant Behaviour related to *Media* are also exhibited by higher secondary school students, which stand next to the *Class room behaviours* as revealed from the perception of higher secondary school students. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and that of *Peers* are least exhibited by the boys as per the perception made by themselves.

While considering the dimensions separately; it is revealed from Table 12 that regarding the dimension classroom behaviour majority of higher secondary school students i.e., out of the total 31.29 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 26.11 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 20.48 percentage of students' perception that teacher and classroom related Deviant Behaviour occurs sometimes. 12.45 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 8.26 percentage. While considering the various manifestations of the dimension classroom behaviour; it is revealed from Table 11 that as per the perception of the higher secondary school students; the boys are always manifesting mostly the Deviant Behaviour of adjourning oneself from the proceedings of the class. *Talking in-between; while teachers are engaged in the class* is also a behaviour which is always manifested by the boys as per the perception of the higher secondary school students while considering the dimension of classroom behaviour.

When the dimension, *outside the class room behaviours* is taken in to consideration; it is revealed from Table 12 that the majority of higher secondary school students i.e., out of the total 34.81 percentage samples have the perception that Deviant Behaviour related to this dimension is never seen among them. 24.48 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18 percentage of students are in the perception that this type of Deviant Behaviour occurs sometimes. 10.67 percentage of samples have the perception that manifestation of the behaviour related to this dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant

Behaviour among boys always seen among them is 10.44 percentage. While considering the various manifestations of the dimension outside the classroom behaviour; it is revealed from Table 11 that as per the perception of the higher secondary school students; the boys are always manifesting mostly the Deviant Behaviour of malpractice or copying in project works or examinations.

Majority of higher secondary school students have the perception that (out of the total; 34.11 percentage samples) Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 28.19 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18.63 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 10.28 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.87 percentage. Various manifestations of the dimension *Parenting and family* when analysed as revealed from Table 11 that as per the perception of the higher secondary school students; the boys are always manifesting mostly the Deviant Behaviour of *distracted answers to the queries of parents*. Based on this analysis, connive towards elders and their pieces of advice is also a behaviour which is always manifested mostly by the boys.

When the dimension *peers* is analysed separately, it is revealed from Table 12 that majority of higher secondary school students i.e., out of the total 48.12 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 24.47 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.38 percentage of students have the perception that this type of Deviant Behaviour occurs sometimes. 6.31 percentage of samples have

the perception that manifestation of the behaviour related to this dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.39 percentage. While considering the various manifestations of this dimension; it is revealed from Table 11 that as per the perception of the higher secondary school students; the boys are always manifesting mostly the Deviant Behaviour of immature love.

While considering the dimension *media* ; as the perception by 31.31 percentage samples; the Deviant Behaviour related to this dimension is never seen among boys. 25.19 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.03 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 9.17 percentage of samples have the perception that manifestation of the behaviour related to this dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 9.36 percentage. Boys are always manifesting mostly the Deviant Behaviour of misuse of mobile phones. In considering the various manifestations in the dimension of *Media*; as per the perception of the higher secondary school students; the frequently manifested behaviour among the boys is addiction to movies. It is revealed from Table 12 that majority of higher secondary school students i.e., out of the total 43.95 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.44 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.64 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.76 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant

Behaviour among boys always seen among them is 6.20 percentage. Various manifestations of the dimension *Personal* while taken in to consideration; reveals that as per the perception of the higher secondary school students the boys are always manifesting mostly the Deviant Behaviour of lying to others. Procrastination is also a behaviour which is always manifested mostly by the boys as per the perception of the higher secondary school students while considering the dimension, such as *Personal*.

Social and cultural dimension when analysed reveals that the majority of higher secondary school students i.e., out of the total; 47.17 percentage samples have the perception that Deviant Behaviour related to the dimension *social and cultural* is never seen among them. 25.69 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.42 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 6.27 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.81 percentage. When the determinants of this dimension is analysed; the perception of the higher secondary school students reveals that the boys are always manifesting mostly the Deviant Behaviour of inconstantly changing decisions and perceptions.

Deviant Behaviour among Higher Secondary School Girls: Perception of sampled Higher Secondary School Students

Perception of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 13 and 14.

Table 13

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Total Sample of Higher Secondary School Students (N=600): Item wise

State ment No.	Manifestations	% of Manifestation in Girls						Total score in %
		Never	Rarely	Some times	often	Always	Omission	
1	Conduct disorder in and outside the classroom	33.17	31.50	19.67	10.00	4.83	0.83	30.04
2	Acting impulsively in the classroom	35.83	27.17	21.00	10.00	4.83	1.17	29.63
3	Adjourning oneself from the proceedings in the class	21.67	34.83	25.50	12.50	3.67	1.83	34.50
4	Argue with teachers irrationally	62.00	23.17	7.17	2.50	3.33	1.83	14.58
5	Blurt out the answer before the question is complete	39.67	24.33	20.50	8.50	5.50	1.50	28.21
6	Condemnation or insulting of teachers	54.00	25.67	11.00	5.67	2.50	1.17	18.67
7	Dare at teachers	67.83	20.83	6.17	2.00	1.83	1.33	11.63
8	Deliberate skipping of classes	55.00	25.00	11.67	5.67	1.50	1.17	17.83
9	Disobedience to the instructions and advices of teachers	45.17	32.83	11.67	4.17	3.17	3.00	20.33
10	Behaving rudely	73.50	13.67	7.00	2.17	1.33	2.33	9.88
11	Exaggerating one's own experience	34.17	29.67	17.83	8.50	7.00	2.83	29.71
12	Talking in-between while teachers are engaged in the class	15.33	28.67	24.33	16.50	13.67	1.50	45.38
13	Feel difficulty in waiting turn	41.33	30.83	16.67	7.67	1.67	1.83	23.46
14	Default in responsibilities	35.33	31.50	19.83	6.83	4.17	2.33	27.08
15	Lingering as a habit to skip from classes	60.33	20.00	9.50	4.33	3.17	2.67	16.17
16	Malicious communication in the classroom	39.00	25.00	14.67	11.17	7.67	2.50	29.63
17	Moving out of the class without prior permission	56.33	19.50	12.50	6.00	4.33	1.33	19.96
18	Negative responses for queries of teachers	57.50	24.83	11.00	3.50	2.17	1.00	16.50

19	Pathological lying and manipulation	40.33	26.33	15.50	8.83	6.67	2.33	27.63
20	Produce unnecessary sounds during class time	57.50	21.67	10.17	5.00	3.33	2.33	17.58
21	showing idleness for matters of academic importance	28.83	39.67	17.83	7.50	4.83	1.33	29.29
22	Neglect warnings of teachers	42.50	28.67	15.67	6.67	4.33	2.17	24.33
23	Malpractice / Tran scripting or copying at the time of project works or examinations	14.17	26.50	22.67	15.17	19.83	1.67	49.17
24	To abstain from co-curricular activities	32.33	33.50	18.67	7.17	6.17	2.17	29.25
25	Using obscene words and sticking obscene pictures in public places.	75.67	11.17	6.00	2.17	2.17	2.83	9.58
26	Disloyal to one's allegiance	43.00	29.17	16.17	4.17	5.00	2.50	23.50
27	Over Grandiose while planning activities in school	35.67	30.50	17.00	5.83	6.17	4.83	26.67
28	Lack of proper planning in academic matters	24.83	28.83	22.33	12.00	9.00	3.00	36.38
29	Misusing of personal relationships with teachers	61.67	15.83	6.50	5.33	3.83	6.83	15.04
30	Disinterest in obeying rules	44.33	27.50	13.83	6.50	5.67	2.17	24.33
31	Violation of prohibition	48.17	31.00	13.33	4.83	1.67	1.00	19.71
32	Conflict with others	31.33	35.67	20.00	8.00	3.17	1.83	28.08
33	Connive towards elders and their advices	33.33	33.83	18.33	7.50	5.17	1.83	28.42
34	Detachment from family and peers	58.83	20.83	9.17	5.67	3.00	2.50	17.04
35	Disrespect to elders	51.83	26.00	9.83	5.00	4.50	2.83	19.67
36	Behaving rudely with parents	53.83	25.17	12.67	4.50	1.83	2.00	17.83
37	Negative responses / riposte for queries of parents and elders	46.83	31.67	13.50	3.83	1.83	2.33	19.38
38	Behaving with enmity	53.33	27.67	10.50	3.50	1.33	3.67	16.13
39	Distracted answers to the queries of parents	35.83	27.50	16.17	8.17	9.17	3.17	30.25
40	Contempt and ridicule	75.17	12.67	4.67	2.33	2.17	3.00	9.42
41	Being isolate and gloomy	50.83	24.50	14.33	5.00	3.67	1.67	20.71
42	Callous for other's worries	49.17	25.17	13.67	5.50	3.83	2.67	21.08
43	Contend behaviour to compete with friends	28.33	25.67	20.83	11.67	11.17	2.33	36.75

44	Destruction of other's property	69.33	16.67	6.83	3.67	1.33	2.17	11.67
45	Deceive oneself in a mistaken belief	55.33	24.67	10.67	3.33	3.83	2.17	17.83
46	Harassing friends	63.00	21.83	8.67	3.50	1.17	1.83	13.58
47	Deliberately annoy people	39.67	30.50	17.00	7.17	2.67	3.00	24.17
48	Disregard for the feelings of others	39.83	28.00	19.17	6.00	4.67	2.33	25.75
49	Behaving indecently to opposite sex	68.83	14.83	8.00	4.00	1.83	2.50	12.54
50	Unhealthy competition	58.00	19.00	10.17	6.00	2.67	4.17	17.00
51	Express grudge towards others	44.00	25.67	14.17	7.00	7.17	2.00	25.92
52	Force or encourage others to cruelty	72.00	17.50	5.17	2.33	0.67	2.33	9.38
53	Harming others, by violating their rights	63.17	20.50	9.00	4.00	1.83	1.50	14.46
54	Hoax calls to the emergency services	65.00	19.83	8.17	2.33	1.17	3.50	11.96
55	Persistent rule breaking for getting recognition	43.67	30.50	13.83	3.50	4.33	4.17	21.50
56	Disinterest to the welfare of others	37.67	31.17	17.67	7.17	4.67	1.67	26.67
57	To abstain from group activities	44.17	28.00	16.83	6.33	2.50	2.17	22.67
58	Behaving rudely with peers	46.83	28.00	14.67	5.67	3.00	1.83	21.58
59	Intrude or infringe on someone else	58.50	24.50	7.67	3.67	3.33	2.33	16.04
60	Threatening behaviour against minor incidents in the class	64.00	18.17	9.00	3.67	2.33	2.83	14.13
61	Immature love	24.50	24.83	15.67	15.17	18.00	1.83	43.42
62	Using abusive words about teachers	36.67	30.50	16.17	8.00	6.17	2.50	27.88
63	Being detached from peers and friends	43.17	30.50	15.50	4.67	3.50	2.67	22.38
64	Using abusive words	50.83	25.33	11.17	6.50	3.33	2.83	20.13
65	False imitation	51.67	23.83	12.17	4.33	5.67	2.33	20.96
66	Indecent dress code	48.83	21.67	13.33	8.00	7.33	0.83	25.42
67	Misuse of mobile phones	46.17	26.83	12.67	7.17	5.83	1.33	24.25
68	Addiction to movies	29.67	31.50	20.50	10.17	6.83	1.33	32.58
69	Using porn literature	63.50	17.33	9.50	4.67	2.83	2.17	15.42
70	Misuse of computers and internet	53.67	24.00	10.17	6.67	4.00	1.50	20.08
71	Aggressive towards others	65.17	22.83	7.67	2.50	0.50	1.33	11.92
72	Being reckless and taking risk disregarding danger	39.50	35.83	13.17	7.00	2.83	1.67	23.63

73	Blame others for mistakes	37.33	28.83	16.50	10.50	4.50	2.33	27.83
74	Gambling and betting	78.33	11.00	5.00	1.50	1.50	2.67	7.88
75	Initiate physical fight	50.67	28.50	11.83	3.67	3.17	2.17	18.96
76	Irritable on trivial matters	24.17	35.17	22.83	10.00	6.67	1.17	34.38
77	Lack of remorse for a wrong committed	29.33	26.33	21.50	11.17	9.67	2.00	35.38
78	Lying to others	23.17	27.83	25.83	11.33	9.67	2.17	38.04
79	Make terrible situations	63.00	19.17	8.33	3.83	1.67	4.00	13.50
80	Physically cruel to others	61.00	21.33	9.67	2.67	2.67	2.67	14.83
81	Procrastination	28.83	35.67	19.50	8.83	5.00	2.17	30.29
82	Revengeful to others	40.17	28.67	17.17	7.50	3.67	2.83	25.04
83	Depressive behaviour	51.17	26.50	12.67	4.00	2.83	2.83	18.79
84	Stealing habit	78.33	11.67	4.33	2.83	0.83	2.00	8.04
85	Tobacco use	87.67	5.67	2.67	1.17	0.83	2.00	4.46
86	Use of drugs	87.50	5.33	2.83	1.00	0.67	2.67	4.17
87	Destruction of own property	62.17	22.33	8.67	1.83	1.50	3.50	12.79
88	Immoral activities	64.00	22.00	7.83	2.33	1.17	2.67	12.33
89	Devastating public property	62.17	23.83	7.17	2.83	1.00	3.00	12.67
90	Graffiti and littering	57.50	24.33	8.67	3.67	2.17	3.67	15.33
91	Homo sexual behaviours	73.50	14.00	4.83	2.17	1.83	3.67	9.38
92	Ignoring instructions to be different from others	46.17	32.00	12.17	4.17	2.83	2.67	20.04
93	Inappropriate use of public space and property	47.83	26.00	13.50	3.83	5.83	3.00	21.96
94	Inconstantly changing decisions and perceptions	23.33	31.33	23.00	12.83	6.33	3.17	35.29
95	Over active in inappropriate situations	32.33	32.83	18.17	8.50	4.33	3.83	28.00
96	Persuade peers to do illegal activities	62.67	23.17	6.17	3.33	2.17	2.50	13.54
97	Racial harassment towards fellow students	74.50	12.83	6.83	1.67	1.50	2.67	9.38
98	Refuse to comply with authorities	58.67	24.17	8.50	2.67	2.83	3.17	15.13
99	Rejection of authority and regulation	58.17	25.17	9.00	2.67	2.33	2.67	15.13
100	Contempt and challenge existing polity	52.83	24.00	13.83	3.33	3.67	2.33	19.08

Table 13 shows that among the specific Deviant Behaviour manifestations, behaviours like malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class, immature love were the most occurring behaviours and gambling and betting, use of tobacco and drugs were perceived as least occurring manifestations of Deviant Behaviour among higher secondary school girls.

Table 14

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Total Sample of Higher Secondary School Students (N=600): Dimension wise

No.	Dimension	Item Numbers	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	1-22	45.29	26.61	14.86	7.08	4.34	1.83	23.73
2	Outside the class room behaviours	23-30	41.46	25.38	15.40	7.29	7.23	3.25	26.74
3	Parenting and family	31-39	45.93	28.81	13.72	5.67	3.52	2.35	21.83
4	Peers	40-62	52.07	23.59	12.26	5.52	4.09	2.46	20.26
5	Media	63-68	45.06	26.61	14.22	6.81	5.42	1.89	24.28
6	Personal	69-85	51.47	23.90	12.84	5.87	3.70	2.22	20.50
7	Social and cultural	86-100	57.56	22.89	10.08	3.79	2.68	3.01	16.28

Table 13 and 14 shows the perception of higher secondary school students regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, *Outside the class room behaviours* is seen mostly among Higher Secondary school students. Deviant Behaviour related to *Media* and *Class room behaviours* are also exhibited by higher

secondary school students, which stand next to the outside classroom behaviour as revealed from the perception of higher secondary school students. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the girls as per the perception of higher secondary school students.

While considering the dimensions separately; it is revealed from Table 14 that regarding the dimension classroom behaviour majority of higher secondary school students i.e., out of the total 45.29 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 26.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.86 percentage of students' perception that teacher and classroom related Deviant Behaviour occurs sometimes. 7.08 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.34 percentage. While considering the various manifestations of the dimension *Classroom behaviours* it is revealed from Table 13 that as per the perception of the higher secondary school students; the girls are always manifesting mostly the Deviant Behaviour of talking in-between while teachers are engaged in the class. Adjourning oneself from the proceedings of the class is also a behaviour which is always manifested by the girls as per the perception of the higher secondary school students while considering the dimension of classroom behaviour.

When the dimension; *outside the class room is taken in to consideration*; it is revealed from Table 14 that the majority of higher secondary school students i.e., out of the total 41.46 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the*

class room behaviours is never seen among them. 25.38 percentage of students are in the perception that the manifestation of behaviour related to the dimension is quite rare and 15.40 percentage of students are in the perception that *Outside the class room behaviours* related to Deviant Behaviour occurs sometimes. 7.29 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 7.23 percentage. It is revealed from Table 13 that as per the perception of the higher secondary school students; the girls are always manifesting mostly the Deviant Behaviour of malpractice/or copying in project works or examinations; while considering the various manifestations of the dimension outside the classroom behaviour.

Majority of higher secondary school students have the perception that out of the total; 45.93 percentage samples Deviant Behaviour related to the dimension *Parenting and family* is never seen among them. 28.81 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.72 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 5.67 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.52 percentage. Various manifestations of the dimension; *parenting and family* when analysed, it is revealed from Table 13 that as per the perception of the higher secondary school students; the girls are always manifesting mostly the Deviant Behaviour of distracted answers to the queries of parents. Connive towards elders and their advices is also a behaviour which is always manifested mostly by the girls as per the perception of the higher secondary school students, while considering the dimension of *Parenting and family*.

When the dimension *Peers* is analysed separately; it is revealed from Table 14 that majority of higher secondary school students i.e., out of the total 52.07 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.59 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.26 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.52 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.09 percentage. It is revealed from Table 13 that as per the perception of the higher secondary school students; the girls are always manifesting mostly the Deviant Behaviour of immature love, while considering the various manifestations of this dimension.

Deviant Behaviour related to the dimension *Media* is never seen among girls as the perception by 45.06 percentage samples while considering the dimension *Media*. 26.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.22 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 6.81 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 5.42 percentage. Girls are always manifesting mostly the Deviant Behaviour of addiction to movies. Indecent dress code is also a behaviour which is always manifested mostly by the girls as per the perception of the higher secondary school students while considering the various manifestations in the dimension of *Media*.

It is revealed from Table 14 that majority of higher secondary school students i.e., out of the total 51.47 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 23.90 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.84 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 5.87 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.70 percentage. Various manifestations of the dimension *Personal* while taken in to consideration; reveals that as per the perception of the higher secondary school students the girls are always manifesting mostly the Deviant Behaviour of lying to others. Lack of remorse for a wrong committed is also a behaviour which is always manifested mostly by the girls as per the perception of the higher secondary school students while considering the dimension of *Personal*.

Social and cultural dimension when analysed reveals that the majority of higher secondary school students i.e., out of the total 57.56 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 22.89 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 10.08 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 3.79 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 2.68 percentage. As per the perception of the higher secondary school students, the girls are always manifesting mostly the Deviant Behaviour of inconstantly changing decisions and perceptions which is revealed when the manifestation of the dimension is analysed.

Deviant Behaviour among Higher Secondary School Students: Perception of Male sample of Higher Secondary School Students

Perception of male sample of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school students is presented in Table 15.

Table 15

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Male Sample of Higher Secondary School Students (N=244)

No.	Dimension	No. of statements	% of Manifestation in HSS Students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	44.18	25.43	15.23	8.02	5.34	1.80	25.32
2	Outside the class room behaviours	8	41.93	25.18	14.55	7.59	7.07	3.68	26.33
3	Parenting and family	9	45.80	28.61	13.03	6.06	4.38	2.12	22.60
4	Peers	23	51.08	23.91	12.33	5.30	4.81	2.58	20.92
5	Media	6	42.55	26.33	14.52	7.45	7.03	2.12	26.46
6	Personal	17	49.56	24.04	13.21	6.06	4.95	2.17	22.11
7	Social and cultural	15	54.79	24.18	10.52	4.42	3.96	2.12	18.59

Table 15 shows the perception of male higher secondary school students regarding the manifestations of Deviant Behaviour among higher secondary school students. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, Deviant Behaviour related to *Media* is seen mostly higher secondary school students. *Outside the class room behaviours* and Classroom behaviour are also exhibited by higher secondary school students, which stand next to the Deviant Behaviour related to *Media* as revealed from the perception of male higher secondary school students. While considering the selected dimensions; Deviant Behaviour related to the dimensions *Social and cultural* and Deviant Behaviour related to *Peers* are least exhibited by the higher secondary school students as per the

perception of male higher secondary school students. Deviant Behaviour on the select dimensions of *Personal* and *Parenting and family* are seen among higher secondary school students sometimes as the percentage of the perception by male higher secondary school students.

While considering the dimensions separately; it is revealed from Table 15 that regarding the dimension *classroom behaviour;* majority of male higher secondary school students i.e., out of the total ; 44.18 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 25.43 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.23 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 8.02 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.34 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 15 majority of male higher secondary school students i.e., out of the total; 41.93 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 25.18 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.55 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 7.59 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.09 percentage.

Majority of male higher secondary school students have the perception that out of the total; 45.80 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 28.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.03 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 6.06 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.38 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 15 that majority of male higher secondary school students i.e., out of the total; 51.08 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.33 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.30 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.81 percentage.

Deviant Behaviour related to the dimension *media* is never seen among higher secondary school students; as the perception by 42.55 percentage samples while considering the dimension *Media*. 26.33 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.52 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 7.45 percentage of

samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.03 percentage.

It is revealed from Table 15 that majority of male higher secondary school students i.e., out of the total; 49.56 percentage samples have the perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 24.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.21 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.06 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.95 percentage.

Social and cultural dimension when analysed reveals that the majority of male higher secondary school students i.e., out of the total; 54.79 percentage samples have the perception that Deviant Behaviour related to the dimension *social and cultural* is never seen among them. 24.18 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 10.52 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 4.42 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 3.96 percentage.

Deviant Behaviour among Higher Secondary School Boys: Perception of Male sample of Higher Secondary School Students

Perception of male sample of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 16.

Table 16

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Male Sample of Higher Secondary School Students (N=244)

No	Dimension	No. of statements	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	37.04	26.91	18.08	9.90	6.45	1.62	29.64
2	Outside the class room behaviours	8	39.00	25.05	15.91	9.18	7.77	3.09	28.88
3	Parenting and family	9	40.97	30.06	14.51	7.31	5.58	1.58	25.83
4	Peers	23	49.15	23.92	13.44	5.80	5.34	2.34	22.40
5	Media	6	39.88	25.64	15.88	8.36	8.24	2.00	28.86
6	Personal	17	45.63	24.04	14.89	7.04	6.29	2.12	25.02
7	Social and cultural	15	49.75	25.45	12.34	5.43	4.87	2.16	21.48

Table 16 shows the perception of male higher secondary school students regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, *class room behaviours* is seen mostly higher secondary school students. *Outside the class room behaviours* and the Deviant Behaviour related to *Media* are also exhibited by higher secondary school students, which stand next to the *Class room behaviours* as revealed from the perception of male higher secondary school students. While considering the selected dimensions Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the boys as per the perception of male higher secondary school students.

While considering the dimensions separately; it is revealed from Table 16 that regarding the dimension classroom behaviour majority of male higher secondary school students i.e., out of the total; 37.04 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 26.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18.08 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 9.90 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.45 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 16 that the majority of male higher secondary school students i.e., out of the total; 39 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 25.05 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.91 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 9.18 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 7.77 percentage.

Majority of male higher secondary school students have the perception that out of the total 40.97 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 30.06 percentage of students are in the perception that the manifestation of behaviour related to the

dimension is rare and 14.51 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 7.31 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.58 percentage.

When the dimension *Peers* is analysed separately; it is revealed from Table 16 that majority of male higher secondary school students i.e., out of the total; 49.15 percentage samples have the perception that Deviant Behaviour related to the dimension *peers* is never seen among them. 23.92 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.44 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.80 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.34 percentage.

Deviant Behaviour related to the dimension *Media* is never seen among boys as the perception by 39.88 percentage samples while considering the dimension *Media*. 25.64 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.88 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 8.36 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 8.24 percentage.

It is revealed from Table 16 that majority of male higher secondary school students i.e., out of the total; 45.63 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.89 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.04 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.29 percentage.

Social and cultural dimension when analysed reveals that the majority of male higher secondary school students i.e., out of the total 49.75 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 25.45 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.34 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.43 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.87 percentage.

Deviant Behaviour among Higher Secondary School Girls: Perception of Male sample of Higher Secondary School Students

Perception of male sample of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 17.

Table 17

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Male Sample of Higher Secondary School Students (N=244)

No	Dimension	No. of statements	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	51.32	23.95	12.38	6.13	4.23	1.98	21.01
2	Outside the class room behaviours	8	44.86	25.32	13.18	6.00	6.36	4.27	23.78
3	Parenting and family	9	50.63	27.15	11.56	4.81	3.19	2.67	19.36
4	Peers	23	53.00	23.91	11.23	4.79	4.27	2.81	19.45
5	Media	6	45.21	27.03	13.15	6.55	5.82	2.24	24.06
6	Personal	17	53.50	24.04	11.53	5.09	3.61	2.22	19.21
7	Social and cultural	15	59.83	22.91	8.70	3.42	3.05	2.08	15.70

Table 17 shows the perception of male higher secondary school students regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, *Deviant Behaviour related to media* is seen mostly higher secondary school students. *Outside the class room behaviours* and *Class room behaviours* are also exhibited by higher secondary school students, which stand next to the Deviant Behaviour related to *Media* as revealed from the perception of male higher secondary school students. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Personal* are least exhibited by the girls as per the perception of male higher secondary school students.

While considering the dimensions separately; it is revealed from Table 17 that regarding the dimension *classroom behaviour;* majority of male higher secondary school students i.e., out of the total; 51.32 percentage samples have the perception that Deviant Behaviour related to the dimension classroom

behaviour is never seen among them. 23.95 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.38 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 6.13 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.23 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 17 that the majority of male higher secondary school students i.e., out of the total; 44.86 percentage samples have the perception that Deviant Behaviour related to the dimension *outside the class room behaviours* is never seen among them. 25.32 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.18 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 6 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 6.36 percentage.

Majority of male higher secondary school students have the perception that out of the total; 50.63 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 27.15 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.56 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 4.81 percentage of samples have the perception that manifestation of the behaviour

related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.19 percentage.

When the dimension *Peers* is analysed separately; it is revealed from Table 17 that majority of male higher secondary school students i.e., out of the total; 53 percentage samples have the perception that Deviant Behaviour related to the dimension *peers* is never seen among them. 23.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.23 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 4.79 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.27 percentage.

Deviant Behaviour related to the dimension *media* is never seen among girls as the perception by 45.21 percentage samples ;while considering the dimension *Media*. 27.03 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.15 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 6.55 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 5.82 percentage.

It is revealed from Table 17 that majority of male higher secondary school students i.e., out of the total 53.50 percentage samples have the

perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 24.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.53 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 5.09 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.61 percentage.

Social and cultural dimension when analysed reveals that the majority of male higher secondary school students i.e., out of the total; 59.83 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 22.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 8.70 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 3.42 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.05 percentage.

Deviant Behaviour among Higher Secondary School Students: Perception of Female sample of Higher Secondary School Students

Perception of female sample of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school students is presented in Table 18.

Table 18

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Female Sample of Higher Secondary School Students (N=356)

No	Dimension	No. of statements	% of Manifestation in HSS Students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	39.26	25.15	17.54	10.43	6.03	1.59	28.91
2	Outside the class room behaviours	8	39.76	23.61	16.26	9.66	7.99	2.72	29.26
3	Parenting and family	9	39.79	28.78	16.56	8.16	4.95	1.76	26.54
4	Peers	23	52.89	23.49	11.80	5.55	4.13	2.14	20.07
5	Media	6	44.97	25.89	13.72	7.26	6.25	1.92	25.02
6	Personal	17	51.03	23.22	12.81	6.45	4.40	2.09	21.44
7	Social and cultural	15	56.38	22.47	10.54	4.57	3.27	2.77	17.58

Table 18 shows the perception of female higher secondary school students regarding the manifestations of Deviant Behaviour among higher secondary school students. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, *outside the class room behaviours* is seen mostly among Higher Secondary school students. Classroom behaviour and Deviant Behaviour related to *Parenting and family* are also exhibited by higher secondary school students, which stand next to the *Outside the class room behaviours* as revealed from the perception of female higher secondary school students. While considering the selected dimensions of Deviant Behaviour related to the dimensions *social and cultural* and that of related to *peers* are least exhibited by the higher secondary school students as per the perception of female higher secondary school students. Deviant Behaviour on the selected dimensions of *Personal* and Deviant Behaviour of *Media* are seen among higher secondary school students

sometimes as the percentage of the perception by female higher secondary school students.

While considering the dimensions separately; it is revealed from Table 18 that regarding the dimension *classroom behaviour;* majority of female higher secondary school students i.e., out of the total; 39.26 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 25.15 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.54 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 10.43 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 6.03 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 18 that majority of female higher secondary school students i.e., out of the total; 39.76 percentage samples have the perception that Deviant Behaviour related to the dimension *outside the class room behaviours* is never seen among them. 23.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.26 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 9.66 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.99 percentage.

Majority of female higher secondary school students have the perception that out of the total 39.79 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 28.78 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.56 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 8.16 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.95 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 18 that majority of female higher secondary school students i.e., out of the total; 52.89 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.49 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.80 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.55 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.13 percentage.

Deviant Behaviour related to the dimension *media* is never seen among higher secondary school students; as the perception by 44.97 percentage samples while considering the dimension *Media*. 25.89 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.72 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 7.26 percentage of

samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 6.25 percentage.

It is revealed from Table 18 that majority of female higher secondary school students i.e., out of the total; 51.03 percentage samples have the perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 23.22 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.81 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.45 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.40 percentage.

Social and cultural dimension when analysed reveals that the majority of female higher secondary school students i.e., out of the total; 56.38 percentage samples have the perception that Deviant Behaviour related to the dimension *social and cultural* is never seen among them. 22.47 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 10.54 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 4.57 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students ;and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 3.27 percentage.

Deviant Behaviour among Higher Secondary School Boys: Perception of Female Sample of Higher Secondary School Students

Perception of female sample of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 19.

Table 19

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Female Sample of Higher Secondary School Students (N=356)

No	Dimension	No. of statements	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	31.75	24.59	20.12	13.47	8.41	1.65	34.73
2	Outside the class room behaviours	8	35.78	22.96	17.21	11.45	9.87	2.74	32.79
3	Parenting and family	9	31.55	28.68	19.54	11.36	6.74	2.12	32.20
4	Peers	23	49.60	24.46	12.57	6.13	4.68	2.56	21.68
5	Media	6	39.65	26.03	15.45	8.52	8.10	2.25	28.72
6	Personal	17	46.60	23.96	13.93	7.62	5.60	2.30	24.27
7	Social and cultural	15	49.91	24.64	12.23	5.97	4.36	2.88	21.12

Table 19 shows the perception of female higher secondary school students regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, *Class room behaviours* is seen mostly higher secondary school students. *Outside the class room behaviours* and the Deviant Behaviour related to *Parenting and family* are also exhibited by higher secondary school students, which stand next to the *Class room behaviours* as revealed from the perception of female higher secondary school students. While considering the selected dimensions Deviant Behaviour related to the

dimensions *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the boys as per the perception of female higher secondary school students.

While considering the dimensions separately; it is revealed from Table 19 that regarding the dimension *classroom behaviour;* majority of female higher secondary school students i.e., out of the total; 31.75 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 24.59 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 20.12 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 13.47 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 8.41 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 19 that the majority of female higher secondary school students i.e., out of the total ; 35.78 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 22.96 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.21 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 11.45 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 9.87 percentage.

Majority of female higher secondary school students have the perception that out of the total; 31.55 percentage samples Deviant Behaviour related to the

dimension *parenting and family* is never seen among them. 28.68 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 19.54 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 11.36 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.74 percentage.

When the dimension *Peers* is analysed separately, it is revealed from Table 19 that majority of female higher secondary school students i.e., out of the total; 49.60 percentage samples have the perception that Deviant Behaviour related to the dimension *peers* is never seen among them. 24.46 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.57 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 6.13 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.68 percentage.

Deviant Behaviour related to the dimension *media* is never seen among boys as the perception by 39.65 percentage samples while considering the dimension *Media*. 26.03 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.45 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 8.52 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 8.10 percentage.

It is revealed from Table 19 that majority of female higher secondary school students i.e., out of the total; 46.60 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 23.96 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.93 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.62 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.60 percentage.

Social and cultural dimension when analysed reveals that the majority of female higher secondary school students i.e., out of the total; 49.91 percentage samples have the perception that Deviant Behaviour related to the dimension *social and cultural* is never seen among them. 24.64 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.23 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.97 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.36 percentage.

Deviant Behaviour among Higher Secondary School Girls: Perception of Female sample of Higher Secondary School Students

Perception of female sample of higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 20.

Table 20

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Female Sample of Higher Secondary School Students (N=356)

No	Dimension	No. of statements	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	46.77	25.70	14.95	7.39	3.65	1.53	23.10
2	Outside the class room behaviours	8	43.75	24.26	15.31	7.87	6.11	2.70	25.73
3	Parenting and family	9	48.03	28.87	13.58	4.96	3.15	1.40	20.88
4	Peers	23	56.18	22.52	11.04	4.97	3.58	1.71	18.46
5	Media	6	50.28	25.75	11.99	5.99	4.40	1.59	21.32
6	Personal	17	55.47	22.49	11.68	5.29	3.19	1.88	18.62
7	Social and cultural	15	62.85	20.30	8.86	3.16	2.17	2.66	14.05

Table 20 shows the perception of female higher secondary school students regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, *outside the class room behaviours* is seen mostly higher secondary school students. *Class room behaviours* and Deviant Behaviour related to the dimension *media* are also exhibited by higher secondary school students, which stand next to the *Outside the class room behaviours* as revealed from the perception of female higher secondary school students. While considering the selected dimensions; Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the girls as per the perception of female higher secondary school students.

While considering the dimensions separately; it is revealed from Table 20 that regarding the dimension classroom behaviour majority of female higher secondary school students i.e., out of the total; 46.77 percentage samples have the perception that Deviant Behaviour related to the dimension classroom

behaviour is never seen among them. 25.70 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.95 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 7.39 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.65 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 20 that majority of female higher secondary school students i.e., out of the total; 43.75 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 24.26 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.31 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 7.87 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 6.11 percentage.

Majority of female higher secondary school students have the perception that out of the total; 48.03 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 28.87 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.58 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 4.96 percentage of samples have the perception that manifestation of the behaviour

related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.15 percentage.

When the dimension *Peers* is analysed separately; it is revealed from Table 20 that majority of female higher secondary school students i.e., out of the total; 56.18 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 22.52 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.04 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 4.97 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.58 percentage.

Deviant Behaviour related to the dimension *media* is never seen among girls as the perception by 50.28 percentage samples while considering the dimension *Media*. 25.75 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.99 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 5.99 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.40 percentage.

It is revealed from Table 20 that majority of female higher secondary school students i.e., out of the total; 55.47 percentage samples have the

perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 22.49 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.68 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 5.29 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.19 percentage.

Social and cultural dimension when analysed reveals that the majority of female higher secondary school students i.e., out of the total; 62.85 percentage samples have the perception that Deviant Behaviour related to the dimension *social and cultural* is never seen among them. 20.30 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 8.86 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 3.16 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 2.17 percentage.

Deviant Behaviour among Higher Secondary School Students: Perception of the sample from Government Higher Secondary schools

Perception of the sample from government higher secondary school students on the manifestations of Deviant Behaviour among higher secondary school students is presented in Table 21.

Table 21

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Students of Government Higher Secondary Schools (N=281)

No	Dimension	No. of statements	% of Manifestation in HSS Students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	35.85	26.99	18.80	10.09	7.04	1.23	30.76
2	Outside the class room behaviours	8	37.19	24.67	17.66	8.65	9.48	2.36	30.96
3	Parenting and family	9	39.48	27.68	17.54	7.99	5.30	2.02	26.98
4	Peers	23	52.31	22.79	12.28	5.76	4.79	2.07	20.95
5	Media	6	43.86	25.30	15.57	6.97	6.58	1.72	25.92
6	Personal	17	49.83	23.61	13.95	6.36	4.53	1.71	22.18
7	Social and cultural	15	54.54	22.61	11.64	4.79	3.37	3.05	18.43

Table 21 shows the perception of students of government higher secondary schools regarding the manifestations of Deviant Behaviour among higher secondary school students. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *Outside the class room behaviours* is seen mostly higher secondary school students. *Class room behaviours* and Deviant Behaviour related to *Parenting and family* are also exhibited by higher secondary school students, which stand next to the *Outside the class room behaviours* as revealed from the perception of students of government higher secondary schools. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and Deviant Behaviour related to *Peers* are least exhibited by the higher secondary school students, as per the perception of students of government higher secondary schools. Deviant Behaviour on the selected dimensions of *Personal* and Deviant Behaviour related to *Media* are seen

among higher secondary school students sometimes as the percentage of the perception by students of government higher secondary schools.

While considering the dimensions separately; it is revealed from Table 21 that regarding the dimension *classroom behaviour;* majority of students of Government higher secondary schools i.e., out of the total; 35.85 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 26.99 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18.80 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 10.09 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.04 percentage.

When the dimension, *outside the class room* is taken in to consideration, it is revealed from Table 21 that the majority of students of government higher secondary schools i.e., out of the total; 37.19 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 24.67 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.66 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 8.65 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 9.48 percentage.

Majority of students of government higher secondary schools have the perception that out of the total; 39.48 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 27.68 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.54 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 7.99 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.30 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 21 that majority of students of government higher secondary schools i.e., out of the total; 52.31 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 22.79 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.28 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.76 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.79 percentage.

Deviant Behaviour related to the dimension *media* is never seen among higher secondary school students ; as the perception by 43.86 percentage samples while considering the dimension *Media*. 25.30 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.57 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 6.97 percentages of

samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 6.58 percentage.

It is revealed from Table 21 that majority of students of government higher secondary schools i.e., out of the total; 49.83 percentage samples have the perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 23.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.95 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.36 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.53 percentage.

Social and cultural dimension when analysed reveals that the majority of students of government higher secondary schools i.e., out of the total; 54.54 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 22.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.64 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 4.79 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 3.37 percentage.

Deviant Behaviour among Higher Secondary School Boys: Perception of the sample from Government Higher Secondary schools

Perception of the sample from government higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 22.

Table 22

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Students of Government Higher Secondary Schools (N=281)

No	Dimension	No. of statements	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	29.75	26.09	21.27	12.67	9.19	1.04	35.85
2	Outside the class room behaviours	8	34.43	23.04	19.26	10.01	10.99	2.27	33.89
3	Parenting and family	9	32.78	26.93	20.68	10.52	6.92	2.17	31.88
4	Peers	23	50.77	23.91	12.07	5.79	5.21	2.26	21.57
5	Media	6	39.98	24.44	16.90	8.13	8.60	1.96	29.26
6	Personal	17	46.43	24.05	15.39	7.14	5.25	1.74	24.31
7	Social and cultural	15	49.49	24.41	13.00	5.88	4.29	2.92	21.31

Table 22 shows the perception of students of government higher secondary schools regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *class room behaviours* is seen mostly boys. *Outside the class room behaviours* and the Deviant Behaviour related to *Parenting and family* are also exhibited by boys, which stand next to the *Class room behaviours* as revealed from the perception of students of government higher secondary schools. While considering the selected dimensions Deviant Behaviour related to the dimensions *Social and*

cultural and the Deviant Behaviour related to *Peers* are least exhibited by the boys as per the perception of students of government higher secondary schools.

While considering the dimensions separately; it is revealed from Table 22 that regarding the dimension classroom behaviour majority of students of government higher secondary schools i.e., out of the total; 29.75 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 26.09 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 21.27 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 12.67 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 9.19 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 22 that the majority of students of government higher secondary schools i.e., out of the total; 34.43 percentage samples have the perception that Deviant Behaviour related to the dimension *outside the class room behaviours* is never seen among them. 23.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 19.26 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 10.01 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 10.99 percentage.

Majority of students of government higher secondary schools have the perception that out of the total; 32.78 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 26.93

percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 20.68 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 10.52 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.92 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 22 that majority of students of government higher secondary schools i.e., out of the total; 50.77 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.07 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.79 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.21 percentage.

Deviant Behaviour related to the dimension *Media* is never seen among boys as the perception by 39.98 percentage samples while considering the dimension *Media*. 24.44 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.90 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 8.13 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 8.60 percentage.

It is revealed from Table 22 that majority of students of government higher secondary schools i.e., out of the total; 46.43 percentage samples have the perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 24.05 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.39 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.14 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.25 percentage.

Social and cultural dimension when analysed reveals that the majority of students of government higher secondary schools i.e., out of the total; 49.49 percentage samples have the perception that Deviant Behaviour related to the dimension *social and cultural* is never seen among them. 24.41 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.88 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.29 percentage.

Deviant Behaviour among Higher Secondary School Girls: Perception of the sample from Government Higher Secondary schools

Perception of the sample from government higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 23.

Table 23

Manifestations of Deviant Behaviour among Higher Secondary school girls from the perception of students of Government higher secondary schools (N=281)

No	Dimension	No. of statements	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	41.94	27.89	16.34	7.51	4.90	1.42	25.67
2	Outside the class room behaviours	8	39.95	26.29	16.06	7.30	7.96	2.45	28.04
3	Parenting and family	9	46.18	28.43	14.39	5.46	3.68	1.86	22.07
4	Peers	23	53.84	21.68	12.49	5.74	4.36	1.89	20.33
5	Media	6	47.75	26.16	14.23	5.81	4.57	1.48	22.58
6	Personal	17	53.23	23.17	12.52	5.59	3.81	1.67	20.05
7	Social and cultural	15	59.60	20.81	10.27	3.70	2.44	3.18	15.56

Table 23 shows the perception of students of government higher secondary schools regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *Outside the class room behaviours* is seen mostly in girls. *Class room behaviours* and Deviant Behaviour related to *Media* are also exhibited by girls, which stand next to *Outside the class room behaviours* as revealed from the perception of students of government higher secondary schools. While considering the select dimensions Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Personal* are least exhibited by the girls as per the perception of students of government higher secondary schools.

While considering the dimensions separately, it is revealed from Table 23 that regarding the dimension classroom behaviour majority of students of government higher secondary schools i.e., out of the total; 41.94 percentage

samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 27.89 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.34 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 7.51 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.90 percentage.

When the dimension; *outside the class room* is taken in to consideration, it is revealed from Table 23 that the majority of students of government higher secondary schools i.e., out of the total; 39.95 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 26.29 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.06 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 7.30 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 7.96 percentage.

Majority of students of government higher secondary schools have the perception that out of the total; 46.18 percentage samples Deviant Behaviour related to the dimension *Parenting and family* is never seen among them. 28.43 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.39 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs

sometimes. 5.46 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.68 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 23 that majority of students of government higher secondary schools i.e., out of the total; 53.84 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 21.68 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.49 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.74 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.36 percentage.

Deviant Behaviour related to the dimension *media* is never seen among girls as the perception by 47.75 percentage samples while considering the dimension *Media*. 26.16 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.23 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 5.81 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.57 percentage.

It is revealed from Table 23 that majority of students of government higher secondary schools i.e., out of the total ; 53.23 percentage samples have

the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 23.17 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.52 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 5.59 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.81 percentage.

Social and cultural dimension when analysed reveals that the majority of students of government higher secondary schools i.e., out of the total; 59.60 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 20.81 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 10.27 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 3.70 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 2.44 percentage.

Deviant Behaviour among Higher Secondary School Students: Perception of the sample from Aided Higher Secondary schools

Perception of the sample from aided higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school students is presented in Table 24.

Table 24

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Students of Aided Higher Secondary Schools (N=319)

No	Dimension	No. of statements	% of Manifestation in HSS Students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	40.44	25.80	16.66	9.48	5.64	1.97	27.54
2	Outside the class room behaviours	8	38.97	24.22	15.85	9.27	8.27	3.43	29.20
3	Parenting and family	9	40.49	29.22	14.98	7.96	5.10	2.25	25.87
4	Peers	23	48.15	25.13	13.30	6.05	4.70	2.68	22.17
5	Media	6	38.82	26.44	15.67	8.88	8.10	2.09	29.21
6	Personal	17	45.84	24.66	14.49	7.22	5.31	2.47	24.14
7	Social and cultural	15	50.44	25.77	11.85	5.24	4.08	2.63	20.37

Table 24 shows the perception of students of aided higher secondary schools regarding the manifestations of Deviant Behaviour among higher secondary school students. When the selected dimensions of Deviant Behaviour are analysed critically; it is clear that among all the dimensions, Deviant Behaviour related to *Media* is seen mostly among higher secondary school students. *Outside the class room behaviours* and *Class room behaviours* are also exhibited by higher secondary school students, which stand next to the Deviant Behaviour related to *Media* as revealed from the perception of students of aided higher secondary schools. While considering the selected dimensions, related to the dimensions *Social and cultural* and Deviant Behaviour related to *Peers* are least exhibited by the higher secondary school students as per the perception of students of aided higher secondary schools. Deviant Behaviour on the selected dimensions of *Personal* and *Parenting and family* are seen among higher secondary school students sometimes as the percentage of the perception by students of aided higher secondary schools.

While considering the dimensions separately; it is revealed from Table 24 that regarding the dimension classroom behaviour; majority of students of aided higher secondary schools i.e., out of the total; 40.44 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 25.80 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.66 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 9.48 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.64 percentage.

When the dimension *outside the class room* is taken in to consideration, it is revealed from Table 24 that the majority of students of aided higher secondary schools i.e., out of the total; 38.97 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 24.22 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.85 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 9.27 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 8.27 percentage.

Majority of students of aided higher secondary schools have the perception that out of the total; 40.49 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 29.22 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.98 percentage of students have the

perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 7.96 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.10 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 24 that majority of students of aided higher secondary schools i.e., out of the total; 48.15 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 25.13 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.30 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 6.05 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.70 percentage.

Deviant Behaviour related to the dimension *media* is never seen among higher secondary school students as the perception by 38.82 percentage samples while considering the dimension *Media*. 26.44 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.67 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 8.88 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 8.10 percentage.

It is revealed from Table 24 that majority of students of aided higher secondary schools i.e., out of the total; 45.84 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.66 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.49 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.22 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.31 percentage.

Social and cultural dimension when analysed reveals that the majority of students of aided higher secondary schools i.e., out of the total; 50.44 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 25.77 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.85 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.24 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.08 percentage.

Deviant Behaviour among Higher Secondary School Boys: Perception of the sample from Aided Higher Secondary schools

Perception of the sample from aided higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 25.

Table 25

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Students of Aided Higher Secondary Schools (N=319)

No	Dimension	No. of statements	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	32.64	26.12	19.78	12.27	7.44	1.75	33.06
2	Outside the class room behaviours	8	35.15	23.86	16.89	11.25	9.95	2.90	32.80
3	Parenting and family	9	35.28	29.29	16.82	10.07	6.83	1.71	30.11
4	Peers	23	45.78	24.97	14.53	6.77	5.55	2.40	24.13
5	Media	6	34.95	25.86	17.14	10.08	10.03	1.93	32.63
6	Personal	17	41.77	24.78	15.86	8.32	7.03	2.25	27.39
7	Social and cultural	15	45.12	26.81	13.79	6.60	5.27	2.40	23.82

Table 25 shows the perception of students of aided higher secondary schools regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *class room behaviours* is seen mostly among boys. *Outside the class room behaviours* and Deviant Behaviour related to *Media* , which stand next to the *Class room behaviours* as revealed from the perception of students of aided higher secondary schools. While considering the selected dimensions related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the boys as per the perception of students of aided higher secondary schools.

While considering the dimensions separately; it is revealed from Table 25 that regarding the dimension classroom behaviour majority of students of aided higher secondary schools i.e., out of the total 32.64 percentage samples have the perception that Deviant Behaviour related to the dimension *classroom behaviour* is never seen among them. 26.12 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 19.78 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 12.27 percentage of samples have the

perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 7.44 percentage.

When the dimension, *outside the class room* is taken in to consideration; it is revealed from Table 25 that the majority of students of aided higher secondary schools i.e., out of the total; 35.15 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 23.86 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.89 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 11.25 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 9.95 percentage.

Majority of students of aided higher secondary schools have the perception that out of the total; 35.28 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 29.29 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.82 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 10.07 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.83 percentage.

When the dimension *Peers* is analysed separately, it is revealed from Table 25 that majority of students of aided higher secondary schools i.e., out of the total; 45.78 percentage samples have the perception that Deviant Behaviour

related to the dimension *peers* is never seen among them. 24.97 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.53 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 6.77 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among bys higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.55 percentage.

Deviant Behaviour related to the dimension *media* is never seen among boys as the perception by 34.95 percentage samples while considering the dimension *Media*. 25.86 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.14 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 10.08 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 10.03 percentage.

It is revealed from Table 25 that majority of students of aided higher secondary schools i.e., out of the total; 41.77 percentage samples have the perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 24.78 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.86 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 8.32 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 7.03 percentage.

Social and cultural dimension when analysed reveals that the majority of students of aided higher secondary schools i.e., out of the total; 45.12 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 26.81 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.79 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 6.60 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.27 percentage.

Deviant Behaviour among Higher Secondary School Girls: Perception of the sample from Aided Higher Secondary schools

Perception of the sample from aided higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 26.

Table 26

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Students of Aided Higher Secondary Schools (N=319)

No	Dimension	No. of statements	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	48.23	25.48	13.55	6.70	3.85	2.19	22.01
2	Outside the class room behaviours	8	42.79	24.57	14.81	7.29	6.58	3.96	25.60
3	Parenting and family	9	45.70	29.15	13.13	5.85	3.38	2.79	21.62
4	Peers	23	50.51	25.28	12.06	5.33	3.86	2.96	20.21
5	Media	6	42.69	27.01	14.21	7.68	6.17	2.25	25.78
6	Personal	17	49.92	24.54	13.13	6.12	3.60	2.69	20.89
7	Social and cultural	15	55.76	24.72	9.91	3.87	2.88	2.86	16.92

Table 26 shows the perception of students of aided higher secondary schools regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, Deviant Behaviour related to *Media* is seen mostly girls. *Outside the class room behaviours* and *Class room behaviours* are also exhibited by girls, which stand next Deviant Behaviour related to *Media* as revealed from the perception of students of aided higher secondary schools. While considering the selected dimensions related to the *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the girls as per the perception of students of aided higher secondary schools.

While considering the dimensions separately it is revealed from Table 26 that regarding the dimension*;* majority of students of aided higher secondary schools i.e., out of the total; 48.23 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 25.48 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.55 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 6.70 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.85 percentage.

When the dimension outside the class room is taken in to consideration, it is revealed from Table 26 that majority of students of aided higher secondary schools i.e., out of the total; 42.79 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 24.57 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.81

percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 7.29 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 6.58 percentage.

Majority of students of aided higher secondary schools have the perception that out of the total; 45.70 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 29.15 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.13 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 5.85 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.38 percentage.

When the dimension *Peers* is analysed separately, it is revealed from Table 26 that majority of students of aided higher secondary schools i.e., out of the total; 50.51 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 25.28 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.06 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.33 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.86 percentage.

Deviant Behaviour related to the dimension *Media* is never seen among girls as the perception by 42.69 percentage samples while considering the

dimension *Media*. 27.01 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.21 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 7.68 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 6.17 percentage.

It is revealed from Table 26 that majority of students of aided higher secondary schools i.e., out of the total; 49.92 percentage samples have the perception that Deviant Behaviour related to the dimension *personal* is never seen among them. 24.54 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.13 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.12 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.60 percentage.

Social and cultural dimension when analysed reveals that the majority of students of aided higher secondary schools i.e., out of the total; 55.76 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 24.72 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 9.91 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 3.87 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample

that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 2.88 percentage.

Deviant Behaviour among Higher Secondary School Students: Perception of the sample from Urban Higher Secondary schools

Perception of the sample from urban higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school students is presented in Table 27.

Table 27

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Students of Urban Higher Secondary Schools (N=325)

No.	Dimension	No. of statements	% of Manifestation in HSS Students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	33.30	27.14	19.73	11.24	7.11	1.48	32.19
2	Outside the class room behaviours	8	34.92	23.79	18.52	10.15	10.33	2.29	33.15
3	Parenting and family	9	35.13	28.41	18.84	9.59	5.88	2.15	29.59
4	Peers	23	49.26	24.13	13.23	6.44	4.69	2.24	22.17
5	Media	6	40.03	25.54	16.56	8.44	7.69	1.74	28.69
6	Personal	17	46.14	24.28	15.11	7.46	4.94	2.06	24.16
7	Social and cultural	15	50.31	24.38	12.79	5.54	3.56	3.43	20.20

Table 27 shows the perception of students of urban higher secondary schools regarding the manifestations of Deviant Behaviour among higher secondary school students. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *outside the class room behaviours* is seen mostly higher secondary school students. *Class room behaviours* and Deviant Behaviour related to *Parenting and family* are also exhibited by higher secondary school students, which stand next to the *Outside the class room behaviours* as revealed from the perception of students of urban higher secondary schools. While considering the selected

dimensions related to the dimensions *Social and cultural* and Deviant Behaviour related to *Peers* are least exhibited by the higher secondary school students as per the perception of students of urban higher secondary schools. Deviant Behaviour on the selected dimensions of *Personal* and parenting and Deviant Behaviour of *Media* are seen among higher secondary school students sometimes as the percentage of the perception by students of urban higher secondary schools.

While considering the dimensions separately; it is revealed from Table 27 that regarding the dimension classroom behaviour majority of students of urban higher secondary schools i.e., out of the total; 33.30 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 27.14 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 19.73 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 11.24 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.11 percentage.

When the dimension outside the class room is taken in to consideration; it is revealed from Table 27 majority of students of urban higher secondary schools i.e., out of the total; 34.92 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 23.79 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18.52 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 10.15 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the

percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 10.33 percentage.

Majority of students of urban higher secondary schools have the perception that out of the total; 35.13 percentage samples Deviant Behaviour related to the dimension *Parenting and family* is never seen among them. 28.41 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18.84 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 9.59 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.88 percentage.

When the dimension *Peers* is analysed separately, it is revealed from Table 27 that majority of students of urban higher secondary schools i.e., out of the total; 49.26 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 24.13 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.23 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 6.44 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.69 percentage.

Deviant Behaviour related to the dimension *Media* is never seen among higher secondary school students as the perception by 40.03 percentage samples while considering the dimension *Media*. 25.54 percentage of students

are in the perception that the manifestation of behaviour related to the dimension is rare and 16.56 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 8.44 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.69 percentage.

It is revealed from Table 27 that majority of students of urban higher secondary schools i.e., out of the total; 46.14 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.28 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.11 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.46 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.94 percentage.

Social and cultural dimension when analysed reveals that the majority of students of urban higher secondary schools i.e., out of the total; 50.31 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 24.38 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.79 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.54 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of

Deviant Behaviour among higher secondary school students always seen among them is 3.56 percentage.

Deviant Behaviour among Higher Secondary School Boys: Perception of the sample from Urban Higher Secondary schools

Perception of the sample from urban higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 28.

Table 28

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Students of Urban Higher Secondary Schools (N=325)

No	Dimension	No. of statements	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	26.42	25.43	22.50	14.62	9.79	1.24	38.36
2	Outside the class room behaviours	8	31.27	22.15	19.77	11.92	12.69	2.19	37.06
3	Parenting and family	9	28.31	26.60	22.12	12.79	7.97	2.22	35.26
4	Peers	23	47.24	24.94	13.32	6.74	5.43	2.33	23.38
5	Media	6	35.13	24.82	18.00	9.85	10.31	1.90	32.90
6	Personal	17	42.53	24.78	16.27	8.38	6.12	1.92	26.73
7	Social and cultural	15	44.98	25.89	14.34	6.97	4.76	3.06	23.63

Table 28 shows the perception of students of urban higher secondary schools regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *Class room behaviours* is seen mostly boys. *Outside the class room behaviours* and Deviant Behaviour related to *Parenting and family* are also exhibited by boys, which stand next to the *Class room behaviours* as revealed from the perception of students of urban higher secondary schools. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant

Behaviour related to *Peers* are least exhibited by the boys as per the perception of students of urban higher secondary schools.

While considering the dimensions separately; it is revealed from Table 28 that regarding the dimension *classroom behaviour;* majority of students of urban higher secondary schools i.e., out of the total; 26.42 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 25.43 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 22.50 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 14.62 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 9.79 percentage.

When the dimension *outside the class room* is taken in to consideration, it is revealed from Table 28 that the majority of students of urban higher secondary schools i.e., out of the total; 31.27 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 22.15 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 19.77 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 11.92 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 12.69 percentage.

Majority of students of urban higher secondary schools have the perception that out of the total; 28.31 percentage samples Deviant Behaviour

related to the dimension *Parenting and family* is never seen among them. 26.60 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 22.12 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 12.79 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 7.97 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 28 that majority of students of urban higher secondary schools i.e., out of the total; 47.24 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 24.94 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.32 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 6.74 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys in higher secondary school and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.43 percentage.

Deviant Behaviour related to the dimension *media* is never seen among boys as the perception by 35.13 percentage samples while considering the dimension *Media*. 24.82 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 9.85 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 10.31 percentage.

It is revealed from Table 28 that majority of students of urban higher secondary schools i.e., out of the total; 42.53 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.78 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.27 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 8.38 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.12 percentage.

Social and cultural dimension when analysed reveals that the majority of students of urban higher secondary schools i.e., out of the total; 44.98 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 25.89 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.34 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 6.97 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.76 percentage.

Deviant Behaviour among Higher Secondary School Girls: Perception of the sample from Urban Higher Secondary schools

Perception of the sample from urban higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 29.

Table 29

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Students of Urban Higher Secondary Schools (N=325)

No	Dimension	No. of statements	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	40.18	28.85	16.95	7.87	4.43	1.71	26.03
2	Outside the class room behaviours	8	38.58	25.42	17.27	8.38	7.96	2.38	29.24
3	Parenting and family	9	41.95	30.22	15.56	6.39	3.79	2.09	23.92
4	Peers	23	51.29	23.33	13.14	6.14	3.95	2.15	20.95
5	Media	6	44.92	26.26	15.13	7.03	5.08	1.59	24.47
6	Personal	17	49.76	23.78	13.95	6.53	3.76	2.21	21.59
7	Social and cultural	15	55.63	22.87	11.24	4.10	2.36	3.79	16.77

Table 29 shows the perception of students of urban higher secondary schools regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *Outside the class room behaviours* is seen mostly among girls. *Class room behaviours* and Deviant Behaviour related to *Media* are also exhibited by girls, which stand next to *Outside the class room behaviours* as revealed from the perception of students of urban higher secondary schools. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant Behaviour related to *Peers* are least exhibited by the girls as per the perception of students of urban higher secondary schools.

While considering the dimensions separately; it is revealed from Table 29 that regarding the dimension classroom behaviour majority of students of urban higher secondary schools i.e., out of the total; 40.18 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 28.85 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 16.95 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 7.87 percentage of samples have the

perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.43 percentage.

When the dimension; *outside the class room* is taken in to consideration, it is revealed from Table 29 majority of students of Urban higher secondary schools i.e., out of the total; 38.58 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 25.42 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 17.27 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 8.38 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 7.96 percentage.

Majority of students of urban higher secondary schools have the perception that out of the total; 41.95 percentage samples Deviant Behaviour related to the dimension *parenting and family* is never seen among them. 30.22 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.56 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 6.39 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.79 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 29 that majority of students of urban higher secondary schools i.e., out of the total; 51.29 percentage samples have the perception that Deviant Behaviour

related to the dimension *Peers* is never seen among them. 23.33 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.14 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 6.14 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.95 percentage.

Deviant Behaviour related to the dimension *media* is never seen among girls as the perception by 44.92 percentage samples, while considering the dimension *Media*. 26.26 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.13 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 7.03 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 5.08 percentage.

It is revealed from Table 29 that majority of students of urban higher secondary schools i.e., out of the total; 49.76 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 23.78 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.95 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.53 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.76 percentage.

Social and cultural dimension when analysed reveals that the majority of students of urban higher secondary schools i.e., out of the total; 55.63 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 22.87 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.24 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 4.10 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 2.36 percentage.

Deviant Behaviour among Higher Secondary School Students: Perception of the sample from Rural Higher Secondary schools

Perception of the sample from rural higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school students is presented in Table 30.

Table 30

Manifestations of Deviant Behaviour among Higher Secondary School Students from the Perception of Students of Rural Higher Secondary Schools (N=275)

No	Dimension	No. of statements	% of Manifestation in HSS students						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	44.18	25.43	15.23	8.02	5.34	1.80	25.32
2	Outside the class room behaviours	8	41.93	25.18	14.55	7.59	7.07	3.68	26.33
3	Parenting and family	9	45.80	28.61	13.03	6.06	4.38	2.12	22.60
4	Peers	23	51.08	23.91	12.33	5.30	4.81	2.58	20.92
5	Media	6	42.55	26.33	14.52	7.45	7.03	2.12	26.46
6	Personal	17	49.56	24.04	13.21	6.06	4.95	2.17	22.11
7	Social and cultural	15	54.79	24.18	10.52	4.42	3.96	2.12	18.59

Table 30 shows the perception of students of rural higher secondary schools regarding the manifestations of Deviant Behaviour among higher secondary school students. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, Deviant Behaviour related to *Media* is seen mostly among Higher Secondary school students. *Outside the class room behaviours* and *Class room behaviours* are also exhibited by higher secondary school students, which stand next to the Deviant Behaviour related to *Media* as revealed from the perception of students of rural higher secondary schools. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and Deviant Behaviour related to *Peers* are least exhibited by the higher secondary school students; as per the perception of students of rural higher secondary schools. Deviant Behaviour on the selected dimensions of *Personal* and *Parenting and family* are seen among higher secondary school students sometimes as the percentage of the perception by students of Rural higher secondary schools.

While considering the dimensions separately; it is revealed from Table 30 that regarding the dimension *classroom behaviour;* majority of students of rural higher secondary schools i.e., out of the total; 44.18 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 25.43 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.23 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 8.02 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 5.34 percentage.

When the dimension *outside the class room* is taken in to consideration, it is revealed from Table 30 that the majority of students of rural higher secondary schools i.e., out of the total; 41.93 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 25.18 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.55 percentage of students are in the perception that o0utside the *Class room behaviours* related Deviant Behaviour occurs sometimes. 7.59 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.07 percentage.

Majority of students of rural higher secondary schools have the perception that out of the total; 45.80 percentage samples Deviant Behaviour related to the dimension *Parenting and family* is never seen among them. 28.61 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.03 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 6.06 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.38 percentage.

When the dimension *peers* is analysed separately, it is revealed from Table 30 that majority of students of rural higher secondary schools i.e., out of the total; 51.08 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.91 percentage of students are in the perception that the manifestation of behaviour related to the

dimension is rare and 12.33 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.30 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.81 percentage.

Deviant Behaviour related to the dimension *media* is never seen among higher secondary school students, as the perception by 42.55 percentage samples while considering the dimension *Media*. 26.33 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.52 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 7.45 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 7.03 percentage.

It is revealed from Table 30 that majority of students of rural higher secondary schools i.e., out of the total; 49.56 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.21 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 6.06 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 4.95 percentage.

Social and cultural dimension when analysed reveals that the majority of students of rural higher secondary schools i.e., out of the total; 54.79 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 24.18 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 10.52 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 4.42 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among higher secondary school students always seen among them is 3.96 percentage.

Deviant Behaviour among Higher Secondary School Boys: Perception of the sample from Rural Higher Secondary schools

Perception of the sample from rural higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school boys is presented in Table 31.

Table 31

Manifestations of Deviant Behaviour among Higher Secondary School Boys from the Perception of Students of Rural Higher Secondary Schools (N=275)

No	Dimension	No. of statements	% of Manifestation in Boys						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	37.04	26.91	18.08	9.90	6.45	1.62	29.64
2	Outside the class room behaviours	8	39.00	25.05	15.91	9.18	7.77	3.09	28.88
3	Parenting and family	9	40.97	30.06	14.51	7.31	5.58	1.58	25.83
4	Peers	23	49.15	23.92	13.44	5.80	5.34	2.34	22.40
5	Media	6	39.88	25.64	15.88	8.36	8.24	2.00	28.86
6	Personal	17	45.63	24.04	14.89	7.04	6.29	2.12	25.02
7	Social and cultural	15	49.75	25.45	12.34	5.43	4.87	2.16	21.48

Table 31 shows the perception of students of rural higher secondary schools regarding the manifestations of Deviant Behaviour among the boys. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, *Class room behaviours* is seen mostly boys. *Outside the class room behaviours* and Deviant Behaviour related to *Media* are also exhibited by boys, which stand next to the *Class room behaviours* as revealed from the perception of students of rural higher secondary schools. While considering the selected dimensions of Deviant Behaviour related to the *Social and cultural* and that of *Peers* are least exhibited by the boys as per the perception of students of rural higher secondary schools.

While considering the dimensions separately; it is revealed from Table that regarding the dimension *classroom behaviour;* majority of students of rural higher secondary schools i.e., out of the total; 37.04 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 26.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 18.08 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 9.90 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.45 percentage.

When the dimension *outside the class room* is taken in to consideration, it is revealed from Table 31 that the majority of students of rural higher secondary schools i.e., out of the total; 39 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 25.05 percentage of students are in the perception that the manifestation of behaviour related to the dimension is

rare and 15.91 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 9.18 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 7.77 percentage.

Majority of students of rural higher secondary schools have the perception that out of the total; 40.97 percentage samples Deviant Behaviour related to the dimension *Parenting and family* is never seen among them. 30.06 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.51 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 7.31 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.58 percentage.

When the dimension *Peers* is analysed separately, it is revealed from Table 31 that majority of students of rural higher secondary schools i.e., out of the total; 49.15 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.92 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.44 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 5.80 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys in the higher secondary school students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 5.34 percentage.

Deviant Behaviour related to the dimension *Media* is never seen among boys as the perception by 39.88 percentage samples while considering the

dimension *Media*. 25.64 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 15.88 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 8.36 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 8.24 percentage.

It is revealed from Table 31 that the majority of students of rural higher secondary schools i.e., out of the total; 45.63 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 14.89 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 7.04 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 6.29 percentage.

Social and cultural dimension when analysed reveals that the majority of students of rural higher secondary schools i.e., out of the total; 49.75 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 25.45 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.13 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 5.43 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among boys and the percentage of sample

that have the perception of manifestations of Deviant Behaviour among boys always seen among them is 4.87 percentage.

Deviant Behaviour among Higher Secondary School Girls: Perception of the sample from Rural Higher Secondary schools

Perception of the sample from rural higher secondary school student on the manifestations of Deviant Behaviour among higher secondary school girls is presented in Table 32.

Table 32

Manifestations of Deviant Behaviour among Higher Secondary School Girls from the Perception of Students of Rural Higher Secondary Schools (N=275)

No	Dimension	No. of statements	% of Manifestation in Girls						Total score in %
			Never	Rarely	Some times	Often	Always	Omission	
1	Class room behaviours	22	51.32	23.95	12.38	6.13	4.23	1.98	21.01
2	Outside the class room behaviours	8	44.86	25.32	13.18	6.00	6.36	4.27	23.78
3	Parenting and family	9	50.63	27.15	11.56	4.81	3.19	2.67	19.36
4	Peers	23	53.00	23.91	11.23	4.79	4.27	2.81	19.45
5	Media	6	45.21	27.03	13.15	6.55	5.82	2.24	24.06
6	Personal	17	53.50	24.04	11.53	5.09	3.61	2.22	19.21
7	Social and cultural	15	59.83	22.91	8.70	3.42	3.05	2.08	15.70

Table 32 shows the perception of students of rural higher secondary schools regarding the manifestations of Deviant Behaviour among the girls. When the selected dimensions of Deviant Behaviour are analysed critically, it is clear that among all the dimensions, Deviant Behaviour related to *Media* is seen mostly girls. *Outside the class room behaviours* and *Class room behaviours* are also exhibited by girls, which stand next Deviant Behaviour related to *Media* as revealed from the perception of students of rural higher secondary schools. While considering the selected dimensions of Deviant Behaviour related to the dimensions *Social and cultural* and the Deviant

Behaviour related to *Personal* are least exhibited by the girls as per the perception of students of Rural higher secondary schools.

While considering the dimensions separately; it is revealed from Table 32 that regarding the dimension classroom behaviour majority of students of rural higher secondary schools i.e., out of the total; 51.32 percentage samples have the perception that Deviant Behaviour related to the dimension classroom behaviour is never seen among them. 23.95 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 12.38 percentage of student's perception that teacher and classroom related Deviant Behaviour occurs sometimes. 6.13 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.23 percentage.

When the dimension *outside the class room* is taken in to consideration, it is revealed from Table 32 that the majority of students of rural higher secondary schools i.e., out of the total; 44.86 percentage samples have the perception that Deviant Behaviour related to the dimension *Outside the class room behaviours* is never seen among them. 25.32 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.18 percentage of students are in the perception that *Outside the class room behaviours* related Deviant Behaviour occurs sometimes. 6 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls ;and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 6.36 percentage.

Majority of students of rural higher secondary schools have the perception that out of the total; 50.63 percentage samples Deviant Behaviour related to the dimension *Parenting and family* is never seen among them. 27.15

percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.56 percentage of students have the perception that *Parenting and family* related Deviant Behaviour occurs sometimes. 4.81 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.19 percentage.

When the dimension *Peers* is analysed separately, it is revealed from Table 32 that the majority of students of rural higher secondary schools i.e., out of the total; 53 percentage samples have the perception that Deviant Behaviour related to the dimension *Peers* is never seen among them. 23.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.23 percentage of students have the perception that *Peers* related Deviant Behaviour occurs sometimes. 4.79 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 4.27 percentage.

Deviant Behaviour related to the dimension *Media* is never seen among girls as the perception by 45.21 percentage samples while considering the dimension *Media*. 27.03 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 13.15 percentage of students have the perception that *Media* related Deviant Behaviour occurs sometimes. 6.55 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls students and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 5.82 percentage.

It is revealed from Table 32 that majority of students of rural higher secondary schools i.e., out of the total; 53.50 percentage samples have the perception that Deviant Behaviour related to the dimension *Personal* is never seen among them. 24.04 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 11.53 percentage of students have the perception that *Personal* related Deviant Behaviour occurs sometimes. 5.09 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls ;and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.61 percentage.

Social and cultural dimension when analysed reveals that the majority of students of rural higher secondary schools i.e., out of the total; 59.83 percentage samples have the perception that Deviant Behaviour related to the dimension *Social and cultural* is never seen among them. 22.91 percentage of students are in the perception that the manifestation of behaviour related to the dimension is rare and 8.70 percentage of students have the perception that *Social and cultural* related Deviant Behaviour occurs sometimes. 3.42 percentage of samples have the perception that manifestation of the behaviour related to the dimension is often seen among girls and the percentage of sample that have the perception of manifestations of Deviant Behaviour among girls always seen among them is 3.05 percentage.

Causes of Deviant Behaviour among Higher Secondary School Students

The percentage score obtained for each items for total sample and relevant sub sample on the causes of Deviant Behaviour is presented in Tables. The agreement and disagreement regarding each causes of the Deviant Behaviour in terms of five point (Strongly agree, Agree, Undecided, Disagree, Strongly disagree) is given. The percentage obtained for those cases who were not responded for each item was given as omission.

Tables shows the causes of Deviant Behaviour among higher secondary school students for each items for the select dimensions, it is revealed from Table that the causes of several behaviours related to the dimensions of *Causes related to school*, *Causes related to parenting*, *Personal causes*, *Sociological causes*, *Causes related to media*, *Causes related to peers*. What kind of causes of the behaviour is manifested by the higher secondary school students and the related agreement or disagreement of sampled group is revealed from Table through the responses of the higher secondary students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Sampled Higher Secondary School Teachers

Perception of teachers of higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 33 and 34.

Table 33

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Higher Secondary School Teachers (N=200): Item wise

No.	Causes	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1	Locality of the school	19.50	59.50	3.50	17.50	0.00	0.00	76.20
2	Administrative policy of the school	13.00	48.50	17.50	18.00	3.00	0.00	70.10
3	Excessive work load	17.50	31.50	11.00	32.50	7.00	0.50	63.70
4	Defective disciplinary practices	11.00	50.50	18.00	19.00	1.00	0.50	70.00
5	Failure to identify student's potentialities	18.00	42.50	14.00	21.50	2.50	1.50	69.50
6	Partiality of teachers	8.50	26.50	23.50	35.50	4.50	1.50	58.90
7	Lack of reinforcement from teachers	7.00	33.00	9.00	44.00	5.00	2.00	57.40

8	Incompetency of teachers	1.50	26.50	30.00	30.00	10.50	1.50	54.80
9	Attitude of teachers towards students	12.50	52.00	8.50	20.50	3.00	3.50	68.00
10	Criticism of teachers	5.50	58.00	15.50	16.50	3.00	1.50	68.40
11	Unwanted comparison of teachers	15.50	43.00	13.00	22.00	5.50	1.00	67.60
12	Lack of guidance and counselling	14.00	57.00	4.00	19.50	3.00	2.50	70.40
13	Lack of motivation	9.50	49.50	7.50	22.50	10.00	1.00	64.60
14	Punishment of teachers	7.00	38.00	13.00	27.50	13.50	1.00	58.90
15	Nuclear family	25.00	49.00	10.00	10.00	2.50	3.50	74.70
16	Economic status of parents	21.00	51.00	9.00	15.50	2.50	1.00	73.90
17	Pressure by family members	15.50	41.00	17.00	23.50	1.00	2.00	68.10
18	Over expectation of parents	14.50	50.50	19.00	13.50	1.50	1.00	72.00
19	Inattentive parents	20.50	49.50	19.00	7.50	0.50	3.00	74.60
20	Criticism of parents	6.00	63.50	14.50	13.50	0.00	2.50	70.90
21	Comparison with other students	18.00	50.50	12.00	17.00	1.00	1.50	72.60
22	Over strictness of parents	17.00	50.00	10.50	18.50	1.00	3.00	70.90
23	Inconsistent monitoring	11.00	50.00	19.50	17.00	0.50	2.00	69.60
24	Partiality of parents	11.50	37.50	23.50	23.00	3.50	1.00	65.50
25	Joint family	5.50	34.00	16.50	35.00	6.50	2.50	57.90
26	Employment status of parents	7.00	56.00	16.00	17.50	2.50	1.00	68.90
27	Lack of affection from family and elders	14.00	62.00	13.50	8.00	1.00	1.50	75.10
28	Lack of reinforcement from parents	15.50	60.50	13.00	8.50	0.50	2.00	75.20
29	Conflict between parents	33.00	45.50	11.50	7.50	1.00	1.50	79.50
30	Disregard from family	17.00	49.50	21.50	9.00	1.00	2.00	73.30
31	Inappropriate child rearing practices	9.50	54.00	25.50	8.50	0.50	2.00	71.50
32	Lower school	8.50	51.50	16.50	17.00	2.00	4.50	66.80

	achievement							
33	Rejection by peers	11.00	46.00	17.50	21.00	1.00	3.50	66.90
34	Maladjustments	17.00	44.50	17.00	17.00	1.00	3.50	69.80
35	Intellectual deteriorations	3.50	60.50	16.00	15.00	3.50	1.50	68.20
36	Use of illicit substances like alcohol or others substances	24.00	46.00	16.00	10.00	2.00	2.00	74.80
37	Dietary causes	8.00	51.00	21.00	14.00	4.00	2.00	67.80
38	Vision impairments	5.50	46.00	17.50	24.00	5.00	2.00	63.40
39	Hearing impairments	4.50	41.00	22.50	25.00	4.50	2.50	61.70
40	Other physical problems	9.50	39.00	19.00	27.00	3.00	2.50	63.50
41	Problems in friendship	18.50	55.00	10.00	13.00	1.00	2.50	73.90
42	Lack of moral code	24.00	53.50	9.00	9.50	1.00	3.00	76.20
43	Boredom in school activities	7.50	50.00	24.50	15.00	1.50	1.50	68.50
44	Tension creating situations	16.00	49.00	15.50	16.00	1.50	2.00	71.20
45	Tedium of learning activities	14.50	45.00	27.00	9.00	1.50	3.00	70.60
46	Lose of faith in others	9.50	46.00	20.00	20.00	2.50	2.00	66.80
47	Lack of adjustment capacity	20.00	54.00	11.50	10.50	2.00	2.00	74.70
48	Learning difficulty	8.50	58.50	13.50	15.50	0.50	3.50	69.70
49	Inability to distinguish between reality and fantasy	31.00	48.50	11.00	8.00	0.00	1.50	79.60
50	Pleasure seeking mind	27.00	51.50	11.00	9.00	0.00	1.50	78.40
51	Influence of campus politics	15.50	43.00	18.00	18.50	3.00	2.00	68.70
52	Hero worship	19.00	54.50	9.50	13.00	1.50	2.50	73.80
53	Influence of surroundings	20.00	69.00	4.00	4.00	1.50	1.50	79.50
54	Changing outlook of value	27.00	51.50	16.00	2.50	0.50	2.50	78.90
55	Less social acceptance	17.50	52.50	20.50	7.00	0.50	2.00	74.70
56	Cultural conflicts	9.50	53.50	21.00	13.00	1.00	2.00	70.30
57	Disregards of abilities	11.00	61.50	17.00	6.50	1.00	3.00	73.20

58	Identity crisis	17.00	58.00	16.00	4.50	1.50	3.00	75.10
59	Explosion of Spread of value conflicts	20.50	52.50	14.50	9.50	0.00	3.00	75.00
60	Media exposure	37.00	49.50	7.00	4.00	0.00	2.50	82.40
61	Misuse of mobile phones	51.50	34.00	6.50	5.00	0.50	2.50	84.70
62	Imitation of behaviours	34.00	46.00	9.50	8.00	0.00	2.50	79.70
63	Un healthy use of internet	44.50	38.00	8.00	6.00	1.50	2.00	82.40
64	Un realistic social perceptions	28.00	50.00	9.50	8.50	1.50	2.50	77.40
65	Lack of coordination	9.50	63.50	9.50	11.50	2.00	4.00	71.00
66	Interpersonal communication	9.50	64.00	10.00	12.00	2.00	2.50	71.90
67	Discrepancy in family status	9.00	62.50	15.00	10.00	1.00	2.50	72.20
68	Un healthy competition	14.00	53.00	16.00	14.50	0.50	2.00	71.90
69	Peer pressure	29.50	50.50	7.00	11.00	0.00	2.00	78.50
70	Deviant peers	18.50	58.50	12.00	7.50	0.50	3.00	75.60
71	Coercive interactions	18.00	46.50	23.50	8.50	1.50	2.00	73.00

Table 34

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Higher Secondary School Teachers (N=200): Dimension wise

No.	Dimensions	Item Numbers	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	1-14	11.43	44.00	13.43	24.75	5.11	1.29	65.61
2.	Causes related to parenting	15-31	15.38	50.24	15.97	14.88	1.59	1.94	71.42
3.	Personal causes	32-50	14.11	49.29	16.63	15.55	1.97	2.45	70.13
4.	Sociological causes	51-58	17.06	55.44	15.25	8.63	1.31	2.31	74.28
5.	Causes related to media	59-64	35.92	45.00	9.17	6.83	0.58	2.50	80.27
6.	Causes related to peers	65-71	15.43	56.93	13.29	10.71	1.07	2.57	73.44

From Table 34 it is revealed that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the total sample of teachers. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media*. Parenting related causes and *Personal causes* are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the teachers of higher secondary schools.

Regarding causes of Deviant Behaviour among higher secondary school students from the perception of higher secondary school teachers; it is revealed from Table 34 that among the dimension, all *Causes related to school*, majority of the teachers have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the total sample; 11.43 percentage strongly agree and 44 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 24.75 percentage of teachers disagree and 5.11 percentage of teachers strongly disagree to this. Of the sample; 13.43 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension, *Causes related to school*; it is clear from the response of the teachers of higher secondary schools that locality of the school is the major cause among all the other items in the dimension. Teachers of higher secondary schools strongly agree that it is the *locality of the institution* which is the major factor among the dimension *Causes related to school*, that acts as a cause for Deviant Behaviour among higher secondary school students.

Majority of the teachers attribute *parenting related causes* as the one among major cause for Deviant Behaviour among higher secondary school students. Of the total sample; 15.38 percentage of teachers strongly agree and

50.24 percentage of teachers agree with this cause of this dimension. But 14.88 percentage of teachers disagree and 1.59 percentage of teachers strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 15.97 percentage of higher secondary school teachers were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension: *Causes related to parenting*; it is clear from the response of the teachers of higher secondary schools that conflict between parents is the major cause of Deviant Behaviour among all the other items in the dimension. Teachers of higher secondary schools strongly agree that it is the conflict between parents which is the major factor, among the dimension causes related parenting; that acts as a cause for Deviant Behaviour among higher secondary school students

Considering the total sample; 14.11 percentage of teachers strongly agree and 49.29 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 15.55 percentage of teachers disagree and 1.97 percentage of teachers strongly disagree that school related factors can contribute to Deviant Behaviour among higher secondary school students. Of the total sample; 16.63 percentage were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Personal causes*; the teachers of higher secondary schools strongly agree that it is the inability to distinguish between reality and fantasy which is the major factor, among the dimension *Personal causes*, that acts as a cause for Deviant Behaviour among higher secondary school students.

It is revealed from Table 34 that the majority of the teachers have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the total sample; 17.06 percentage strongly agree, 55.44

percentage of teachers agree with these causes of this dimension and 8.63 percentage disagree and 1.31 percentage strongly disagree that causes related to sociological factors are contributing to Deviant Behaviour among higher secondary school students. Of the total sample; 15.25 percentage of higher secondary school teachers were not given any responses to the fact that sociological factors can cause the traces of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension of sociological related causes; it is evident from the response of the teachers of higher secondary schools that the influence of surroundings is the major cause of Deviant Behaviour among higher secondary school students.

While considering the dimension such as *Causes related to media*; majority of the teachers have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the total sample; 35.92 percentage of teachers strongly agree and 45 percentage of teachers agree with these causes of this dimension. But, 6.83 percentage disagree and 0.58 percentage of strongly disagree that *Media* related factors cause Deviant Behaviour among higher secondary school students. Of the total sample; 9.17 percentage of higher secondary school teachers were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Causes related to media*; it is clear from the response of the teachers of higher secondary schools that misuse of mobile phones is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

On the cause of Deviant Behaviour among higher secondary school students from the perception of higher secondary school teachers; it is revealed from Table 34 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the total sample; 15.43 percentage of teachers strongly agree and 56.93 percentage agree. While 10.71 percentage of teachers disagree and 1.07 percentage

strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 13.29 percentage of the total sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Causes related to peers*; it is evident from the response of the teachers of higher secondary schools that peer pressure is the major cause of Deviant Behaviour.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Male Teachers of Higher Secondary Schools

Perception of male teachers of higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 35.

Table 35

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Male Teachers of Higher Secondary Schools. (N=74): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	12.93	44.40	11.39	24.61	4.54	2.12	66.04
2.	Causes related to parenting	17	14.15	51.19	14.55	15.66	1.91	2.54	70.48
3.	Personal causes	19	13.58	48.08	15.43	16.50	3.27	3.13	68.56
4.	Sociological causes	8	18.75	54.05	12.33	10.14	2.20	2.53	73.89
5.	Causes related to media	6	38.74	43.47	8.11	6.53	0.90	2.25	81.17
6.	Causes related to peers	7	14.86	59.65	10.23	11.78	1.35	2.12	73.71

From Table 35 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of

Deviant Behaviour among higher secondary school students as perceived by the male sample of higher secondary school teachers. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Causes related to peers* and parenting related causes are also considered as the causative factors of Deviant Behaviour among higher secondary school students as perceived by the male teachers of higher secondary schools.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of male teachers of higher secondary schools; it is revealed from Table 35 that among the dimension, all *Causes related to school*, majority of the male teachers have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the male sample; 12.93 percentage strongly agree and 44.40 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 24.61 percentage of male teachers disagree and 4.54 percentage of male teachers strongly disagree to this. Of the sample; 11.39 percentage had taken the position that they had not decided upon the factors that cause the nature of Deviant Behaviour among higher secondary school students.

Majority of the male teachers attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the male sample; 14.15 percentage of male teachers strongly agree and 51.19 percentage of male teachers agree with these causes of this dimension. But 15.66 percentage of male teachers disagree and 1.91 percentage strongly disagree that parenting related factors promotes Deviant Behaviour among higher secondary school students. While, 14.55 percentage of male teachers of higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the male sample; 13.58 percentage of male teachers strongly agree and 48.08 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour. While 16.50 percentage of male teachers disagree and 3.27 percentage strongly disagree that school related factors are directing Deviant Behaviour among higher secondary school students. Of the male sample; 15.43 percentage of the male sample were reluctant to give any responses to the fact *Personal causes* can cause Deviant Behaviour among higher secondary school students.

It is revealed from Table 35 that the majority of the male teachers have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the male sample; 18.75 percentage strongly agree, 54.05 percentage of male teachers agree with these causes of this dimension and 10.14 percentage disagree and 2.20 percentage strongly disagree that causes related to sociological factors cause Deviant Behaviour among higher secondary school students. Of the male sample; 12.33 percentage of male teachers of higher secondary schools were not given any responses to the fact that sociological factors can cause the traces of Deviant Behaviour among higher secondary school students.

Considering the dimension of *Causes related to media*; majority of the male teachers have the perception that *media related factors* are one among the major causes of Deviant Behaviour. Of the male sample; 38.74 percentage of male teachers strongly agree and 43.47 percentage agree with these causes of this dimension. But, 6.53 percentage disagree and 0.90 percentage of strongly disagree that *Media* related factors are promoting Deviant Behaviour among higher secondary school students. Of the male sample; 8.11 percentage of male teachers of higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of male teachers of higher secondary schools; it is revealed from Table 35 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the male sample; 14.86 percentage of male teachers strongly agree and 59.65 percentage agree. While 11.78 percentage of male teachers disagree and 1.35 percentage strongly disagree that *Peers* related factors are leading to Deviant Behaviour among higher secondary school students. 10.23 percentage of the male sample were not given any responses to the fact that peer related factors can cause the traces of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Female Teachers of Higher Secondary Schools

Perception of female teachers of higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 36.

Table 36

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Female Teachers of Higher Secondary Schools (N=126): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	10.54	43.76	14.63	24.83	5.44	0.79	65.35
2.	Causes related to parenting	17	16.11	49.67	16.81	14.43	1.40	1.59	71.98
3.	Personal causes	19	14.41	50.00	17.34	15.00	1.21	2.05	71.05
4.	Sociological causes	8	16.07	56.25	16.96	7.74	0.79	2.18	74.50
5.	Causes related to media	6	34.26	45.90	9.79	7.01	0.40	2.65	79.74
6.	Causes related to peers	7	15.76	55.33	15.08	10.09	0.91	2.83	73.29

From Table 36 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the female sample of higher secondary school teachers. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media. Causes related to peers* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the female teachers of higher secondary schools.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of female teachers of higher secondary schools; it is revealed from Table 36 that among the dimension, all *Causes related to school*, majority of the female teachers have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the female sample; 10.54 percentage strongly agree and 43.76 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 24.83 percentage of female teachers disagree and 5.44 percentage of female teachers strongly disagree to this. Of the sample; 14.63 percentage had taken the position that they had not decided upon the factors that cause Deviant Behaviour among higher secondary school students.

Majority of the female teachers attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the female sample; 16.11 percentage of female teachers strongly agree and 49.67 percentage of female teachers agree with these causes of this dimension. But, 14.43 percentage of female teachers disagree and 1.40 percentage of female teachers strongly disagree that parenting related factors

are leading to Deviant Behaviour among higher secondary school students. While, 16.81 percentage of female teachers of higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the female sample; 14.41 percentage of female teachers strongly agree and 50 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 15 percentage of female teachers disagree and 1.21 percentage of female teachers strongly disagree that school related factors are promoting Deviant Behaviour among higher secondary school students. Of the female sample; 17.34 percentage of the female sample were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 36 that majority of the female teachers have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the female sample; 16.07 percentage strongly agree, 56.25 percentage of female teachers agree with these causes of this dimension and 7.74 percentage disagree and 0.79 percentage strongly disagree that causes related to sociological factors are contributing to Deviant Behaviour among higher secondary school students. Of the female sample; 16.96 percentage of female teachers of higher secondary schools were not given any responses to the fact that sociological factors can cause Deviant Behaviour among higher secondary school students.

While considering the dimension; namely, *Causes related to media;* majority of the female teachers have the perception that *Media* related factors

are one among the major causes of Deviant Behaviour. Of the female sample; 34.26 percentage of female teachers strongly agree and 45.90 percentage agree with these causes of this dimension. But, 7.01 percentage disagree and 0.40 percentage strongly disagree that *Media* related factors cause Deviant Behaviour among higher secondary school students. Of the female sample; 9.79 percentage of female teachers of higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students; from the perception of female teachers of higher secondary schools; it is revealed from Table 36 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the female sample; 15.76 percentage of female teachers strongly agree 55.33 percentage agree. While 10.09 percentage of female teachers disagree and 0.91 percentage strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 15.08 percentage of the female sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Teachers of Government Higher Secondary Schools

Perception of teachers of Government higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 37.

Table 37

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Teachers of Government Higher Secondary Schools. (N= 113): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	10.30	44.18	12.96	26.11	5.37	1.07	64.94
2.	Causes related to parenting	17	15.83	52.32	15.25	14.16	1.35	1.09	72.76
3.	Personal causes	19	13.69	52.91	16.16	13.83	2.42	0.98	71.74
4.	Sociological causes	8	17.15	57.85	14.38	8.52	1.44	0.66	75.75
5.	Causes related to media	6	39.38	46.90	6.49	5.90	0.59	0.74	83.27
6.	Causes related to peers	7	15.55	61.31	12.39	9.23	1.14	0.38	75.95

From Table 37 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the teachers of government higher secondary schools. *Causes related to peers* are also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the teachers of government higher secondary schools.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of teachers of Government Higher secondary schools; it is revealed from Table 37 that among the dimension, all *Causes related to school*, majority of the teachers of the government schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from government schools; 10.30 percentage strongly agree and 44.18 percentage agree as school related causes

as the factor for Deviant Behaviour among higher secondary school students. But, 26.11 percentage of teachers of the government schools disagree and 5.37 percentage of teachers strongly disagree to this. Of the sample 12.96 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the teachers of the government schools attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from government schools; 15.83 percentage of teachers of this stream strongly agree and 52.32 percentage of teachers agree with these causes of this dimension. But, 14.16 percentage of teachers of the government schools disagree and 1.35 percentage strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 15.25 percentage of teachers of government higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from government schools; 13.69 percentage of teachers of the government schools strongly agree and 52.91 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 13.83 percentage of teachers of the government schools disagree and 2.42 percentage of teachers strongly disagree that school related factors are promoting Deviant Behaviour among higher secondary school students. Of the sample from government schools; 16.16 percentage of the sample from government schools were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 37 that majority of the teachers of the government schools have the perception that *sociological related factors* are

one among the major causes of Deviant Behaviour. Of the sample from government schools; 17.15 percentage strongly agree and 57.85 percentage of teachers agree with these causes in this dimension and 8.52 percentage disagree and 1.44 percentage strongly disagree that causes related to sociological factors are leading to Deviant Behaviour among higher secondary school students. Of the sample from government schools; 14.38 percentage of teachers of government higher secondary schools were not given any responses to the fact that sociological factors can cause Deviant Behaviour among higher secondary school students.

While considering the dimension; namely, *Causes related to media;* majority of the teachers of the government schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from government schools; 39.38 percentage of teachers belong to this category strongly agree and 46.90 percentage agree with these causes of this dimension. But, 5.90 percentage disagree and 0.59 percentage of strongly disagree that *Media* related factors cause Deviant Behaviour among higher secondary school students. Of the sample from government schools; 6.49 percentage of teachers of government higher secondary schools were not given any response to the fact that *Media* related factors can cause Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of teachers of the government schools of higher secondary schools it is revealed from Table 37 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from government schools; 15.55 percentage of teachers strongly agree and 61.31 percentage agree. While, 9.23 percentage of teachers of the government schools disagree and 1.14 percentage strongly disagree that *Peers* related factors are promoting Deviant Behaviour among higher secondary school students. Regarding this, 12.39 percentage of the sample

from government schools were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Teachers of Aided Higher Secondary Schools

Perception of teachers of aided higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 38.

Table 38

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Teachers of Aided Higher Secondary Schools (N=87): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	12.89	43.76	14.04	22.99	4.76	1.56	66.47
2.	Causes related to parenting	17	14.81	47.53	16.90	15.82	1.89	3.04	69.68
3.	Personal causes	19	14.64	44.59	17.24	17.79	1.39	4.36	68.05
4.	Sociological causes	8	16.95	52.30	16.38	8.76	1.15	4.45	72.36
5.	Causes related to media	6	31.42	42.53	12.64	8.05	0.57	4.79	76.36
6.	Causes related to peers	7	15.27	51.23	14.45	12.64	0.99	5.42	70.18

From Table 38 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the teachers of aided higher secondary schools. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Causes related to peers* and *parenting related causes* are also considered as the

factors causing Deviant Behaviour among higher secondary school students as perceived by the teachers of aided higher secondary schools.

Regarding the different causes of Deviant Behaviour among higher secondary school students from the perception of teachers of aided Higher secondary schools; it is revealed from Table 38 that among the dimension, all *Causes related to school*, majority of the teachers of the aided schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from aided schools; 12.89 percentage strongly agree and 43.76 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 22.99 percentage of teachers of the aided schools disagree and 4.76 percentage of the same category strongly disagree to this. Of the sample; 14.04 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the teachers of the aided schools attribute *parenting related causes* as the one among the major causes for Deviant behaviour among higher secondary school students. Of the sample from aided schools; 14.81 percentage of teachers strongly agree and 47.53 percentage of teachers in this category agree with these causes in this dimension. But, 15.82 percentage of teachers of this category disagree and 1.89 percentage strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 16.90 percentage of teachers of aided higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from aided schools; 14.64 percentage of teachers of the aided schools strongly agree and 44.59 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 17.79 percentage of teachers of the aided schools

disagree and 1.39 percentage of teachers belong to this category strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the sample from aided schools; 17.24 percentage of the sample from aided schools were quite reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 38 that the majority of the teachers of the aided schools have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from aided schools; 16.95 percentage strongly agree and 52.30 percentage agree with these causes in this dimension and 16.38 percentage disagree and 8.76 percentage strongly disagree that causes related to sociological factors can cause Deviant Behaviour among higher secondary school students. Of the sample from aided schools; 16.38 percentage of teachers of aided higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension; *Causes related to media;* majority of the teachers of the aided schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from aided schools; 31.42 percentage of teachers strongly agree and 42.53 percentage agree with these causes of this dimension. But, 8.05 percentage disagree and 0.57 percentage of strongly disagree that *Media* related factors contribute to Deviant Behaviour among higher secondary school students. Of the sample from aided schools; 12.64 percentage of teachers of aided higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of teachers of the aided schools of higher

secondary schools; it is revealed from Table 38 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from aided schools; 15.27 percentage of teachers strongly agree. and 51.23 percentage agree. While, 12.64 percentage of teachers of the aided schools disagree and 0.99 percentage strongly disagree that *Peers* related factors are leading to Deviant Behaviour among higher secondary school students. 14.45 percentage of the sample from aided schools were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Teachers of Urban Higher Secondary Schools

Perception of teachers of urban higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 39.

Table 39

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Teachers of Urban Higher Secondary Schools (N=94): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	10.26	45.52	14.13	24.54	3.80	1.75	65.73
2.	Causes related to parenting	17	15.89	52.00	15.96	12.58	1.63	1.94	72.43
3.	Personal causes	19	14.89	52.69	16.52	12.99	0.90	2.02	72.33
4.	Sociological causes	8	15.43	59.97	13.30	8.11	1.33	1.86	74.89
5.	Causes related to media	6	38.30	45.57	6.74	7.09	0.89	1.42	81.81
6.	Causes related to peers	7	17.93	61.09	10.03	7.90	1.22	1.82	76.23

From Table 39 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the teachers of urban higher secondary school. *Causes related to peers* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and *parenting related causes* are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the teachers of urban higher secondary schools.

Regarding the many causes of Deviant Behaviour among higher secondary school students from the perception of teachers of urban higher secondary schools; it is revealed from Table 39 that among the dimension, *all Causes related to school*, majority of the teachers of the urban schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from urban schools; 10.26 percentage strongly agree and 45.52 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 24.54 percentage of teachers of the urban schools disagree and 3.80 percentage of teachers of the urban schools strongly disagree to this. Of the sample; 14.13 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the teachers of the urban schools attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from urban schools; 15.89 percentage of teachers of the urban schools strongly agree and 52 percentage of teachers belong to the same category agree with these causes of this dimension. But,

12.58 percentage of teachers of the urban schools disagree and 1.63 percentage strongly disagree that parenting related factors direct Deviant Behaviour among higher secondary school students. While, 15.96 percentage of teachers of urban higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from urban schools; 14.89 percentage of teachers of the urban schools strongly agree and 52.69 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with this causes of this dimension. While, 12.99 percentage of teachers of the urban schools disagree and 0.90 percentage of teachers strongly disagree that school related factors bring out Deviant Behaviour among higher secondary school students. Of the sample from urban schools; 16.52 percentage of the sample from urban schools were quite reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 39 majority of the teachers of the urban schools have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from urban schools; 15.43 percentage strongly agree, 59.97 percentage of teachers agree with these causes of this dimension and 8.11 percentage disagree and 1.33 percentage strongly disagree that causes related to sociological factors are framing Deviant Behaviour among higher secondary school students. Of the sample from urban schools; 13.30 percentage of teachers of urban higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the *Causes related to media;* majority of the teachers of the urban schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from urban schools; 38.30 percentage of teachers strongly agree and 45.57 percentage agree with these causes of this dimension. But, 7.09 percentage disagree and 0.89 percentage of strongly disagree that *Media* related factors lead to Deviant Behaviour among higher secondary school students. Of the sample from urban schools; 6.74 percentage of teachers of urban higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of teachers of the urban schools of higher secondary schools; it is revealed from Table 39 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from urban schools; 17.93 percentage of teachers strongly agree and 61.09 percentage agree. While, 7.90 percentage of teachers of the urban schools disagree and 1.22 percentage strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 10.03 percentage of the sample from urban schools were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Teachers of Rural Higher Secondary Schools

Perception of teachers of rural higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 40.

Table 40

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Teachers of Rural Higher Secondary Schools (N=106): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	12.47	42.65	12.80	24.93	6.27	0.88	65.50
2.	Causes related to parenting	17	14.93	48.67	15.98	16.93	1.55	1.94	70.53
3.	Personal causes	19	13.41	46.28	16.73	17.83	2.93	2.83	68.18
4.	Sociological causes	8	18.51	51.42	16.98	9.08	1.30	2.71	73.73
5.	Causes related to media	6	33.81	44.50	11.32	6.60	0.31	3.46	78.90
6.	Causes related to peers	7	13.21	53.23	16.17	13.21	0.94	3.23	70.97

From Table 40 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the teachers of rural higher secondary school. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media. Causes related to peers* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the teachers of rural higher secondary schools.

Regarding the many causes of Deviant Behaviour among higher secondary school students from the perception of teachers of rural higher secondary schools; it is revealed from Table 40 that among the dimension, all *Causes related to school*, majority of the teachers of the rural schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from rural schools; 12.47 percentage strongly agree and 42.65 percentage agree as school related causes as the factor

for Deviant Behaviour among higher secondary school students. But, 24.93 percentage of teachers of the rural schools disagree and 6.27 percentage of teachers of the same category strongly disagree to this. Of the sample; 12.80 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the teachers of the rural schools attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from rural schools; 14.93 percentage of teachers of the rural schools strongly agree and 48.67 percentage agree with these causes of this dimension. But, 16.93 percentage of teachers of the rural schools disagree and 1.55 percentage of teachers of the rural schools strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 15.98 percentage of teachers of rural higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from rural schools; 13.41 percentage of teachers of the rural schools strongly agree and 46.28 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes in this dimension. While, 17.83 percentage of teachers of the rural schools disagree and 2.93 percentage of teachers of the rural schools strongly disagree that school related factors are leading to Deviant Behaviour among higher secondary school students. Of the sample from rural schools; 16.73 percentage of the sample from rural schools were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 40 that the majority of the teachers of the rural schools have the perception that *sociological related factors* are one among the

major causes of Deviant Behaviour. Of the sample from rural schools; 18.51 percentage strongly agree, 51.42 percentage of teachers agree with these causes of this dimension and 9.08 percentage disagree and 1.30 percentage strongly disagree that causes related to sociological factors are directing to Deviant Behaviour among higher secondary school students. Of the sample from rural schools; 16.98 percentage of teachers of rural higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension such as *Causes related to media*; majority of the teachers of the rural schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from rural schools; 33.81 percentage of teachers of the rural schools strongly agree and 44.50 percentage of teachers agree with these causes of this dimension. But, 6.60 percentage disagree and 0.31 percentage of strongly disagree that *Media* related factors are promoting Deviant Behaviour among higher secondary school students. Of the sample from rural schools; 11.32 percentage of teachers of rural higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of teachers of the rural schools of higher secondary schools; it is revealed from Table 40 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from rural schools; 13.21 percentage of teachers of the rural schools strongly agree and 53.23 percentage agree. While, 13.21 percentage of teachers of the rural schools disagree and 0.94 percentage strongly disagree that *Peers* related factors are promoting Deviant Behaviour among higher secondary school students. 16.17 percentage of the sample from rural schools were not given any responses to the fact that peer related factors

can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Sampled Parents of Higher Secondary School Students

Perception of parents of higher secondary school student on the causes of Deviant Behaviour among higher secondary school students is presented in Table 41 and 42.

Table 41

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Parents of Higher Secondary School Students (N=100): Item wise

Statement No.	Causes	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1	Locality of the school	16.00	53.00	9.00	19.00	3.00	0.00	72.00
2	Administrative policy of the school	7.00	49.00	20.00	22.00	2.00	0.00	67.40
3	Excessive work load	18.00	30.00	7.00	42.00	3.00	0.00	63.60
4	Defective disciplinary practices	7.00	43.00	20.00	30.00	0.00	0.00	65.40
5	Failure to identify student's potentialities	15.00	39.00	11.00	25.00	10.00	0.00	64.80
6	Partiality of teachers	10.00	25.00	23.00	30.00	12.00	0.00	58.20
7	Lack of reinforcement from teachers	10.00	33.00	5.00	46.00	4.00	2.00	58.60
8	Incompetency of teachers	5.00	17.00	27.00	35.00	16.00	0.00	52.00
9	Attitude of teachers towards students	12.00	56.00	9.00	18.00	3.00	2.00	70.00
10	Criticism of teachers	11.00	59.00	11.00	18.00	1.00	0.00	72.20
11	Unwanted comparison of teachers	15.00	44.00	16.00	20.00	5.00	0.00	68.80
12	Lack of guidance and counselling	13.00	52.00	5.00	21.00	8.00	1.00	67.60
13	Lack of motivation	13.00	32.00	10.00	32.00	13.00	0.00	60.00
14	Punishment of teachers	9.00	29.00	9.00	40.00	13.00	0.00	56.20

15	Nuclear family	19.00	46.00	17.00	13.00	3.00	2.00	71.80
16	Economic status of parents	22.00	52.00	5.00	21.00	0.00	0.00	75.00
17	Pressure by family members	13.00	45.00	21.00	17.00	3.00	1.00	69.00
18	Over expectation of parents	12.00	55.00	16.00	15.00	2.00	0.00	72.00
19	Inattentive parents	22.00	55.00	14.00	5.00	3.00	1.00	77.00
20	Criticism of parents	10.00	66.00	13.00	9.00	2.00	0.00	74.60
21	Comparison with other students	15.00	63.00	7.00	15.00	0.00	0.00	75.60
22	Over strictness of parents	19.00	49.00	8.00	21.00	3.00	0.00	72.00
23	Inconsistent monitoring	13.00	52.00	18.00	17.00	0.00	0.00	72.20
24	Partiality of parents	13.00	36.00	28.00	21.00	2.00	0.00	67.40
25	Joint family	5.00	36.00	21.00	33.00	5.00	0.00	60.60
26	Employment status of parents	8.00	51.00	15.00	20.00	6.00	0.00	67.00
27	Lack of affection from family and elders	12.00	65.00	10.00	9.00	4.00	0.00	74.40
28	Lack of reinforcement from parents	18.00	62.00	10.00	8.00	2.00	0.00	77.20
29	Conflict between parents	46.00	39.00	4.00	9.00	2.00	0.00	83.60
30	Disregard from family	19.00	42.00	27.00	8.00	3.00	1.00	72.60
31	Inappropriate child rearing practices	12.00	48.00	28.00	11.00	0.00	1.00	71.60
32	Lower school achievement	10.00	54.00	17.00	18.00	0.00	1.00	70.60
33	Rejection by peers	9.00	45.00	15.00	30.00	0.00	1.00	66.00
34	Maladjustments	19.00	44.00	18.00	17.00	1.00	1.00	72.00
35	Intellectual deteriorations	5.00	60.00	15.00	15.00	5.00	0.00	69.00
36	Use of illicit substances like alcohol or others substances	19.00	41.00	15.00	17.00	5.00	3.00	68.60
37	Dietary causes	4.00	46.00	27.00	21.00	1.00	1.00	65.60
38	Vision impairments	5.00	42.00	16.00	31.00	6.00	0.00	61.80
39	Hearing impairments	3.00	37.00	20.00	34.00	5.00	1.00	59.20
40	Other physical problems	8.00	33.00	20.00	35.00	3.00	1.00	61.00
41	Problems in friendship	12.00	55.00	13.00	19.00	0.00	1.00	71.40
42	Lack of moral code	15.00	62.00	9.00	14.00	0.00	0.00	75.60
43	Boredom in school activities	9.00	41.00	26.00	23.00	1.00	0.00	66.80
44	Tension creating situations	14.00	54.00	9.00	23.00	0.00	0.00	71.80
45	Tedium of learning activities	11.00	44.00	34.00	10.00	0.00	1.00	70.60
46	Lose of faith in others	13.00	40.00	21.00	24.00	1.00	1.00	67.40
47	Lack of adjustment capacity	12.00	65.00	7.00	15.00	0.00	1.00	74.20
48	Learning difficulty	10.00	55.00	14.00	19.00	0.00	2.00	70.00

49	Inability to distinguish between reality and fantasy	33.00	41.00	11.00	15.00	0.00	0.00	78.40
50	Pleasure seeking mind	26.00	50.00	14.00	10.00	0.00	0.00	78.40
51	Influence of campus politics	12.00	36.00	13.00	30.00	8.00	1.00	62.20
52	Hero worship	17.00	54.00	13.00	15.00	1.00	0.00	74.20
53	Influence of surroundings	22.00	66.00	5.00	7.00	0.00	0.00	80.60
54	Changing outlook of value	27.00	50.00	19.00	2.00	1.00	1.00	79.40
55	Less social acceptance	16.00	60.00	15.00	9.00	0.00	0.00	76.60
56	Cultural conflicts	10.00	55.00	18.00	16.00	1.00	0.00	71.40
57	Disregards of abilities	9.00	67.00	15.00	7.00	1.00	1.00	74.60
58	Identity crisis	29.00	55.00	10.00	6.00	0.00	0.00	81.40
59	Explosion of Spread of value conflicts	29.00	37.00	15.00	16.00	0.00	3.00	74.00
60	Media exposure	49.00	39.00	4.00	8.00	0.00	0.00	85.80
61	Misuse of mobile phones	54.00	33.00	6.00	7.00	0.00	0.00	86.80
62	Imitation of behaviours	33.00	47.00	11.00	9.00	0.00	0.00	80.80
63	Unhealthy use of internet	47.00	38.00	10.00	5.00	0.00	0.00	85.40
64	Unrealistic social perceptions	25.00	44.00	12.00	18.00	0.00	1.00	74.60
65	Lack of coordination	8.00	73.00	8.00	10.00	1.00	0.00	75.40
66	Interpersonal communication	11.00	65.00	8.00	15.00	1.00	0.00	74.00
67	Discrepancy in family status	4.00	62.00	20.00	14.00	0.00	0.00	71.20
68	Unhealthy competition	10.00	53.00	17.00	20.00	0.00	0.00	70.60
69	Peer pressure	28.00	59.00	3.00	10.00	0.00	0.00	81.00
70	Deviant peers	19.00	52.00	16.00	9.00	0.00	4.00	73.80
71	Coercive interactions	12.00	47.00	26.00	14.00	1.00	0.00	71.00

From Table 42 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the total sample of parents. *Sociological causes* also leading to Deviant Behaviour which stands next to the *Causes related to media*. *Causes related to peers* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the parents of higher secondary school students.

Table 42

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Parents of Higher Secondary School Students (N=100): Dimension wise

No.	Dimensions	Item Numbers	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	1-14	11.50	40.07	13.00	28.43	6.64	0.36	64.06
2.	Causes related to parenting	15-31	16.35	50.71	15.41	14.82	2.35	0.35	72.56
3.	Personal causes	32-50	12.47	47.84	16.89	20.53	1.47	0.79	69.39
4.	Sociological causes	51-58	17.75	55.38	13.50	11.50	1.50	0.38	75.05
5.	Causes related to media	59-64	39.50	39.67	9.67	10.50	0.00	0.67	81.23
6.	Causes related to peers	65-71	13.14	58.71	14.00	13.14	0.43	0.57	73.86

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of parents of higher secondary school students; it is revealed from Table 42 that among the dimension, all *Causes related to school*, majority of the parents have the perception that *school related factors* are one among the major causes of Deviant Behaviour. Of the total sample; 11.50 percentage of parents strongly agree and 40.07 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 28.43 percentage of parents disagree and 6.64 percentage of parents strongly disagree to this. Of the sample; 13 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension of *Causes related to school*; it is clear from the response of the parents of higher secondary school students that *criticism of teachers* is the major cause among

all the other items in the dimension. Parents of higher secondary school students strongly agree that it is criticism of teachers which is the major factor among the dimension *Causes related to school*, that acts as a cause for Deviant Behaviour among higher secondary school students.

Majority of the parents attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the total sample; 16.35 percentage of parents strongly agree and 50.71 percentage agree with these causes of this dimension. But, 14.82 percentage of parents disagree and 2.35 percentage of parents strongly disagree that parenting related factors are leading to Deviant Behaviour among higher secondary school students. While, 15.41 percentage of parents of higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students. Parents of higher secondary school students strongly agree that it is the conflict between parents which is the major factor, among the dimension causes related parenting, that acts as a cause for Deviant Behaviour among higher secondary school students

Considering the total sample; 12.47 percentage of parents strongly agree and 47.84 percentage agree as *the Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While 20.53 percentage of parents disagree and 1.47 percentage of parents strongly disagree that school related factors are promoting Deviant Behaviour among higher secondary school students. Of the total sample; 16.89 percentage of the total sample were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Personal causes*; it is clear from the response of the parents of higher secondary school students that *inability to distinguish between reality and fantasy and pleasure*

seeking mind are the major causes among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour. Parents of higher secondary school students strongly agree that it is the inability to distinguish between reality and fantasy and pleasure seeking mind which are major factors, among the dimension *Personal causes*, that acts as a cause for Deviant Behaviour among higher secondary school students.

It is revealed from Table 42 majority of the parents have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the total sample; 17.75 percentage of parents strongly agree, 55.38 percentage of parents agree with these causes of this dimension and 11.50 percentage of parents disagree and 1.50 percentage strongly disagree that causes related to sociological factors are leading to Deviant Behaviour among higher secondary school students. Of the total sample; 13.50 percentage of parents of higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension sociological related causes; it is evident from the response of the parents of higher secondary school students that *identity crisis* is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

While considering the dimension namely, *Causes related to media*; majority of the parents have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the total sample; 39.50 percentage of parents strongly agree and 36.97 percentage of parents agree with these causes of this dimension. But, 10.50 percentage of parents disagree and no one strongly disagree that *Media* related factors are directing Deviant Behaviour among higher secondary school students. Of the total sample; 9.67 percentage of parents of higher secondary school students were not given any

response to the fact that *Media* related factors can cause Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Causes related to media*; it is clear from the response of the parents of higher secondary school students that *misuse of mobile phones* is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

On the cause of Deviant Behaviour among higher secondary school students from the perception of Parents of higher secondary school students; it is revealed from Table 42 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the total sample; 13.14 percentage of parents strongly agree 58.71 percentage agree. While, 13.14 percentage of parents disagree and 0.43 percentage strongly disagree that *Peers* related factors are causing Deviant Behaviour among higher secondary school students. 14 percentage of the total sample were not given any responses to the fact that peer related factors can cause Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension of *Causes related to peers*; it is evident from the response of the parents of higher secondary school students that *peer pressure* is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Male Parents of Higher Secondary School Students

Perception of male parents of higher secondary school students on the causes of Deviant Behaviour among higher secondary school students is presented in Table 43.

Table 43

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Male Parents of Higher Secondary School Students (N=50): Dimension wise

No.	Dimensions	No of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	8.57	41.29	13.57	29.86	6.71	0.00	63.03
2.	Causes related to parenting	17	16.24	52.94	15.29	12.82	2.71	0.00	73.44
3.	Personal causes	19	10.74	48.42	16.95	22.53	1.05	0.32	68.86
4.	Sociological causes	8	17.75	55.50	12.25	13.00	1.50	0.00	75.00
5.	Causes related to media	6	41.67	40.00	8.00	10.33	0.00	0.00	82.60
6.	Causes related to peers	7	12.57	60.00	12.57	14.00	0.00	0.86	73.71

From Table 43 it is revealed that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the male sample of parents of higher secondary school students. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Causes related to peers* and *parenting related causes* are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the male parents of higher secondary school students.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of male parents of the selected category; it is revealed from Table 43 that among the dimension, all *Causes related to school*, majority of the male parents have the perception that *school related*

factors are one among the major causes of Deviant Behaviour. Of the male sample; 8.57 percentage of parents strongly agree and 41.29 percentage agree as school related causes as the factor for Deviant Behaviour among the selected samples. But, 29.86 percentage of male parents disagree and 6.71 percentage strongly disagree to this. Of the sample; 13.57 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the male parents attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the male sample; 16.24 percentage of male parents strongly agree and 52.94 percentage agree with these causes of this dimension. But, 12.82 percentage of male parents disagree and 2.71 percentage strongly disagree that parenting related factors are leading to Deviant Behaviour among higher secondary school students. While, 15.29 percentage of male parents of higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the male sample; 10.74 percentage of male parents strongly agree and 48.42 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 22.53 percentage of male parents disagree and 1.05 percentage strongly disagree that school related factors are framing Deviant Behaviour among higher secondary school students. Of the male sample; 16.95 percentage of the male sample were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 43 that the majority of the male parents have the perception that *sociological related factors* are one among the major causes

of Deviant Behaviour. Of the male sample; 17.75 percentage of parents strongly agree, 55.20 percentage agree with such causes of this dimension and 13 percentage of parents disagree and 1.50 percentage strongly disagree that causes related to sociological factors contribute to Deviant Behaviour among higher secondary school students. Of the male sample; 12.25 percentage of male parents of higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension; *Causes related to media*; majority of the male parents have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the male sample; 41.67 percentage of male parents strongly agree and 40 percentage of male parents agree with these causes of this dimension. But, 10.33 percentage of parents disagree and no one strongly disagree that *Media* related factors are leading to Deviant Behaviour among higher secondary school students. Of the male sample; 8 percentage of male parents of higher secondary school students were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of male parents of higher secondary school students; it is revealed from Table 43 that *Causes related to peers* act as one of the major causes of the Deviant behaviour among higher secondary school students. Of the male sample; 12.57 percentage of male parents strongly agree 60 percentage agree. While, 14 percentage of male parents disagree and no one strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 12.57 percentage of the male sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Female Parents of Higher Secondary School Students

Perception of female parents of higher secondary school students on the causes of Deviant Behaviour among higher secondary school students is presented in Table 44.

Table 44

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Female Parents of Higher Secondary School Students. (N=50): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	14.43	38.86	12.43	27.00	6.57	0.71	65.09
2.	Causes related to parenting	17	16.47	48.47	15.53	16.82	2.00	0.71	71.69
3.	Personal causes	19	14.21	47.26	16.84	18.53	1.89	1.26	69.92
4.	Sociological causes	8	17.75	55.25	14.75	10.00	1.50	0.75	75.10
5.	Causes related to media	6	37.33	39.33	11.33	10.67	0.00	1.33	79.87
6.	Causes related to peers	7	13.71	57.43	15.43	12.29	0.86	0.29	74.00

From Table 44 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the female sample of the parents of higher secondary school students. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media. Causes related to peers* and *parenting related causes* are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the female parents of higher secondary school students.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of female parents of higher secondary school students; it is revealed from Table 44 that among the dimension, all *Causes related to school*, majority of the female parents have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the female sample; 14.43 percentage of parents strongly agree and 38.86 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 27 percentage of female parents disagree and 6.57 percentage of female parents strongly disagree to this. Of the sample; 12.43 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the female parents attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the female sample; 16.47 percentage of female parents strongly agree and 48.47 percentage of female parents agree with these causes of this dimension. Of female parents;16.82 percentage disagree and 2 percentage strongly disagree that parenting related factors contribute to Deviant Behaviour among higher secondary school students. While, 15.53 percentage of female parents of higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the female sample; 14.21 percentage strongly agree and 47.26 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 18.53 percentage of female parents disagree and 1.89 percentage of them strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the female sample; 16.84 percentage of the female sample were

reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 44 that the majority of the female parents have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the female sample; 17.55 percentage of parents strongly agree and 55.25 percentage of the same category agree with these causes of this dimension and 10 percentage of parents disagree and 1.50 percentage strongly disagree that causes related to sociological factors are causing Deviant Behaviour among higher secondary school students. Of the female sample; 14.75 percentage of female parents of higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension, namely *Causes related to media;* majority of the female parents have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the female sample; 37.33 percentage of female parents strongly agree and 39.33 percentage agree with these causes of this dimension. But, 10.67 percentage of parents disagree and no one strongly disagree that *Media* related factors are leading to Deviant Behaviour among higher secondary school students. Of the female sample; 11.33 percentage of female parents of higher secondary school students were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of female parents of higher secondary school students; it is revealed from Table 44 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the female sample; 13.71 percentage of female parents strongly agree and 57.43 percentage agree. While, 12.29 percentage of female parents

disagree and 0.86 percentage strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 15.43 percentage of the female sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Parents of Government Higher Secondary School Students

Perception of parents of government higher secondary school students on the causes of Deviant Behaviour among higher secondary school students is presented in Table 45.

Table 45

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Parents of Government Higher Secondary School Students (N= 46): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	13.04	40.06	12.11	25.93	8.23	0.62	64.38
2.	Causes related to parenting	17	17.14	52.17	14.71	13.04	2.30	0.64	73.38
3.	Personal causes	19	13.04	48.05	17.62	18.65	1.49	1.14	69.82
4.	Sociological causes	8	23.64	51.63	15.22	8.15	0.82	0.54	77.50
5.	Causes related to media	6	42.75	36.96	10.51	9.06	0.00	0.72	82.25
6.	Causes related to peers	7	16.46	56.83	15.22	10.56	0.62	0.31	75.40

From Table 45 it is revealed that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of

Deviant Behaviour among higher secondary school students as perceived by the parents of government higher secondary school students. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Causes related to peers* and *parenting related causes* are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the parents of government higher secondary school students.

Regarding the different causes of Deviant Behaviour among higher secondary school students from the perception of parents of government higher secondary school students; it is revealed from Table 45 that among the dimension, all *Causes related to school*, majority of the parents of the government higher secondary school students have the perception that *school related factors* are one among the major causes of Deviant Behaviour. Of the sample from the parents of government higher secondary school students; 13.04 percentage of parents strongly agree and 40.06 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 25.93 percentage of parents of the government higher secondary school students disagree and 8.23 percentage of parents strongly disagree to this. Of the sample; 12.11 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the parents of the government higher secondary school students attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from the parents of government higher secondary school students; 17.14 percentage of parents strongly agree and 52.17 percentage of parents agree with these causes of this dimension. But, 13.04 percentage of parents of the government higher secondary school students disagree and 2.30 percentage of parents strongly disagree that parenting related factors are promoting Deviant

Behaviour among higher secondary school students. While, 14.71 percentage of parents of government higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from the parents of government higher secondary school students; 13.04 percentage of parents strongly agree and 48.05 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 18.65 percentage of parents disagree and 1.49 percentage of parents strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the sample from the parents of government higher secondary school students; 17.62 percentage of the parents were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 45 that majority of the parents of the government higher secondary school students have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from parents of government higher secondary school students; 23.64 percentage of parents strongly agree, 51.63 percentage of parents agree with these causes of this dimension and 8.15 percentage of parents disagree and 0.82 percentage strongly disagree that causes related to sociological factors are leading to Deviant Behaviour among higher secondary school students. Of the sample; 15.22 percentage of parents of government higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension such as *Causes related to media;* majority of the parents of the government higher secondary school students have the perception that *Media* related factors are one among the major causes

of Deviant Behaviour. Of the sample from parents of government higher secondary school students; 42.75 percentage of parents strongly agree and 36.96 percentage of parents agree with these causes of this dimension. But, 9.06 percentage of parents disagree and no one strongly disagree that *Media* related factors lead to Deviant Behaviour among higher secondary school students. Of the sample; 10.51 percentage of parents of government higher secondary school students were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of parents of the government higher secondary school students; it is revealed from Table 45 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from the parents of government higher secondary school students; 16.46 percentage of parents strongly agree 56.83 percentage agree. While, 10.56 percentage of parents disagree and 0.62 percentage strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 15.22 percentage of the sample from parents of government higher secondary school students were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Parents of Aided Higher Secondary School Students

Perception of parents of aided higher secondary school students on the causes of Deviant Behaviour among higher secondary school students is presented in Table 46.

Table 46

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Parents of Aided Higher Secondary School Students (N=54): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	10.19	40.08	13.76	30.56	5.29	0.13	63.78
2.	Causes related to parenting	17	15.69	49.46	16.01	16.34	2.40	0.11	71.87
3.	Personal causes	19	11.99	47.66	16.28	22.12	1.46	0.49	69.03
4.	Sociological causes	8	12.73	58.56	12.04	14.35	2.08	0.23	72.96
5.	Causes related to media	6	36.73	41.98	8.95	11.73	0.00	0.62	80.37
6.	Causes related to peers	7	10.32	60.32	12.96	15.34	0.26	0.79	72.54

From Table 46 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the parents of aided higher secondary school students. *Sociological causes* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Causes related to peers* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the parents of aided higher secondary school students.

Regarding the many causes of Deviant Behaviour among higher secondary school students from the perception of parents of aided higher secondary school students; it is revealed from Table 46 that among the dimension, all *Causes related to school*, majority of the parents of the aided higher secondary school students have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from parents of aided higher secondary school students; 10.19 percentage of parents

strongly agree and 40.08 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 30.56 percentage of parents of the aided higher secondary school students disagree and 5.29 percentage of parents strongly disagree to this. Of the sample; 13.76 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the parents of the aided higher secondary school students attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from parents of aided higher secondary school students ; 15.69 percentage of parents strongly agree and 49.46 percentage of parents agree with these causes of this dimension. But, 16.34 percentage of parents of the aided higher secondary school students disagree and 2.40 percentage of parents strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 16.01 percentage of parents of aided higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from parents of aided higher secondary school students; 11.99 percentage of parents strongly agree and 47.66 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 22.12 percentage of parents of the aided higher secondary school students disagree and 1.46 percentage of parents strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the parents of aided higher secondary school students; 16.28 percentage of the sample were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 46 that majority of the parents of the aided higher secondary school students have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from parents of aided higher secondary school students; 12.73 percentage of parents strongly agree, 58.56 percentage of parents agree with these causes of this dimension and 14.35 percentage of parents disagree and 2.08 percentage strongly disagree that causes related to sociological factors cause Deviant Behaviour among higher secondary school students. Of the sample; 12.04 percentage of parents of aided higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension *Causes related to media;* majority of the parents of the aided higher secondary school students have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from parents of aided higher secondary school students; 36.73 percentage of parents strongly agree and 41.98 percentage of parents agree with these causes of this dimension. But,11.73 percentage of parents disagree and no one strongly disagree that *Media* related factors can cause Deviant Behaviour among higher secondary school students. Of the sample; 8.95 percentage of parents of aided higher secondary school students were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of parents of aided higher secondary school students, it is revealed from Table 46 that *Causes related to peers,* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from parents of aided higher secondary school students; 10.32 percentage of parents strongly agree 60.32 percentage agree. While, 15.34 percentage of parents of the parents disagree and 0.26 percentage

strongly disagree that *Peers* related factors are promoting Deviant Behaviour among higher secondary school students. 12.96 percentage of the sample from the parents of aided higher secondary school students were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Parents of Urban Higher Secondary School Students

Perception of parents of urban higher secondary school students on the causes of Deviant Behaviour among higher secondary school students is presented in Table 47.

Table 47

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Parents of Urban Higher Secondary School Students (N=51):- Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	13.45	39.36	10.22	28.57	7.84	0.56	64.06
2.	Causes related to parenting	17	16.49	48.90	13.96	16.96	3.58	0.12	71.49
3.	Personal causes	19	10.73	49.43	13.83	23.12	2.06	0.83	68.24
4.	Sociological causes	8	20.34	54.17	11.52	11.27	2.45	0.25	75.59
5.	Causes related to media	6	44.12	42.16	5.23	7.84	0.00	0.65	84.12
6.	Causes related to peers	7	12.32	57.70	12.32	15.97	0.84	0.84	72.44

From Table 47 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of

Deviant Behaviour among higher secondary school students as perceived by the parents of urban higher secondary school students. *Sociological causes* are also leading to Deviant Behaviour which stands next to *Causes related to media*. *Causes related to peers* and parenting related causes are also considered as the factors directing Deviant Behaviour among higher secondary school students as perceived by the parents of urban higher secondary school students.

Regarding the many causes of Deviant Behaviour among higher secondary school students; from the perception of parents of urban higher secondary school students it is revealed from Table 47 that among the dimension, all *Causes related to school*, majority of the parents of the urban higher secondary school students have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from the parents of urban higher secondary school students; 13.45 percentage of parents strongly agree and 39.36 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 28.57 percentage of parents disagree and 7.84 percentage of parents of the urban higher secondary school students strongly disagree to this. Of the sample; 10.22 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the parents of the urban higher secondary school students attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from parents of urban higher secondary school students; 16.49 percentage of parents of the urban higher secondary school students strongly agree and 48.90 percentage of parents agree with these causes of this dimension. But, 16.96 percentage of parents disagree and 3.58 percentage of parents of the urban higher secondary school students strongly disagree that parenting related factors are promoting

Deviant Behaviour among higher secondary school students. While, 13.96 percentage of parents of urban higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from parents of urban higher secondary school students; 10.73 percentage of parents strongly agree and 49.43 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 23.12 percentage of parents of the urban higher secondary school students disagree and 2.06 percentage of parents strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the sample; 13.83 percentage of the sample from parents of urban higher secondary school students were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 47 that majority of the parents of the urban higher secondary school students have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample; 20.34 percentage parents strongly agree, 54.17 percentage of parents agree with these causes of this dimension and 11.27 percentage of parents disagree and 2.45 percentage strongly disagree that causes related to sociological factors are contributing to Deviant Behaviour among higher secondary school students. Of the sample; 11.52 percentage of parents of urban higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension *Causes related to media;* majority of the parents of the urban higher secondary school students have the perception that *Media* related factors are one among the major causes of Deviant

Behaviour. Of the sample; 44.12 percentage of parents strongly agree and 42.16 percentage of parents agree with these causes of this dimension. But, 7.84 percentage of parents disagree and no one strongly disagree that *Media* related factors are directing Deviant Behaviour among higher secondary school students. Of the sample; 5.23 percentage of parents of urban higher secondary school students were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of parents of the urban higher secondary school students of higher secondary school students; it is revealed from Table 47 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from parents of urban higher secondary school students; 12.32 percentage of parents strongly agree and57.70 percentage agree. While, 15.97 percentage of parents disagree and 0.84 percentage strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 12.32 percentage of the sample from parents of urban higher secondary school students were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Parents of Rural Higher Secondary School Students

Perception of parents of rural higher secondary school students on the causes of Deviant Behaviour among higher secondary school students is presented in Table 48.

Table 48

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Parents of Rural Higher Secondary School Students (N=49): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	9.48	40.82	15.89	28.28	5.39	0.15	64.05
2.	Causes related to parenting	17	16.21	52.58	16.93	12.61	1.08	0.60	73.69
3.	Personal causes	19	14.29	46.19	20.09	17.83	0.86	0.75	70.59
4.	Sociological causes	8	15.05	56.63	15.56	11.73	0.51	0.51	74.49
5.	Causes related to media	6	34.69	37.07	14.29	13.27	0.00	0.68	78.23
6.	Causes related to peers	7	13.99	59.77	15.74	10.20	0.00	0.29	75.34

From Table 48 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the parents of rural higher secondary school students. *Causes related to peers* are also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the parents of rural higher secondary school students.

Regarding the many causes of Deviant Behaviour among higher secondary school students from the perception of parents of rural higher secondary school students; it is revealed from Table 48 that among the dimension, all *Causes related to school*, majority of the parents of the rural higher secondary school students have the perception that *school related factors* are one among the major causes of Deviant Behaviour. Of the sample from parents of rural higher secondary school students; 9.48 percentage of

parents strongly agree and 40.82 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 28.28 percentage of parents of the rural higher secondary school students disagree and 5.32 percentage of parents of the rural higher secondary school students strongly disagree to this. Of the sample; 15.89 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the parents of the rural higher secondary school students attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from parents of rural higher secondary school students; 16.21 percentage of parents strongly agree and 52.58 percentage of parents agree with these causes of this dimension. But, 12.61 percentage of parents disagree and 1.08 percentage of parents of the rural higher secondary school students strongly disagree that parenting related factors are causing Deviant Behaviour among higher secondary school students. While, 16.93 percentage of parents of rural higher secondary school students were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from parents of rural higher secondary school students; 14.29 percentage of parents strongly agree and 46.19 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with this causes of this dimension. While 17.83 percentage of parents of the rural higher secondary school students disagree and 0.86 percentage of parents strongly disagree that school related factors promote Deviant Behaviour among higher secondary school students. Of the sample; 20.09 percentage of the sample from parents of rural higher secondary school students were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 48 that the majority of the parents of the rural higher secondary school students have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample; 15.05 percentage of parents strongly agree; 56.63 percentage of parents agree with these causes of this dimension and 11.73 percentage of parents disagree and 0.51 percentage strongly disagree that causes related to sociological factors are forming Deviant Behaviour among higher secondary school students. Of the sample; 15.56 percentage of parents of rural higher secondary school students were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension; *Causes related to media;* majority of the parents of the rural higher secondary school students have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample; 34.69 percentage of parents strongly agree and 37.07 percentage of parents agree with these causes of this dimension. But, 13.27 percentage of parents disagree and no one strongly disagree that *Media* related factors lead to Deviant Behaviour among higher secondary school students. Of the sample; 14.29 percentage of parents of rural higher secondary school students were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of parents of the rural higher secondary school students of higher secondary school students; it is revealed from Table 48 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from parents of rural higher secondary school students; 13.99 percentage of parents strongly agree and 59.77 percentage agree. While, 10.20 percentage of parents of the rural

higher secondary school students disagree and no one strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 15.74 percentage of the sample from parents of rural higher secondary school students were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Sampled Counsellors of Higher Secondary Schools

Perception of counsellors of higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 49 and 50.

Table 49

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Counsellors of Higher Secondary Schools (N=100): Item wise

Statement No.	Causes	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1	Locality of the school	22.00	56.00	7.00	14.00	1.00	0.00	76.80
2	Administrative policy of the school	13.00	44.00	23.00	18.00	2.00	0.00	69.60
3	Excessive work load	15.00	30.00	10.00	34.00	9.00	2.00	60.40
4	Defective disciplinary practices	9.00	56.00	19.00	14.00	1.00	1.00	71.00
5	Failure to identify student's potentialities	29.00	39.00	7.00	18.00	7.00	0.00	73.00
6	Partiality of teachers	8.00	27.00	24.00	32.00	8.00	1.00	58.40
7	Lack of reinforcement from teachers	7.00	46.00	12.00	33.00	2.00	0.00	64.60
8	Incompetency of teachers	3.00	30.00	33.00	29.00	3.00	2.00	59.00
9	Attitude of teachers towards students	9.00	60.00	12.00	17.00	2.00	0.00	71.40
10	Criticism of teachers	10.00	43.00	25.00	20.00	2.00	0.00	67.80
11	Unwanted comparison of teachers	14.00	44.00	18.00	19.00	5.00	0.00	68.60

12	Lack of guidance and counselling	17.00	49.00	6.00	18.00	9.00	1.00	68.80
13	Lack of motivation	13.00	47.00	8.00	18.00	14.00	0.00	65.40
14	Punishment of teachers	8.00	37.00	15.00	31.00	9.00	0.00	60.80
15	Nuclear family	18.00	64.00	6.00	10.00	0.00	2.00	76.80
16	Economic status of parents	22.00	55.00	5.00	14.00	4.00	0.00	75.40
17	Pressure by family members	13.00	45.00	13.00	28.00	1.00	0.00	68.20
18	Over expectation of parents	18.00	55.00	16.00	9.00	2.00	0.00	75.60
19	Inattentive parents	29.00	53.00	13.00	5.00	0.00	0.00	81.20
20	Criticism of parents	13.00	59.00	13.00	15.00	0.00	0.00	74.00
21	Comparison with other students	12.00	54.00	13.00	20.00	1.00	0.00	71.20
22	Over strictness of parents	14.00	45.00	19.00	21.00	0.00	1.00	69.80
23	Inconsistent monitoring	14.00	53.00	13.00	18.00	0.00	2.00	71.40
24	Partiality of parents	7.00	42.00	18.00	30.00	2.00	1.00	63.80
25	Joint family	2.00	28.00	26.00	42.00	1.00	1.00	57.00
26	Employment status of parents	6.00	57.00	15.00	19.00	3.00	0.00	68.80
27	Lack of affection from family and elders	15.00	63.00	12.00	6.00	3.00	1.00	75.60
28	Lack of reinforcement from parents	15.00	68.00	9.00	6.00	1.00	1.00	77.40
29	Conflict between parents	31.00	54.00	10.00	5.00	0.00	0.00	82.20
30	Disregard from family	19.00	41.00	26.00	11.00	1.00	2.00	72.00
31	Inappropriate child rearing practices	15.00	49.00	22.00	13.00	1.00	0.00	72.80
32	Lower school achievement	13.00	50.00	18.00	15.00	1.00	3.00	70.00
33	Rejection by peers	4.00	52.00	15.00	23.00	5.00	1.00	64.80
34	Maladjustments	13.00	54.00	15.00	16.00	0.00	2.00	71.60
35	Intellectual deteriorations	4.00	56.00	18.00	15.00	6.00	1.00	66.80
36	Use of illicit substances like alcohol or others substances	20.00	44.00	21.00	12.00	2.00	1.00	73.00
37	Dietary causes	3.00	50.00	24.00	12.00	8.00	3.00	63.80
38	Vision impairments	3.00	33.00	23.00	30.00	10.00	1.00	57.20
39	Hearing impairments	4.00	30.00	27.00	29.00	10.00	0.00	57.80
40	Other physical problems	3.00	32.00	29.00	29.00	6.00	1.00	58.80
41	Problems in friendship	16.00	62.00	4.00	17.00	0.00	1.00	74.80
42	Lack of moral code	24.00	52.00	13.00	10.00	0.00	1.00	77.40
43	Boredom in school activities	10.00	47.00	30.00	12.00	1.00	0.00	70.60
44	Tension creating situations	12.00	47.00	23.00	18.00	0.00	0.00	70.60
45	Tedium of learning activities	9.00	43.00	36.00	11.00	0.00	1.00	69.40
46	Lose of faith in others	9.00	44.00	29.00	17.00	1.00	0.00	68.60
47	Lack of adjustment capacity	18.00	58.00	13.00	11.00	0.00	0.00	76.60

48	Learning difficulty	10.00	57.00	17.00	15.00	0.00	1.00	71.80
49	Inability to distinguish between reality and fantasy	23.00	58.00	14.00	5.00	0.00	0.00	79.80
50	Pleasure seeking mind	23.00	61.00	11.00	5.00	0.00	0.00	80.40
51	Influence of campus politics	17.00	32.00	21.00	26.00	4.00	0.00	66.40
52	Hero worship	20.00	48.00	13.00	18.00	1.00	0.00	73.60
53	Influence of surroundings	23.00	63.00	3.00	9.00	2.00	0.00	79.20
54	Changing outlook of value	23.00	42.00	27.00	8.00	0.00	0.00	76.00
55	Less social acceptance	13.00	57.00	21.00	9.00	0.00	0.00	74.80
56	Cultural conflicts	5.00	51.00	22.00	20.00	0.00	2.00	67.00
57	Disregards of abilities	10.00	59.00	20.00	10.00	1.00	0.00	73.40
58	Identity crisis	23.00	48.00	25.00	2.00	0.00	2.00	77.20
59	Explosion of Spread of value conflicts	21.00	45.00	16.00	17.00	0.00	1.00	73.40
60	Media exposure	40.00	50.00	6.00	4.00	0.00	0.00	85.20
61	Misuse of mobile phones	55.00	31.00	11.00	1.00	2.00	0.00	87.20
62	Imitation of behaviours	25.00	49.00	15.00	11.00	0.00	0.00	77.60
63	Un healthy use of internet	45.00	39.00	10.00	6.00	0.00	0.00	84.60
64	Un realistic social perceptions	23.00	52.00	15.00	10.00	0.00	0.00	77.60
65	Lack of coordination	7.00	64.00	11.00	11.00	5.00	2.00	70.20
66	Interpersonal communication	6.00	68.00	14.00	5.00	5.00	2.00	71.80
67	Discrepancy in family status	9.00	59.00	19.00	13.00	0.00	0.00	72.80
68	Un healthy competition	13.00	50.00	14.00	21.00	1.00	1.00	70.00
69	Peer pressure	28.00	52.00	10.00	9.00	0.00	1.00	79.20
70	Deviant peers	26.00	54.00	11.00	6.00	2.00	1.00	78.60
71	Coercive interactions	15.00	53.00	21.00	10.00	0.00	1.00	74.00

From Table 50 it is revealed that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the total sample of counsellors of higher secondary schools. *Causes related to peers* are also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the counsellors of higher secondary schools.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of counsellors of higher secondary schools

it is revealed from Table 50 that among the dimension, all *Causes related to school*, majority of the counsellors have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the total sample; 12.64 percentage of counsellors strongly agree and 43.43 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 22.50 percentage of counsellors disagree and 5.29 percentage of counsellors strongly disagree to this. Of the sample; 15.64 percentage had taken the position that they had not decided upon the factors that causes the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension, *Causes related to school*; it is clear from the response of the counsellors of higher secondary schools that locality of the school is the major cause among all the other items in the dimension. They strongly agree that it is the locality of the institution which is the major factor among the dimension *Causes related to school*, that acts as a cause for Deviant Behaviour among higher secondary school students.

Table 50

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Total Sample of Counsellors of Higher Secondary Schools (N=100): Dimension wise

No.	Dimensions	Item Numbers	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	1-14	12.64	43.43	15.64	22.50	5.29	0.50	66.83
2.	Causes related to parenting	15-31	15.47	52.06	14.65	16.00	1.18	0.65	72.54
3.	Personal causes	32-50	11.63	48.95	20.00	15.89	2.63	0.89	69.67
4.	Sociological causes	51-58	16.75	50.00	19.00	12.75	1.00	0.50	73.45
5.	Causes related to media	59-64	34.83	44.33	12.17	8.17	0.33	0.17	80.93
6.	Causes related to peers	65-71	14.86	57.14	14.29	10.71	1.86	1.14	73.80

Majority of the counsellors attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the total sample; 15.47 percentage of counsellors strongly agree and 52.06 percentage agree with these causes of this dimension. But,16 percentage of disagree and 1.18 percentage strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 14.65 percentage of counsellors of higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension of *Causes related to parenting and their conflicts;* it is clear from the response of the counsellors of higher secondary schools that conflict between parents is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

Considering the total sample; 11.63 percentage of counsellors strongly agree and 48.95 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with this causes of this dimension. While 15.89 percentage of counsellors disagree and 2.63 percentage of counsellors strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the total sample; 20 percentage of the total sample were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Personal causes*; it is clear from the response of the counsellors of higher secondary schools that *pleasure seeking mind* as the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

It is revealed from Table 50 that the majority of the counsellors of higher secondary schools have the perception that sociological related factors are one among the major causes of Deviant Behaviour. Of the total sample;

16.75 percentage strongly agree and 50 percentage of counsellors agree with this dimensional cause and 12.75 percentage disagree and 1 percentage strongly disagree that causes related to sociological factors cause Deviant Behaviour among higher secondary school students. Of the total sample; 19 percentage of counsellors of higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension of sociological related causes; it is evident from the response of the counsellors of higher secondary schools that influence of surroundings is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

Proper analysis of the dimension reflecting the *Causes related to media;* majority of the counsellors have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the total sample; 34.83 percentage of counsellors strongly agree and 44.33 percentage agree with these causes of this dimension. But, 8.17 percentage disagree and 0.33 percentage of strongly disagree that *Media* related factors are promoting Deviant Behaviour among higher secondary school students. Of the total sample; 12.17 percentage of counsellors of higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Causes related to media*; it is clear from the response of the counsellors of higher secondary schools that misuse of mobile phones is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

On the cause of Deviant Behaviour among higher secondary school students from the perception of counsellors of higher secondary schools it is revealed from Table 50 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the total

sample; 14.86 percentage of counsellors strongly agree and 57.14 percentage agree. While 10.71 percentage of counsellors disagree and 1.86 percentage strongly disagree that *Peers* related factors are leading to Deviant Behaviour among higher secondary school students. 14.29 percentage of the total sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students. While considering the various causes within the dimension *Causes related to peers*; it is evident from the response of the counsellors of higher secondary schools that peer pressure is the major cause among all the other items in the dimension, that the higher secondary school students are showing Deviant Behaviour.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Male Counsellors of Higher Secondary Schools

Perception of male counsellors of higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 51.

Table 51

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Male Counsellors of Higher Secondary Schools. (N=32): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	13.39	44.64	17.41	17.41	6.70	0.45	67.86
2.	Causes related to parenting	17	13.42	50.92	17.46	16.54	1.29	0.37	71.51
3.	Personal causes	19	15.79	44.24	24.01	12.99	2.30	0.66	71.25
4.	Sociological causes	8	14.45	47.27	25.00	11.33	1.17	0.78	72.03
5.	Causes related to media	6	34.90	45.83	14.06	4.69	0.52	0.00	81.98
6.	Causes related to peers	7	12.05	56.25	18.30	10.27	2.23	0.89	72.59

From Table 51 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the male sample of counsellors of higher secondary schools. *Causes related to peers* are also leading to Deviant Behaviour which stands next to *Causes related to media*. *Personal causes* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the male counsellors of higher secondary schools.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of male counsellors of higher secondary schools; it is revealed from Table 51 that among the dimension, all *Causes related to school*, majority of the male counsellors have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the male sample; 13.39 percentage strongly agree and 44.64 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 17.41 percentage of male counsellors disagree and 6.70 percentage of male counsellors strongly disagree to this. Of the sample; 17.41 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the male counsellors attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the male sample; 13.42 percentage of male counsellors strongly agree and 50.92 percentage of male counsellors agree with these

causes of this dimension. But, 16.54 percentage of male counsellors disagree and 1.29 percentage of male counsellors strongly disagree that parenting related factors are causing Deviant Behaviour among higher secondary school students. While 17.46 percentage of male counsellors of higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the male sample; 15.79 percentage of male counsellors strongly agree and 44.24 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While 12.99 percentage of male counsellors disagree and 2.30 percentage of male counsellors strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the male sample; 24.01 percentage of the male sample were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 51 that majority of the male counsellors have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the male sample; 14.45 percentage strongly agree, 47.27 percentage of male counsellors agree with these causes of this dimension and 11.33 percentage disagree and 1.17 percentage strongly disagree that causes related to sociological factors cause Deviant Behaviour among higher secondary school students. Of the male sample; 25 percentage of male counsellors of higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension *Causes related to media;* majority of the male counsellors have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the male sample; 34.90 percentage of male counsellors strongly agree and 45.83 percentage of male counsellors agree with these causes of this dimension. But, 4.69 percentage disagree and 0.52 percentage of strongly disagree that *Media* related factors are promoting Deviant Behaviour among higher secondary school students. Of the male sample; 14.06 percentage of male counsellors of higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of male counsellors of higher secondary schools it is revealed from Table 51 that *Causes related to peers,* one of the major causes of the Deviant behaviour among higher secondary school students. Of the male sample; 12.05 percentage of male counsellors strongly agree and 56.25 percentage agree. While, 10.27 percentage of male counsellors disagree and 2.23 percentage strongly disagree that *Peers* related factors are leading to Deviant Behaviour among higher secondary school students. 18.30 percentage of the male sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Female Counsellors of Higher Secondary Schools

Perception of female counsellors of higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 52.

Table 52

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Female Counsellors of Higher Secondary Schools. (N=68): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	12.29	42.86	14.81	24.89	4.62	0.53	66.34
2.	Causes related to parenting	17	16.44	52.60	13.32	15.74	1.12	0.78	73.03
3.	Personal causes	19	9.67	51.16	18.11	17.26	2.79	1.01	68.93
4.	Sociological causes	8	17.83	51.29	16.18	13.42	0.92	0.37	74.12
5.	Causes related to media	6	34.80	43.63	11.27	9.80	0.25	0.25	80.44
6.	Causes related to peers	7	16.18	57.56	12.39	10.92	1.68	1.26	74.37

From Table 52 it is revealed that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the female sample of counsellors of higher secondary schools. *Causes related to peers* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the female counsellors of higher secondary schools.

Regarding the causes of Deviant Behaviour among higher secondary school students from the perception of female counsellors of higher secondary schools; it is revealed from Table 52 that among the dimension, all *Causes related to school*, majority of the female counsellors have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the female sample; 12.29 percentage strongly agree and 42.86 percentage agree as school related causes as the factor for Deviant Behaviour among

higher secondary school students. But, 24.89 percentage of female counsellors disagree and 4.62 percentage of female counsellors strongly disagree to this. Of the sample; 14.81 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the female counsellors attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the female sample; 16.44 percentage of female counsellors strongly agree and 52.60 percentage of female counsellors agree with these causes of this dimension. But 15.74 percentage of female counsellors disagree and 1.12 percentage of female counsellors strongly disagree that parenting related factors cause Deviant Behaviour among higher secondary school students. While, 13.32 percentage of female counsellors of higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the female sample; 9.67 percentage of female counsellors strongly agree and 51.16 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 17.26 percentage of female counsellors disagree and 2.79 percentage of female counsellors strongly disagree that school related factors are leading to Deviant Behaviour among higher secondary school students. Of the female sample; 18.11 percentage of the female sample reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 52 that the majority of the female counsellors have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the female sample; 17.83 percentage strongly agree and 51.29 percentage of female counsellors agree with these causes of

this dimension and 13.42 percentage disagree and 0.92 percentage strongly disagree that causes related to sociological factors are causing Deviant Behaviour among higher secondary school students. Of the female sample; 16.18 percentage of female counsellors of higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension *Causes related to media;* majority of the female counsellors have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the female sample; 34.80 percentage of female counsellors strongly agree and 43.63 percentage of female counsellors agree with these causes of this dimension. But, 9.80 percentage disagree and 0.25 percentage of strongly disagree that *Media* related factors are contributing to Deviant Behaviour among higher secondary school students. Of the female sample; 11.27 percentage of female counsellors of higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of female counsellors of higher secondary schools; it is revealed from Table 52 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the female sample; 16.18 percentage of female counsellors strongly agree and 57.56 percentage agree. While, 10.92 percentage of female counsellors disagree and 1.68 percentage strongly disagree that *Peers* related factors are leading to Deviant Behaviour among higher secondary school students. 12.39 percentage of the female sample were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Counsellors of Government Higher Secondary Schools

Perception of counsellors of government higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 53.

Table 53

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Counsellors of Government Higher Secondary Schools. (N= 73): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	11.74	42.47	14.97	24.27	5.97	0.59	65.60
2.	Causes related to parenting	17	14.59	51.65	14.91	16.68	1.37	0.81	71.80
3.	Personal causes	19	12.26	46.58	19.03	18.10	3.17	0.87	68.81
4.	Sociological causes	8	16.10	50.34	18.32	13.36	1.20	0.68	72.95
5.	Causes related to media	6	34.47	43.61	12.10	9.13	0.46	0.23	80.37
6.	Causes related to peers	7	13.31	57.53	13.70	11.74	2.15	1.57	72.68

Table 53 reveals that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students, as perceived by the counsellors of government higher secondary schools. *Sociological causes* also leading to Deviant Behaviour which stands next to the *Causes related to media.* *Causes related to peers* and parenting related causes are also considered as the

factors cause Deviant Behaviour among higher secondary school students as perceived by the counsellors of government higher secondary schools.

Regarding the different causes of Deviant Behaviour among higher secondary school students from the perception of counsellors of government higher secondary schools ; it is revealed from Table 53 that among the dimension, all *Causes related to school*, majority of the counsellors of the government schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from government schools; 11.74 percentage strongly agree and 42.47 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 24.27 percentage of counsellors of the government schools disagree and 5.97 percentage of counsellors of the government schools strongly disagree to this. Of the sample; 14.97 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the counsellors of the government schools attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from government schools; 14.59 percentage of counsellors of the government schools strongly agree and 51.65 percentage of counsellors of the government schools agree with these causes of this dimension. But, 16.68 percentage of counsellors of the government schools disagree and 1.37 percentage of counsellors of the government schools strongly disagree that parenting related factors are directing Deviant Behaviour among higher secondary school students. While, 14.91 percentage of counsellors of government higher secondary schools were not given any responses to the fact that parenting related factors can cause the

overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from government schools; 12.26 percentage of counsellors of the government schools strongly agree and 46.58 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 18.10 percentage of counsellors of the government schools disagree and 3.17 percentage of counsellors of the government schools strongly disagree that school related factors are promoting Deviant Behaviour among higher secondary school students. Of the sample from government schools; 19.03 percentage of the sample from government schools were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

Table 53 reflects that the majority of the counsellors of the government higher secondary schools have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from government higher secondary schools; 16.10 percentage strongly agree, 50.34 percentage of counsellors of the government schools agree with these causes of this dimension and 13.36 percentage disagree and 1.20 percentage strongly disagree that causes related to sociological factors are contributing to Deviant Behaviour among higher secondary school students. Of the sample from government schools ; 18.32 percentage of counsellors of government higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension *Causes related to media;* majority of the counsellors of the government schools have the perception that *Media*

related factors are one among the major causes of Deviant Behaviour. Of the sample from government schools; 34.47 percentage of counsellors of the government schools strongly agree and 43.61 percentage of counsellors of the government schools agree with these causes of this dimension. But, 9.13 percentage disagree and 0.46 percentage of strongly disagree that *Media* related factors are directing Deviant Behaviour among higher secondary school students. Of the sample from government schools; 12.10 percentage of counsellors of government higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of counsellors of the government schools of higher secondary schools; it is revealed from Table 53 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from government schools; 13.31 percentage of counsellors of the government schools strongly agree 57.53 percentage agree. While, 11.74 percentage of counsellors of the government schools disagree and 2.15 percentage strongly disagree that *Peers* related factors are directing Deviant Behaviour among higher secondary school students. 13.70 percentage of the sample from government schools were not provided any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Counsellors of Aided Higher Secondary Schools

Perception of counsellors of aided higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 54.

Table 54

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Counsellors of Aided Higher Secondary Schools. (N=27): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	15.08	46.03	17.46	17.72	3.44	0.26	70.16
2.	Causes related to parenting	17	17.86	53.16	13.94	14.16	0.65	0.22	74.55
3.	Personal causes	19	9.94	55.36	22.61	9.94	1.17	0.97	72.01
4.	Sociological causes	8	18.52	49.07	20.83	11.11	0.46	0.00	74.81
5.	Causes related to media	6	35.80	46.30	12.35	5.56	0.00	0.00	82.47
6.	Causes related to peers	7	19.05	56.08	15.87	7.94	1.06	0.00	76.83

From Table 54 it is revealed that among all the causes leading to Deviant Behaviour; those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the counsellors of aided higher secondary schools. *Causes related to peers* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and Parenting related causes are also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the counsellors of aided higher secondary schools.

Regarding the many causes of Deviant Behaviour among higher secondary school students from the perception of counsellors of aided higher secondary schools; it is revealed from Table 54 that among the dimension, all *Causes related to school*, majority of the counsellors of the aided schools have the perception that school related factors are one among the major causes of

Deviant Behaviour. Of the sample from aided schools; 15.08 percentage strongly agree and 46.03 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 17.72 percentage of counsellors of the aided schools disagree and 3.44 percentage of counsellors of the aided schools strongly disagree to this. Of the sample; 17.46 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the counsellors of the aided schools attribute parenting related causes as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from aided schools; 17.86 percentage of counsellors of the aided schools strongly agree and 53.16 percentage agree with these causes of this dimension. But, 14.16 percentage of counsellors of the aided schools disagree and 0.65 percentage of counsellors of the aided schools strongly disagree that parenting related factors are causing Deviant Behaviour among higher secondary school students. While, 13.94 percentage of counsellors of aided higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from aided schools; 9.94 percentage of counsellors of the aided schools strongly agree and 55.36 percentage agree as *the Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 9.94 percentage of counsellors of the aided schools disagree and 1.17 percentage strongly disagree that school related factors are leading to Deviant Behaviour among higher secondary school students. Of the sample from aided schools; 22.61 percentage of the sample from aided schools were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 54 that the majority of the counsellors of the aided schools have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from aided schools; 18.52 percentage strongly agree, 49.07 percentage of counsellors of the aided schools agree with these causes of this dimension and 11.11 percentage disagree and 0.46 percentage strongly disagree that causes related to sociological factors are leading to Deviant Behaviour among higher secondary school students. Of the sample from aided schools; 20.83 percentage of counsellors of aided higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension; *Causes related to media;* majority of the counsellors of the aided schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from aided schools; 35.80 percentage of counsellors strongly agree and 46.30 percentage agree with these causes of this dimension. But, 5.56 percentage disagree and no one strongly disagree that *Media* related factors are causing Deviant Behaviour among higher secondary school students. Of the sample from aided schools; 12.35 percentage of counsellors of aided higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of counsellors of the aided schools of higher secondary schools; it is revealed from Table 54 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from aided schools; 19.05 percentage of counsellors strongly agree and 56.08 percentage agree. While, 7.94 percentage of counsellors of the aided schools disagree and 1.06 percentage strongly

disagree that *Peers* related factors are leading to Deviant Behaviour among higher secondary school students. 15.87 percentage of the sample from aided schools were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Counsellors of Urban Higher Secondary Schools

Perception of counsellors of urban higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 55.

Table 55

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Counsellors of Urban Higher Secondary Schools. (N=42): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	11.90	46.26	9.01	26.87	5.27	0.68	66.12
2.	Causes related to parenting	17	13.03	59.38	10.22	15.55	1.12	0.70	73.11
3.	Personal causes	19	12.91	53.26	12.16	19.42	1.00	1.25	70.78
4.	Sociological causes	8	18.75	56.85	6.85	16.07	0.89	0.60	74.94
5.	Causes related to media	6	36.51	45.63	4.37	12.70	0.40	0.40	80.79
6.	Causes related to peers	7	13.61	66.33	5.78	13.61	0.34	0.34	75.65

From Table 55 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of

Deviant Behaviour among higher secondary school students as perceived by the counsellors of urban higher secondary school. *Causes related to peers* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and parenting related causes are also considered as the factors contribute to Deviant Behaviour among higher secondary school students as perceived by the counsellors of urban higher secondary schools.

Regarding the varied causes of Deviant Behaviour among higher secondary school students from the perception of counsellors of urban higher secondary schools; it is revealed from Table 55 that among the dimension; all *Causes related to school*; majority of the counsellors of the urban schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from urban schools; 11.90 percentage strongly agree and 46.26 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 26.87 percentage of counsellors of the urban schools disagree and 5.27 percentage of counsellors of the urban schools strongly disagree to this. Of the sample; 9.01 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the counsellors of the urban schools attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from urban schools; 13.03 percentage of counsellors of the urban schools strongly agree and 59.38 percentage of counsellors of the urban schools agree with these causes of this dimension. But, 15.55 percentage of counsellors of the urban schools disagree and 1.12 percentage of counsellors of the urban schools strongly disagree that parenting related factors are promoting Deviant Behaviour among higher secondary school students. While, 10.22 percentage of counsellors of urban

higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from urban schools; 12.91 percentage of counsellors of the urban schools strongly agree and 53.26 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 19.42 percentage of counsellors of the urban schools disagree and 1 percentage of counsellors of the urban schools strongly disagree that school related factors are directing to Deviant Behaviour among higher secondary school students. Of the sample from urban schools; 12.16 percentage of the sample from urban schools were reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 55 that the majority of the counsellors of the urban schools have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from urban schools; 18.75 percentage strongly agree, 56.85 percentage of counsellors of the urban schools agree with these causes of this dimension and 16.07 percentage disagree and 0.89 percentage strongly disagree that causes related to sociological factors cause Deviant Behaviour among higher secondary school students. Of the sample from urban schools; 6.85 percentage of counsellors of urban higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension namely; *Causes related to media;* majority of the counsellors of the urban schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the

sample from urban schools; 36.51 percentage of counsellors of the urban schools strongly agree and 45.63 percentage of counsellors of the urban schools agree with these causes of this dimension. But, 12.70 percentage disagree and 0.40 percentage of strongly disagree that *Media* related factors cause Deviant Behaviour among higher secondary school students. Of the sample from urban schools; 4.37 percentage of counsellors of urban higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of counsellors of the urban schools of higher secondary schools it is revealed from Table 55 that *Causes related to peers* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from urban schools; 13.61 percentage of counsellors of the urban schools strongly agree 66.33 percentage agree. While, 13.61 percentage of counsellors of the urban schools disagree and 0.34 percentage strongly disagree that *Peers* related factors cause Deviant Behaviour among higher secondary school students. 5.78 percentage of the sample from urban schools were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Causes of Deviant Behaviour among Higher Secondary School Students: Perception of Counsellors of Rural Higher Secondary Schools

Perception of counsellors of rural higher secondary schools on the causes of Deviant Behaviour among higher secondary school students is presented in Table 56.

Table 56

Perceived Causes of Deviant Behaviour among Higher Secondary School Students from the Perception of Counsellors of Rural Higher Secondary Schools. (N=58): Dimension wise

No.	Dimensions	No. of items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Omission	Total score in %
1.	Causes related to school	14	13.18	41.38	20.44	19.33	5.30	0.37	67.34
2.	Causes related to parenting	17	17.24	46.75	17.85	16.33	1.22	0.61	72.13
3.	Personal causes	19	10.71	45.83	25.68	13.34	3.81	0.64	68.87
4.	Sociological causes	8	15.30	45.04	27.80	10.34	1.08	0.43	72.37
5.	Causes related to media	6	33.62	43.39	17.82	4.89	0.29	0.00	81.03
6.	Causes related to peers	7	15.76	50.49	20.44	8.62	2.96	1.72	72.46

From Table 56 it is revealed that among all the causes leading to Deviant Behaviour those *Causes related to media* are the major ones and *Causes related to school* is the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the counsellors of rural higher secondary school. *Causes related to peers* also leading to Deviant Behaviour which stands next to *Causes related to media*. *Sociological causes* and parenting related causes are also considered as the factors forming Deviant Behaviour among higher secondary school students as perceived by the counsellors of rural higher secondary schools.

Regarding the different causes of Deviant Behaviour among higher secondary school students from the perception of counsellors of rural higher secondary schools; it is revealed from Table 56 that among the dimension, all *Causes related to school*, majority of the counsellors of the rural schools have the perception that school related factors are one among the major causes of Deviant Behaviour. Of the sample from rural schools; 13.18 percentage strongly agree and 41.38 percentage agree as school related causes as the factor for Deviant Behaviour among higher secondary school students. But, 19.33

percentage of counsellors of the rural schools disagree and 5.30 percentage of counsellors of the rural schools strongly disagree to this. Of the sample; 20.44 percentage had taken the position that they had not decided upon the factors that cause the exhibition of Deviant Behaviour among higher secondary school students.

Majority of the counsellors of the rural schools attribute *parenting related causes* as the one among major cause for Deviant behaviour among higher secondary school students. Of the sample from rural schools; 17.24 percentage of counsellors of the rural schools strongly agree and 46.75 percentage of counsellors of the rural schools agree with these causes of this dimension. But, 16.33 percentage of counsellors of the rural schools disagree and 1.22 percentage strongly disagree that parenting related factors are leading to Deviant Behaviour among higher secondary school students. While, 17.85 percentage of counsellors of rural higher secondary schools were not given any responses to the fact that parenting related factors can cause the overt manifestations of Deviant Behaviour among higher secondary school students.

Considering the sample from rural schools; 10.71 percentage of counsellors of the rural schools strongly agree and 45.83 percentage agree as the *Personal causes* are the factors behind Deviant Behaviour with these causes of this dimension. While, 13.34 percentage of counsellors of the rural schools disagree and 3.81 percentage strongly disagree that school related factors cause Deviant Behaviour among higher secondary school students. Of the sample from rural schools; 25.68 percentage of the sample from rural schools were quite reluctant to give any responses to the fact *Personal causes* can cause the exhibition of Deviant Behaviour among higher secondary school students.

It is revealed from Table 56 that the majority of the counsellors of the rural schools have the perception that *sociological related factors* are one among the major causes of Deviant Behaviour. Of the sample from rural schools; 15.30 percentage strongly agree, 45.04 percentage of counsellors of

the rural schools agree with these causes of this dimension and 10.34 percentage disagree and 1.08 percentage strongly disagree that causes related to sociological factors are causing Deviant Behaviour among higher secondary school students. Of the sample from rural schools; 27.80 percentage of counsellors of rural higher secondary schools were not given any responses to the fact that sociological factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

While considering the dimension *Causes related to media*; majority of the counsellors of the rural schools have the perception that *Media* related factors are one among the major causes of Deviant Behaviour. Of the sample from rural schools; 33.62 percentage of counsellors of the rural schools strongly agree and 43.39 percentage agree with these causes of this dimension. But, 4.89 percentage disagree and 0.29 percentage of strongly disagree that *Media* related factors are promoting Deviant Behaviour among higher secondary school students. Of the sample from rural schools; 17.82 percentage of counsellors of rural higher secondary schools were not given any response to the fact that *Media* related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

On the cause of Deviant Behaviour among higher secondary school students from the perception of counsellors of the rural schools of higher secondary schools; it is revealed from Table 56 that *Causes related to peers;* one of the major causes of the Deviant behaviour among higher secondary school students. Of the sample from rural schools; 15.76 percentage of counsellors of the rural schools strongly agree 50.49 percentage agree. While, 8.62 percentage of counsellors of the rural schools disagree and 2.96 percentage strongly disagree that *Peers* related factors are promoting Deviant Behaviour among higher secondary school students. 20.44 percentage of the sample from rural schools were not given any responses to the fact that peer related factors can cause the exhibition of Deviant Behaviour among higher secondary school students.

Results and Discussion

Data were analysed for identifying the specific Deviant Behaviour manifestations among higher secondary school students and their causes as perceived by the different samples and subsamples considered for the study. The results of analysis are presented in a sequential manner. Firstly, the Deviant Behaviour manifestations of higher secondary school students in general as perceived by the higher secondary school students followed by the Deviant Behaviour manifestation of boys and girls are presented. Then the Deviant Behaviour manifestation as perceived by the higher secondary school students based on gender (male and female), type of institution (Government and aided) and locale of the institution (rural and urban) are presented respectively.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of total sample

Deviant Behaviour manifestations among higher secondary school students as perceived by total sample in the order of occurrence is presented in Table 57, 58 and 59

Table 57

Deviant Behaviour Manifestations among Higher Secondary School Students As Perceived By Total Sample in the Order Of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Transcripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Adjourning oneself from the proceedings in the class 5. Lying to others 6. Lack of proper planning in academic matters 7. showing Idleness for matters of academic importance 8. Addiction to movies 9. Inconstantly changing decisions and perceptions 10. Distracted answers to the queries of parents	Social and cultural	1. Misusing of personal relationships with teachers 2. Hoax calls to the emergency services 3. Tobacco use 4. Use of drugs 5. Force or encourage others to cruelty 6. Gambling and betting 7. Racial-harassment towards fellow students 8. Contempt and ridicule 9. Homo-sexual behaviours 10. Stealing habit

Among the several Deviant Behaviour identified, as revealed from Table 57, those related to the dimension outside the classroom behaviours is the most occurring one and the behaviours related to *Social and cultural* dimension is the least occurring one. The outside classroom behavioural manifestations of higher secondary school students were perceived as occurring because of lack of motivation from teachers and parents and also feeling less confidence in one's abilities. However, the least manifested Deviant Behaviour relates to *Social and cultural* dimension like immoral behaviour shows that the school and societal rules were followed by higher secondary school students to a certain extent which was perceived as occurring due to the aspiration of acceptance and regard they expect from the society in general. Out of the specific behaviours identified malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-between while teachers are engaged in the class were

perceived as mostly occurring, while gambling and betting, use of tobacco and drugs were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 58

Deviant Behaviour manifestations among higher secondary school Boys *as Perceived by Total Sample in the Order of Occurrence*

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Classroom behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Adjourning oneself from the proceedings in the class 3. Talking in-between while teachers are engaged in the class 4. Immature love 5. showing Idleness for matters of academic importance 6. Lack of proper planning in academic matters 7. Lying to others 8. Distracted answers to the queries of parents 9. Addiction to movies 10. Procrastination	Social and cultural	1. Depressive behaviour 2. Express grudge towards others 3. Being isolate and gloomy 4. Misusing of personal relationships with teachers 5. Gambling and betting 6. Force or encourage others to cruelty 7. Racial harassment towards fellow students 8. Contempt and ridicule 9. Homo sexual behaviours 10. Stealing habit

Among higher secondary school boys, as its is revealed from Table 58, the most occurring dimension of Deviant Behaviour manifestation was classroom behaviours. This was perceived as due to the disparities and differences of opinion of teachers and students. Other reasons, such as drawing the attention of teachers and *Peers* as well as trying to establish their views as correct also lead to Deviant Behaviour manifestations. The least occurring one was *Social and cultural* dimension as perceived by higher secondary school students. This was mainly perceived as occurring because of their urge in getting acceptance of *Peers* and society and recognition of their thoughts and ideas. Out of the specific behaviours; malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the

proceedings in the class and talking in-between while teachers are engaged in the class were found to be the most occurring manifestations. The behaviours like contempt and ridicule, homo- sexual behaviours and stealing habit were found to be the least occurring Deviant Behavioural manifestations of boys.

Table 59

Deviant Behaviour manifestations among higher secondary school Girls *as Perceived by Total Sample in the Order of Occurrence*

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Transcripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Lying to others 5. Contend behaviour to compete with friends 6. Lack of proper planning in academic matters 7. Lack of remorse for a wrong committed 8. Inconstantly changing decisions and perceptions 9. Adjourning oneself from the proceedings in the class 10. Irritable on trivial matters	Social and cultural	1. Behaving rudely 2. Using obscene words and sticking obscene pictures in public places. 3. Contempt and ridicule 4. Force or encourage others to cruelty 5. Homo-sexual behaviours 6. Racial-harassment towards fellow students 7. Stealing habit 8. Gambling and betting 9. Tobacco use 10. Use of drugs

In the case of higher secondary school girls, as revealed from Table 59, the most occurring dimension of the Deviant Behaviour manifestations as perceived by higher secondary school students was related to *Outside the class room behaviours* and the least occurring dimension was *Social and cultural* related behaviours. The outside classroom behaviours were perceived to be due to lack of attention and motivation of teachers and elders in directing the actions of higher secondary school students in the right path. In addition, peer pressure, unhealthy competition and improper interpersonal communication also lead to such behavioural manifestations. The fear of rejection of society and *Peers* was perceived to be the reasons behind the least manifestation of

Deviant Behaviour related to *Social and cultural* dimension. Out of the specific Deviant Behaviour manifestations, behaviours like malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class, immature love were the most occurring behaviours and gambling and betting, use of tobacco and drugs were perceived as least occurring manifestations of Deviant Behaviour among higher secondary school girls.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of Male sample

Deviant Behaviour manifestations among higher secondary school students as perceived by male sample in the order of occurrence is presented in Table 60, 61 and 62.

Table 60

Deviant Behaviour Manifestations among Higher Secondary School Students as Perceived by Male Sample in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Immature love 3. Talking in-between while teachers are engaged in the class 4. Lying to others 5. Adjourning oneself from the proceedings in the class 6. Addiction to movies 7. Lack of proper planning in academic matters 8. showing Idleness for matters of academic importance 9. Contend behaviour to compete with friends 10. Lack of remorse for a wrong committed	Social and cultural	1. Behaving indecently to opposite sex 2. Use of drugs 3. Homosexual behaviours 4. Gambling and betting 5. Hoax calls to the emergency services 6. Behaving rudely 7. Racial-harassment towards fellow students 8. Force or encourage others to cruelty 9. Stealing habit 10. Contempt and ridicule

It is evident from Table 60 that among the identified Deviant Behaviour, the behaviours related to the dimension outside the classroom behaviours is the most occurring one and the behaviours related to *Social and cultural* is the least occurring dimension as perceived by the male students of the sample. The manifestation of Deviant Behaviour outside classroom was perceived to be due to trying to draw attention of teachers, lack of motivation and guidance, lack of confidence in oneself, low achievement and peer pressure leading to unhealthy competition among students. The *Social and cultural* dimension related factors were perceived to be least manifested which was perceived as because of their craving for acceptance and recognition of *Peers* and society. Out of the specific behaviours identified malpractice / transcripting or copying at the time of project works or examinations, immature love, talking in-between while teachers are engaged in the class were perceived as mostly occurring, while force or encourage others to cruelty, stealing habit, contempt and ridicule were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 61

Deviant Behaviour Manifestations among Higher Secondary School Boys as Perceived by Male Sample in the Order of Occurrence

| Classroom behaviours | 1. Malpractice / Tran scripting or copying at the time of project works or examinations
2. Adjourning oneself from the proceedings in the class
3. Immature love
4. Talking in-between while teachers are engaged in the class
5. Addiction to movies
6. showing Idleness for matters of academic importance
7. Lack of proper planning in academic matters
8. Lying to others
9. Misuse of mobile phones
10. Acting impulsively in the classroom | Social and cultural | 1. Misuse of personal relationships with teachers
2. Behaving indecently to opposite sex
3. Being isolate and gloomy
4. Express grudge towards others
5. Homosexual behaviours
6. Hoax calls to the emergency services
7. Force or encourage others to cruelty
8. Racial harassment towards fellow students
9. Stealing habit
10. Contempt and ridicule |

Among Higher Secondary school boys; as revealed from Table 61, the most occurring dimension of Deviant Behaviour manifestation was classroom behaviours and the least occurring one was *Social and cultural* dimension as perceived by the male higher secondary school students. The outside classroom behaviours were perceived to be because of lack of guidance and motivation, peer pressure, unhealthy competition, low achievement or lack of attention from teachers and elders. The conveyance and abidance of rules and laws of the society in order to get recognition and acceptance was perceived to be due to the reason behind the least manifestation of Deviant Behaviour related to *Social and cultural* dimension. Out of the specific behaviours malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, immature love were found to be the most occurring behavioural manifestations. The behaviours like racial harassment towards fellow students, stealing habit, contempt and ridicule were found to be the least occurring Deviant Behaviour manifestations of boys.

Table 62

Deviant Behaviour Manifestations among Higher Secondary School Girls as Perceived by Male Sample in the Order of Occurrence

Media		Social and cultural	
	1. Immature love		1. Stealing habit
	2. Malpractice / Tran scripting or copying at the time of project works or examinations		2. Racial harassment towards fellow students
	3. Talking in-between while teachers are engaged in the class		3. Gambling and betting
	4. Lying to others		4. Dare at teachers
	5. Contend behaviour to compete with friends		5. Force or encourage others to cruelty
	6. Lack of proper planning in academic matters		6. Using obscene words and sticking obscene pictures in public places.
	7. Inconstantly changing decisions and perceptions		7. Behaving rudely
	8. Addiction to movies		8. Contempt and ridicule
	9. Lack of remorse for a wrong committed		9. Tobacco use
	10. Indecent dress code		10. Use of drugs

The most occurring dimension of the Deviant Behaviour manifestations of higher secondary school girls as perceived by male higher secondary school students as revealed from Table 62 was behaviours related to *Media* and the least occurring dimension was *Social and cultural* related behaviours. *Media* being the most significant aspects influencing higher secondary school students, it was found to lead them in most disruptive manner if not properly used. Fear of rejections for getting due acceptance of their capabilities and ideas from the society and *Peers* was the reason behind the higher secondary school students' least manifestation of Deviant Behaviour. Out of the specific Deviant Behaviour manifestations behaviours like immature love, malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class are most occurring behaviours. Contempt and ridicule, use of tobacco and drugs were perceived as least occurring Deviant Behaviour manifestations of girls.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of Female sample

Deviant Behaviour manifestations among higher secondary school students as perceived by female sample in the order of occurrence is presented in Table 63, 64 and 65.

Table 63

Deviant Behaviour Manifestations among Higher Secondary School Students as Perceived by Female Sample in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Adjourning oneself from the proceedings in the class 4. Immature love 5. Lack of proper planning in academic matters 6. Lying to others 7. showing Idleness for matters of academic importance 8. Inconstantly changing decisions and perceptions 9. Distracted answers to the queries of parents 10. Irritable on trivial matters	Social and cultural	1. Misuse of personal relationships with teachers 2. Using obscene words and sticking obscene pictures in public places. 3. Contempt and ridicule 4. Force or encourage others to cruelty 5. Tobacco use 6. Use of drugs 7. Racial harassment towards fellow students 8. Gambling and betting 9. Homosexual behaviours 10. Stealing habit

It is evident from Table 63 that out of the several Deviant Behaviour identified, the ones related to the dimension outside the classroom behaviours is the most occurring one and the behaviours related to *Social and cultural* is the least occurring dimension as perceived by the female student sample. The outside classroom behaviour that mostly occurs in the absence of elders become exploitative and damaging thereby hindering the development of higher secondary school students. This was perceived to be because of lack of attention and non acceptance of their abilities and ideas including peer pressure and unhealthy competitions prevailing in and outside the schools. The least manifestations of Deviant Behaviour related to *Social and cultural* dimension was perceived to be due to higher secondary school students' abidance and acceptance of rules and laws of the society, the defiance of which bring about rejections and non acceptance which are feared by them. Out of the specific behaviours identified malpractice / transcripting or copying at the time of

project works or examinations, talking in-between while teachers are engaged in the class, adjourning oneself from the proceedings in the class were perceived as mostly occurring, while gambling and betting, homosexual behaviours, stealing habit were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 64

Deviant Behaviour Manifestations among Higher Secondary School Boys as Perceived by Female Sample in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Classroom behaviours	1. Malpractice / Transcripting or copying at the time of project works or examinations 2. Adjourning oneself from the proceedings in the class 3. Talking in-between while teachers are engaged in the class 4. Immature love 5. showing Idleness for matters of academic importance 6. Lack of proper planning in academic matters 7. Distracted answers to the queries of parents 8. Procrastination 9. Conflict with others 10. Connive towards elders and their advices	Social and cultural	1. Express grudge towards others 2. Depressive behaviour 3. Being isolate and gloomy 4. Force or encourage others to cruelty 5. Contempt and ridicule 6. Misuse of personal relationships with teachers 7. Gambling and betting 8. Racial harassment towards fellow students 9. Homosexual behaviours 10. Stealing habit

Among Higher Secondary school boys; as revealed from Table 64, the most occurring dimension of Deviant Behaviour manifestation was classroom behaviours and the least occurring one was *Social and cultural* dimension as perceived by the female higher secondary school students. The reasons behind manifestation of Deviant Behaviour related to classroom behaviour was perceived to be due to disparities of ideas, urging more teacher attention, lack of proper guidance and motivation, unhealthy competition among *Peers*

resulting peer pressure and lacking confidence in one's own abilities. The least occurrence of Deviant Behaviour related to *Social and cultural* dimension among Higher Secondary school students was perceived to be because of fear of rejection on the defiance of laws and customs of the society and culture. Out of the specific behaviours malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-between while teachers are engaged in the class were found to be the most occurring behavioural manifestations. Behaviours like racial harassment towards fellow students, homosexual behaviours, stealing habit were found to be the least occurring Deviant Behaviour manifestations of boys.

Table 65

Deviant Behaviour Manifestations among Higher Secondary School Girls as Perceived by Female Sample in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Adjourning oneself from the proceedings in the class 5. Lack of remorse for a wrong committed 6. Irritable on trivial matters 7. Lying to others 8. Lack of proper planning in academic matters 9. Contend behaviour to compete with friends 10. Inconstantly changing decisions and perceptions	Social and cultural	1. Contempt and ridicule 2. Immoral activities 3. Using obscene words and sticking obscene pictures in public places. 4. Force or encourage others to cruelty 5. Racial harassment towards fellow students 6. Homosexual behaviours 7. Gambling and betting 8. Stealing habit 9. Use of drugs 10. Tobacco use

The most occurring dimension of the Deviant Behaviour manifestations of higher secondary school girls as perceived by female higher secondary school students as revealed from Table 65 was related to *Outside the class room behaviours* and the least occurring dimension was *Social and cultural* related behaviours. The reasons behind the most occurrences of Deviant Behaviour related to outside classroom was perceived to be because of lack of motivation from elders, non acceptance of their abilities resulting in lowered confidence, lack of interest and issues related with peer pressure. The least manifestation of Deviant Behaviour related to *Social and cultural* dimensions was perceived to be due to their fear of rejection from the society and *Peers* if they go against the rules and customs that hinder the culture of thoughts and actions. Out of the specific Deviant Behaviour manifestations behaviours like malpractice/ transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class, immature love are most occurring behaviours and stealing habit, use of drugs and tobacco were perceived as least occurring Deviant Behaviour manifestations of higher secondary school girls.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of Government School Students

Deviant Behaviour manifestations among higher secondary school students as perceived by government higher secondary school students in the order of occurrence is presented in Table 66, 67 and 68.

Table 66

Deviant Behaviour Manifestations among Higher Secondary School Students as Perceived by Government School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Transcripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Adjourning oneself from the proceedings in the class 4. Immature love 5. Lack of proper planning in academic matters 6. showing Idleness for matters of academic importance 7. Lying to others 8. Acting impulsively in the classroom 9. Procrastination 10. Lack of remorse for a wrong committed	Social and cultural	1. Behaving indecently to opposite sex 2. Tobacco use 3. Destruction of own property 4. Use of drugs 5. Contempt and ridicule 6. Force or encourage others to cruelty 7. Gambling and betting 8. Racial harassment towards fellow students 9. Homosexual behaviours 10. Stealing habit

It is evident from Table 66 that among the identified Deviant Behaviour, the behaviours related to the dimension, outside the classroom behaviours is the most occurring one and the behaviours related to *Social and cultural* dimension is the least occurring one as perceived by the government higher secondary school student sample. The reasons for manifestation of Deviant Behaviour related to outside the classroom behaviours was perceived to be due to low achievement motivation, low self-confidence, improper guidance of elders, non acceptance from the society and *Peers* and unhealthy competition. The Deviant Behaviour related to *Social and cultural* dimension were least manifested was perceived to be because of the urge of recognition from elders, peers and society. Out of the specific behaviours identified malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class, adjourning oneself from the proceedings in the class are perceived as mostly occurring, while racial harassment towards fellow students, homosexual behaviours, stealing habit are perceived as least

occurring Deviant Behaviour manifestations among higher secondary school students.

Table 67

Deviant Behaviour Manifestations among Higher Secondary School Boys as Perceived by Government School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Classroom behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Adjourning oneself from the proceedings in the class 3. Talking in-between while teachers are engaged in the class 4. Immature love 5. showing Idleness for matters of academic importance 6. Lack of proper planning in academic matters 7. Acting impulsively in the classroom 8. Neglect warnings of teachers 9. Procrastination 10. Produce unnecessary sounds during class time	Social and cultural	1. Being isolate and gloomy 2. Destruction of own property 3. Express grudge towards others 4. Gambling and betting 5. Behaving indecently to opposite sex 6. Force or encourage others to cruelty 7. Contempt and ridicule 8. Racial harassment towards fellow students 9. Homosexual behaviours 10. Stealing habit

Among Higher Secondary school boys; as revealed from Table 67, the most occurring dimension of Deviant Behaviour manifestation was classroom behaviours and the least occurring one was *Social and cultural* dimension as perceived by the government higher secondary school students. The reasons behind the Deviant Behaviour manifestation related to classroom behaviour was perceived to be because of lack of interest due to less motivation, low self confidence, improper planning of academic activities and inattention. The *Social and cultural* related dimension being the least manifested Deviant Behaviour was perceived to be occurring due to the fear of being rejected on the defiance of norms of the society and culture. Out of the specific behaviours malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-

between while teachers are engaged in the class were found to be the most occurring behavioural manifestations. In addition, behaviours like racial harassment towards fellow students, homosexual behaviours and stealing habit were found to be the least occurring Deviant Behaviour manifestations of higher secondary school boys.

Table 68

Deviant Behaviour Manifestations among Higher Secondary School Girls as Perceived by Government School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Adjourning oneself from the proceedings in the class 5. Lying to others 6. Lack of proper planning in academic matters 7. Contend behaviour to compete with friends 8. Lack of remorse for a wrong committed 9. Inconstantly changing decisions and perceptions 10. Irritable on trivial matters	Social and cultural	1. Destruction of own property 2. Behaving rudely 3. Contempt and ridicule 4. Force or encourage others to cruelty 5. Stealing habit 6. Gambling and betting 7. Homosexual behaviours 8. Racial harassment towards fellow students 9. Use of drugs 10. Tobacco use

As revealed from Table 68, the most occurring dimension of the Deviant Behaviour manifestations of higher secondary school girls as perceived by government higher secondary school students was related to *Outside the class room behaviours* and the least occurring dimension was *Social and cultural* related behaviours. The outside classroom behaviours that are disruptive was perceived to be occurring due to lack of monitoring and guidance of elders, disparities in thoughts and actions, lack of interest and self confidence and non acceptance of their abilities by the society. The *Social and cultural* related Deviant Behaviour being the least manifested was perceived to be occurring

because of the compliance of the rules and norms of the society and its cultures, the defiance of which might bring about rejections and criticisms which the higher secondary school students' fear. Out of the specific Deviant Behaviour manifestations, behaviours like malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class and immature love were the most occurring behaviours, while racial harassment towards fellow students, use of drugs and tobacco were perceived as least occurring manifestations of Deviant Behaviour among girls.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of Aided School Students

Deviant Behaviour manifestations among higher secondary school students as perceived by aided higher secondary school students in the order of occurrence is presented in Table 69, 70 and 71.

Table 69

Deviant Behaviour Manifestations among Higher Secondary School Students as Perceived by Aided School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Media	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Adjourning oneself from the proceedings in the class 5. Lying to others 6. Addiction to movies 7. Lack of proper planning in academic matters 8. Inconstantly changing decisions and perceptions 9. Misuse of mobile phones 10. Irritable on trivial matters	Social and cultural	1. Behaving rudely 2. Using obscene words and sticking obscene pictures in public places. 3. Tobacco use 4. Force or encourage others to cruelty 5. Homosexual behaviours 6. Racial harassment towards fellow students 7. Use of drugs 8. Gambling and betting 9. Contempt and ridicule 10. Stealing habit

It is evident from Table 69 that among the identified Deviant Behaviour, the behaviours related to the dimension *Media* was the most occurring one and the behaviours related to *Social and cultural* were the least occurring dimension as perceived by the aided higher secondary school student sample. The new generation are mostly addicted to *Media* in all sense, the unrestricted use of which leads them in Deviant Behaviour manifestations. While the social and a cultural factor remains the least occurring dimension, which was perceived as occurring due to the influence of society and an urge to get societal acceptance. Out of the specific behaviours identified malpractice/transcripting or copying at the time of project works or examinations, Talking in-between while teachers are engaged in the class and immature love were perceived as mostly occurring behavioural manifestations, whereas gambling and betting, contempt and ridicule, stealing habit were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 70

Deviant Behaviour Manifestations among Higher Secondary School Boys as Perceived by Aided School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Classroom behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Adjourning oneself from the proceedings in the class 3. Talking in-between while teachers are engaged in the class 4. Immature love 5. Misuse of mobile phones 6. Addiction to movies 7. showing Idleness for matters of academic importance 8. Lying to others 9. Lack of proper planning in academic matters 10. Distracted answers to the queries of parents	Social and cultural	1. Express grudge towards others 2. Depressive behaviour 3. Gambling and betting 4. Being isolate and gloomy 5. Force or encourage others to cruelty 6. Misuse of personal relationships with teachers 7. Homosexual behaviours 8. Racial harassment towards fellow students 9. Contempt and ridicule 10. Stealing habit

Among Higher Secondary school boys the most occurring dimension of Deviant Behaviour manifestation as revealed from Table 70, was classroom behaviours and the least occurring one was *Social and cultural* dimension as perceived by the aided higher secondary school students. The classroom related dimension being the most occurring one, which was perceived as occurring due to the lack of attention, guidance and motivation given by the teachers, disparities of ideas, lack of interest and non acceptance of the ideas and abilities of students by teachers. Whereas the *Social and cultural* dimension being the least occurring one, was perceived to be due to the urge of getting recognition or congruence of opinion or abidance of societal rules and norms in fear of rejection if defied. Out of the specific behaviours malpractice /transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-between while teachers are engaged in the class were found to be the most occurring manifestations. At the same time behaviours like express grudge towards others, depressive behaviour, gambling and betting were found to be the least occurring behavioural manifestations among higher secondary school boys.

Table 71

Deviant Behaviour Manifestations among Higher Secondary School Girls as Perceived by Aided School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Media	1. Malpractice / Transcripting or copying at the time of project works or examinations 2. Immature love 3. Talking in-between while teachers are engaged in the class 4. Lying to others 5. Contend behaviour to compete with friends 6. Inconstantly changing decisions and perceptions 7. Lack of proper planning in academic matters 8. Lack of remorse for a wrong committed 9. Irritable on trivial matters 10. Addiction to movies	Social and cultural	1. Destruction of other's property 2. Force or encourage others to cruelty 3. Behaving rudely 4. Contempt and ridicule 5. Dare at teachers 6. Gambling and betting 7. Using obscene words and sticking obscene pictures in public places. 8. Stealing habit 9. Tobacco use 10. Use of drugs

As revealed from Table 71, the most occurring dimension of the Deviant Behaviour manifestations of higher secondary school girls as perceived by aided higher secondary school students was related to *Media* and the least occurring dimension was *Social and cultural* related behaviours. Deviant Behaviour manifestations related to *Media* was perceives as occurring due to its extensive exposure and unrestricted use of facilities like internet and mobiles. The *Social and cultural* related Deviant Behaviour manifestations were seen less due to the craving for recognition and acceptance in the society. Out of the specific Deviant Behaviour manifestations behaviours like malpractice / transcripting or copying at the time of project works or examinations, immature love , talking in-between while teachers are engaged in the class are most occurring behavioural manifestations, while stealing habit, use of tobacco and drugs were perceived as least occurring Deviant Behaviour manifestations of higher secondary school girls.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of Urban School Students

Deviant Behaviour manifestations among higher secondary school students as perceived by urban higher secondary school students in the order of occurrence is presented in Table 72, 73 and 74.

Table 72

Deviant Behaviour Manifestations among Higher Secondary School Students as Perceived by Urban School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Adjourning oneself from the proceedings in the class 4. Immature love 5. Lack of proper planning in academic matters 6. Lying to others 7. showing Idleness for matters of academic importance 8. Addiction to movies 9. Procrastination 10. Inconstantly changing decisions and perceptions	Social and cultural	1. Behaving indecently to opposite sex 2. Destruction of own property 3. Tobacco use 4. Racial harassment towards fellow students 5. Use of drugs 6. Contempt and ridicule 7. Gambling and betting 8. Homosexual behaviours 9. Force or encourage others to cruelty 10. Stealing habit

It is evident from Table 72 that among Deviant Behaviour identified, the behaviours related to the dimension, outside the classroom is the most occurring one and the behaviours related to *Social and cultural* is the least occurring dimension as perceived by the urban higher secondary school student sample. The Deviant Behaviour manifestations outside the classroom was perceived to be the most occurring dimension, which was perceived as taking place due to improper guidance and monitoring of elders, disparities of ideas and thoughts, non-acceptance of the abilities and lack of planning and preparation of academic activities. The least occurring dimension was related to *Social and cultural*, which was perceived as due to their need to get recognition as well as acceptance from the society. Out of the specific

behaviours identified malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class, adjourning oneself from the proceedings in the class are perceived as mostly occurring, while homosexual behaviours, force or encourage others to cruelty, stealing habit were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 73

Deviant Behaviour Manifestations among Higher Secondary School Boys as Perceived by Urban School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Classroom behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Adjourning oneself from the proceedings in the class 3. Talking in-between while teachers are engaged in the class 4. Immature love 5. showing idleness for matters of academic importance 6. Lack of proper planning in academic matters 7. Deliberate skipping of classes 8. Neglect warnings of teachers 9. Procrastination 10. Distracted answers to the queries of parents	Peers	1. Behaving indecently to opposite sex 2. Destruction of own property 3. Express grudge towards others 4. Being isolate and gloomy 5. Gambling and betting 6. Racial harassment towards fellow students 7. Contempt and ridicule 8. Force or encourage others to cruelty 9. Homo sexual behaviours 10. Stealing habit

Among higher secondary school boys the most occurring dimension of Deviant Behaviour manifestation as revealed from Table 73 was classroom behaviours and the least occurring dimension was peer related behaviours as perceived by the urban higher secondary school students. The classroom behaviour was the most influencing dimension, which was perceived as occurring due to lack of attention and guidance, low motivation, trying to establish their views as correct, neglecting students and inattentive nature. The

peer related behaviours being the least occurring dimension of Deviant Behaviour manifestation was mainly because of the fact that higher secondary school students are most accepted among *Peers* and they confine with the rules and norms accepted by *Peers* and feel less rejected while being with *Peers*. Out of the specific behaviours malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-between while teachers are engaged in the class were found to be the most occurring manifestations of behaviour, while force or encourage others to cruelty, homo sexual behaviours, stealing habit were found to be the least occurring Deviant Behaviour manifestations of higher secondary school boys.

Table 74

Deviant Behaviour Manifestations among Higher Secondary School Girls as Perceived by Urban School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Outside the class room behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Lack of proper planning in academic matters 5. Lying to others 6. Contend behaviour to compete with friends 7. Lack of remorse for a wrong committed 8. Irritable on trivial matters 9. Adjourning oneself from the proceedings in the class 10. Inconstantly changing decisions and perceptions	Social and cultural	1. Behaving rudely 2. Using obscene words and sticking obscene pictures in public places. 3. Homo sexual behaviours 4. Racial harassment towards fellow students 5. Contempt and ridicule 6. Force or encourage others to cruelty 7. Stealing habit 8. Gambling and betting 9. Tobacco use 10. Use of drugs

The most occurring dimension of the Deviant Behaviour manifestations of higher secondary school girls as perceived by urban higher secondary school students as revealed from Table 74 was related to outside the classroom behaviours and the least occurring dimension was *Social and cultural* related behaviours. The outside classroom behaviours being the most occurring one was due to lack of motivation and guidance, differences in opinion, unhealthy competition and urge for acceptance. The least occurring dimension being *Social and cultural*, was perceived to be because of the strong criticisms they may have to face along with rejection and punishment on the defiance of rules, norms and laws which might hinder the balance of society. Out of the specific Deviant Behaviour manifestations, behaviours like malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class, immature love are most occurring behaviours and gambling and betting, tobacco use and use of drugs were perceived as least occurring Deviant Behaviour manifestations of girls.

Deviant Behaviour Manifestations of Higher Secondary School Students; Perception of Rural School Students

Deviant Behaviour manifestations among higher secondary school students as perceived by rural higher secondary school students in the order of occurrence is presented in Table 75, 76 and 77.

Table 75

Deviant Behaviour Manifestations among Higher Secondary School Students as Perceived by Rural School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Media	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Adjourning oneself from the proceedings in the class 5. Lying to others 6. Inconstantly changing decisions and perceptions 7. Lack of proper planning in academic matters 8. Addiction to movies 9. Lack of remorse for a wrong committed 10. showing idleness for matters of academic importance	Social and cultural	1. Force or encourage others to cruelty 2. Tobacco use 3. Use of drugs 4. Misusing of personal relationships with teachers 5. Behaving rudely 6. Gambling and betting 7. Contempt and ridicule 8. Homosexual behaviours 9. Racial harassment towards fellow students 10. Stealing habit

From Table 75, it is clear that among the Deviant Behaviour identified, the ones related to the dimension *Media* related behaviours is the most occurring one and the behaviours related to *Social and cultural* is the least occurring dimension as perceived by the rural higher secondary school students of the sample. Misuse of *Media* including mobiles and internet were perceived to have ill effects on the behaviour of higher secondary school students as well as on the society. Unrestricted and wrong use of *Media* were perceived to be hazardous both for the individual which in turn would be carried over to the society. As the higher secondary school students suffer non acceptance disregard of their abilities, the fear of further rejections on the defiance of societal norms was perceived to be the reasons behind the *Social and cultural* dimension being the least occurring one causing Deviant Behaviour manifestations. Out of the specific behaviours identified malpractice / transcripting or copying at the time of project works or examinations, talking

in-between while teachers are engaged in the class and immature love are perceived as mostly occurring, while homosexual behaviours, racial harassment towards fellow students and stealing habit were perceived as least occurring Deviant Behaviour manifestations among higher secondary school students.

Table 76

Deviant Behaviour Manifestations among Higher Secondary School Boys as Perceived by Rural School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Classroom behaviours	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Adjourning oneself from the proceedings in the class 4. Immature love 5. Lying to others 6. showing idleness for matters of academic importance 7. Misuse of mobile phones 8. Addiction to movies 9. Distracted answers to the queries of parents 10. Lack of proper planning in academic matters	Social and cultural	1. Behaving rudely 2. Express grudge towards others 3. Being isolate and gloomy 4. Gambling and betting 5. Depressive behaviour 6. Misusing of personal relationships with teachers 7. Homosexual behaviours 8. Racial harassment towards fellow students 9. Contempt and ridicule 10. Stealing habit

Among Higher Secondary school boys, as revealed from Table 76 the most occurring dimension of Deviant Behaviour manifestation was classroom behaviours and the least occurring one was *Social and cultural* dimension as perceived by the rural higher secondary school students. The classroom behavioural deviancies among higher secondary school students was perceived to be because of lack of proper guidance and motivation, lack of interest, differences of opinion and lack of self confidence. The *Social and cultural* dimension is perceived as the least occurring dimension, which was perceived to be related to the influence society emphasised on higher secondary school students. It was found that society accepts higher secondary school students on

the abidance of rules and norms and rejects them on the defiance of it. Out of the specific behaviours malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class and adjourning oneself from the proceedings in the class were found to be the most occurring manifestations. The behaviours like racial harassment towards fellow students, contempt and ridicule and stealing habit were found to be the least occurring manifestations of Deviant Behaviour among higher secondary school boys.

Table 77

Deviant Behaviour Manifestations among Higher Secondary School Girls as Perceived by Rural School Students in the Order of Occurrence

Most occurring Dimension	Most occurring Behaviours	Least occurring Dimension	Least occurring Behaviours
Media	1. Malpractice / Tran scripting or copying at the time of project works or examinations 2. Talking in-between while teachers are engaged in the class 3. Immature love 4. Lying to others 5. Inconstantly changing decisions and perceptions 6. Contend behaviour to compete with friends 7. Lack of remorse for a wrong committed 8. Adjourning oneself from the proceedings in the class 9. Lack of proper planning in academic matters 10. Irritable on trivial matters	Social and cultural	1. Contempt and ridicule 2. Homosexual behaviours 3. Racial harassment towards fellow students 4. Using obscene words and sticking obscene pictures in public places. 5. Gambling and betting 6. Stealing habit 7. Behaving rudely 8. Dare at teachers 9. Tobacco use 10. Use of drugs

Table 77 revealed that the most occurring dimension of Deviant Behaviour manifestations among higher secondary school girls as perceived by rural higher secondary school students was related to *Media* and the least occurring dimension was *Social and cultural* related behaviours. The unrestricted use of *Media* among higher secondary school students was found to adversely affect their behaviour leading to Deviant Behaviour manifestation.

Improper monitoring and guidance by the elders was perceived to be the causes behind disruptive use of mobiles and internets. At the same time they fear rejection and punishment from the society on the defiance and violations of the rules and norms of the society. It was perceived to be because of this reason that *Social and cultural* dimension was perceived to be the least occurring one in the manifestations of Deviant Behaviour among higher secondary school girls. Out of the specific Deviant Behaviour manifestations, behaviours like malpractice / transcripting or copying at the time of project works or examinations, talking in-between while teachers are engaged in the class and immature love were the most occurring behaviours. While dare at teachers, use of tobacco and drugs were perceived as least occurring Deviant Behaviour manifestations among higher secondary school girls.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Teachers

Causes of deviant behaviour manifestations as perceived by teachers is presented in Table 78.

Table 78

Causes of Deviant Behaviour Manifestations as Perceived by Total Sample of Teachers

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Imitation of behaviours 5. Inability to distinguish between reality and fantasy 6. Conflict between parents 7. Influence of surroundings 8. Changing outlook of value 9. Peer pressure 10. Pleasure seeking mind	Causes related to school	1. Lack of motivation 2. Excessive work load 3. Other physical problems 4. Vision impairments 5. Hearing impairments 6. Partiality of teachers 7. Punishment of teachers 8. Joint family 9. Lack of reinforcement from teachers 10. Incompetency of teachers

The analysis of results reveals that from Table 78, the *Causes related to media* forms the major factor that leads to Deviant Behaviour among higher secondary school students. Modern society is plunged with facilities that are overwhelming and providing conveniences for the exchange and access of information within no time. This has far reaching outcome that are constructive as well as destructive in nature especially among the youth in general and higher secondary school students in particular. The strong influence and dependence of *Media* and its extensive exposure has resulted in the use of all types of gadgets including mobile phones and internet facilities that are most common among adolescent population. But excessive exposure to *Media* is resulting in ill effects like misuse of mobile phones which was perceived by the higher secondary school teachers to be a serious hazard leading to deterioration of values. Unhealthy use of internet facilities and unrealistic social perceptions among higher secondary school students were perceived by the higher secondary school teachers which caused frustrations and unhappiness due to the fact that they are far from reality. However, the *Causes related to school* are perceived to be the least contributing factor for the manifestation of Deviant Behaviour among higher secondary school students according to the teachers.

Sociological causes were also perceived to be leading to Deviant Behaviour which stands next to *Causes related to media*. The modern society being very dynamic, the outlook of values is also ever changing which influences the higher secondary school students. There and also many situations persisting where there exists less social acceptance of higher secondary school students and disregard for their capabilities by the society. It was perceived by teachers that the students get agitated when their abilities and capacities are disregarded. Apart from this, the teachers perceive that factors related to parenting and *Personal causes* also contribute to Deviant Behaviour among higher secondary school students. Over strictness of parents and lack of regular monitoring were also found to be a cause of Deviant Behaviour among higher secondary school students.

Freedom from parental authority is much greater during adolescence. However, in the perception of teachers, most of the higher secondary school students are deprived of parental affection with the parents being over strict, criticising and partial to their children creating problems among siblings that are found to affect the higher secondary school students to a larger extent. In addition, the inappropriate child rearing practices adopted by parents thus forms a reason for getting disregard from the family. Many *Personal* factors were also found to cause Deviant Behaviour among higher secondary school students. They were not able to distinguish between reality and fantasy. The higher secondary school students lacked moral code and school was a sort of boredom for them. Most of the higher secondary school students lacked adjustment capacity and were having pleasure seeking mind. Ultimately they place great importance on being accepted by their group whether it was with normal students or deviant students.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Male Teachers

Causes of deviant behaviour manifestations as perceived by male teachers is presented in Table 79

Table 79

Causes of Deviant Behaviour Manifestations as Perceived by Male Teachers

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Un healthy use of internet 3. Media exposure 4. Pleasure seeking mind 5. Changing outlook of value 6. Inability to distinguish between reality and fantasy 7. Imitation of behaviours 8. Influence of surroundings 9. Peer pressure 10. Conflict between parents	Causes related to school	1. Rejection by peers 2. Excessive work load 3. Punishment of teachers 4. Vision impairments 5. Other physical problems 6. Partiality of teachers 7. Lack of reinforcement from teachers 8. Hearing impairments 9. Joint family *10.* Incompetency of teachers

From Table 79 it is evident that out of the several causes leading to Deviant Behaviour those *Causes related to media* were found to be the major one. Today's children are very much familiar with the use of various *Media* in the form of gadgets with softwares installed that are ready to use on a click. Such *Media* devices provide unlimited access to unlimited resources and information of all sorts that may affect the behaviour positively as well as negatively. However, such conveniences of new age are very much perceived by the teachers as affecting the normal behaviour of the youth especially higher secondary school students leading to social deviancy. One such cause related to *Media* related factors as perceived by school teachers is the misuse of mobile phones among higher secondary school students. This was perceived as causing serious problems due to *Media* influence. The male teachers also opined that there was deprivation of values among Higher Secondary school students due to Media exposure and misuse of *Media*. The teachers also perceived that the higher secondary school students' wrong use of internet facilities and also unrealistic social perceptions also lead to deviancy.

The least contributing factor leading to Deviant Behaviour were the ones related to school. *Sociological causes* also lead to Deviant Behaviour which stands next to *Causes related to media*. There was also a great influence of disruptive campus politics on the behaviour of students. Less social acceptance and cultural conflicts were leading to the identity crisis thereby getting outburst themselves in the society. Male teachers also perceive that the capabilities of higher secondary school students were not given proper consideration by the society. The change in the outlook of values persisting in the society influenced higher secondary school students of the present day. Apart from these; *Personal* and peer related causes were also considered as the causes of Deviant Behaviour among higher secondary school students.

The *Causes related to parenting* like over strictness, unwanted criticisms and lack of regular monitoring were also considered to influence and

contribute to social deviancy. Partialities shown by parents among siblings also affected higher secondary school students to a large extent. Deprivation of parental affection along with inappropriate child rearing practices lead to a feeling of disregard from the family among higher secondary school students causing Deviant Behaviour. The male higher secondary school teachers also perceived that there was lack of coordination and unhealthy competition among Higher Secondary school students in and outside the classroom. Discrepancy in family matter was a leading cause for that. Peer pressure and lack of proper cord of communication was also perceived by the male teachers to have a negative influence on the higher secondary school students in many occasions.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Female Teachers

Causes of deviant behaviour manifestations as perceived by female teachers is presented in Table 80

Table 80

Causes of Deviant Behaviour Manifestations as Perceived by Female Teachers

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing Causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Conflict between parents 5. Influence of surroundings 6. Imitation of behaviours 7. Inability to distinguish between reality and fantasy 8. Peer pressure 9. Changing outlook of value 10. Un realistic social perceptions	Causes related to school	1. Partiality of parents 2. Vision impairments 3. Excessive work load 4. Lack of motivation 5. Hearing impairments 6. Partiality of teachers 7. Joint family 8. Punishment of teachers 9. Lack of reinforcement from teachers 10. Incompetency of teachers

The results of analysis as revealed in Table 80 that factors related to *Media* was the major cause for Deviant Behaviour as perceived by the higher secondary school female teachers. The excessive *Media* influence has increased

the mobile phone misuse which causes serious problems resulting in deterioration of values among Higher Secondary school students. The female teachers have also perceived that the higher secondary school students pursue unhealthy use of internet and behold unrealistic social perceptions. The female teachers perceived that *Causes related to school* were the least contributing factor for social deviancy among higher secondary school students.

Society has a major role in moulding the behaviour of its citizens for a better tomorrow. *Sociological causes* also lead to Deviant Behaviour which stands next to *Causes related to media*. Campus politics was also perceived to have a great influence on the behaviour of the students by the teachers. Less social acceptance and cultural conflicts were leading to identity crisis among higher secondary school students. In addition, higher secondary school students were not getting consideration for their abilities and capacities from the society. The change in the outlook of the values in the society has immensely influenced higher secondary school students of the present scenario. Other causes that were perceived included the *Causes related to peers* and parenting was also considered as the factors causing social deviancy among higher secondary school students as perceived by the female teachers of higher secondary schools. Parents being over strict and lack of regular monitoring are resulting in Deviant Behaviour among Higher Secondary school students. Partialities shown by parents in dealing with children and sibling related problems also affected higher secondary school students to a large extent. Most of the higher secondary school students were deprived of parental affection. Parents were even following inappropriate child rearing practices and hence they were getting disregard from the family. According to the teachers' perception, there persists lack of coordination and unhealthy competition among Higher Secondary school students in and outside the classroom leading to social deviancy. Inconsistency in family matter was identified as a leading cause for that. Apart from this, the perceptions of teachers reveal that peer

pressure along with lack of cord of communication was also negatively influencing the higher secondary school students in many circumstances.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Government Higher Secondary Schools Teachers

Causes of deviant behaviour manifestations as perceived by government higher secondary school teachers is presented in Table 81

Table 81

Causes of Deviant Behaviour Manifestations as Perceived by Government Higher Secondary School Teachers

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Imitation of behaviours 5. Peer pressure 6. Inability to distinguish between reality and fantasy 7. Conflict between parents 8. Pleasure seeking mind 9. Influence of surroundings 10. Changing outlook of value	Causes related to school	1. Excessive work load 2. Attitude of teachers towards students 3. Lack of motivation 4. Vision impairments 5. Hearing impairments 6. Joint family 7. Partiality of teachers 8. Lack of reinforcement from teachers 9. Punishment of teachers 10. Incompetency of teachers

The analysis as presented in Table 81 revealed that according to the perception of teachers of government higher secondary schools, *Media* related factors were the major cause for social deviancy among higher secondary school students. Extensive *Media* influence resulting in misuse of mobile phones was perceived by teachers as a serious hazard causing declining of values among Higher Secondary school students. Internet facilities were being wrongly used by the students in channelizing their activities and behaviour in a destructive and unethical manner. The teachers also perceived that the misuse of *Media* has paved way for creating unrealistic social perceptions among

higher secondary school students. It was found that *Causes related to school* was the least contributing factor for Deviant Behaviour among higher secondary school students as perceived by the teachers of government higher secondary schools. The second cause next to the *Media* related factors was the cause related to *Peers*.

Teachers of government higher secondary schools also perceived that sociological and parenting related factors also created social deviancy among higher secondary school students. Lack of monitoring and over strictness of parents was perceived by teachers as causes leading to Deviant Behaviour. The inappropriate child rearing practices pursued by parents resulting in deprival of parental affection along with the partial behaviour of parents was causing problems among siblings which are found as factors for social deviancies. The perceptions of teachers reveal that there is lack of coordination and unhealthy competition in and outside the classrooms leading to unhealthy relations. The root cause identified for this was the inconsistencies prevailing in the familial environment.

Problems regarding *Peers*, like lack of proper communication, cooperation and coordination were found to be negatively influencing the social behaviour of the higher secondary school students in many occasions. The campus politics prevailing in schools were found to influence the students to a larger extend. The societal approaches to higher secondary school students like less social acceptance and cultural conflicts were leading to identity crisis damaging their self esteem. Apart from this, the capabilities and capacities of students were not much valued and accepted by the society which in turn created discrepancies of adjustment among higher secondary school students. The overall change in the outlook of values prevailing in the society has immensely influenced higher secondary school students of the present age.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Aided Higher Secondary Schools Teachers

Causes of deviant behaviour manifestations as perceived by aided higher secondary school teachers is presented in Table 82

Table 82

Causes of Deviant Behaviour Manifestations as Perceived by Aided Higher Secondary School Teachers

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Un healthy use of internet 3. Influence of surroundings 4. Locality of the school 5. Conflict between parents 6. Inability to distinguish between reality and fantasy 7. Changing outlook of value 8. Media exposure 9. Pleasure seeking mind 10. Lack of adjustment capacity	Causes related to school	1. Punishment of teachers 2. Rejection by peers 3. Vision impairments 4. Excessive work load 5. Other physical problems 6. Partiality of teachers 7. Hearing impairments 8. Lack of reinforcement from teachers 9. Incompetency of teachers 10. Joint family

The analysis regarding perceptions of teachers as revealed from working in aided higher secondary schools as Table 82 shows that the leading cause of social deviancy among higher secondary school students was the factors related to *Media*. The modern age presents a variety of *Media* with unlimited access of information on fingertip. The higher secondary school students are very much familiar with the variety of gadgets and devices that may be used for the access, retrieval and storage of such huge varieties of information that are so appealing to one and all. It was perceived by aided school teachers that, due to excessive exposure to *Media*, students misused mobile phones which were perceived as a serious problem. As an outcome of this, social deviancies were manifested resulting in decline of values among higher secondary school students. Amoral use of internet facilities was perceived by teachers as reasons

for Deviant Behaviour among students. Apart from this, excessive exposure to *Media* has caused students to develop unrealistic social perceptions developing wrong ideologies about life. The teachers of aided schools perceived school related factors as least contributing for social deviancies among higher secondary school students.

Sociological factors that seemed to adversely affect the behaviours of higher secondary school students included the influence of campus politics, events that happen in the surroundings and cultural conflicts prevailing in the society. The teachers also perceived that less social acceptance and disregard for the abilities of higher secondary school students created low self esteem resulting in identity crisis. The change in the outlook of values of society also seemed to influence the higher secondary school students of the present times. Factors related to *Peers* like improper interpersonal communication, differences in status of families, relations with deviant *Peers*, coercive interactions etc were perceived by teachers as causes of social deviancies among students.

The various parental causes perceived by the aided school teachers as reasons of deviancy among higher secondary school students included parents' over strictness, inattentiveness, unhealthy criticisms and lack of regular monitoring. In addition, partiality shown by parents also created problems among the siblings affecting them largely. Most of the higher secondary school students were deprived of parental affection. It was also perceived by teachers of aided schools that due to inappropriate child rearing practices of parents were leading to disregard from the family. The students also seemed to have problems regarding lack of coordination and unhealthy competition in and outside the classrooms. Peer pressure was also perceived by the aided school teachers as a factor that negatively influences the higher secondary school students in several situations.

**Causes of Deviant Behaviour Manifestations of Higher Secondary School
Students: Perception of Urban Higher Secondary Schools Teachers**

Causes of deviant behaviour manifestations as perceived by urban
higher secondary school teachers is presented in Table 83

Table 83

*Causes of Deviant Behaviour Manifestations as Perceived by Urban Higher
Secondary School Teachers*

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Peer pressure 5. Imitation of behaviours 6. Conflict between parents 7. Inability to distinguish between reality and fantasy 8. Changing outlook of value 9. Pleasure seeking mind 10. Nuclear family	Causes related to school	1. Lack of motivation 2. Hearing impairments 3. Partiality of parents 4. Vision impairments 5. Excessive work load 6. Punishment of teachers 7. Partiality of teachers 8. Joint family 9. Incompetency of teachers 10. Lack of reinforcement from teachers

From the results of analysis as revealed from Table 83 pertaining to the
perceptions of teachers working in urban schools it is clear that the major cause
for deviancy among higher secondary school students was the *Media* related
factors. The value concepts of higher secondary school students seemed to
deteriorate due to misuse of mobile phones as an outcome of exposure to
Media. The teachers of schools in urban area perceived that exploitative use of
internet and having unrealistic social perceptions were also prevalent among
higher secondary school students. Causes related to the school were perceived
by teachers as least contribute for manifestation of deviant Behaviour among
higher secondary school students.

Peer related causes such as lack of coordination, communication
problems, peer pressure coercive reactions etc were perceived by teachers of

urban schools as causes leading to Deviant Behaviour among Higher Secondary school students. Apart from this, differences in family status and relations with deviant *Peers* also were found as reasons for deviancy. *Sociological causes* and Parenting related causes were also contributing factors of Deviant Behaviour among higher secondary school students. Societal factors like the campus politics in schools, influences of events happening in the surroundings of the school and cultural conflicts also seemed to influence social deviancy among the students. Less social acceptance and low consideration of capabilities of the higher secondary school students by the society has lead to identity crisis thereby developing low self esteem causing disruptive behaviours. The change in the outlook of the values prevailing in the society had immensely influenced higher secondary school students of the new age.

The other factors perceived by the teachers of urban area include *Causes related to peers* and parenting. The specific factors related with peers included lack of coordination, problems in interpersonal communication, differences in family status, etc. Other specific factors like peer pressure, associations with deviant peers, coercive interactions among peers etc. were perceived by the teachers as reasons for social deviancy among higher secondary school students. The factors related to parenting that contributed to social deviancy as perceived by the teachers of urban schools included parents being partial to children which created conflicts between siblings also seemed to affect higher secondary school students to a larger extent. The teachers also perceived that most of the higher secondary school students were deprived of parental affection with most parents even following inappropriate child rearing practices which affect the overall behaviour of higher secondary school students causing Deviant Behaviour.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Rural Higher Secondary Schools Teachers

Causes of deviant behaviour manifestations as perceived by rural higher secondary school teachers is presented in Table 84

Table 84

Causes of Deviant Behaviour Manifestations as Perceived by Rural Higher Secondary School Teachers

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Un healthy use of internet 3. Media exposure 4. Influence of surroundings 5. Inability to distinguish between reality and fantasy 6. Conflict between parents 7. Locality of the school 8. Imitation of behaviours 9. Changing outlook of value 10. Pleasure seeking mind	Causes related to school	1. Excessive work load 2. Lack of motivation 3. Vision impairments 4. Other physical problems 5. Lack of reinforcement from teachers 6. Joint family 7. Partiality of teachers 8. Hearing impairments 9. Punishment of teachers 10. Incompetency of teachers

The analysis of perceptions as revealed from Table 84 on Deviant Behaviour as opined by the teachers of rural higher secondary schools show that the major cause for deviancy was *Media*. Of which, misuse of mobile phones as a result of exposure to *Media* is seen to cause serious problems causing value deterioration among Higher Secondary school students. According to teachers' perception, using internet in an exploitative manner has resulted in developing unrealistic social perceptions among higher secondary school students which created depression and frustrations due to the fact that they were far from reality. The teachers of rural school opined that cause related to school was the least contributing factor for deviancy among the students.

It was also found that teachers perceived certain sociological factors that affected the behaviours of students. The specific behaviours responsible included the influence of the campus politics on the behaviour of the students. Disruptive campus politics had a negative influence on higher secondary school students leading them to anti social behaviour causing deviancy. Apart from this, less social acceptance and cultural conflicts created identity crisis causing Deviant Behaviour among higher secondary school students. In addition, the society not giving any due consideration for the capabilities of the higher secondary school students also created serious problems. It was also found that change in the outlook of values of the society has immensely influenced the new generation students.

The teachers of rural schools also perceived factors related to *Peers* and parenting that caused Deviant Behaviour among higher secondary school students. The specific parental factors included over strictness shown by parents and lack of regular monitoring as leading the higher secondary school students to manifest Deviant Behaviour. The parents behaving partial to children also lead to problems among siblings as well as affect the behaviour of the higher secondary school to a greater extend adversely. Teachers of rural higher secondary schools also perceived that most of the higher secondary school students are deprived of parental affection. It was also found that parents were even following inappropriate child rearing practices the outcome of which was the higher secondary school students getting disregard from family. The specific peer related factors perceived by teachers include lack of coordination and unhealthy competition among Higher Secondary school students in and outside the classroom. Discrepancy in family status, improper interpersonal communications along with peer pressure is found to negatively influence the higher secondary school students in many situations.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Parents

Causes of deviant behaviour manifestations as perceived by parents of higher secondary school students is presented in Table 85

Table 85

Causes of Deviant Behaviour Manifestations as Perceived by Total Sample of Parents

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Conflict between parents 5. Identity crisis 6. Peer pressure 7. Imitation of behaviours 8. Influence of surroundings 9. Changing outlook of value 10. Inability to distinguish between reality and fantasy	Causes related to school	1. Influence of campus politics 2. Vision impairments 3. Other physical problems 4. Joint family 5. Lack of motivation 6. Hearing impairments 7. Lack of reinforcement from teachers 8. Partiality of teachers 9. Punishment of teachers 10. Incompetency of teachers

The analysis as revealed from Table 85 pertaining to the perceptions of parents of higher secondary school students regarding Deviant Behaviour revealed *Media* as the major factor causing deviancy among higher secondary school students. *Media* is found to overrule the information dissemination systems of the modern age. Extensive exposure to *Media* was resulting in misuse of mobile phones among the students. Media exposure resulting in the exploitative use of internet facilities for accessing porn movies and video clips were widely seen among Higher Secondary school students in the perception of parents. This has widely affected the values among higher secondary school students. According to parents, students even possessed unrealistic social perceptions leading to depression, unhappiness and conflicts. Parents perceive

that *Causes related to school* as the least contributing factor for Deviant Behaviour manifestations among higher secondary school students.

The sociological cause perceived by parents that leads to Deviant Behaviour among higher secondary school students comes next to *Media* influence. Influence of the society in which they live and the changing outlook of values of society are greatly influencing higher secondary school students in the opinion of parents. The higher secondary school students are facing identity crisis in the society and they are craving for attention as they are getting less social acceptance from the society.

Causes related to peers and parenting were also perceived by the parents as the factors causing deviancy among higher secondary school students. Specific parental factors like over expectation of the parents and their inattentive nature seriously affects the behaviour of higher secondary school students. Many parents seem to show over strictness and children are deprived of parental affection. According to the perception of parents, *Causes related to school* were found to contribute least for the manifestation of Deviant Behaviour among higher secondary school students. Perceptions of parents also show that peer pressure and the influence of deviant *Peers* are widely prevalent among adolescence. Differences in family status also lead to the ineffective interpersonal communication paving way to unhealthy competition among higher secondary school students.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Male Parents

Causes of deviant behaviour manifestations as perceived by male parents of higher secondary school students is presented in Table 86

Table 86

Causes of Deviant Behaviour Manifestations as Perceived by Male Parents

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Conflict between parents 5. Identity crisis 6. Peer pressure 7. Changing outlook of value 8. Inattentive parents 9. Pleasure seeking mind 10. Imitation of behaviours	Causes related to school	1. Vision impairments 2. Other physical problems 3. Influence of campus politics 4. Lack of reinforcement from teachers 5. Hearing impairments 6. Partiality of teachers 7. Joint family 8. Punishment of teachers 9. Lack of motivation 10. Incompetency of teachers

The analysis as revealed from Table 86 shows that among the causes leading to Deviant Behaviour the factors related to *Media* constituted the major cause. The specific behaviours in this regard like misuse of mobile phones as an outcome of extensive exposure to *Media* was considered as a serious hazard causing value deterioration among Higher Secondary school students. Unhealthy use of internet facilities and having unrealistic social perceptions are seen among higher secondary school students in the perception of male parents. *Causes related to school* were found to be the least contributing factor leading to Deviant Behaviour among higher secondary school students.

Society has a major role in moulding the generations according to the value systems, customs and cultures prevailing. *Sociological causes* were also perceived as leading to Deviant Behaviour which stands next to *Causes related to media*. The change in the outlook of values of society also influenced the higher secondary school students. But in many situations there were less social acceptance for adolescence. They get agitated when there was less regard for their abilities and capacities. *Causes related to peers* and parenting related causes were also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the male parents of higher secondary school students. The specific parental behaviours affecting higher

secondary school behaviours included over strictness and lack of regular monitoring. It was found that deprivation of parental affection and partiality shown by the parents among siblings caused problems affecting higher secondary school students to a large extent. Parents were even following inappropriate child rearing practices and hence they were getting disregard from the family.

According to parents' perceptions, many *Personal causes* like maladjustment, rejection by peers, learning difficulties, lower school achievement etc were also leading higher secondary school students to Deviant Behaviour. Specific factors related with peers like peer pressure and influence of deviant peers were widely seen among adolescence. The differences in the status of family also were perceived by male parents as leading to the ineffective interpersonal communication results in unhealthy competition among higher secondary school students.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Female Parents

Causes of deviant behaviour manifestations as perceived by female parents of higher secondary school students is presented in Table 87.

Table 87

Causes of Deviant Behaviour Manifestations as Perceived by Female Parents

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Influence of surroundings 5. Conflict between parents 6. Imitation of behaviours 7. Identity crisis 8. Peer pressure 9. Inability to distinguish between reality and fantasy 10. Lack of reinforcement from parents	Causes related to school	1. Influence of campus politics 2. Joint family 3. Excessive work load 4. Vision impairments 5. Other physical problems 6. Hearing impairments 7. Partiality of teachers 8. Lack of reinforcement from teachers 9. Punishment of teachers 10. Incompetency of teachers

From the analysis in Table 87 it is clear that according to the perceptions of female parents of higher secondary school students, *Media* related factor was the most significant one. The new generation learners are very much familiar and often in connections with different *Media* for information access. The overexposure to *Media* with unrestricted use of devices for accessing information ends up in unhealthy use of it. The specific factors as perceived by female parents related to *Media* include misuse of mobile phones. This was widely seen among higher secondary school students due to the extensive influence of the *Media*. In addition, exploitative uses of internet including accessing porn movies and video clips were seen widely among Higher Secondary school students in the perception of female parents. As an outcome of this, there persisted wide decline of values among higher secondary school students along with having unrealistic social perceptions that are much far from realities that lead to depression and unhappiness ultimately leading to Deviant Behaviour.

According to the perceptions of female parents of higher secondary school students, the *Causes related to school* was the least contributing one in the manifestation of Deviant Behaviour among higher secondary school students. *Sociological causes* were also found to influence Deviant Behaviour which stood next to the *Causes related to media*. The influence of society and the changing outlook of values prevailing are greatly seemed to influence higher secondary school students according to the perceptions of female parents. According to the parents' perceptions, they also face identity crisis in the society and they crave for attention since they are getting less social acceptance from the society.

The female parents also perceived that *Causes related to peers* and parenting were also causing deviancies among higher secondary school students. Ineffective parenting was also found to lead to Deviant Behaviour among higher secondary school students in Kerala. Over expectation of the

parents and the inattentive nature of parents were seriously affecting the higher secondary school students. It was also found that many parents are showing over strictness and children are deprived of parental affection in most situations. Apart from this, peer pressure and associations with deviant peers were widely seen among adolescence which caused disruptive behaviours. Differences in family status were also perceived as a cause for ineffective interpersonal communication paving way for unhealthy competition among higher secondary school students.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Parents of Government Higher Secondary School Students

Causes of deviant behaviour manifestations as perceived by parents of government higher secondary schools is presented in Table 88.

Table 88

Causes of Deviant Behaviour Manifestations as Perceived by Parents of Government Higher Secondary School Students

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Conflict between parents 4. Un healthy use of internet 5. Influence of surroundings 6. Changing outlook of value 7. Identity crisis 8. Peer pressure 9. Imitation of behaviours 10. Less social acceptance	Causes related to school	1. Vision impairments 2. Joint family 3. Excessive work load 4. Lack of motivation 5. Other physical problems 6. Punishment of teachers 7. Hearing impairments 8. Lack of reinforcement from teachers 9. Partiality of teachers 10. Incompetency of teachers

From the analysis as presented in Table 88 it is evident that factors related to *Media* are found to be the major cause of social deviancy among Higher Secondary school students as perceived by the parents of government higher secondary school students. The specific *Media* related factors that were

perceived by parents were the wrong use of mobile phones which caused serious problems even resulting in declining of values of the students. The main reason for this was perceived to be the intense media exposure which very much influenced the higher secondary school students. The parents of government school students also perceived that the intensive media exposure has also increased unhealthy use of internet that created unrealistic social perceptions fostering disruptive behaviours leading to social deviancy. The perception of parents also show that the *Causes related to school* was the least contributing factor for deviancy among higher secondary school students.

It was found that *Sociological causes* also lead to Deviant Behaviour which stands next to *Causes related to media*. The societal influence and the changing outlook of values are perceived by parents of govt school students as greatly influencing higher secondary school students. Due to the specific societal approaches such as lack of acceptance and disregard for their abilities, higher secondary school students are facing identity crisis and hence craving for attention from the world around them. *Causes related to peers* and Parenting related causes were also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the parents of government higher secondary school students. Ineffective parenting was perceived by parents as leading to social deviancies among higher secondary school students in Kerala. Apart from this, over strictness of the parents and lack of regular monitoring also lead the higher secondary school students' manifestation of Deviant Behaviour. In addition, the parents being partial to their children were creating problems among siblings thereby affecting higher secondary school students to a large extent. Moreover, deprivation of parental affection and inappropriate child rearing practices of parents were also perceived by the parents of govt higher secondary school students as the reasons behind deviancies.

The peer related factors that were perceived by the parents as reasons behind social deviancies included lack of coordination, ineffective interpersonal communications and unhealthy competition among Higher Secondary school students in and outside the classroom. The differences in family status were also found to create problems negatively influencing the higher secondary school students in varied circumstances.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Parents of Aided Higher Secondary School Students

Causes of deviant behaviour manifestations as perceived by parents of aided higher secondary schools is presented in table 89.

Table 89

Causes of Deviant Behaviour Manifestations as Perceived by Parents of Aided Higher Secondary School Students

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Un healthy use of internet 3. Media exposure 4. Conflict between parents 5. Identity crisis 6. Imitation of behaviours 7. Peer pressure 8. Pleasure seeking mind 9. Inattentive parents 10. Inability to distinguish between reality and fantasy	Causes related to school	1. Other physical problems 2. Partiality of teachers 3. Lack of reinforcement from teachers 4. Vision impairments 5. Hearing impairments 6. Lack of motivation 7. Joint family 8. Influence of campus politics 9. Punishment of teachers 10. Incompetency of teachers

The analysis as presented in Table 89 revealed that among the causes leading to Deviant Behaviour those cause related to *Media* was the major one. According to the perceptions of parents of aided schools, there exist extensive value conflicts among Higher Secondary school students. The reasons for this were perceived to be misuse of internet and blindly following the culture and

customs as in the movies by the higher secondary school students. This has also lead higher secondary school students in developing unrealistic social perceptions that likely leads them to unhappiness, depression and conflicts. Issues such as misuse of mobile phones due to extensive Media exposure were also seen among higher secondary school students. Other than this, *Causes related to school* were found to be least contributing for deviancy among higher secondary school students as perceived by the parents of aided higher secondary school students.

Other causes like sociological factor was perceived by parents as another cause for Deviant Behaviour which stands next to *Media* related ones. It included cultural conflicts prevailing in the society and lack of social acceptance which lead to identity crisis among higher secondary school students damaging their self esteem. Other specific sociological factors like influence of campus politics were perceived by parents as very much evident among Higher Secondary school students. Moreover, the disregard of the abilities of higher secondary school students by the society in general was creating outbursts leading to Deviant Behaviour.

The *Causes related to peers* and parenting were perceived by the parents of aided higher secondary school students as reasons for deviancy among higher secondary school students. The specific factors regarding this included peer pressure, improper interpersonal communications, association and influence of deviant *Peers* etc were wide among higher secondary school students. Differences in the status of family among the students were also perceived by the parents as problems creating deviancy. This was perceived to be leading to ineffective interpersonal communication and also paving way to unhealthy competition among higher secondary school students.

Parental factors that were perceived to be contributing to deviancy included inappropriate parenting practices. Apart from this, over expectation of the parents, criticisms and inattentive nature are perceived as seriously

affecting the higher secondary school students. The deprivation of parental affection and over strictness leads higher secondary school students to develop conflicts and Deviant Behaviour.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Parents of Urban Higher Secondary School Students

Causes of deviant behaviour manifestations as perceived by parents of urban higher secondary schools is presented in table 90.

Table 90

Causes of Deviant Behaviour Manifestations as Perceived by Parents of Urban Higher Secondary School Students

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Un healthy use of internet 3. Media exposure 4. Imitation of behaviours 5. Influence of surroundings 6. Changing outlook of value 7. Conflict between parents 8. Inability to distinguish between reality and fantasy 9. Unrealistic social perceptions 10. Identity crisis	Causes related to school	1. Excessive work load 2. Lack of motivation 3. Other physical problems 4. Punishment of teachers 5. Partiality of teachers 6. Lack of reinforcement from teachers 7. Vision impairments 8. Hearing impairments 9. Joint family 10. Incompetency of teachers

From the analysis presented in Table 90 it is clear that the various factors related to *Media* forms the major cause for social deviancy among higher secondary school students as perceived by the parents of students studying in the higher secondary schools of urban area. *Media* seemed to influence the young generation very well to the extent that unrestricted use of it often lead to Deviant Behaviour manifestations. Among the *Media* related factors the specific ones perceived by parents were misuse of mobile phones resulting in the deprivation of values among Higher Secondary school students. Exploitative use of internet facilities and extensive exposure to *Media*

developed unrealistic social perceptions among higher secondary school students. In the perception of parents of students belonging to urban higher secondary schools, the *Causes related to school* was the least contributing factor of Deviant Behaviour among higher secondary school students.

Sociological causes were also leading to Deviant Behaviour which stands next to *Causes related to media*. The changing value systems prevailing in the society and the prevalence of many situations where there is less social acceptance for higher secondary school students created serious issues leading to social deviancy. They get agitated when there was less regard for their abilities and capacities from the society they live in. Other causes perceived by parents of students belonging to schools in urban area constitute issues related to *Peers* and parenting. In addition, over strictness and criticisms of the parents and lack of regular monitoring were perceived to lead higher secondary school students in to Deviant Behaviour. It was also seen that most of the higher secondary school students were deprived of parental affection and the parents being partial with their children causing problems among siblings were perceived to be affecting higher secondary school students to a larger extent. The inappropriate parenting practices adopted by parents create discrepancies in rearing causing insufficient care and belongingness leading to deviancy.

Many *Personal causes* such as lower achievement, peer rejection, maladjustments, physical inabilities etc. were also perceived by parents as leading higher secondary school students to Deviant Behaviour. They were perceived as not being able to distinguish themselves between reality and fantasy. They lack moral code and school was a sort of boredom for them. Most of the higher secondary school students lacked adjustment capacity and were having pleasure seeking mind which lead them in to exploitative behaviours causing nuisance and deviancy.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Parents of Rural Higher Secondary School Students

Causes of deviant behaviour manifestations as perceived by parents of rural higher secondary schools is presented in table 91.

Table 91

Causes of Deviant Behaviour Manifestations as Perceived by Parents of Rural Higher Secondary School Students

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Conflict between parents 2. Misuse of mobile phones 3. Media exposure 4. Un healthy use of internet 5. Identity crisis 6. Peer pressure 7. Lack of reinforcement from parents 8. Less social acceptance 9. Pleasure seeking mind 10. Influence of surroundings	Causes related to school	1. Administrative policy of the school 2. Hearing impairments 3. Influence of campus politics 4. Other physical problems 5. Defective disciplinary practices 6. Lack of motivation 7. Lack of reinforcement from teachers 8. Partiality of teachers 9. Incompetency of teachers 10. Punishment of teachers

The results of analysis presented in Table 91 reveal that even in the rural area, *Media* related factors were perceived to be the major causes of deviancy among higher secondary school students as reported by the parents of students belonging to schools situated in rural areas and those *Causes related to school* was the least contributing factor Deviant Behaviour among higher secondary school students. Misuse of mobile phones due to extensive exposure to *Media* was perceived by parents as creating serious problems causing decline of values among higher secondary school students. In addition, exploitative use of internet and also having unrealistic social perceptions are perceived as causes

for social deviancies among higher secondary school students. The parents of students belonging to schools of rural areas attributed *Causes related to peers* as leading to Deviant Behaviour which stands next to *Causes related to media.*

The peer related causes perceived by parents included peer pressure and influence of deviant *Peers.* Discrepancy in family status among higher secondary school students was leading to the ineffective interpersonal communication and also paving way to unhealthy competition. *Sociological causes* and parenting related causes were also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the parents of rural higher secondary school students. The dynamic value system prevailing in the society was perceived by parents as much influencing the higher secondary school students and also the prevalence of many situations involving less social acceptance leading to deviancy.

Personal causes were also perceived as factors causing Deviant Behaviour among higher secondary school students, which were also perceived similarly by the teachers of higher secondary schools. The over strictness and lack of regular monitoring by parents along with criticisms were perceived to disrupt the behaviours of higher secondary school students leading to Deviant Behaviour. The partial behaviour of parents with their children leading to problems among siblings was also perceived as causes of deviancy. In the perception of parents most of the higher secondary school students were deprived of parental affection with parents following inappropriate child rearing practices and hence they were getting disregard from the family leading to Deviant Behaviour.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Counsellors

Causes of deviant behaviour manifestations as perceived by counsellors of higher secondary schools is presented in table 92.

Table 92

Causes of Deviant Behaviour Manifestations as Perceived by Total Sample of Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Conflict between parents 5. Inattentive parents 6. Pleasure seeking mind 7. Inability to distinguish between reality and fantasy 8. Influence of surroundings 9. Peer pressure 10. Deviant peers	Causes related to school	1. Partiality of parents 2. Dietary causes 3. Punishment of teachers 4. Excessive work load 5. Incompetency of teachers 6. Other physical problems 7. Partiality of teachers 8. Hearing impairments 9. Vision impairments 10. Joint family

From the results of analysis as presented in Table 92 it is evident *Media* related factors still remain as a major cause for social deviancy as reported by the counsellors of higher secondary schools in general. Among this, misuse of mobile phones was perceived to be widely seen among higher secondary school students due to the influence of *Media*. This has also been perceived by the counsellors as leading to unhealthy use of internet and accessing porn movies and video clips widely among Higher Secondary school students. There persisted a wide declining of values among higher secondary school students and they are having unrealistic social perceptions that lead them to disruptive behaviours.

Peer group influence, parenting and *Sociological causes* were also perceived by the counsellors as causes leading to the manifestation of Deviant Behaviour among higher secondary school students. Peer pressure and also the

influence of the deviant *Peers* are widely seen among adolescence. Discrepancy in family status has been perceived as leading to ineffective interpersonal communication paving way to unhealthy competition among higher secondary school students. Cause related to school was the least contributing factor of Deviant Behaviour among higher secondary school students as perceived by the counsellors of higher secondary schools in general.

School is also, to a small extent, a cause for the manifestation of Deviant Behaviour among adolescence. The attitude of teachers towards students and their failure to identify the potentiality of the students are leading to Deviant Behaviour of students. Unnecessary comparison made by the teachers between students along with lack of timely guidance and counselling programmes were also making the students socially deviant.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Male Counsellors

Causes of deviant behaviour manifestations as perceived by male counsellors of higher secondary schools is presented in table 93.

Table 93

Causes of Deviant Behaviour Manifestations as Perceived by Male Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Media exposure 2. Misuse of mobile phones 3. Un healthy use of internet 4. Nuclear family 5. Lack of moral code 6. Inability to distinguish between reality and fantasy 7. Pleasure seeking mind 8. Over expectation of parents 9. Problems in friendship 10. Un realistic social perceptions	Causes related to school	1. Lack of guidance and counselling 2. Partiality of parents 3. Hearing impairments 4. Other physical problems 5. Cultural conflicts 6. Punishment of teachers 7. Vision impairments 8. Partiality of teachers 9. Lack of motivation 10. Joint family

The analysis as presented in Table 93 results reveal that the major cause for Deviant Behaviour in the perception of male counsellors is the ones related to *Media*. The intensive use of *Media* in the modern age has influenced the higher secondary school students in a way that they misuse devices like mobile phones to extreme extend causing a decline in values. The male counsellors have also perceived the wrong use of internet facilities and accessing porn movies and video clips by higher secondary school students widely. All such *Media* influences are adversely affecting the higher secondary school students and creating in them unrealistic social perceptions which were far from reality that ultimately causes frustrations and depression leading to deviancy.

Other factors perceived by the male counsellors were that of peer group influence, parenting and *Sociological causes*. The factors perceived by male counsellors related with *Peers* included lack of coordination, unhealthy competitions in the classrooms, peer pressure and associations with deviant peers. Difference in family status was also found to lead to ineffective interpersonal communication resulting in unhealthy competition among higher secondary school students. Male counsellors also perceived various *Sociological causes* that lead to Deviant Behaviour among higher secondary school students. This included influence of the society in which they are living and the changing outlook of values prevailing. According to the perceptions of male counsellors, the higher secondary school students seem to face identity crisis due to non acceptance and disregard of their capabilities by the society. Hence , they crave for attention and acceptance.

The counsellors have also perceived parenting related causes for Deviant Behaviour among higher secondary school students. Ineffective parenting leading to deprivation of parental affection is also leading to Deviant Behaviour among higher secondary school students in Kerala. Over expectation of parents, criticisms, being partial to children and the inattentive nature of parents are seriously affecting the higher secondary school students in the

perception of counsellors. Many parents are showing over strictness and unwanted criticisms create conflicts among them. The male counsellors also perceived that the *Causes related to school* as the least contributing factor for deviancy among higher secondary school students.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Female Counsellors

Causes of deviant behaviour manifestations as perceived by female counsellors of higher secondary schools is presented in table 94.

Table 94

Causes of Deviant Behaviour Manifestations as Perceived by Female Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Conflict between parents 3. Media exposure 4. Un healthy use of internet 5. Inattentive parents 6. Lack of reinforcement from parents 7. Pleasure seeking mind 8. Influence of surroundings 9. Peer pressure 10. Identity crisis	Causes related to school	1. Dietary causes 2. Rejection by peers 3. Punishment of teachers 4. Excessive work load 5. Joint family 6. Partiality of teachers 7. Other physical problems 8. Incompetency of teachers 9. Vision impairments 10. Hearing impairments

It is evident from the results of analysis as presented in Table 94 that *Media* is also considered by the female counsellors as one of the major cause of deviancy. As today's higher secondary school students are very much familiar with different types and use of *Media*, it seemed to have great influence upon them. But the wrong use of such *Media* seemed to lead the behaviours of higher secondary school students in a disruptive manner causing social deviancy as per the opinion of female counsellors. The exploitative use of *Media* also resulted in unhealthy use of internet which later manifests as social deviancy in the perception of counsellors. The intensive exposure and usage of

Media are leading to developing of unrealistic social perceptions that are likely to cause disregard and frustrations resulting in deviancy. The female counsellors perceived *Causes related to school* to be least contributing for social deviancy. This may be because school is a congenial place where students imbibe new and acceptable behavioural qualities through a process called schooling.

The female counsellors having expertise in developing a better understanding of the students have perceived that lack of coordination, improper interpersonal communication, etc also lead to Deviant Behaviour; which stands next to *Causes related to media*. Other related factors like peer pressure and influence of deviant *Peers* were widely seen among adolescence that become a cause for deviancy. Such associations may force the students to behave in troublesome manner hindering the normality of life of themselves and that of others. The difference in family status was also perceived by the female counsellors leading to the ineffective interpersonal communication and unhealthy competition among higher secondary school students.

Sociological and parenting related causes were also identified as contributing to social deviancy among higher secondary school students. Society had strong influence on higher secondary school students and they build up a value system according to the norms of the society. Various developments happening day by day in the society make the system more dynamic. This changes the outlook of value system which largely influences higher secondary school students as per the perception of male counsellors. Due to this reason the higher secondary school does not always find it easy to attain stable standards and guiding values. Hence, they face identity crisis in the society and crave for attention since they get less social acceptance.

The process of emancipation from parental authority is greatly accentuated during higher secondary school students. Parental factors like

ineffective parenting and inappropriate child rearing practices was perceived by the female counsellors as reasons behind social deviancy among higher secondary school students in Kerala. In addition, over expectation of the parents, intense criticisms and the inattentive nature of parents are perceived by the female counsellors as seriously affecting the higher secondary school students' behaviour. Most of the female counsellors opined that many parents were showing over strictness and most children were deprived of parental affection. These are all crucial to the development of the student since the ease of transition to the next stage largely depends on the attitude of parents during the preceding years.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Government Higher Secondary Schools Counsellors

Causes of deviant behaviour manifestations as perceived by counsellors of government higher secondary schools is presented in table 95.

Table 95

Causes of Deviant Behaviour Manifestations as Perceived by Government Higher Secondary School Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Inattentive parents 5. Conflict between parents 6. Pleasure seeking mind 7. Inability to distinguish between reality and fantasy 8. Influence of surroundings 9. Peer pressure 10. Lack of moral code	Causes related to school	1. Lack of reinforcement from teachers 2. Partiality of parents 3. Excessive work load 4. Other physical problems 5. Joint family 6. Incompetency of teachers 7. Partiality of teachers 8. Punishment of teachers 9. Hearing impairments 10. Vision impairments

From the analysis presented in Table 95 it is clear that *Media* related factors form the major cause of social deviancy among higher secondary students. *Media* is widely used in this information age for the exchange and dissemination of information. Due to drastic increase in the use of several devices and extensive exposure to information coming on media, the students are unrestrictedly accessing all types of information using mobile phones and similar gadgets. This exploitative use of media including mobile phones and internets in an unrestrictive manner is perceived by the counsellors of govt schools for the reasons behind deviancy. This has lead to decline of values to a greater extend among higher secondary school students. Excessive media exposure is also creating in them unrealistic social perceptions that are far from reality.

According to the perception of counsellors working in government higher secondary schools, school related causes were the least contributing factor leading to deviancy. Apart from this, other causes like *Sociological causes* such as non acceptance, disregard of abilities, etc by the society makes the higher secondary school students agitated leading to Deviant Behaviour which stands next to *Causes related to media*. The counsellors of government schools have also perceived that cultural conflicts in the society and lack of social acceptance were creating identity crisis among higher secondary school students as per the opinion of counsellors of government schools. Other sociological factors as perceived by the counsellors include influence of campus politics in the wrong way which seemed to direct the higher secondary school students to behave in an antisocial manner leading to Deviant Behaviour. The non acceptance and societal disregards create outburst among higher secondary school students.

Causes related to peers and parenting related causes were also perceived by the government school counsellors as the factors responsible for deviancy. The counsellors have also perceived that peer relate factors like peer pressure

and also the influence of deviant peers were widely seen among higher secondary school students. Apart from this, differences in family status was also perceived as leading to ineffective interpersonal communication paving way to unhealthy competition among higher secondary school students. Resentment of parental control is most common in adolescence. Parent related factors were perceived by the school counsellors as influencing the behaviour of higher secondary school. However, ineffective parenting as a result of inappropriate child rearing has lead to Deviant Behaviour among higher secondary school students in Kerala. In addition, excessive criticisms and over expectation of the parents along with inattentive nature was perceived by the govt school counsellors as seriously affecting the higher secondary school students. Several parents seemed to show over strictness and children were deprived of parental affection which lead to inconsistencies in love and belongingness resulting in deviancy.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Aided Higher Secondary Schools Counsellors

Causes of deviant behaviour manifestations as perceived by counsellors of aided higher secondary schools is presented in table 96.

Table 96

Causes of Deviant Behaviour Manifestations as Perceived by Aided Higher Secondary School Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Un healthy use of internet 3. Media exposure 4. Conflict between parents 5. Peer pressure 6. Deviant peers 7. Influence of surroundings 8. Un realistic social perceptions 9. Nuclear family 10. Inattentive parents	Causes related to school	1. Excessive work load 2. Incompetency of teachers 3. Unwanted comparison of teachers 4. Dietary causes 5. Partiality of teachers 6. Hearing impairments 7. Vision impairments 8. Other physical problems 9. Criticism of teachers 10. Joint family

It is evident from Table 96 that *Media* related factors still remain to be the major cause of Deviant Behaviour in the subsample of counsellors of aided higher secondary schools. Many higher secondary school students were ongoing with the imitation of heroes or heroines and even the villain characters of the *Media* which were blindly accepted by the higher secondary school students in their views and customs. Cultural and social values are being deprived and they are not following the cultural ethics and values which to a great extent is the influence of the new generation movies. *Causes related to school* was the least contributing factor for the exhibition of Deviant Behaviour among higher secondary school students as perceived by the counsellors of aided higher secondary schools.

Causes related to peers also lead to Deviant Behaviour which stands next to *Causes related to media*. Coercive interactions were there among higher secondary school students that lead the students towards unhealthy competition in and outside the classroom. Discrepancy in family status was a main reason for lack of good interpersonal communication. *Sociological causes* and parenting related causes were also considered as the factors causing Deviant Behaviour among higher secondary school students as perceived by the counsellors of aided higher secondary schools. Parental influences like ineffective parenting due to adoption of inappropriate child rearing practices were also leading to Deviant Behaviour among higher secondary school students in Kerala. The over expectation of parents and unwanted criticisms including inattentive nature were seriously affecting the higher secondary school students taking their behaviour to an extreme. Many parents seemed to show over strictness and children were deprived of parental affection lacking a sense of belongingness between parents and children.

Cultural conflicts in the society and the lack of social acceptance were leading to identity crisis as per the opinion of the counsellors of aided schools. Societal factors were also perceived by aided school counsellors. The specific

sociological factors like strong influence of campus politics which was directing the higher secondary school students to behave in an anti social manner leading to Deviant Behaviour. Moreover, due to low acceptance and disregard of their qualities the higher secondary school students seemed to become frustrated leading to agitation thereby becoming socially deviant.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Urban Higher Secondary Schools Counsellors

Causes of deviant behaviour manifestations as perceived by counsellors of urban higher secondary schools is presented in table 97.

Table 97

Causes of Deviant Behaviour Manifestations as Perceived by Urban Higher Secondary School Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Conflict between parents 5. Pleasure seeking mind 6. Inability to distinguish between reality and fantasy 7. Peer pressure 8. Lack of reinforcement from parents 9. Influence of surroundings 10. Identity crisis	Causes related to school	1. Employment status of parents 2. Lack of reinforcement from teachers 3. Punishment of teachers 4. Other physical problems 5. Joint family 6. Hearing impairments 7. Excessive work load 8. Vision impairments 9. Incompetency of teachers 10. Partiality of teachers

From the analysis as presented in Table 97 it is revealed that according to the perceptions of counsellors in urban schools, of all the causes leading to Deviant Behaviour among higher secondary school students, those *Causes related to media* are the major ones. People living in urban areas have much better facilities of life. Such a life is opened to all sorts of modern facilities including extensive exposure to the usage of media like mobile phones, internets and other software loaded gadgets ready for accessing any kind of

information on fingertip. There was an explosion of the spread of the value conflicts among Higher Secondary school students. Unhealthy use of internet facilities and the blind following of the culture and the customs in the movies were seen among higher secondary school students. Unrealistic social perceptions are seen among higher secondary school students and they were misusing the mobile phones in an exploitative manner.

Causes related to school is the least contributing factor for the manifestation of Deviant Behaviour among higher secondary school students as perceived by the counsellors of urban higher secondary schools. In addition, *Causes related to peers* were also perceived by the counsellors as leading to Deviant Behaviour which stands next to *Causes related to media*.

The counsellors of urban schools perceived various *Sociological causes* leading to deviancy. Such specific causes include varied aspects related to society like influence of disruptive campus politics, non acceptance of qualities and abilities of higher secondary school students, prevalence of value conflicts which are all responsible for creating Deviant Behaviour among higher secondary school students. Apart from this, parenting related causes were also considered as factors causing social deviancy among higher secondary school students as perceived by the counsellors of urban higher secondary schools. Peer pressure and also the influence of the deviant peers are widely perceived by counsellors among higher secondary school students. The difference in family status was seen to lead to ineffective interpersonal communication resulting in unhealthy competition among higher secondary school students.

Parental control during adolescence is much emancipated. However, ineffective parenting as a result of problematic child rearing practices was perceived by the counsellors as leading to Deviant Behaviour among higher secondary school students in Kerala. Other parental causes perceived by the counsellors were over expectation of the parents and their inattentive nature which seriously affected the higher secondary school students. Many parents

were showing over strictness, criticise seemingly and hence children were deprived of parental affection. This created lack of feeling of love and belongingness among the parents and higher secondary school students.

Moreover, the cultural conflicts prevailing in the society and the lack of social acceptance was perceived by the counsellors as the reasons for identity crisis among higher secondary school students as per the opinion of counsellors of the urban schools. Sociological factors like disruptive campus politics also created Deviant Behaviour among higher secondary school students since there persisted a great influence of campus politics. The approach of the society towards higher secondary school students created much problems among them leaving them agitated and developing conflicts and deviancy.

Causes of Deviant Behaviour Manifestations of Higher Secondary School Students: Perception of Rural Higher Secondary Schools Counsellors

Causes of deviant behaviour manifestations as perceived by counsellors of rural higher secondary schools is presented in table 98.

Table 98

Causes of Deviant Behaviour Manifestations as Perceived by Rural Higher Secondary School Counsellors

Most contributing Dimension	Most contributing causes of Deviant Behaviour	Least contributing Dimension	Least contributing causes of Deviant Behaviour
Causes related to media	1. Misuse of mobile phones 2. Media exposure 3. Un healthy use of internet 4. Inattentive parents 5. Conflict between parents 6. Lack of moral code 7. Pleasure seeking mind 8. Influence of surroundings 9. Imitation of behaviours 10. Inability to distinguish between reality and fantasy	Causes related to school	1. Dietary causes 2. Partiality of parents 3. Excessive work load 4. Incompetency of teachers 5. Punishment of teachers 6. Partiality of teachers 7. Other physical problems 8. Vision impairments 9. Hearing impairments 10. Joint family

It is evident from the analysis as presented in Table 98 that among all the subsamples including counsellors of rural schools, all are having similar perceptions regarding *Media* related causes as a major contributing factor for deviancy. It is worthy to note that even in rural areas the modern facilities like mobile phones and internet have spread its access bringing with it most convenient yet disruptive outcomes if not monitored, especially among the youth. Due to strong influence of media there persists an explosion of value conflicts among Higher Secondary school students. This was perceived by the school counsellors in rural areas as leading to misuse of internet facilities and following of cultures and customs blindly as seen in the movies among higher secondary school students. The media influence was also perceived to have influence on unrealistic social perceptions which cause unhappiness and frustrations. Misuse of mobile phones and internet lead them to unhealthy and unacceptable practices that are anti social leading to deviancy.

According to the perceptions of rural higher secondary school counsellors, school related factors were the least contributing one with regard to deviancy among higher secondary school students.

Causes related to peers were also seen as leading to Deviant Behaviour which stands next to *Causes related to media*. Coercive interactions were reported by the counsellors that lead higher secondary school students towards unhealthy competition in and outside the classroom. Apart from this, discrepancy in family status was also leading to lack of proper interpersonal communication creating conflicts and differences of opinion among higher

secondary school students. *Sociological causes* and Parenting related causes are also perceived by the counsellors of rural schools as the factors causing Deviant Behaviour among higher secondary school students. It was also seen that ineffective parenting was also leading to Deviant Behaviour among higher secondary school students in Kerala. Moreover, while it is common that, comparatively parents are less authoritative on higher secondary school students, over expectation of parents and their inattentive nature including serious and unwanted criticisms were seriously affecting the behaviour of higher secondary school students. Many parents were showing over strictness and children deprived of parental affection leading to gaps in their relationships with parents.

Cultural conflicts in the society and the lack of social acceptance was leading to identity crisis as per the opinion of the councillors of the rural school. There was also strong influence of the campus politics which when becomes disruptive, directs the higher secondary school students to behave anti socially leading to Socially Deviant Behaviour. Along with much of the adverse conditions coming from within the family and the society, higher secondary school students develop conflicting ideas about life as well as the world around them ultimately leading them to manifest deviancy.

Critical Examination of the Results

The aim of the study was to identify the most occurring Deviant Behaviour among higher secondary school students from the perception of different samples and to find out the related causes of these behaviour. The study employed a critical examination of the results obtained from the perceptions of different samples - higher secondary school students, their parents, teachers and counsellors - using a qualitative cross checking as it is the most suggested way of analysing psycho-social issues.

The results obtained from total sample and different categories of subsamples, item wise as well as dimension wise, were examined critically through different angles to have a clear vision of the present situation related to deviant behaviour among adolescents and the related causes. The analysis helped the investigator to formulate general and specific implications of the research issue under consideration. The consolidated results of manifestations of deviant behaviour of higher secondary school students as perceived by different samples are presented in Table 99 and the related causes are presented in Table 100 followed by description of the critical examination done.

Table 99

Consolidated Results of Deviant Behaviour Manifestations among Higher Secondary School Students

Sample group	Subject	Most occurring Dimension	Least occurring Dimension
Total Sample	Higher secondary school students	Outside the classroom behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	
	Higher secondary school girls	Outside the classroom behaviours	
Male students	Higher secondary school students	Outside the classroom behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	
	Higher secondary school girls	Media related behaviours	
Female students	Higher secondary school students	Outside the classroom behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	
	Higher secondary school girls	Outside the classroom behaviours	
Government schools	Higher secondary school students	Outside the classroom behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	
	Higher secondary school girls	Outside the classroom behaviours	
Aided schools	Higher secondary school students	Media related behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	
	Higher secondary school girls	Media related behaviours	
Urban schools	Higher secondary school students	Outside the classroom behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	Peer related behaviours
	Higher secondary school girls	Outside the classroom behaviours	Social and cultural behaviours
Rural schools	Higher secondary school students	Media related behaviours	Social and cultural behaviours
	Higher secondary school boys	Classroom behaviours	
	Higher secondary school girls	Media related behaviours	

Table 100

Consolidated Results of the Causes of Deviant Behaviour Manifestations of Higher Secondary School Students as Perceived by Higher Secondary School Students

Category of sample	subsample	Most contributing Dimension	Least contributing Dimension
Teachers of higher secondary schools	Total sample		
	Male		
	Female		
	Government		
	Aided		
	Urban		
	Rural		
Parents of higher secondary school students	Total sample		
	Male		
	Female		
	Government	Media factors	School factors
	Aided		
	Urban		
	Rural		
Counsellors of higher secondary schools	Total sample		
	Male		
	Female		
	Government		
	Aided		
	Urban		
	Rural		

As per the perception of the total sample and other sub sample groups of male students, female students, government schools and urban schools, *Outside classroom behaviours* are found to be the most manifested Deviant Behaviour among higher secondary school students. However, the students of aided schools and rural schools perceive that *Media* related behaviours were the most manifested Deviant Behaviour among higher secondary school students.

The differences in perception related to the occurrence of deviant behaviour are further analysed and cross checked with the causes of the particular occurrence. This cross checking paved way to infer that the manifestations related to *Outside classroom behaviour* within the school are

also caused by *Media* since the parents, teachers and counsellors perceived *Media* related factors as the strongest cause and school factors, the least cause. This stresses the omnipotence of the *Media* effect especially to adolescents.

While analysing the Deviant Behaviour of the higher secondary school boys from the perception of the total sample and all other sample groups of males students, female students, government & aided school students and rural & urban school students, it is revealed that *Class room behaviours* are the most manifested Deviant Behaviour among higher secondary school boys.

Manifestations of Deviant Behaviour among higher secondary school girls are related to the dimensions - *Media* and *Outside the classroom behaviours*. Total sample and other sample groups of female students and government school & urban school students are under the perception that *outside classroom related behaviours* were the most manifested Deviant Behaviour among them. The other samples groups - male students, aided school and urban school students are of the perception that *Media related behaviours* are the most manifested Deviant Behaviour among higher secondary school girls.

From the above results, the investigator arrived at the conclusion that *Outside the classroom behaviours, Classroom related behaviours* and *Media* related behaviours are major dimensions responsible for the manifestations of Deviant Behaviour among higher secondary school students. The outside classroom behavioral manifestations of higher secondary school students were perceived as occurring because of lack of guidance and motivation from teachers and parents, low achievement or lack of attention from teachers and elders and also feeling less confidence in one's abilities. Other reasons, such as drawing the attention of teachers and peers as well as trying to establish their views as correct also lead to Deviant Behaviour manifestations. In addition, improper interpersonal communications and non acceptance of their abilities and ideas also lead to such behavioural manifestations. Lack of confidence in

oneself, low achievement and peer pressure leading to unhealthy competition among students, improper planning of academic activities and inattention, neglecting students and inattentive nature also were the reasons for their manifestations.

Deviant Behaviour manifestations related to *Media* were perceived as occurring due to its extensive exposure and unrestricted use of facilities like internet and mobiles. Misuses of these media were perceived to have ill effects on the behaviour of higher secondary school students as well as on the society. Unrestricted and wrong uses of media were perceived to be hazardous for the individual which in turn would be carried over to the society. The new generation is mostly addicted to media in all sense, the unrestricted use of which leads them to Deviant Behaviour manifestations. Improper monitoring and guidance by the elders were perceived to be the causes behind the misuse of mobiles and internets.

Out of the specific behaviours identified, malpractice / transcripting or copying at the time of project works or examinations, adjourning oneself from the proceedings in the class, talking in-between while teachers are engaged in the class were perceived as the mostly occurring manifestations of Deviant Behaviour. These deviancies are very common among the adolescents. It is a general tendency to treat these manifestations as antisocial.

On a further critical analysis, it is also found that *Social and cultural related behaviour* are the least occurring dimension for the manifestations of Deviant Behaviour among higher secondary school students in the perception of the total sample and the entire sub sample groups except urban schools' students.

Teachers and counsellors of higher secondary schools and also parents of higher secondary school students are of the perception that *Media* related factors are the most contributing and the *school factors* are the least

contributing causes of Deviant Behaviour among higher secondary school students irrespective of all the sub sample groups. The strong influence and dependence of media and its extensive exposure has resulted in the use of all types of gadgets, including mobile phones and internet facilities, which are most common among adolescent population. The ill effects of excessive exposure to media, as perceived by parents, teachers and counsellors is a serious hazard leading to deterioration of values. Unhealthy use of internet facilities and unrealistic social perceptions among higher secondary school students are causing frustrations and unhappiness, which are due to the fact that they are far from reality. Society is plunged with facilities that are overwhelming which provide conveniences for the exchange and access of information within no time. The misuse of media has paved way for creating unrealistic social perceptions among higher secondary school students. This has far reaching outcome that are constructive as well as destructive in nature especially among the youth in general and higher secondary school students in particular.

After consolidating the results obtained from the analysis of the perceptions of the manifestations and causes of Deviant Behaviour led the investigator to derive major findings and conclusion with its far reaching educational social implications.

Chapter 5

SUMMARY,FINDINGS AND SUGGESTIONS

Muhammed K V."Deviant behaviour and related causes among higher secondary schools in Kerala"Thesis. Department of Education,University of Calicut,2015.

Summary, Findings and Suggestions

➧   *Restatement of the problem*

➧   *Variable of the study*

➧   *Objectives of the study*

➧   *Methodology*

➧   *Summary of findings*

➧   *Educational implications*

➧   *Suggestions for further research*

SUMMARY, FINDINGS AND SUGGESTIONS

This section of the report intends to provide an overview of the study. The major findings, conclusions, educational implications of the study and suggestions for further research are included in this chapter.

Restatement of the Problem

The present study was titled as 'DEVIANT BEHAVIOUR AND RELATED CAUSES AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA'.

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 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

Design of the study

  The study followed descriptive survey research method for obtaining descriptive data which people can provide from their experiences. 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 sub 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 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.

Summary of Findings

The findings of the present study were summarized and given in the order of objectives stated earlier.

Major Findings

1. Majority of the higher secondary school students have the perception that the most occurring Deviant Behaviour among higher secondary school students are those related to the dimension *Outside the classroom behaviour*.

2. Deviant Behaviour related to *Social and cultural dimension* was the least occurring one among higher secondary school students.

3. The students of aided higher secondary schools and the students of rural higher secondary schools perceived *Media related behaviours* as the mostly occurring Deviant Behaviour among higher secondary school students.

4. All the higher secondary school students perceived that the most occurring Deviant Behaviour manifestations among adolescent boys was related to the dimension *Outside the class room behaviour* and *Social and cultural* dimension as the least occurring one.

5. Majority of the higher secondary school students perceived that the most occurring Deviant Behaviour manifestations among adolescent girls was related to *Outside the class room behaviour* and the least occurring dimension as *Social and cultural* related behaviours.

6. The higher secondary school students belonging to male, aided and rural categories perceived that *Media* related behaviours were the most occurring social Deviant Behaviour among adolescent girls.

7. Out of the several Deviant Behaviour identified, malpractice/ transcripting or copying at the time of project works or examinations, talking- in- between while teachers are engaged in the class, immature love, adjourning oneself from the proceedings in the class, lying to others, showing idleness for matters of academic importance, addiction to movies and distracted answers to the queries of parents were perceived by the higher secondary school students as the most occurring Deviant Behaviour among higher secondary school students.

8. Out of the identified Deviant Behaviour; gambling and betting, racial harassment towards fellow students, contempt and ridicule, homosexual behaviours, stealing habit were the least occurring specific behaviours among higher secondary school students.

9. The most common Deviant Behaviour related to the dimension *classroom behaviours* identified by the higher secondary students were talking in-between while teachers are engaged in the class, adjourning oneself form the proceedings in the class, showing idleness for matters of academic importance and acting impulsively in the classroom.

10. The higher secondary students perceived that in the dimension outside the *classroom behaviours*; the most common Deviant Behavioural manifestations were malpractice / transcripting or copying at the time of project works or examinations, lack of proper planning in academic matters and abstain themselves from co-curricular activities.

11. The Deviant Behavioural manifestations regarding the dimension *Parenting and family*, the most occurring ones identified by the higher secondary students were distracted answers to the queries of parents, connive towards elders and their advices and conflict with others.

12. Higher secondary students also perceived that Deviant Behavioural manifestations regarding *Peers* like immature love, contend behaviour to compete with friends and using abusive words about teachers were most common among higher secondary school students.

13. The most common Deviant Behavioural manifestations related to *Media* as perceived by higher secondary students were addiction to movies,

misuse of mobile phones and using abusive words among higher secondary school students.

14. The specific Deviant Behavioural manifestations related to the dimension *Personal* as perceived by higher secondary students were lying to others, lack of remorse for a wrong committed and procrastination among higher secondary school students.

15. The specific behaviours related to the dimension *Social and cultural*, like ignoring instructions to be different from others, contempt and challenge existing polity and inappropriate use of public space and property were perceived by the higher secondary students as most occurring.

16. All the teachers, parents and counsellors unanimously opined that the *causes related to Media* forms the major factor that leads to Deviant Behaviour among higher secondary school students.

17. The *causes related to school* were perceived by teachers, parents and counsellors to be the least contributing factor for the manifestation of Deviant Behaviour among higher secondary school students.

18. The teachers, parents and counsellors perceived that out of the several causes leading to Deviant Behaviour, the major ones were misuse of mobile phones, media exposure and unhealthy use of internet.

19. The teachers, parents and counsellors opined that *sociological causes* also led to Deviant Behaviour which stands next to *causes related to media*.

20. *Parenting related causes and personal causes* were also perceived as the factors causing Deviant Behaviour among higher secondary school students.

21. The perceptions of teachers related to the dimension *causes related to school* like lack of guidance and counselling, administrative policy of the school and defective disciplinary practices were the major causes that led higher secondary school students to Deviant Behaviour.

Educational Implications

The study mainly intended to identify the most occurring Deviant Behaviour and the relative causes among higher secondary school students of Kerala. The study revealed about more than hundred different types of Deviant Behaviour among higher secondary school students who are in the stage of adolescence. As per the opinion of teachers, parents and school counsellors, the causative factors for these prominent occurring deviant tendencies are factors related to outside school environment. It implies that the higher secondary school students are subjected to the pressure of some factors which are not present within the four walls of the school. As per the perception of teachers, parents and counsellors, the prominent causative factor is media. These findings of the present study are an eye opener to all the stakeholders of education as well as a warning signal to parents.

As it is concluded from the study that majority of the higher secondary school students irrespective of their categories unanimously perceived media as the most prominent influential factor related to the manifestations of deviancy, the teachers, parents and all responsible stake holders of education should consider this perception while formulating theoretical and practical aspects of curriculum.

As far as the result of the study is concerned, certain valuable suggestions were made by the investigator to lead the adolescents towards the goal of becoming better social individuals. Since we are living in a sophisticated technology driven society, there is more chance for our

adolescents to move to the deviant path rather than along the right direction. We can do a lot in this aspect. Together with the help of parents, teachers and counsellors we can render our service to protect our younger generation from major deviations like smuggling, criminal offence, using of drugs and alcohols as theories point out that minor deviations may lead to major crimes.

1. The pedagogy and the methodology applied in the classroom must be in the form of engaged learning. Such applications are supportive to eliminate the Deviant Behaviour usually reflected in the classroom learning situation.

2. Instead of facing all Deviant Behaviour emotionally, earnest attempt must be made by the teachers to adopt a psychological approach by understanding the nature and causes of the so called Deviant Behaviour.

3. It is quite suggestive to ensure the bond of PTA and abridge the gap of communication between parents and teachers; so that the timely interference of both parties will be helpful to reduce the gravity of Deviant Behaviours among students.

4. Teachers must appreciate the good behaviour of the learners; moreover, such behaviours are to be reinforced and rewarded such as introducing token marking system etc.

5. Special programmes must be enunciated from the student so as to control the different sets of Deviant Behaviour exhibited by them. For this, students are encouraged to join NCC, SPC, Student Council, Student Discipline Committee etc. to develop self discipline among them.

6. Programmes must chalk out to control the misuse of different media. For this, special care must be done to conduct curricular and co-

curricular activities.   Different awareness programmes can also be conducted at school level. For example, movies and documentaries reflecting the messages of different social values, debates and discussions on the negative sides of media etc.

7.   Special attention must be done to conduct PTA, Mother PTA at regular intervals. Special discussion and evaluation sessions in terms of Deviant Behaviour among students must be carried out. Moreover, awareness programmes are to be organised to parents to equip themselves for their timely interference.

8.   Teachers and parents must take utmost care to ensure their timely and effective participation for the same. Proper care must be taken to observe the nature of peer group of the learners.

9.   Student profile and cumulative record are to be updated and maintained so as to solve the social and individual problems faced by different learners.

10.   Teachers should promote value added activities in the classroom and organize many programmes and activities by which the students can understand the value of being a social individual and the importance of developing a creative view of choosing what is right and wrong.

11.   The methods used in the classroom should be worthwhile and packed enough in all nooks and corners that the students should feel that they are not wasting their time in the classroom and that they should not even think of much deviation from the classroom atmosphere to something else.

12.   Proper counselling should be given to the parents that they should not compare their children with anyone else and also on the consequences

of over expectation of the parents which may lead to extra pressure on students.

13. Parents should try and strive hard to create a better and conducive environment at home so that the major values like cooperation, adjustment, kindliness etc. are learned from the home itself.

14. Counselling centres should be provided at all schools and the teachers should show a keen interest to identify the needy persons in the classrooms who should undergo counselling at various intervals in their lives.

15. Students should be given proper guidelines on what type of movies should be seen, how to use internet facilities effectively and what are the major hazards met when internet facilities are not used in a proper way.

16. Works and activities should be given in the classroom and appropriate strategies should be adopted which may entertain students and make them feel the importance of their works such that in future they will face problems seriously and handle it in a careful way with proper tolerance.

17. Emotions of the students should be handled properly without giving them much strain and stress. Give them opportunities to identify their role in the society which may help them to overcome identity crisis.

18. Sports and cultural activities are to be conducted at least once in a year in every school and participation of all students must be ensured. The energy of the students should be burnt in the right way so that they may find themselves free from the stress and frustrations.

19. Academic stress of the students should be reduced and as they are in the stage of craving for attention, proper individual attention should be

given to students and they should be given proper chances of expressing themselves.

Suggestions for Further Research

The investigator suggested the following for further research.

1.   A study can be conducted on deviant behaviour among primary school students.

2.   A comparative study can be conducted on the deviant behaviour among primary and secondary school students.

3.   In the present study, the manifestations of deviant behaviour are identified from the perceptions of students only. Another study can be conducted including the perception of parents, teachers etc.

4.   It will be better to locate the students with Deviant Behaviour and conduct case studies with them related to the causative factors.

5.   A study on the counselling needs of the higher secondary school students with respect to their behavioural deviancy may be conducted.

6.   A study can be conducted to identify the predictors of deviant behaviour among adolescents of Kerala.

7.   A qualitative study can be conducted to investigate the impacts of media exposure on deviant behaviour among adolescents of Kerala.

8.   A critical study on the functioning of different counselling programmes available in the higher secondary schools of Kerala can be conducted.

APPENDICES

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Appendices

Appendix 1

FRAME WORK FOR THE INTERVIEW

1. It is a universally accepted fact that a high degree of Deviant Behaviour is found mostly among the adolescents. Do you agree with this ? If yes, can you suggest some reasons for it ?

2. Do you think whether the present system of education is adequate to meet the challenges of Deviant Behaviour among the learner ? Give your reasons

3. What are the significant influential factors that determine the character formation of a higher secondary student ?

4. How far the individual roles of teachers play a crucial factor in the formation of character among the individual learners ?

5. It is generally said that character formation takes place in a classroom. How far this statement is significant ?

6. The classrooms which undertake a significant role in the character formation of the learners are also the causative factors for the formation of Deviant Behaviour. What are the possible reasons that you can give to substantiate this point of view ?

7. What are the Deviant Behaviour usually the learners exhibit inside the classroom situation ?

8. What are the usually observed Deviant Behaviour that the learners exhibit outside the classroom context ?

9. Many students have the chance to observe deviant behaviour at their homes. In connection with these, which are the Deviant Behaviour that are related to parents and other members in the family mostly exhibited by the learners ?

10. It is generally said that teenage is the period of friendship. What are the plausible Deviant Behaviour that can be observed in terms of friendship ?

11. Information technology and different media are the other main influences in the adolescence period. Point out the different Deviant Behaviour that are the direct or indirect results of such influences.

12. Can you point out the Deviant Behaviour due to personal and social factors usually shown by adolescents ?

Appendix 2

LIST OF EXPERTS

Name and address of experts

1. Saleena. M
   School Counsellor & Counselling Trainer
   GHSS, Vazhakad
   Vazhakad PO
   Malappuram. Dist

2. Biju Joseph
   HSST Social Work
   GHSS, Kalloor, Noolpuzha
   Wayanad. Dist.

3. Kuriakose. C.A
   Principal
   GHSS, Cheruvannur
   Kolathara, Kozhikode. Dist

4. Manikandan. M.P
   Chief Counsellor
   Institute for Psychological Empowerment Research and Training
   Nilambur, Malappuram. Dist

5. Aslam. E.P
   Co-ordinator
   Adolescent Counselling and Career Guidance Cell
   RNM HSS, Narippatta, Kozhikode Dist.

6. Reeja Mol. S
   HSST Zoology & Co-ordinator, Sauhrda Club
   GTHSS, Pudur, Attappady
   Palakkad. Dist.

7. Rajesh. K.K
   HSST Philosophy
   Co-ordinator, Adolescent Counselling and Career Guidance Cell
   Govt. H.S.S, Orkkatteri, Kozhikode

8. Sheeja. PM
   School Counsellor & Resource Person
   GHSS, Peringottukurussi
   Palakkad Dist.

9. Elizabath. P. Kora
   Counsellor, PMGHSS,
   Palakkad. Dist.

10. Rekha. K
    Counsellor
    GHSS, Cheruvannoor
    Cheruvannoor PO
    Kozhikode.

11. Noushad. P.M
    Journalist,
    Sub Editor, Madhyamam

12. Muhammed Shafi
    Chief Counsellor
    Counselling Department
    DMS Hospital
    Mele Chelari
    Malappuram

Appendix 3

OBSERVATION SCHEDULE FOR DEVIANT BEHAVIOUR
OF HIGHER SECONDARY SCHOOL STUDENTS

1. Argue with teachers irrationally

2. Blurt out the answer before the question is complete

3. Condemnation or insulting of teachers

4. Dare at teachers

5. Deliberate skipping of classes

6. Disobedience to the instructions and advices of teachers

7. Behaving rudely

8. Talking in-between while teachers are engaged in the class

9. Default in responsibilities

10. Malicious communication in the classroom

11. Moving out of the class without prior permission

12. Negative responses for queries of teachers

13. Pathological lying and manipulation

14. Produce unnecessary sounds during class time

15. Showing idleness for matters of academic importance

16. Neglect warnings of teachers

17. To abstain from co-curricular activities

18. Using obscene words and sticking obscene pictures in public places.

19. Disloyal to one's allegiance

20. Misusing of personal relationships with teachers

21. Disinterest in obeying rules

22. Violation of prohibition

23. Conflict with others

24. Connive towards elders and their advices

25. Disrespect to elders

26. Behaving rudely with parents

27.   Negative responses / riposte for queries of parents and elders

28.   Behaving with enmity

29.   Distracted answers to the queries of parents

30.   Contempt and ridicule

31.   Being isolate and gloomy

32.   Callous for other's worries

33.   Harassing friends

34.   Deliberately annoy people

35.   Unhealthy competition

36.   To abstain from group activities

37.   Behaving rudely with peers

38.   Intrude or infringe on someone else

39.   Threatening behaviour against minor incidents in the class

40.   Using abusive words about teachers

41.   Being detached from peers and friends

42.   Using abusive words

43.   False imitation

44.   Indecent dress code

45.   Misuse of mobile phones

46.   Addiction to movies

47.   Using porn literature

48.   Misuse of computers and internet

49.   Aggressive towards others

50.   Being reckless and taking risk disregarding danger

51.   Blame others for mistakes

52.   Initiate physical fight

53.   Irritable on trivial matters

54.   Lying to others

55.   Physically cruel to others

56.   Depressive behaviour

57.   Stealing habit

58.   Tobacco use

59.   Use of drugs

60.   Destruction of own property

61.   Devastating public property

62.   Graffiti and littering

63.   Inappropriate use of public space and property

Appendix 4

SCALE ON DEVIANT BEHAVIOUR OF

HIGHER SECONDARY SCHOOL STUDENTS

Muhammed. K.V   **Dr. M.N. Mohamedunni Alias Musthafa**

Research Scholar   Supervising Teacher

Department of Education

University of Calicut

2013

നിർദ്ദേശങ്ങൾ: നിങ്ങളുടെ സഹപാഠികളിൽ താഴെ പറയുന്ന സ്വഭാവം / പെരുമാറ്റ ങ്ങൾ ഉണ്ടോ എന്നറിയാൻ വേണ്ടിയാണ് ഈ ഗവേഷണ സൂചിക തയ്യാറാക്കിയിരിക്കു ന്നത്. ഇതിൽ ആകെ 100 പ്രസ്താവനകളാണ് ഉള്ളത്. ഓരോ പ്രസ്താവനയ്ക്കും 'Never'(ഒരിക്കലുമില്ല), 'Rarely' (അപൂർവ്വമായി), 'Sometimes'(ചിലപ്പോഴൊക്കെ), 'Often'(പലപ്പോഴും), 'Always'(എല്ലായ്പ്പോഴും) എന്നീ 5 പ്രതികരണങ്ങളാണ് പ്രതി കരണ ഷീറ്റിൽ നൽകിയിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനു ശേഷം പ്രസ്തുത പെരുമാറ്റം എത്രമാത്രം അവരിലുണ്ട് എന്നതിനനുസ രിച്ച് ആൺകുട്ടികളെയും പെൺകുട്ടികളെയും കുറിച്ചുള്ള നിങ്ങളുടെ പ്രതികരണം പ്രതികരണ ഷീറ്റിൽ വെവ്വേറെ പ്രസ്തുത നമ്പറിന നേരെ ടിക്ക് മാർക്ക് [✔] ചെയ്യുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കേണ്ടതാ ണ്. നിങ്ങൾ നൽകുന്ന വിവരങ്ങൾ തികച്ചും രഹസ്യസ്വഭാവത്തോടെ സൂക്ഷിക്കു മെന്നും ഗവേഷണ ആവശ്യത്തിനല്ലാതെ യാതൊന്നിനും ഉപയോഗിക്കുകയില്ലെന്നും ഉറപ്പ് നൽകുന്നു.

Instruction: This tool is constructed with an intention to know whether the following behaviours exist among your peers. Please rate the following behaviours observed in terms of their occurrences as '**Never', 'Rarely', 'Sometimes', 'Often' and 'Always'**. The rating should be made as per the increasing intensity of the below mentioned behaviours as per their occurrences in boys and girls separately. Please do not leave any item unanswered. Be frank in your responses. Make tick marks in the check boxes against the number of statements. The data furnished will be used for research purpose only and the identity of the respondent will be kept confidential.

1. ക്ലാസിനകത്തും പുറത്തും തികഞ്ഞ സ്വഭാവവൈരുദ്യം പ്രകടിപ്പിക്കാറുണ്ട് (Conduct disorder in and outside the classroom).

2. അനവസരത്തിൽ ആവേശഭരിതമായി ക്ലാസ് മുറിയിൽ പെരുമാറാറുണ്ട് (Acting impulsively in the classroom).

3. അധ്യാപകർ നൽകുന്ന ജോലികൾ സമയബന്ധിതമായി ചെയ്യാതെ അകാരണമായി നീട്ടിവെക്കുന്ന പ്രവണതയുണ്ട് (Adjourning oneself from the proceedings in the class).

4. അധ്യാപകരുമായി തർക്കിക്കാറുണ്ട്/കലഹിക്കാറുണ്ട് (Argue with teachers irrationally)

5. ചോദ്യം തീരുന്നതിനു മുമ്പെ ചാടിക്കയറി ഉത്തരം നൽകാറുണ്ട് (Blurt out the answer before the question is complete).

6. അധ്യാപകരെ അവഹേളിക്കുന്നതും വെറുപ്പിക്കുന്നതുമായ പ്രവർത്തനങ്ങൾ ക്ലാസിൽ ഉണ്ടാവാറുണ്ട്. (Condemnation or insulting of teachers).

7. അധ്യാപകരോട് കയർത്ത് സംസാരിക്കാറുണ്ട് (Dare at teachers).

8. മനപ്പൂർവ്വം ക്ലാസ് കട്ട് ചെയ്യുന്ന സ്വഭാവമുണ്ട് (Deliberate skipping of classes)

9. അധ്യാപകരുടെ നിർദ്ദേശങ്ങളും ഉപദേശങ്ങളും അവഗണിക്കാറുണ്ട് (Disobedience to the instructions and advices of teachers)

10. രൂക്ഷമായി പെരുമാറാറുണ്ട് (Behaving rudely)

11. സ്വന്തം അനുഭവങ്ങൾ അമിതമായി അതിശയോക്തി കലർത്തി സംസാരിക്കാറുണ്ട് (Exaggerating one's own experience).

12. അധ്യാപകർ ക്ലാസെടുത്ത് കൊണ്ടിരിക്കുമ്പോൾ അധ്യാപകനെ ഗൗനിക്കാതെ സഹ പാഠികളുമായി സംസാരിക്കാറുണ്ട് (Talking in-between while teachers are engaged in the class).

13. ഊഴത്തിനായി കാത്ത് നിൽക്കാതെ ചാടിക്കയറി സംസാരിക്കുകയും പ്രവർത്തിക്കു കയും ചെയ്യാറുണ്ട് (Difficulty in waiting turn).

14. പഠനകാര്യങ്ങളിലും വ്യക്തിപരമായ കാര്യങ്ങളിലും നിരുത്തരവാദിത്വം കാണിക്കാ റുണ്ട് (Irresponsible in both academic and personal matters).

15. ക്ലാസിൽ നിന്ന് പിൻവാങ്ങാൻ മനപ്പൂർവ്വം വൈകിവരാറുണ്ട് (Lingering as a habit to skip from classes)

16. ക്ലാസ്സിൽ അപകീർത്തി പരത്താറുണ്ട (Malicious communication in the classroom).

17. അനുമതിയില്ലാതെ ക്ലാസ് മുറിയിൽ നിന്ന് പുറത്ത് പോവാറുണ്ട് (Moving out the class without prior permission).

18. അധ്യാപകരുടെ ചോദ്യങ്ങൾക്ക് നിഷേധാത്മകമായ മറുപടി നൽകാറുണ്ട് (Negative responses / riposte for queries of teachers).

19. പഠനകാര്യങ്ങളിൽ നിന്നും പിൻവലിയാനായി സ്ഥിരമായി കള്ളം പറയുകയോ രോഗലക്ഷണങ്ങൾ പ്രകടിപ്പിക്കുകയോ ചെയ്യാറുണ്ട് (Pathological lying and manipulation for skipping from academic activities).

20. അധ്യാപന സമയത്ത് അനാവശ്യ ശബ്ദങ്ങൾ പുറപ്പെടുവിക്കുന്ന സ്വഭാവമുണ്ട് (Produce unnecessary sound during class time).

21. പഠനപ്രാധാന്യമുള്ള കാര്യങ്ങളിൽ അലസത കാണിക്കുന്ന ശീലമുണ്ട് (Showing idleness for matters of academic importance)

22. അധ്യാപകരുടെ താക്കീത് ഗൗനിക്കാറില്ല (Neglecting warnings of teachers).

23. മൂല്യനിർണയത്തിനായി നടത്തുന്ന പരീക്ഷകൾ, പ്രൊജക്ട്, അസൈൻമെന്റ് എന്നി വയിൽ നോക്കി/പകർത്തി എഴുതുന്ന പ്രവണതയുണ്ട് (Malpractice / Tran scripting or copying)

24. പാഠ്യേതര പ്രവർത്തനത്തിൽ നിന്ന് വിട്ട് നിൽക്കാറുണ്ട് / താൽപര്യം കാണിക്കാറില്ല (To abeing abstain from co-curricular activities).

25. സഭ്യമല്ലാത്ത വാക്കുകൾ ഉപയോഗിക്കുകയും മോശം വാചകങ്ങളും ചിത്രങ്ങളും ചുമരുകളിലും മറ്റും പ്രദർശിപ്പിക്കാറുണ്ട് (Using obscene words and sticking obscene pictures in public places)

26. സ്കൂളിലെ നിലനിൽക്കുന്ന വ്യവസ്ഥകളോട് കൂറ് കാണിക്കാൻ സാധിക്കാറില്ല (Disloyal to one's allegiance).

27. ആസൂത്രണ കാര്യങ്ങളിൽ അതിത മേൽകോയ്മ കാണിക്കുന്ന പ്രവണതയുണ്ട് (Over grandiose while planning activities).

28. പഠനകാര്യങ്ങളിൽ ആസൂത്രണത്തിന്റെ അഭാവമുണ്ട് (Lack of proper planning in academic matters).

29. അധ്യാപകരുമായുള്ള വ്യക്തിപരമായ അടുപ്പം ക്ലാസിനു പുറത്ത് ചൂഷണം ചെയ്യാ റുണ്ട് (Misusing of personal relationship with teachers)

30. സ്കൂളിലെ നിയമങ്ങൾ അനുസരിക്കുന്നതിന താൽപര്യക്കുറവുണ്ട് (Disinterest in obeying rules)

31. വിലക്കുകൾ ലംഘിക്കാറുണ്ട് (Violating prohibitions)

32. മറ്റുള്ളവരോട കലഹിക്കാറുണ്ട് (Conflict with others)

33. രക്ഷിതാക്കളുടെയും മുതിർന്നവരുടെയും ഉപദേശങ്ങൾ ഗൗനിക്കാറില്ല (Connive towards elders and their advices)

34. രക്ഷിതാക്കളിൽ നിന്നും കുടുംബത്തിൽ നിന്നും അകലം പാലിക്കുന്നതായി തോന്നി യിട്ടുണ്ട് (Detachment from parents and family).

35. മുതിർന്നവരെ നിന്ദിക്കുന്ന ശീലമുണ്ട് (Disrespect to elders)

36. വീട്ടിലും വീട്ടുകാരോടും രൂക്ഷമായാണ് പെരുമാറുന്നത് (Behaving rudely with parents and family)

37. രക്ഷിതാക്കളോടും അധ്യാപകരോടും തർക്കുത്തരം പറയുന്ന സ്വഭാവമുണ്ട് (Negative responses / riposte for queries of parents and elders).

38. രക്ഷിതാക്കളോട് വിദ്വേഷത്തോട് കൂടി പെരുമാറാറുണ്ട് (Behaving with enmity).

39. സ്കൂളിലെ കാര്യങ്ങളെ കുറിച്ചുള്ള രക്ഷിതാക്കളുടെ ചോദ്യങ്ങൾക്ക് കൃത്യമായ മറു പടി നൽകാറില്ല (Giving distracted answers to the queries of parents).

40. മാതാപിതാക്കളെ കുറ്റപ്പെടുത്തിയും പുച്ഛത്തോടുമാണ് അധ്യാപകരോടും സുഹൃ ത്തുക്കളോടും സംസാരിക്കാറുള്ളത് (Contempt and ridicule parents).

41. മറ്റുള്ളവരുമായി കൂട്ട് കൂടാതെ ഒറ്റപ്പെട്ടും മ്ലാനതയോടുകൂടിയും കാണാറുണ്ട് (Being isolate and gloomy)

42. മറ്റുള്ളവരുടെ പ്രയാസങ്ങൾ അവഗണിക്കുന്ന പ്രവണതയുണ്ട് (Callous for other's worries).

43. സുഹൃത്തുക്കളോട് മത്സരിക്കാൻ പോരാടുന്ന സ്വഭാവമുണ്ട് (Contend behaviour to compete with friends)

44. സഹപാഠികളുടെ പഠനോപകരണങ്ങളും മറ്റും നശിപ്പിക്കാറുണ്ട് (Destruction of other's property).

45. തെറ്റിദ്ധരിപ്പിച്ച് മറ്റുള്ളവരെ കബളിപ്പിക്കുന്ന പ്രവർത്തനങ്ങൾ കാണിക്കാറുണ്ട് (Deceive oneself in a mistaken belief).

46. സുഹൃത്തുകളെ ദ്രോഹിക്കുന്ന പ്രവണതയുണ്ട് (Harassing friends)

47. മറ്റുള്ളവരെ ശല്യപ്പെടുത്തുന്ന രീതിയിലുള്ള പ്രവർത്തനങ്ങൾ കാണാറുണ്ട് (Deliberately annoy people)

48. മറ്റുള്ളവരുടെ വികാരങ്ങളും പ്രയാസങ്ങളും ഗൗനിക്കാറില്ല (Disregard for the feelings of others).

49. എതിർലിംഗത്തിൽ പെട്ട കുട്ടികളോട് അപമര്യാദയായി സഭ്യതക്ക് നിരക്കാത്ത രീതി യിൽ പെരുമാറാറുണ്ട് (Behaving indecently to opposite sex).

50. സഹപാഠികൾക്കിടയിൽ അനാരോഗ്യകരമായ മത്സരപ്രവണത കണ്ടുവരുന്നുണ്ട് (Unhealthy competition).

51. സഹപാഠികളോട് അസൂയയും പകയും വെച്ച് പുലർത്താറുണ്ട് (Express grudge and jealousy towards others)

52. ക്രൂരമായ പ്രവർത്തനങ്ങൾക്ക് സഹപാഠികളെ നിർബന്ധിക്കാറുണ്ട് (Force or encourage others to cruelty).

53. മറ്റുള്ളവരുടെ അവകാശങ്ങൾ ഹനിക്കുന്ന തരത്തിലുള്ള പ്രവർത്തനങ്ങൾ നടത്താറുണ്ട് (Harming others, by violating their rights).

54. അടിയന്തിര സഹായത്തിന എന്ന വ്യാജേന വിളിച്ച് കബളിപ്പിക്കുന്ന പ്രവണതയുണ്ട് (Hoax calls to the emergency service).

55. മറ്റുള്ളവരുടെ ശ്രദ്ധയാകർഷിക്കുന്നതിനും വ്യത്യസ്തനാകുന്നതിനും വേണ്ടി നിയമ ലംഘനം നടത്താറുണ്ട് (Persistent rule breaking for getting recognition).

56. മറ്റുള്ളവരുടെ ക്ഷേമ കാര്യങ്ങളിൽ താൽപര്യം കാണിക്കാറില്ല (Disinterest to the welfare of others)

57. സഹപാഠികളുമൊരുമിച്ചുള്ള പഠന-പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ നിന്ന വിട്ട് നിൽക്കുന്ന പ്രവണതയുണ്ട് (Being abstain from group activities)

58. സഹപാഠികളോട് രൂക്ഷമായി പെരുമാറാറുണ്ട് (Behaving rudely with peers).

59. മറ്റുള്ളവരുടെ വസ്തുക്കൾ കയ്യേറ്റം ചെയ്യാറുണ്ട് (Intrude or infringe others property).

60. സഹപാഠികളെ ഭീഷണിപ്പെടുത്തുന്ന സ്വഭാവമുണ്ട് (Threatening behaviour).

61. അപക്വമായ പ്രണയം കണ്ടുവരാറുണ്ട് (Immature love).

62. സഹപാഠികളോട് അധ്യാപകരെ കുറിച്ച് മോശം പദപ്രയോഗങ്ങൾ നടത്താറുണ്ട് (Using abusive words about teachers).

63. സഹപാഠികളിൽ നിന്നും സുഹൃത്തുക്കളിൽ നിന്നും അകലം പാലിക്കുന്നതായി തോന്നിയിട്ടുണ്ട് (Being detached from peers and friends)

64. സഭ്യമല്ലാത്ത പദപ്രയോഗങ്ങൾ പരസ്പരം ഉപയോഗിക്കാറുണ്ട് (Using abusive words).

65. തെറ്റായ അനുകരണശീലമുണ്ട് (False imitation).

66. സഭ്യമല്ലാത്ത വസ്ത്രധാരണ രീതിയുണ്ട് (Indecent dress code).

67. മൊബൈൽ ഫോൺ ദുരുപയോഗം ചെയ്യാറുണ്ട് (Misuse of mobile phones).

68. അമിതമായ സിനിമാഭ്രമം സംസാരത്തിലും പെരുമാറ്റത്തിലും പ്രകടമായി കാണാ റുണ്ട് (Addiction to movies)

69. അശ്ലീലം നിറഞ്ഞ പ്രസിദ്ധീകരണങ്ങളിൽ താൽപര്യം കാണിക്കാറുണ്ട് (Porn literature)

70. കമ്പ്യൂട്ടറും ഇന്റർനെറ്റും ദുരുപയോഗം ചെയ്യാറുണ്ട് (Misuse of computer and internet)

71. അക്രമവാസന നിറഞ്ഞ പെരുമാറ്റങ്ങൾ കാണിക്കാറുണ്ട് (Aggressive / delinquent behaviour).

72. വീണ്ടുവിചാരമില്ലാതെയും അപകടസാധ്യത മനസ്സിലാക്കാതെയുമുള്ള പ്രവർത്തന ങ്ങൾ കാണിക്കാറുണ്ട് (Being reckless and taking risk disregarding danger).

73. സ്വന്തം തെറ്റുകൾക്ക് മറ്റുള്ളവരെ പഴിചാരുന്ന പ്രവണതയുണ്ട് (Blame others for mistakes)

74. ചൂതാട്ടവും വാതുവെപ്പും ഉണ്ട് (Gambling and betting).

75. തർക്കമുണ്ടാക്കാനുള്ള ഹേതു മനപ്പൂർവ്വം ഉണ്ടാക്കാറുണ്ട് (Initiate physical fight)

76. നിസ്സാര കാര്യങ്ങളിൽ അതിയായി കോപം കാണിക്കുന്ന പ്രവണതയുണ്ട് (Irritable on trivial matters).

77. തെറ്റുകളിൽ പശ്ചാത്തപിക്കുന്ന ശീലമില്ല (Lack of remorse for a wrong committed)

78. തെറ്റുകൾ മറച്ച് വെക്കാൻ കള്ളം പറയുന്ന ശീലമുണ്ട് (Lying to others to hide mistakes)

79. ഭീകരാവസ്ഥ സൃഷ്ടിച്ച് ശ്രദ്ധനേടാൻ ശ്രമിക്കുന്ന സ്വഭാവമുണ്ട് (Make terrible situations).

80. മറ്റുള്ളവരെ ദേഹോപദ്രവം ഏൽപ്പിക്കാറുണ്ട് (Physically cruel to others).

81. ഉത്തരവാദിത്തങ്ങൾ നീട്ടി വെക്കുന്ന പ്രവണതയുണ്ട് (Procrastination).

82. മറ്റുള്ളവരോട് പ്രതികാരത്തോട് കൂടി പെരുമാറാറുണ്ട് (Revengeful to others).

83. സ്ഥിരമായി വിഷാദ ഭാവത്തോടെ പെരുമാറാറുണ്ട് (Depressive behaviour)

84. മോഷണസ്വഭാവമുണ്ട് (Stealing habit).

85. പുകയില ഉപയോഗിക്കാറുണ്ട് (Tobacco use)

86. ലഹരി വസ്തുക്കൾ ഉപയോഗിക്കാറുണ്ട് (use of drugs).

87. സ്വന്തം വസ്തുക്കൾ നശിപ്പിക്കുന്ന സ്വഭാവമുണ്ട് (Destruction of own property)

88. പലതരത്തിലുള്ള അധാർമ്മിക പ്രവർത്തനങ്ങളും കണ്ട് വരാറുണ്ട് (Immoral behaviour).

89. പൊതുസ്വത്തുക്കൾ നശിപ്പിക്കുന്ന പ്രവണതയുണ്ട് (Devastating public property).

90. തന്റെ ചുറ്റുപാടുകൾ മലീമസമാക്കുന്ന പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാറുണ്ട് (Graffiti and littering)

91. സ്വവർഗ്ഗരതി ഉള്ളതായിട്ട് അറിയാം (Homosexual behaviours).

92. മറ്റുള്ളവരിൽ നിന്ന് വ്യത്യസ്ഥനാവാൻ വേണ്ടി നിർദ്ദേശങ്ങളും നിയമങ്ങളും അവഗണിക്കാറുണ്ട് (Ignoring instructions and rules to be different from others).

93. പൊതുസ്ഥലങ്ങളും പൊതുസ്വത്തുക്കളും അനുചിതമായ രീതിയിലാണ് ഉപയോഗിക്കാറുള്ളത് (Inappropriate use of public space and property).

94. അഭിപ്രായങ്ങളിലും തീരുമാനങ്ങളിലും സ്ഥിരത ഉണ്ടാവാറില്ല (Inconsistency decisions and opinions).

95. അനവസരത്തിൽ അത്യുൽസാഹം കാണിക്കാറുണ്ട് (Over active in inappropriate situation)

96. നിയമവിരുദ്ധമായ പ്രവർത്തനങ്ങൾക്ക് പ്രോൽസാഹനം നൽകാറുണ്ട് (Persuade to do illegal activity).

97. വർഗ്ഗീയമായി ചേരിതിരിവ് ഉണ്ടാക്കുന്ന പ്രവർത്തനങ്ങൾ ചെയ്യാറുണ്ട് (Racial harassments).

98. അധികാരികളെ നിന്ദിക്കുകയും അനാദരവ് കാണിക്കുകയും ചെയ്യാറുണ്ട് (Refuse to comply with authorities).

99. ആധിപത്യത്തെയും ചിട്ടകളെയും തിരസ്കരിക്കുന്ന പ്രവണതയുണ്ട് (Rejection of authority and regulation)

100. നിലവിലെ വ്യവസ്ഥിതിയെ കുറ്റപ്പെടുത്തുകയും വെല്ലുവിളിക്കുകയും ചെയ്യാറുണ്ട് (contempt and challenge existing polity)

മുകളിൽ പരാമർശിക്കാത്ത Deviant Behaviour ഏതെങ്കിലും നിങ്ങളുടെ ശ്രദ്ധയിൽ പെട്ടിട്ടുണ്ടെങ്കിൽ പ്രതികരണഷീറ്റിന്റെ മറുപുറത്ത് ദയവായി അവ രേഖപ്പെടുത്തുക.

(If you think there are more Deviant Behaviour among higher secondary school students than those given above, please specify and rate it on the back side of the response sheet).

Appendix 5

RESPONSE SHEET - SCALE ON DEVIANT BEHAVIOR

OF HIGHER SECONDARY SCHOOL STUDENTS

Name: Gender:

Class & Group: District:

Name & address of School:

Type of institution (Govt./Aided/Unaided):

No	Boys					Girls				
	Never	Rarely	Some times	often	always	Never	Rarely	Some times	often	always
1.										
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20.										

21.										
22.										
23.										
24.										
25.										

Sl No	Boys					Girls				
	Never	Rarely	Some times	often	always	Never	Rarely	Some times	often	always
26.										
27.										
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57.										
58.										
59.										
60.										

Sl. No	Boys					Girls				
	Never	Rarely	Some times	often	always	Never	Rarely	Some times	often	always
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മുകളിൽ പരാമർശിക്കാത്ത Deviant Behavior ഏതെങ്കിലും നിങ്ങളുടെ ശ്രദ്ധയിൽ പെട്ടി ട്ടുണ്ടെങ്കിൽ ദയവായി അവ ഈ ഷീറ്റിന്റെ മറുപുറത്ത് എഴുതി റേറ്റ് ചെയ്യുക (Please use back side of this sheet to write and rate other deviant behaviour which are not mentioned)

Sl. No	Deviant behaviour	Rating				
		Never	Rarely	Some times	Often	Always

Appendix 6

SCALE ON THE CAUSES OF DEVIANT BEHAVIOUR

OF HIGHER SECONDARY SCHOOL STUDENTS

Muhammed. K.V   **Dr. M.N. Mohamedunni Alias Musthafa**

Research Scholar   Supervising Teacher

Department of Education
University of Calicut
2013

Instructions: This tool is constructed with an intention to know the causes of Deviant Behaviour that commonly exist among higher secondary school students. It consists of 71 causes listed under 6 categories. Each item has 5 responses in the response sheet. They are '**Strongly agree**', '**Agree**', '**No response**', '**Disagree**' and '**Strongly disagree**'. Please mark your agreement or disagreement towards the below given items to indicate whether these items are the causes of Deviant Behaviour. Read all causes carefully and mark the response which you find most applicable by a tick mark [✔] in the appropriate column against the corresponding number in the response sheet. Please do not leave any item unanswered. Be frank in your response. This will be kept strictly confidential and will be used only for research purpose.

No	Causes
I. Causes related to school	
1.	Locality of the school
2.	Administrative policy of the school
3.	Excessive work load
4.	Defective disciplinary practices
5.	Failure to identify student's potentialities
6.	Partiality of teachers
7.	Lack of reinforcement from teachers
8.	Incompetency of teachers
9.	Attitude of teachers towards students
10.	Criticism of teachers
11.	Unwanted comparison of teachers
12.	Lack of guidance and counseling

13.	Lack of motivation
14.	Punishment of teachers
II. Causes related to parenting	
15.	Nuclear family
16.	Economic status of parents
17.	Pressure by family members
18.	Over expectation of parents
19.	Inattentive parents
20.	Criticism of parents
21.	Comparison with other students
22.	Over strictness of parents
23.	Inconsistent monitoring
24.	Partiality of parents
25.	Joint family
26.	Employment status of parents
27.	Lack of affection from family and elders
28.	Lack of reinforcement from parents
29.	Conflict between parents
30.	Disregard from family
31.	Inappropriate child rearing practices
III. Personal causes	
32.	Low school achievement
33.	Rejection by peers
34.	Maladjustments
35.	Intellectual deteriorations
36.	Use of illicit substances like alcohol or others substances
37.	Dietary causes
38.	Vision impairments
39.	Hearing impairments
40.	Other physical problems
41.	Problems in friendship
42.	Lack of moral code
43.	Boredom in school activities
44.	Tension creating situations
45.	Tedium of learning activities

46.	Lose of faith in others
47.	Lack of adjustment capacity
48.	Learning difficulty
49.	Inability to distinguish between reality and fantasy
50.	Pleasure seeking mind

IV. Sociological causes

51.	Influence of campus politics
52.	Hero worship
53.	Influence of surroundings
54.	Changing outlook of value
55.	Less social acceptance
56.	Cultural conflicts
57.	Disregards of abilities
58.	Identity crisis

V. Causes related to media

59.	Explosion of spread of value conflicts
60.	Media exposure
61.	Misuse of mobile phones
62.	Imitation of behaviours
63.	Unhealthy use of internet
64.	Unrealistic social perceptions

VI. Causes related to peers

65.	Lack of coordination
66.	Low interpersonal communication
67.	Discrepancy in family status
68.	Un healthy competition
69.	Peer pressure
70.	Deviant peers
71.	Coercive interactions

If you think there are any more causes of Deviant Behaviour of adolescents other than those given above, please specify it on the back side of the response sheet.

Please return this tool along with response sheet

Thank you for your kind co-operation

Appendix 7

RESPONSE SHEET - SCALE ON CAUSES OF DEVIANT BEHAVIOR
OF HIGHER SECONDARY SCHOOL STUDENTS

Name: Gender:

Designation: District:

Name & address of School:

Type of institution (Govt./Aided/Unaided):

No	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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Appendix 8

LIST OF PUBLICATIONS

Sl No.	Name of the Journal & Publisher	Title of the Article	Vol, Issue & Year	ISSN & Page No.
1.	International Journal Of Current Research (Online Joural) (www.journalcra.com) Quality impact factor powered by Canadian Academic Research Society: 2014: 3.52	Media Influence On Deviant Behaviour Of Adolescence: Teachers' Perception	Vol. 7, Issue, 07, pp.18038-18041, July, 2015	ISSN: 0975-833X SJIF IMPACT FACTOR: 2014 : 5.349
2.	Journal of Innovation in Education & Psychology, Published by Research Cell in Education and Psychology, Tamilnadu.	Parenting style: How much contribute to Antisocial Behaviors of Adolescents ?	Vol. 02, No. 03, August 2012.	ISSN 2249-1481 Page 8-15
3.	Conflux Journal of Education Published by NAS Publications, Kerala.	How Teachers Can Recognize and Deal With Behavioral Problems of Adolescents in the Classroom ?	Volume 1, Issue 2, July 2013.	ISSN 2320-9305 Page No. 19-22
4.	EXCELLENCE IN EDUCATION Published by APH Publishing Corporation, New Delhi	Teacher Perception of Adolescent Problem Behaviors: Manifestations and Causative Factors	Volume 2, No. 1 January-December 2013	ISSN 2320-7019 Page No. 178-184

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