AN EXPLORATION OF DEVIANT STUDENTS' PERCEPTIONS OF THEIR BEHAVIOUR AT A SINGLE SEX GIRLS' SECONDARY SCHOOL IN THE ST. GEORGE EAST EDUCATION DISTRICT

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Abstract

In recent years, instances of female deviant student behaviour have become more serious. This phenomenon appears to be negatively affecting other students, teachers, school administration, parents and other school stakeholders. Using a qualitative case study design, this research probed into deviant behaviour to explore four female deviant students' perceptions of their behaviour at a single sex girls' school in the St. George East education district. This research aimed to underscore the factors that impact on students' beliefs regarding deviant behaviour; to explore deviant behaviour as viewed from the perspective of deviants and to examine deviant students' perceptions of their treatment by teachers. Results showed that parenting practices and negative teacher attitude are instrumental in shaping deviant behaviours. However, negative teacher attitude seemed to have a greater influence on deviant behaviour.

Keywords: deviant behaviour, perception

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Chapter One – Introduction

Background to the Study

The belief currently shared by stakeholders and the general public is that deviance in schools is on the rise and will escalate rapidly into more aggressive forms of behaviour if not dealt with. Reports presented by the media globally, convey an image of schools where teachers are stressed and children and adolescents are out of control (MacMillan, as cited in Munn, Johnstone, Sharp, & Brown, 2007, p. 53).

Adolescence is a difficult and challenging period for both the adolescents and the individuals who interact with them. This difficulty has been shown in various areas of the adolescent's life where they begin to resist adult authority and show more rebellion at this time. They also begin to exhibit more volatile emotions than they did as children and there is an increase in mood swings. Of great concern, adolescents have higher rates of reckless, norm breaking, and antisocial behaviour than either children or adults (Arnett, as cited in Damron-Bell, 2011, p. 1). With this knowledge, it becomes increasingly imperative that adults devise and utilize methods that will aid in overcoming this challenging period of young people's lives.

Pupils behaving in an orderly and courteous manner to each other and to teachers are important to the schooling process. We expect schools, together with parents and others involved with children and young people, to promote kindness, tolerance and respect towards others. So reports of deviant behaviour, make us wonder about the kind of society we are becoming and whether the young generation will subscribe to the same broad values concerning the characteristics of social interaction as ourselves.

Thus, learning, being one of the most fundamental purposes of schooling undertaken in an environment where everyone feels safe and where a purposeful and orderly atmosphere

prevails is clearly an important condition that ensures that learning occurs. However, when deviance persists in the form of verbal abuse to teachers, disruptive classroom behaviour, non-compliance of school rules and policies, truancy, lying, stealing, bullying and absenteeism, teachers and students cannot function as they are intended to. Thus, deviance when left unchecked erodes the very system which is charged with the responsibility of fostering and developing responsible, caring and intelligent individuals who can contribute meaningfully to society. Schools of the 21st century are a sad reflection of the breakdown of societal morals and values, where the lack of concern for each other permeates every facet of our lives (Nantambu, 2008). As such, a concerted effort must be made by stakeholders to arrest the problem of deviance as it exists today, if a more progressive and prosperous society is to be re-built.

Currently, "the crisis in schools is considered a global phenomenon of considerable and growing proportions" (Infantino & Little, as cited in Munn, Johnstone, Sharp, & Brown, 2007, p. 53). With regards to Nigeria, student participation in deviance and anti-social activities is on a steady rise and has become so rampant in its society and schools that they have become the norm (Olugbode, 2012). This increase in deviant behaviour in schools has left stakeholders challenged with trying to find a solution to end this terrible nightmare.

Similarly, in Botswana the frequency of negative deviant behaviour in schools has been confirmed by a study on discipline crisis by Garegae (2008), noting that the issue has been in existence for quite a long time. The Mmegi Online newspaper of 2008 reported the discipline challenges and misbehaving students in form five who ill-treated the newly admitted form four students upon arrival at one of the schools in the south East district.

Additionally, Europe has also experienced deviant student behaviour in their schools. There have been an increased number of reports of disruption in classrooms, fights in the

playground, and verbal and physical abuse towards teachers. Increasing numbers of teachers and head teachers report encountering both low level disruption and violent behaviours among pupils and towards themselves in schools (Munn et al., 2007).

Moreover, in Japan in recent years, there has been a gradual increasing trend toward adolescent deviant behaviours (James, as cited in Chen, Cheng, Liang, & Sato, 2012) such as abusive language and alienation from school (O'Day, as cited in Chen et al., 2012). In Taiwan, there has also been an increased number of junior high school students challenging teachers' authority, school rules, and skipping school (Lin, Chang, & Yuo, as cited in Chen et al., 2012). Between seven and eight percent of elementary schools in Japan have reported that they have experienced the phenomenon of classroom collapse where teachers cannot effectively enact and deliver a lesson, and students use abusive language (Kawanishi, as cited in Chen et al., 2012).

Additionally, international research conducted by Davies (1984) indicated that teachers saw girls as being 'more trouble'. The study found that the perception was that girls were getting worse stating that 'whereas they used to be on the periphery of violence, they are now joining in'.

Similarly, Estonia, noted a growth in the role played by girls in deviant behaviour. This figure has risen to 10%, which is twice as much as it was before in the 70-80's; the part played by girls in the total figure of deviant behaviour was 5-6% on average (Strompl, 1996). Strompl (1996) indicated that "the child, who comes to school with problems conditioned by the family, will have problems at school too… These… include little progress at school, breaking discipline and absence from school" (Results of the Study section, para. 5).

At the regional level, in Dominica in 2012, a news briefing given by the Minister of Education indicated that the Labour Party was aware of the challenges that their schools face.

Over the past months, the frequency in the number of deviant behaviours and misbehaviours in schools has become alarming. Also to be noted is the fact that there is an increase in the number of females who are partaking in deviant acts (UNICEF, 2010).

Similarly, since 2006 and even prior, Barbados has been experiencing deviance in many forms by adolescents in the secondary school system. Barbados has now regarded the issue of student deviance to be an escalating problem (UNICEF, 2010). Media reports in Barbados generally portray adolescents as exhibiting more aggressive and disrespectful acts of deviance. According to Thompson (2009) cursing of classmates and students talking while the teacher is talking are the most frequently occurring behaviours within the schools in Barbados. Additionally, according to UNICEF (2010), there has been a rise in the number of females committing deviant acts.

With regard to the local context, Trinidad and Tobago, lecturers at the University of the West Indies, such as Dr. Arthur Joseph and Dr. Kwame Nantambu have also publically commented on the rapid decline of the behaviour of youths. Joseph (2002) laments:

"In recent times, many of our secondary schools, particularly state schools, have been plagued by a high incidence of student indiscipline and student violence. In response, many schools have attempted to implement various disciplinary measures to curb or entirely eliminate deviant behaviour. However, there has been little success."

Nantambu (2008) also notes the sad reality where today's public school is no longer a safe, healthy/humane sanctuary in which young people congregate in order to co-operate on knowledge-based issues. He adds that today's school is no longer a place where youths bring well-respected and well-held values from well-knit family-home environments. Such domestic/familial values as respect for all adults and those in authority, discipline, personal and

communal responsibility and the ultimate value of human life are not innate assets that youths carry in their school bag (Nantambu, 2008).

Sloane-Seale (2012) aptly captures the frightening reality of the problem of deviant behaviour faced in schools in Trinidad and Tobago stating that while many may perceive children to be the ones changing, he suggests that society is what is changing. He adds that deviant behaviour, in particular, bullying, aggression and sexual deviance, among younger children is increasing. Similarly, Lall (2008) found that deviance among male adolescents in Trinidad and Tobago mainstream secondary schools displayed severe levels of deviance.

On a similar note, the school under study, Heart Secondary School (pseudonym) is a denominational Islamic school located in the St. George East Educational District. The school's present enrolment consists of an all female student populace of approximately three hundred and seventy five students. Within the last two years, incidents involving most of the students of class Harmony appear to be increasing in frequency and in the number of students involved in acts of 'deviance'. Reports of stealing, bullying, tardiness, dancing in class, talking while teacher is talking, incorrect uniform, abusive language, removing clothes in class, challenging teachers' authority and lying seem to be the norm for most of the students of class Harmony. Although these incidents are addressed individually and during general assembly sessions, there appears to be little or no change in the behaviour of these students and in the frequency with which they perform 'deviant' acts. Staff members at the school have expressed their disgust with class Harmony's behaviour and many are perceived to be disengaged with the students, distancing themselves emotionally from the class. Having to interact with the class seems to be a task that few willingly wants to undertake as many teachers voice their frustration with this class, highlighting their unwillingness to go into the class and teach them. Simply put, there is the

perception that teachers feel dejected and psychologically stressed whenever they engage with the class, leaving the classroom feeling their efforts went in vain.

With that being said, teachers rarely seem to give students the opportunity to convey their views regarding their behaviour. Discipline measures are undertaken and students seem to feel that they aren't heard or given a chance to explain themselves. Additionally, these deviant students perceive the school and the teachers as unfairly treating them and that the teachers are the ones who are to be blamed.

As such, this issue of student deviance has reached great proportions and it now becomes the responsibility of the researcher to investigate, understand and describe this phenomenon in order to shed light on the issue.

Rationale

The issue of student deviancy is one that has now dominated the educational sphere as it plagues many educational systems across the globe. The current situation has become so terrifying that teachers and other stakeholders in direct contact with deviant students dread having to interact with them, causing psychological damage to all involved. In order to find some common ground and to find a plausible solution to this endless nightmare, hearing the voices of those accused of lashing out at teachers and other students may be such a solution. Thus, it becomes incumbent on the researcher to bring this issue to light and give a voice to those who have been denied such in the school system, where their endless reign of havoc serves to empower them.

As such, by examining a specific school context, using a qualitative approach and involving students as co-researchers, conceptions and misconceptions adolescents hold about their own behaviour in relation to the school and teachers can be unearthed. With this

understanding, researchers can better isolate variables regarding female student deviance. Thus, administrators and teachers can plan interventions to prevent or change attitudes toward developing negative views of schooling and school officials can assist with implementing intervention programs to help those troubled students who may have no other means of accessing assistance in dealing with psychological problems.

Additionally, female students were selected as the issue was one that arose at a girl's secondary school. The exploration into the female adolescent mind is one that offers tremendous opportunity as minimal research attention has been directed toward understanding female student deviance.

Furthermore, existing studies on student deviance in schools are primarily quantitative and hinders comprehension of the phenomenon. Qualitative investigations, however, provide rich, detailed insight into students' perceptions, using their own words, complex analyses of multiple perspectives and an understanding of the school context that shape student experiences of being considered 'deviant'.

Statement of the Problem

Behaviour deviation manifest itself in situations where a person moves away from ethical or normal codes of conduct thus creating discomfort for the people in the organization / school (Berth &Theron,1999). This appears to be such a situation at Heart Secondary School. Student deviance appears to be at an all time high and appears to be escalating rapidly into other severe forms of behaviour. This phenomenon appears to be negatively affecting other students, teachers, school administration, parents and other school stakeholders. Unless student deviance at this school is arrested and reversed, it is likely to spill over into the community and society with severe consequences for future national development.

Purpose of the Study

The purpose of this qualitative case study was to investigate, understand and describe student deviance from the perspectives of four deviant students of class Harmony at Heart Secondary School, in the St. George East education district.

Research Questions

Overarching research question:

What are deviant students' perceptions of their behaviour at a single sex girls' secondary school in the St. George East Education district?

Sub-questions:

1. What factors impact on deviant students beliefs regarding their behaviour?
2. How do deviant students perceive their own behaviour in relation to the schools' culture?
3. How do deviant students perceive they are treated by their teachers?

Significance of the Study

With respect to the usefulness of the data generated by this study, it is possible that the administration and teachers, at Heart Secondary School, once furnished with this data might be better equipped to treat with the problem of deviant students. For instance, this study aims at revealing the psychological conceptions of those considered deviant and help provide insight into their way of life. This in turn could offer the teachers a better means of understanding these students and may assist in putting programs in place to treat with deviant students instead of casting them out.

Additionally, the data could direct stakeholders to the aspects of influence that play a vital role in engendering student deviance.

Also, much of the volume of work conducted on student deviance has focused on boys within the last decade or so. There has been little work conducted into the nature of deviance in and about girls, thus far. This study then, will add to the dearth of global, regional and local qualitative research on deviant students' perceptions of their behaviour amongst girls in the Trinidad and Tobago context, filling gaps in the literature.

Conceptual Framework

The framework of this study is supported by the theory of reasoned action developed by Ajzen and Fishbein (1980). The theory serves as a means of explaining and predicting social behaviour where behaviour constitutes the beliefs and attitudes a person holds, influenced by the social environment / social pressure. Ajzen and Fishbein state that most of our actions are consciously controlled, thus, predicting behaviour entails knowing the intention of the person doing the action. In order to determine the intention of a person and to understand the behaviour, the attitude of the person towards the behaviour must be known, whether the intended behaviour is good or bad. Additionally, the subjective norm, that is the perception that someone has of the social pressure he is under to express the behaviour of the individual must be accounted for in understanding behaviour. An individual will show behaviour if he/she believes that it is good and if he/she thinks that 'important others' such as friends also want him/her to behave that way. The subjective norm is formed by beliefs about whether specific individuals think he/she should or should not perform the behaviour, together with the motivation to comply with what these individuals think.

Definition of Key Terms

The following key terms are defined as follows:

Perception - awareness or insight. It involves mental interpretation that is influenced by one's mental state, past experience, knowledge, motivation and many other factors (Slavin, 2012).

Deviance - a situation whereby a person moves away from ethical or normal codes of conduct thus creating discomfort to the people in the organization /school (Berth and Theron, 1999).

Behaviour - the way in which an individual behaves or acts. It is the way an individual conducts herself/himself. Behaviour, therefore, is the way an individual acts towards people, society or objects (UNESCO, 2000, p. 9).

Culture - accepted ways of behaving for members of a particular society (Haralambos, 1995, p. 3).

Summary

This first chapter was to introduce the study. The chapter provided an overview of the issue of deviant behaviour in the global, regional and local contexts, the statement of the problem, purpose of the study, its significance, rationale and operational definitions of key terms.

Organization of the Study

Chapter two provides for a more in-depth exploration of the issue through a review of the literature on deviant behaviour. Chapter three highlights the methodology and procedure utilized in conducting the study. Chapter four demonstrates an analysis of the data and the presentation of the findings of the study, in relation to the research questions. In the final chapter, conclusions are drawn based on the discussion and recommendations are presented.

Chapter Two – Literature Review

"Deviance is not a quality of the act the person commits, but rather a consequence of the

application by others of rules and sanctions to an 'offender'. Howard Becker

Introduction

      Over the years most authors have addressed the problem of deviant behaviour from the male perspective tending to focus on male offenders while neglecting the female offenders. The present study brings to light the other side of the issue, the female perspective that seeks to focus on gaining an understanding of female deviant behaviour of secondary school students who have been regarded as 'deviant' by their teachers. Hardly any attention in the literature has been paid to the perceptions of female students who are treated as deviants in schools.

      Additionally, the work of key renowned pioneer theorists in the field of deviant behaviour have been referenced as they provide the basis for understanding and conceptualizing the issue of female student deviance even till today. As such, due to a dearth of new and current literature on the issue surrounding female deviancy, it became necessary to rely on these older studies to create the foundation for the study.

      In the following sections some pertinent issues that relate to the research questions guiding the study, are discussed. The following discussion was organized around the following issues:

- ➢ Overview of Deviant Behaviour
- ➢ Perspectives of Deviant Behaviour
- ➢ Theoretical Perspectives / Models
- ➢ Factors Impacting on Students' Deviant Behaviour
- ➢ Deviant Student's Perception of their Behaviour
- ➢ Students' Perception of their Treatment by Teachers

Overview of Deviant Behaviour

It seems that the growth in deviant behaviour is simply a mirror of society itself, marked by an increasing concern of status of young people. Consequently, a deviant society will no doubt pass this deviancy into its institutions (Lawrence, Steed, & Young, 1984). The child is the entity seen as being deviant, uncooperative, difficult, disturbed, aggressive, disobedient, awkward and bloody-minded (Lawrence et al., 1984). (Lawrence et al., 1984) highlights the view purported by teachers by stating that every class has at least one deviant or even an entire class filled with them. He goes on to note that teachers hold this view of deviants because they interrupt or stop the teacher from being able to teach. Children who speak out of turn, disallowing other students that period of silence to answer questions, thwarts the teacher's plan and prevents the teacher from achieving his task (Lawrence et al., 1984).

Perspectives of Deviant Behaviour

Deviant acts in schools today have become quite problematic for all stakeholders invested in the school. Rubington and Weinberg (as cited in Hargreaves, 1975) describes 'deviance as the given object' (p. 2). They go on to further state that the problem is to find those considered to be deviants, who then seem to be very much different from the 'normal' or non-deviants, and provide some kind of explanation as to how they come to be what they are. The aim then becomes a matter of providing a causal analysis of how these persons came to be deviant and why they seem to persist in their deviance despite controls brought to bear on them (Rubington & Weinberg, as cited in Hargreaves, 1975). This causal analysis would then offer a basis on which prescriptive policies, aimed at reduction and elimination of deviance are devised.

On the other hand, Rubington and Weinberg take an alternative stance by firstly, stating that deviance is a question of social definition (as cited in Hargreaves, 1975). They posit that

deviance is not seen when individuals commit certain kinds of acts, but rather, deviance arises when some other individual defines that act as deviant (Rubington & Weinberg, as cited in Hargreaves, 1975). Secondly, Becker (as cited in Hargreaves, 1975) explains that deviance is created by society. (Erikson, 1962; Kitsuse, 1962; Rubington &Weinberg, as cited in Hargreaves, 1975) share similar views stating that if a person considered deviant breaks a rule(s), then since rules do vary between the cultures, subcultures and groups of people, acts deemed deviant in one culture may not be considered deviant in another. Thus, the culture of an institution may in fact breed 'deviancy' if the individual does not align his values and beliefs with those purported by the institution. According to Edwin Lemert (as cited in Hargreaves, 1975) "social control leads to deviance" (p. 5). From this idea Lemert (as cited in Hargreaves, 1975) developed the concept of secondary deviation. He defines this as deviant behaviour or social roles based upon the deviant behaviour that ultimately becomes a means of defence, attack or adaptation to the problems that emerged out of societal reaction to the initial deviation where the methods used to control, punish or eliminate the deviant act comes to shape, stabilize and exacerbate the deviance (Hargreaves, 1975).

Theoretical Perspectives / Models

Labelling theory.

According to the labelling theory on deviant behaviour, negative actions or reactions by other people affect the beliefs and feelings individuals develop about themselves conditioning their behaviour to correspond to the beliefs we have of them (Ibolya & Graham, 2007; Davies, 1984). Braithwaite (as cited in Ibolya & Graham, 2007) argues that labelling causes offenders to become outcasts or to view themselves as outcasts thus, adopting a deviant identity. Originally put forth by Howard Becker, the theory of labelling suggests that an act becomes deviant when it

has been noticed, defined and condemned. It is thus created by the society and is located in the social situation of the deviant that impelled his action (Davies, 1984).

Theory of reasoned action.

The theory of reasoned action purported by Ajzen and Fishbein in 1980 serves as a means of explaining and predicting social behaviour. Ajzen and Fishbein's theory explains that behaviours of people are influenced by outcomes of beliefs held as they impact on the attitudes to influence what the person would do (behaviours). In this regard behaviour is a product of beliefs and attitudes the person holds, as influenced by social environment including the shared norms and values. The theory also explains that behaviours performed by a child can be predicted from way of life. These go hand in hand with beliefs that what a person thinks she or he can do or not do (self-efficacy). The theory elucidates that the person's behaviour is determined by the goal put forward to carry out the behaviour and that these targets may be influenced by social environment and norms. According to Fishbein and Ajzen (as cited in Thompson and Warnick, 2007) demographic variables, knowledge and observations influence beliefs, thus impacting on attitudes, intentions, and finally behaviours.

Ajzen and Fishbein's (1980) theory proclaims that the people's attitudes can be used to explain actions that people take like the deviant behaviours committed by students in schools. That is, students' attitudes can be used to predict the forms of behaviour, positive and or negative. The theory further advanced that deviant behaviour is a function of an individual's exposure to certain activities and their acquaintances, which also reinforces either socially acceptable or unacceptable behaviour.

Social context model of the development of deviant behaviour.

Patterson , Capaldi, and Bank (as cited in Ary, Duncan, Biglan, Metzler, Noell & Smolkowski, 1999) developed a social context model of the development of deviant behaviour. They have shown that specific parenting practices such as harsh and inconsistent disciplining of deviant adolescents is a factor that contributes to the shaping of aggressive behaviour through a process they refer to as 'coercive parent-child interactions' (Ary et al., 1999; Lahey, Moffitt & Caspi, 2003). They further emphasize that parents who wish to dispel this form of interaction with their adolescent tend to become inconsistent in the manner in which the adolescent is disciplined and monitored, which in turn perpetuates the aggression in the adolescent. Thus, this level of aggression of the child is meted out to the school environment, placing the child in a position to be rejected by non-deviant peers and for academic failure, further moulding the child into an aggressive and deviant individual.

Social control theory.

According to Sprott (2004) social control theory implies that the school environment and experiences act as social bonds that aid in restraining the child from becoming involved in deviant behaviour. There are four elements of the social bond identified by Hirschi: attachment (showing concern for others and their opinions); commitment (commitment to school); involvement (participation in school activities); and belief (acceptance of school rules and viewing authority as being fair) (Sprott, 2004). According to Hirschi these elements work in harmony to encourage conformity, thereby reducing adolescents' participation in deviant behaviour. Hirschi's theory has been supported by previous research (Jenkins; Maguin & Loeber; Zingraff, Leiter, Johnson, and Myers , as cited in Sprott, 2004) proving that adolescents

who are attached to school, who show commitment and are highly involved with the school holding positive beliefs are less likely to engage in acts of deviancy.

Social learning theory.

(Pleydon & Schner, 2001) highlight the relationship between adolescent friendship and deviant behaviour in relation to social learning theory. They suggest that social learning theorists purport that deviant friendships are seen as close and intimate. Social learning theory advocates that individuals are only influenced by someone or something when they have a vested interest or attachment (Cotterell; Sutherland & Cressey, as cited in Pleydon & Schner, 2001). However, according to (Brownfield and Thompson; Jaffe et al., as cited in Pleydon and Schner, 2001) there is less trust amongst deviant adolescents.

Factors Impacting on Students' Deviant Behaviour

Academic concerns.

Jackson (2004) highlighted that thirteen to fourteen year old girls in secondary schools display behaviours associated with 'laddishness' (unruly behaviour) such as acting 'hard', smoking, swearing, fighting, drinking, disrupting lessons, being rude to teachers, being open about sex and being loud. The study established a link between unruly behaviour and academic concerns due to fear of academic failure. As underscored in the study, the fear of academic failure engenders defensive strategies that allow the student to protect her self-worth by serving to provide explanations for her poor performance, thus redirecting the attention placed on lack of academic ability onto less hurtful reasons such as deviancy (Jackson, 2004).

Parenting practices.

Canter and Canter (as cited in Porter, 2007) suggest that students have stopped showing respect to teachers and to education because their homes seem to be void of stability, support and discipline. Research on the role of parents has been linked to the development of problem and antisocial behaviours in adolescents (Hirschi; Jessor & Jessor; Patterson, DeBaryshe, & Ramsey; Steinberg, as cited in Griffin, Botvin, Scheier, Diaz & Miller, 2000). According to Hirschi (as cited in Simons, Whitbeck, Conger & Conger, 1991) "The emotional bond between the parent and child presumably provides the bridge across which pass parental ideas and expectations" (p. 5). Additionally, adolescents who are aggressive and noncompliant in the home setting are more susceptible to violation of the norms and laws of society whether or not the behaviour is modelled or reinforced by their peers (Simons et al., 1991).

The families of deviant children are associated with harsh and inconsistent discipline techniques, little to no positive parental interaction and involvement with the child and poor monitoring and supervision of the activities of the child (Loeber & Dishion; McCord, McCord, & Howard, as cited in Patterson, et al., 1990; Griffin, et al., 2000; Ochoa, Lopez, & Emler, 2007). From a social-interactional standpoint the family members themselves model the behaviour that is adopted by the child / adolescent and is said to train the child / adolescent to act out the deviant behaviours (Forehand, King, Peed, & Yoder; Patterson; Snyder; Wahler & Dumas, as cited in Patterson et al., 1990). Negative and offensive communication between parents and adolescents may lead to misbehaviours in children (Lambert & Cashwell; Loeber, Drinkwater, Yin, Anderson, Schmidt, & Crawford, as cited in Ochoa et al., 2007). Additionally, deviant behaviours can be traced back to a cycle of generational deviancy stemming from the grandparent (Farrington; Robins & Ratcliff, as cited in Patterson et al., 1990). Parents who have

a history of antisocial and deviant behaviour no doubt place the child at a greater risk for developing deviant behaviours (Robins & Earls, as cited in Patterson et al., 1990).

Rohner (as cited in Hoeve, Dubas, Eichelsheim, Laan, Smeenk, & Gerris, 2009) highlighted the link between severe negative behaviours such as rejection, neglect and hostility displayed by parents to that of deviancy. They purported that adolescents who are faced with this type of treatment by their parents are at risk of developing "distorted mental representations of themselves and their environment" (p. 763).

Also the view of the West Indian child as loud, arrogant and aggressive is linked to the breakdown of the mother-daughter relationship / bond (Davies, 1984).

Self image.

Aggressive female adolescents in the school setting seem to desire social recognition where their self image reflects them as "powerful, socially accepted, different, popular and rebellious" by their peers (Rodriguez; Kerpelman & Smith-Adcock, as cited in Lopez, Perez, Ochoa, & Ruiz, 2008, p. 434; Jackson, 2004). Furthermore, the quality of the relationship between the adolescent and parent / peer/ teacher impacts and to an extent may determine the way the adolescent perceives himself in relation to those around him, their attitudes and their behaviours (Jessor; Lila, Buelga, & Musitu; Werner, as cited in Lopez et al., 2008).

Similarly, the need for adolescents to be accepted by their peers plays a pivotal role in the development of their identity (Harter, as cited in Wyatt, 2010). The establishment of peer crowds (reputation-based groups of similar youths) act as a means of procuring peer approval and power within the social hierarchy (Brown, as cited in Wyatt, 2010).

Additionally, deviant adolescents who associate themselves with deviant groups tend to develop high self esteem (Angenent & De Man, as cited in Pleydon & Schner, 2001).

Teachers' attitudes.

Canter and Canter (as cited in Porter, 2007) affirm that deviant adolescents will continue to display deviant and disruptive behaviours when teachers use hostility in dealing with them. Wright, Cullum, and Schwab (as cited in Awang, Ahmad & Ali, 2013) suggested that teacher should exercise tolerance when dealing with deviant students as this is essential for promoting positive behaviour.

Furthermore, Xinrui and Ling (2012) asserted that a teacher's personality is instrumental in establishing classroom control as it directly impacts on student behaviour in the classroom. As such, Kyriacou (as cited in Xinrui & Ling, 2012) highlighted that student deviancy and misbehaviour is an attempt by the student to preserve their self dignity regarding the situation between the teacher and themselves in the classroom.

Simons et al. (1991) have noted that teachers' perceptions of students have a high impact on students' sociometric (popular and liked by friends) status in the classroom. It was highlighted that teachers' negative views of students encourage a low sociometric status (students being rejected and disliked by peers) thus, leading to low levels of school self-concept. Other studies conducted by (Birch & Ladd; Trouilloud, Sarrazin, Martinek, & Guillet; Zettergren, as cited in Simons et al., 1991) have shown that teachers themselves affect the type of social relationships that exists in the classroom since teachers' beliefs, expectations, and perceptions can influence students' beliefs, expectations, and peer preferences with regards to the students and peers within the classroom.

Additionally, school self-concept seems to have a positive link with students' attitudes towards institutional authority; students who gain a low school self-concept show less respect

towards school and teachers and perceive that they receive more injustice at the school (Simons et al., 1991).

Psychological distress.

Herrero, Estevez, and Musitu (2006) highlighted the link between deviant behaviour, aggression and anti-social behaviour to adolescent psychological distress. They have shown that the family environment acts as a determiner in the level of psychological distress of adolescents such as depression. Adolescents who have little to no conflict with their parents and who are close to them are often better psychologically adjusted.

Similarly, Herrero et al. (2006) have shown that the relationship between the teacher and adolescent also add to the adolescent's psychological distress. They emphasize that much of the research has noted that better teacher-student relationships corresponds to a decline in psychological stressors over time, in adolescents.

Level of maturity.

According to (Pleydon & Schner, 2001), early-maturing females are more predisposed to undergoing peer pressure from males and older peers than are on-time or late-maturing females (Caspi et al.; Ge et al., as cited in Pleydon & Schner, 2001).They suggest that early-maturing girls are more likely to be deviant (Canter; Phelps & McClintock, as cited in Pleydon & Schner, 2001).

Peer pressure.

Peer pressure is an important factor in deviant behaviour of adolescents. Gomme (as cited in Pleydon & Schner, 2001) have found that female adolescents conform more to their peers' expectations of them than males.

Peer affiliation.

(Lahey et al., 2003) highlighted that children select their choice of environments. The authors contend that children tend to move towards setting, people and activities that are similar to their own. They add that this form of selective peer affiliation contribute to early development of antisocial behaviour (Snyder et al., as cited in Lahey et al., 2003).

Deviant Student's Perception of their Behaviour

In addition, Davies (1984) utilizing a case study focused on soliciting the perceptions of secondary school students themselves regarding their deviancy in school. Perspectives from students found girls as the ones writing on walls and admitted to more graffiti and carving the desks, highlighting their concern with appearance and identity; when pupils were interviewed they claimed that girls were the same and often worse than boys with fighting or bullying; and pupils also pointed out that the degree of deviancy was directly linked to the level of strictness of the teacher (Davies, 1984). Of great importance too is the fact that students believed that if they had to follow the rules of the school, teachers also had to follow them (Davies, 1984).

The study found that the perception of pupils and teachers saw girls as being 'more trouble' and were the recipients of more suspensions for failure to do homework or class work, copying and showing a lack of effort, truancy, being late, missing lessons, assembly, skipping detentions and loitering, missing lessons / assemblies, breaking the rules regarding no jewellery and no make-up. Davies (1984) also found that the classroom was the venue of greatest impact for pupil/teacher offences. The problem seemed to lie in the students' responses to discipline attempts. Girls were quicker to 'take offence' and more reactive to personal remarks. Also the amount of truancy was dependent on how many members of the group were present on a given day.

Additionally, the (Schools Council, as cited in Davies, 1984; Lawrence et al., 1984) observed that West Indian children are unusually demanding of teachers' attention; arrogant; aggressive; loud; exhibit a lack of enthusiasm in school, inarticulate; talk too much; and they tend to 'confront you back' when disciplined.

Furthermore, the research has indicated that delinquents exhibit significantly more loyalty to each other than do non delinquents (Giordano et al., as cited in Pleydon & Schner, 2001), which suggests a strong affiliation between delinquent peers.

Students' Perception of their Treatment by Teachers

The large-scale study conducted by Munn and Lloyd (2005) in Scotland focused on garnering the views of students who had been excluded from the education system for a specific period of time. The study highlighted the perception that some students felt that they were unfairly treated when compared to their peers. This perception of being unfairly treated was based on students' beliefs that teachers judged them based on the reputation of a sibling, cousin or by the area in which they lived. This they judged on the basis that other students behaved in similar manners and was not excluded. These interviews highlighted the frustration of these excluded students stating that they were automatically chosen to be blamed for any infractions that occurred in the classroom without teachers taking the time to investigate the issue. The students went on to note that their reputation of being notorious for deviancy was a one way ticket for being more harshly treated than other students and thus, unfairly treated by staff.

Additionally, Munn and Lloyd (2005) found that students believed that teachers were unreasonable in their expectations of them. Students felt that teachers over-reacted for minor issues, some of which the students themselves didn't think were issues at all. Students refused to

accept the teacher's automatic authority highlighting that they would be 'thrown out' of the class if they didn't conform to the uniform requirement.

Similarly, students disliked teachers who shouted and bawled at them, claiming that they don't give students a fair hearing (Munn & Lloyd, 2005; Davies, 1984). Clearly with this perception, students who feel strongly rejected by teachers will persist in their deviancy as they are not given opportunities to change nor are teachers willing to adjust their attitude towards them, forcing them to spiral downwards. They also believe that the school, the teachers should be more caring and sensitive towards them as they come from very disadvantaged backgrounds such as poverty, abuse and dysfunctional homes. However, they note that teachers continue to berate them for their poor academics and disruptive behaviour without any compassion in trying to understand their problems.

When a child exhibits a plethora of traits deemed deviant, frustration and anger may accumulate in the teacher, consciously or unconsciously, resulting in despondency or a rejection of the child from the class and eventually from the school (Lawrence et al., 1984). To the students who seemingly produce the deviant behaviours, they may hold teachers accountable for the triggering off of their actions. To teachers, it seems much easier to modify the student's behaviour than to admit that they handled the situation poorly. As such, the label of deviant is attached to students as a sort of explanation for the disliked behaviours displayed by such students (Lawrence et al., 1984).

Similarly, the more adolescents feel that they are fairly treated by school authorities; the less they engage in deviant conduct (Sanches, Gouveia-Pereira, & Carugati, 2011).

Conclusion

The literature on deviant behaviour focused on providing an overall picture of the issue where it was noted that deviancy has become entrenched into the education system where teachers and students both lay blame on each other for the development of deviancy in adolescents. Key perspectives of deviant behaviour were highlighted to encapsulate how the issue can be perceived by various individuals. Following this, key theories were discussed in relation to the emergence of deviant behaviour such as labelling theory, the theory of reasoned action, the social context model of the development of deviant behaviour, social control theory and social learning theory. Additionally, the factors that contribute to adolescent deviancy were seen to relate to academic concerns, parenting practices, self image, teachers' attitude, psychological distress, level of maturity, peer pressure and peer affiliation. The literature also focused on how deviant students perceive their behaviour and on students' perceptions of their treatment by teachers.

Chapter Three – Methodology

The purpose of this qualitative case study was to investigate, understand and describe student deviance from the perspectives of students of class Harmony at Heart Secondary School.

Research Questions

In congruence with the study's aforementioned objectives, the following research questions were designed:

Overarching question:

What are deviant students' perceptions of their behaviour at a single sex girls' secondary school in the St. George East Educational district?

Sub-questions:

3. What factors impact on deviant students' beliefs regarding their behaviour?

4. How do deviant students perceive their own behaviour in relation to the schools' culture?

3. How do deviant students perceive they are treated by their teachers?

Design of the Study

The research design that guides this study is a qualitative case study. According to Merriam (2002), 'If you want to understand a phenomenon, uncover the meaning a situation has for those involved, or delineate process, then a qualitative design would be most appropriate' (p. 11). Merriam (1998) emphasizes that a case study design is used in order for the researcher to garner an in-depth understanding of a situation and those involved, where the interest for the researcher is in the process rather than the outcome. Given that the focus of this study was concerned with the issue of deviant students' perceptions of their behaviour, students' thoughts

and personal views were recorded, in the natural setting- the school- to gain insight into the phenomenon. Patton (as cited in Merriam, 2009) thus defines qualitative research as an opportunity to comprehend unique situations within a specific context.

In support of a qualitative design, Creswell (2013) stated that qualitative research is undertaken because a problem or issue needs to be explored allowing us to hear the voices of those who have been stifled. Students who may be deemed 'deviant' by teachers may not have many opportunities to voice their feelings and so through a case study design, they will have the chance to share their experiences. Merriam (1998) states that case studies are undertaken when a researcher is interested in gaining insights, making discoveries or simply interpretation. Qualitative research thus, empowers the participants (students) to share their stories so that a detailed understanding of the issue can be gained. Additionally, qualitative research assumes the existence of multiple realities where the world is seen as a function of personal interaction and perception where beliefs rather than facts form the basis of perception (Merriam, 1998).

Qualitative research, characterized by Merriam (2009) focuses on process, understanding and meaning where the researcher is the primary instrument for data collection and analysis, utilizing an inductive approach to elicit a product which is richly descriptive.

Additionally, case studies are concerned with 'particularization, not generalization' (Stake, 1995, p. 8). Therefore, the specific situation at Heart Secondary school was analyzed, using a case study design, to allow its unique details to be discovered and analyzed, through the reliance on specific data collection tools such as interviews and documents in order to present the findings.

Moreover, the phenomenon under study (deviant students' perceptions of their behaviour) in this case study was influenced by the social constructivism philosophical

paradigm. From this perspective, 'phenomena must be understood as complex "wholes" that are inextricably bound up with the historical, socioeconomic, and cultural contexts in which they are embedded' (Lodico, Spaulding & Voegtle, 2006, p. 8). This philosophical paradigm views reality as being socially constructed by individuals which in turn allows for the generation of multiple meanings (Lodico et al., 2006). It must be further noted that each individual is different and with such differences, they bring varying conceptual frameworks to situations based on their personal experiences that will influence their perception of a particular situation (Lodico et al., 2006). By giving 'deviant' students the opportunity to share their beliefs and perceptions regarding the issue, I am seeking to understand their realities as seen through their eyes. Therefore, this approach to qualitative research requires the researcher to utilize data collection methods that offer him the opportunity to become closer to the participants using techniques such as interviews (Lodico et al., 2006).

Sampling Procedure

Merriam (1998) states that purposeful sampling in qualitative research is apt as it 'is based on the assumption that the investigator wants to discover, understand, and gain insight, and therefore must select a sample from which the most can be learned' (p. 61).

Similarly, according to Ritchie, Lewis, and Elam (2003), participant selection is based on those who are most able to provide pertinent, detailed and valued information as guided by the research questions. The participants of the study are also chosen because they are the ones who best exemplify the phenomenon and who possess the traits necessary to understand the issue (Ritchie et al., 2003). As such this study focused on a desire to understand the deviant students' perceptions of their behaviour at a single sex girl secondary school. This in-depth analysis was derived from the purposeful sampling of four form three deviant students of class Harmony.

Furthermore, Creswell (2013) suggests that case study research should not include more than four or five case studies in a single study. Thus small sample sizes are acceptable.

Description of the Setting

For ethical reasons, the pseudonym, Heart Secondary school was given to the institution under study in this research. Heart Secondary school was chosen for this study since it was the institution where I have been employed and I am well acquainted with the issues that exists there. The school itself accommodates approximately three hundred and seventy female students and twenty four teachers. The school imbues the virtues of Islam and its teachings are perpetuated through special school functions, weekly assembly and moral education messages. This school has been known in the district for its high level of discipline. However, in recent times students of class Harmony have been rebelling against the norms and values of the school. Out of the entire student population, only students of class Harmony seem to perpetuate deviant behaviour regardless of the countless attempts to rehabilitate and counsel them.

Teachers at Heart Secondary school, range between the ages of twenty three to forty where the majority has attained only a bachelor degree with no formal training in the field of Education. To date, only eight teachers have pursued and obtained the postgraduate diploma in education. However, they are quite vigilant in upholding the rules and values of the institution so that any attempt at breach of rules, etc. will be addressed immediately. The rules in themselves are copious and are aimed at creating well disciplined students with meaningful morals and values. Teachers at this institution collaborate on creating the rules and the disciplinary measures that accompany them.

Additionally, it must be noted that any breach of school rules or any altercations between teacher and student/student and student are documented and placed in the student's file for

record keeping. The institution also has a House system in place where students are placed in one out of the four Houses where, points called commendation marks are awarded to Houses for student participation in competitions, academic achievement and for performing good deeds. Conversely, order marks are given to Houses for students who breach school rules or perform acts of deviancy. These commendation and order marks are recorded in House books for record keeping.

Description of the Participants

The sample includes four female students all of which belong to class Harmony. The four participants who provided the data through the interviews for this research were given the pseudonyms: Cathy, Keisha, Gina and Kim. They have been together, in the same classes at the institution for a period of approximately three years, thus they have developed strong ties to each other. Each participant was described individually to account for varying characteristics.

Participant Cathy is fifteen years of age, resides in Maloney and is of African descent. She belongs to a single parent home and is in the lower socio-economic bracket in society. She is the first of two children. She belongs to the Roman Catholic faith and is a low academic achiever. She is known for her rude and disrespectful attitude towards those in authority and to other students. She blatantly defies school rules and does not accept correction. She is loud, boisterous and disruptive, generally. She has engaged in stealing, lying, fighting, bullying, cursing and having unauthorized materials in her possession (see Appendix A).

Participant Keisha is fourteen years of age, resides in Arouca and is of African descent. She belongs to a two parent home and is in the lower socioeconomic class bracket in society. She is her parents' only child. She belongs to the Ethiopian Orthodox faith and seems to fluctuate in her academic performance. She is known for her temper tantrums, aggression, constant breach of

school rules, rude and disrespectful attitude towards those in authority. She is also loud and outspoken and seems to have power over the other students. She also has a tattoo on her hand that is visible and which is a breach of the school's code of conduct for students (see Appendix B).

Participant Gina is sixteen years of age, constantly moves back and forth to reside with different family members at various periods and is of mixed ethnicity (East Indian and African). She is of the Roman Catholic faith and seems to be in the lower socioeconomic class bracket in society. She is often unsupervised at home, wherever 'home' is at the time. Her mother has six other children who live with her and has stated to teachers that there is no room for Gina there, so she stays periodically with an aunt or grandparents. Gina dislikes the person to whom her mother is married and refuses to stay with her mother and step-father. She too, is loud, rude, aggressive, and disrespectful refusing to accept correction from teachers or the principal. She absents herself from school frequently and when she does come to school, she is disruptive or asleep. She is also in constant breach of the school rules (see Appendix C).

Participant Kim is sixteen years of age, resides in San Juan and is of East Indian descent. She belongs to a two parent home and seems to be in the lower middle class bracket in society. She is the second of three children. She belongs to the Hindu faith and has a low academic standing. She is asleep most of the time in classes and is also known to be disrespectful, rowdy and disruptive. She also has been in possession of unauthorised materials and breaches school rules (see Appendix D).

Instrumentation

Interviews.

Creswell (2013) states 'in a case study data collection involves a wide array of procedures as the researcher builds an in-depth picture of the case' (p. 162). This research focused on semi-structured open-ended audio-taped interviews as its main form of data collection. The interview protocol consisted of the three research sub-questions along with approximately forty-five open-ended probing questions that were self designed to garner more detailed and in depth information. Each research question consisted of its own probes (see Appendix E). The interview protocol followed the General Interview Guide Approach allowing for flexibility in the questioning (Gall, Gall & Borg, as cited in Turner, 2010) and ensured that the same areas of information were collected from each interviewee, providing a measure of focus while allowing a degree of freedom and adaptability in getting information from the interviewee (McNamara, as cited in Turner, 2010). The use of interviews as the main instrument for data collection was to explore what is in another person's mind (Patton, as cited in Best & Kahn, 2005). In order to arrive at an understanding of the issue of student deviance, garnering the views of those participants were imperative. Additionally, Patton (2002) notes, those open-ended questions invite the researcher to understand the world as seen by the participants. It must be noted, however, that the interview was pilot tested on two students to ensure clarity of the questions and were thus, modified accordingly.

Review of documents.

Stake (1995) states that documents act as substitutes for records of activity that the researchers could not directly observe. Similarly, Marshall and Rossman (1995) view the

reviewing of documents as an 'unobtrusive method' that aids in portraying the principles and beliefs of participants in the setting.

As such, document analysis of class Harmony's roll book was used to ascertain the number of days absent from school for each participant for the last academic year to term two in form three. This aided in establishing a pattern of behaviour.

Furthermore, individual student files were reviewed to record the number of times the students were in violation of the school rules and the type of deviant act that was displayed from form two to term two in form three.

House books (used to assign order marks for serious offences) were also used to establish type and degree of the offence committed by the participant during form two to term two in form three.

The choice of using documents for data collection, for this study was to gain a thorough understanding of the type and degree of deviancy displayed by the participants under study.

Data Collection Procedure

The data collection procedure began in January 2014 with reviewing of the documents (class roll, House books and student files). These documents were assessed from the beginning of form two to the second term in form three. This was done for each participant where I reviewed the class roll and noted the number of days that each student in the study was absent; the House books were carefully reviewed to ascertain the number of Order marks for each student and the type of deviancy that the Order marks were assigned for; and the students' files were reviewed to record the frequency of deviancy and the type of deviancy that was displayed by the students under study.

The data procurement process began in March 2014 with the formulation of the interview protocol. It involved identifying the participants, formulating the probes for each research question, attaining consent from the School Supervisor III, the Principal, participants' parents and the participants themselves. Consultation with participants on a suitable time and location was undertaken before conducting the interview. Each interview of this case study consisted of approximately forty-five carefully self-designed semi-structured and open-ended questions, divided into two sessions. The interview was then piloted to ascertain the clarity of the questions and phrases used. Some adjustments were made to the questions whereby specific words, found to be misinterpreted by the pilot students were substituted for words familiar to them. For example 'defiant' used in the pilot interview was replaced with the phrase 'students who did not do as they were supposed to' and 'frowned upon' replaced with 'things that are not liked' as the original words were misinterpreted by both pilot students. At the beginning of the interview, students were reminded of the purpose of the study, its objectives, its intended use and they were given a reminder that they were free to withdraw from the study at any point in time, without prejudice. The interviews were conducted during three twenty- minute sessions for each participant (although two thirty-minute sessions were originally planned) and were audio-taped for deeper analytical interrogation.

Data Analysis

Detailed analysis is an imperative aspect of data analysis. Creswell (2013) notes that formation of codes and categories lie at the very core of qualitative data analysis. The process of data analysis involved firstly, listening to the audio tape of the first interview so as to ensure that initial ideas, hunches, categories and tentative themes were captured. This was done after the first interview to allow for anything that may have been overlooked to be captured in the second

interview. This process was continued until all the interviews were concluded. According to Maxwell (1996) 'the experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation and continues to analyze the data as long as he or she is working on the research' (p. 77).

Following the initial listening of the audio tapes, the interviews were then transcribed. After the interviews were transcribed, I scrutinized the data line by line looking for leads, ideas and issues that stood out from the data. At this point, codes were assigned to segments of the data that best represented what was being articulated by the participants. Connecting codes to codes then resulted in the formation of categories. Creswell (2013) points out that here the 'researcher attempts to "saturate" the categories- to look for instances that represent the category and to continue looking until the new information obtained does not provide further insight into the category' (p. 195). The categories were then grouped to establish themes (see Appendix F, G, H).

Credibility/Trustworthiness

Eisner (as cited in Creswell, 2012, p. 246) states, 'We seek a confluence of evidence that breeds credibility that allows us to feel confident about our observations, interpretations, and conclusions'. In relation to this, Maxwell (1996) stated that even though methods and procedures do not assure validity, they are nevertheless crucial to the process of ruling out validity threats and increasing the credibility of the research conclusions. Creswell (2013) recommends that qualitative researchers utilize at least two of these procedures.

For this study, I sought to ensure credibility of my research by engaging in two validation procedures: clarifying researcher bias and peer review.

Clarifying researcher bias.

Clarifying researcher bias is an integral aspect of a study to ensure that the reader understands the researcher's position as well as any biases or assumptions that may impact the inquiry (Merriam, as cited in Creswell, 2013). Creswell (2013) highlights that clarification entails that the researcher makes reference to 'past experiences, biases, prejudices and orientations' that may have impacted upon the interpretation of and approach to the study (p. 251). As such, being both subject teacher and form teacher for the participants in the study, I have received the direct brunt of their deviance through numerous past altercations and have also witnessed their deviancy on others. As such, my feelings towards these students have been shaped by negative interactions and experiences with them.

Peer review.

For the purpose of this research, I consulted with both the programme supervisor who has attained his Doctorate in Education, as well as a colleague at Heart Secondary school with regards to the findings and analysis of the data. Both my supervisor and colleague served as detached sources who were able to offer impartial insight into the analysis of the wording of the findings to ensure that my writing reflected the data and was in fact corroborated.

Ethical Considerations

Since 'research involves collecting data from people, and about people' it is imperative that ethical guidelines be adhered to (Punch, 1998, p. 21). Additionally, Bassey (1999) stressed the importance of respecting persons in qualitative research by seeking permission to conduct the study and to use interview material as well as maintaining confidentiality. Due to the nature of this study, informed consent was obtained from the participants, their parents, the Principal and the School Supervisor III. The participants were fully informed about the purpose; methods and

intended possible uses of the research; what their participation in the research entailed; and what were the risks involved. In addition, permission was also sought to use the interview material and assurance was given to participants that anonymity and confidentiality of their identities and shared information would be preserved via the use of pseudonyms for both the school and the participants.

Limitations

The limitations of this study stemmed from the participants hesitance in recounting key incidents that highlighted their deviancy, stating that they couldn't recall the incident or fumbling with responses. Also, at times though not often, participants' retelling of incidents appeared to be at odds with the data procured from their files regarding the outcome of incidents. Thus, it was difficult to validate some of their statements.

Also, the scheduling of interviews proved to be a difficult task as I had to schedule interviews at participants' convenience. School related activities and various commitments of participants and myself limited the time we had to interact. The interviews were originally scheduled for two thirty minute sessions; however this was not very practical as the lunch period was only forty five minutes and students needed time to have lunch and so the interview ended up being approximately three twenty minute sessions for each participant.

Delimitations

Due to the fact that the study is confined to one denominational secondary school in a single educational district, the findings are specific to the participants of this study and thus are not generalizable to other contexts.

Chapter Four - Data Analysis & Presentation of the Findings

 Introduction

This qualitative case study was undertaken to investigate, understand and describe student deviance from the perspectives of students in a single sex girls' school in the St. George East education district. As such, the study solicited the views of four form three female students of varying ethnic backgrounds from the school. In the school of this study, teachers identified these students as those who demonstrated deviant behaviours.

The chapter was organized to reflect the findings specific to each research question of the study. For clarification and ease of reference, a summary table accompanies each research question detailing the themes generated from the data.

Research Question 1

What factors impact on deviant students' beliefs regarding their behaviour?

Table A1 (see Appendix F for details)

Summary of Research Question 1 and Themes

Research Question	Themes
What factors impact on deviant students' beliefs regarding their behaviour?	Parenting Practices
	Negative Teacher Attitude
	Level of Maturity
	Self Image
	Emotional State

Five main themes emerged which generated several factors which the respondents believed impacted their behaviours. These themes are summarized in Table A1.

Parenting Practices

Relationship with parents and communication level. Keisha (pseudonym) stated that her parents were not strict and treated her more as a friend rather than a daughter and thus, she was allowed a high level of freedom, being allowed to go to parties with her friends. For example she related that:

"My two parents treat me like a big girl in certain cases… They treat me like a friend an let me go out an have fun…I go parties an limes wit my friends."

In addition Keisha spends much of her time on her cellular phone than she does communicating with her parents. She related that:

"Yea but…I love my phone so I am always on my phone in my room or something an she would jus come home an be like 'good afternoon' an go an spend time with daddy an I would jus be in my room doin whatever."

On the other hand, the other three students did not share a good relationship with their parents. Kim (pseudonym) did not share a close relationship with her parents. She indicated that her parents were very strict with her to the point that she was not allowed to go out without them. She revealed a relationship with her parent that was:

"Fifty Fifty cuz normally the only time I is get along with my mom an them is like on Sundays when we go temple an mostly on a Monday when we go temple an thing… they are strict with me an I can't go any way by myself, I always have to have people around me."

Similarly, Cathy (pseudonym) has a poor relationship with her mother. She stated that her mother fails to believe her regarding incidents at home that involved her younger sister. She also felt that her mother too often creates conflict by quarrelling with her frequently. There is also a

lack of freedom to engage in activities with peers as her mother restricts her from going out. The resentment towards her mother is noted as Cathy stated that she could not be bothered as her mother frequently denies her opportunities to go out with her friends; however she disregards her mother's wishes and does what she wants. Cathy indifferently states:

"We doh really get along because mommy does always take she side… She does like to quarrel too much… When she tell me ah cyah go somewhere I does jus be like 'ok, whatever' an I is still go."

Also, Gina (pseudonym) has little or no communication with her parents as she has to live with her grandfather due to circumstances of limited space at her parents' homes and poor relationships with her step parents. She revealed that:

"I doh live with my mummy and daddy…because my mummy, she livin with my step-father an my other brothers an sisters an I doh get along with him an I not livin with my daddy cuz he does live with my step-mother an my other brothers an sisters an I doh get along with she."

Gina is given a high degree of freedom as her parents are not strict with her and do not interact with her frequently, leaving her to do as she pleases. She states:

"I doh interact with them cuz in the day they doh be around."

Level of parental interest. Surprisingly, all participants spend most of their time after school, at home alone without much interaction with their parents as parents may work late, attend extra classes on evenings, live apart from them or simply limit communication with the participants. Gina spends little time with her parents stating that the time spent together is 'not much'. Kim spends most of her time after school alone, away from her parents, isolated in her room. Similarly, Cathy isolates herself when she is home as she has become somewhat detached

from her mother as she believes that her mother treats her unfairly with regards to her younger sister. Further, they do not spend much quality time together as the only time that they share are in taxis travelling on mornings to get to their destinations. Additionally, her mother returns home late in the evening as she attends evening classes, leaving Cathy to do as she pleases. Likewise, while Gina has parents, they are physically apart from her and she is left alone at home at her grandfather's. She was unable to say how much time she spent alone but did state that she is unsupervised most of the time. She sums it up by saying:

"Ah cyah really say because is…sometimes they would be home whenever."

Discipline. The findings indicated that of the four participants in the study, only one was disciplined by her parents for having engaged in deviant acts in school. Keisha, who is treated by her parents as a friend, does not receive any form of disciplining for the manner in which she speaks to her parents. She quarrels with her parents and is allowed to do as she pleases without reprimand. She boastfully states:

"…the onliest chore I have to do in the house is wash the wares an when I'm on the phone an they'd be like, do this, do that…an I'll be like 'I'll do it jus now, I'll do it jus now'…daiz the main problem in the house to get me to do something once I'm on the phone."

Keisha adds that she is aware of the extent of her disrespect to her mother but feels that it is necessary in order to get her point across. Her parents, in an attempt to discipline her would tell her that she is too young to behave so disrespectfully.

Similarly, Cathy 'back-answers' her mother and is not afraid to show her aggression towards her or to others stating that her mother does not reprimand her for it nor does she attempt to correct her. The extent of her mother's disciplining is to tell Cathy that she is too disrespectful.

Interestingly, one attempt was made by Cathy's mother to hit her on her face for her rude tone; however, Cathy's grandmother intervened and stopped her, allowing Cathy to feel justified in her actions. She confidently states:

> "…when she goin an lash me my grandmother does come an be like 'doh lash me' because she does want to over-do everything."

Gina, on the other hand does not receive reprimand from either of her parents for her wrong doings. However, when she was younger and lived with her step mother she would receive reprimand in the form of physical abuse for not doing as she was told.

Conversely, Kim's parents' have a tight rein on her and attempts to discipline her by seizing items that are dear to her such as her cellular phone and Tablet for her infractions at school.

Beliefs of parents. Cathy demonstrated a blatant disregard for some of the uniform rules at the school stating that her mother did not agree with them, which seems to directly impact on Cathy's attitude and thus, her actions. From Cathy's perspective, what is allowed at home by her mother should also be allowed in school. She believes that once her mother does not show disapproval of her actions, the teachers should not as well. She explains:

> "Well my mother does be normal with…when my skirt short so I doh find it should be a problem in school… She is be normal for long nails because she have long nails as well…she doesn't say anything about it."

Also, Cathy adheres to the values she is taught at home by both her mother and her relatives, regardless of knowing that they may be wrong in the context of the school. She has been told by her grandmother that violence should be met with violence so as to dissuade further

encounters and even witnessed her mother and father engage in physical altercations with others. Cathy defends herself by saying:

"They say well…if anybody lash me, doh take no lash, lash them back because that would jus make me…well, make them think they could lash me again…and am…sometimes my grandmother does say if it is somebody tellin you things out of timin jus tell them back, hit them way it hurt because daiz how my family is. Daiz how my father was, daiz how my mother is, my grandmother, everybody."

Additionally, when asked if she would confront a student or walk away and tell a teacher, as was the expected behaviour by teachers, she noted that she would confront the individual for fear of appearing weak. She states:

"Confront cuz I doh want to look stupid an walk away and plus ah accustom to not walkin away."

Similarly, Keisha's parents were aware of her breach of the school's cellular phone policy but never told her that it was wrong or tried to dissuade her from taking it to school, placing Keisha at odds with the culture of the school.

Negative Teacher Attitude

Teachers who use aggression in dealing with the participants are not liked by those students. The views garnered from the participants were that they would reciprocate the tone and attitude used on them by a teacher. They went on to say that if a teacher wanted respect from them, the teacher had to first show respect to them. Keisha says:

"if it is you want to be respected, respect me too…if it is they talk to me in a kinda tone an a kinda anger I would see it doh have no sense to talk to me in that kinda way so, I

does get aggravated… an I would talk back in that same manner an I does forget is a

teacher I talkin to an talk in the same tone that they speak to me…"

Additionally, participants' behaviour was seen as reactionary rather than deliberate.

Teachers who attacked students by referring to them with derogatory name calling were likely to

be met with aggression and defiance from the student. Gina demonstrates her point by saying:

"if a teacher talkin to me an sayin I is a dog an thing, I not goin an sit down an jus say

alright an jus take it… I not goin an let nobody talk to me how they want. I know, yes

adults older but both of we is humans. I think we deserve equal respect."

Similarly, teachers who attempt to use aggression as a form of discipline are met with

anger and hostility from students, resulting in an adverse effect. Many of them lose interest in

both the teacher and in the subject, widening the gap between the teacher and the student. They

prefer that teachers approach them calmly using a pleasant tone. Gina illustrates that:

"Some of the teachers normal an they does try to understand you an some jus hoggish an

I is stay far from them…I doh know, something wrong with them…like they does come

to school vex an take out they frustration on you… like Ms. Panner, I jus find she does

get on hoggish in a way 'Puh this chair here!' jus so jus so she start to geh on an loud up

an that go turn me off an I doh feel to do nothing again."

Furthermore, students believe that teachers who claim to care about them saying that

whatever they did in the past will not be brought up again and then failing to keep that promise

by rehashing previous infractions of the student makes them feel to give up on trying changing

their behaviour. Cathy recounts:

"The same way alyuh does say 'wa happen in the past, let it stay in the past', miss

remember like any time if I get in trouble after that, in form two you used to be like 'Cathy,

again, again', daiz wa showin me that well you fed up an you still thinkin bout the stuff that

happen in the past… like it ha nothing for me to do again."

Level of Maturity

Students who perceive themselves as mature both emotionally and physically engage

openly in topics of sex and believe that they have the right to be treated maturely. These students

believe that teachers should feel as comfortable as they are in talking about issues related to and

about sex. They also believe that approaching a teacher openly about those issues is acceptable,

though they are aware of how uncomfortable the teacher may be. Keisha discusses the incident

where she and some friends asked a Muslim teacher, during a class if Muslim married men wore

condoms. Keisha's response to the teacher's reaction was:

> "…we are big girls, we would understand the answers… an she didn't want to answer but
>
> even if she didn't want to answer all she coulda say was you know we too young to
>
> understand… she didn't have to make it a problem."

Self Image

Students who believe that they are unworthy align themselves with others in an attempt to

try to fit in with the group. Kim says:

> "…when I with my friends an them I act different… I thought fittin in was the best thing
>
> to do because through my temple thing, I does feel like a outcast, so I try to fit in a lot."

In addition, some students believe that if they don't defend themselves against teachers or

other students, they would be seen as weak or worthless. Gina says:

> "I not goin an sit down an let nobody talk to me how they want."

Moreover, the data revealed that the participants viewed themselves as popular and as

role models due to their deviancy. Keisha explains:

> "…everybody would kinda look at me as a kinda rebel na an that use to make me feel
>
> kinda powered."

Cathy echoes similar feelings saying:

> "…they know me from seein me with the trouble I is give…an they know not to harass
>
> me."

Also, the findings suggest that deviant students are not afraid of any teacher, student or parent and believe that they are forces to be reckoned with. Students feel empowered when they are feared by others. Keisha confidently states:

> "I doh really fraid the teachers… cuz I doh fraid nobody… I doh even fraid my own
>
> mother and father."

Cathy also expressed similar sentiments, using her mother as a base for establishing a measure of fear:

> "I nuh afraid of nobody…I doh even self fraid my mother because god say not to fear no
>
> man."

Emotional State

Students who have been rejected and hurt by their parents feel withdrawn, unloved, isolated, unworthy and believe that they have no sense of purpose. Gina cries:

> "…sometimes I does feel like I doh care no more because I not with them…an I doesn't
>
> want to talk to nobody…so daiz why I does stay to myself…them not there them doh
>
> study me, them home with their chirren an they family an them does get on like I doh
>
> mean nuttin."

Summary of Findings for Research Question 1

The data revealed that parents did not have a close relationship with the students of this study. This resulted in lack of close supervision and little attempts to instil proper discipline in these students. Also, students held the view that the parents or relatives' beliefs regarding their own actions seem to negatively impact students' beliefs and values, which were manifested in deviant behaviours. Similarly, students felt that teachers' negative attitude and degrading remarks negatively influenced their behaviours. However, some students felt that their behaviours were attempts to protect themselves against teachers or students who made little attempts to understand their situation.

Research Question 2

How do deviant students perceive their own behaviour in relation to the school's culture?

Table B2 (refer to Appendix G for details)

Summary of Research Question 2 and Themes generated.

Research Question	Themes
How do deviant students perceive their own behaviour in relation to the school's culture?	Comical
	Behaviour Norms
	Preservation of Image
	Form of Justification
	Loyalty

Five main themes emerged highlighting the respondents' perception of their behaviour. These themes are summarized in Table B2.

Comical

Surprisingly, the findings suggest that the deviant students view their behaviour as comedy, completely harmless and where they perform these acts as a means of deriving fun

simply for 'a laugh'. The extent of their behaviour is unknown to them as the reactions of the recipients of their behaviour seem to spur them on. Gina explains:

"I not troubling her bad, is jus make fun…I does jus talk to her normal an I is call her 'bird food' an everytime I pass an she eatin I is say 'bird food' and she is jus laugh."

Additionally, the findings also indicate that the lack of extracurricular activities in the school serve as opportunities for the participants to amuse themselves as they have to find things to be preoccupied with, thus resulting in some of their deviant behaviours and what they consider to be 'jus bein wild'. Kim elucidates further by saying:

"I know the school have no activities so I does jus do something to make me laugh…daz the fun…you know runnin from the teacher a lil bit."

Behaviour Norms

Moreover, the data revealed that particular behaviours have become entrenched in the participants as their modus operandi even from the home, where they are so accustomed to them that they cannot understand why those behaviours may be inappropriate at the school level. Cathy reveals:

"Is jus like makin noise like 'alyuh lewwe do a rhythm section here' cuz we does do that plenty miss…an we doh see nothing wrong wit it…an all them chirren does come an watch."

Gina explains that she is aware that she speaks loudly but emphasizes that she has always been accustomed to speaking in that manner, stating that some teachers perceive her as having 'an attitude' but to Gina, her natural speech is simply loud.

In a similar vein, the findings indicate that the participants equate being deviants with the role of a teenager. It seems as though, the participants believe that teenagers are supposed to

create disharmony and chaos and if they didn't they wouldn't be called teenagers. Keisha enlightens us:

> "...yea I does lose my temper sometimes an doh pay attention in class…or disrupt the class at times but I doh think that make me a bad person…I think daz jus bein a teenager."

Preservation of Image

Interestingly, the data indicated that in attempts to avoid embarrassment in front their peers and to preserve the image of being perceived as powerful, the participants feel the need to defend themselves against any teacher or student who may try to erode that image. Cathy justifies:

> "...like if teachers show like they tryin to belittle yuh an… like tryin to make you look stupid in front of other students an teachers…I wouldn't take it jus like that miss, I will tell them back something because daiz jus tryin…to embarrass me so I would do you back the same thing."

In addition, the preservation of the participants' physical appearance was highlighted as significant with regards to reasons the participants had for uniform breaches. It seems as though the cultural upbringing of the participants together with their concept of fashion impact on their view of the uniform, specifically the length of the skirt. Participants prefer that the skirt was shorter than the mandatory three inches below the knee stating that any longer "looks weird" and "outrageous" indicating their desire to be seen as the popular and hip group in the school.

Form of Justification

The behaviour of the participants in the study was connected to their desire to be heard and understood by those around them, specifically the teachers. In many instances, these girls

viewed their deviancy as an attempt to justify themselves to teachers, noting that teachers

ignored them when they were docile, thus deeming the behaviour as necessary. They believe that

when they shout and raise their voice at teachers, teachers listen and hear them, giving them a

chance to explain themselves. Consequently, when they are meek and docile, they believe that

teachers simply execute judgement and they end up being blamed for things they weren't

responsible for. Keisha explains:

> "I was so vex an I admit I did give Ms Pamela a good bit of attitude but ah jus wanted her
>
> to understand the point that we wasn't wrong…daiz the onliest time they would really
>
> listen to you if you be aggressive… cuz if you be too soft they would only ensure… what
>
> they say is right."

Keisha continues by saying that being aggressive allows her to be able to justify herself:

> "maybe that could give them a more clear understandin to the situation, because I want to
>
> justify myself."

Loyalty

The findings of the study indicate that some of the behaviours displayed by the

participants are done as an act of loyalty to their friends. They share a close relationship with

each other and with others within their group, so much so that an attack on one member is an

attack on all and so they deem it necessary to support and defend each other against teachers.

Keisha explains that she is a loyal friend and will support her friends and even speak for them if

a teacher reprimands them in front a class. She explains:

> "...sometimes my actions are justified…if it is they want to belittle somebody in class for
>
> something, I will stand up with my friend an I'll be like well…he or she is right for this
>
> situation."

These students operate as a unit and under the premise that each member of the group will be loyal and thus, do not hesitate to defend each other, seeing the act as a means of showing appreciation for the friend under attack:

> "I am a loyal friend to all my friends in class an like I would never back down because I know if I am in trouble, I know somebody will be there to stand up with me…so I like to stand up there with them too na…I like to give them the same appreciation that they show me."

Summary of Findings for Research Question 2

The data revealed that deviant students believed that their behaviour was comical and thus, harmless. As such the lack of extracurricular activities during school hours forced them to seek alternative ways of occupying their time in an attempt at entertaining themselves, which resulted in engagement in deviant behaviours. Additionally, the students believe their actions to be normal and equate them with the role of a teenager. On the other hand, in an attempt to avoid embarrassment by the teacher and to preserve their reputations they defend themselves, suggesting that their behaviour is the only way they will be heard. Similarly, uniform breaches were to ensure preservation of their physical appearance to others.

Research Question 3

How do deviant students perceive they are treated by their teachers?

Table C3 (refer to Appendix H for details)

Summary of Research Question 3 and Themes generated.

Research Question 3	Themes
How do deviant students perceive they are treated by their teachers?	Negative Teacher Attitude: • Unfair • Labelled • Misinterpreted • Over-reaction • Disrespected • Racial discrimination

Six themes emerged from the data that indicated how deviant students perceived they are treated by their teachers. These themes are summarized in Table C3.

Negative Teacher Attitude

Unfair. The findings reveal that the participants view teachers as showing bias and favouritism to some students where teachers allow particular students to do as they please and ignore the deviant ones.

Also, the participants feel that teachers give them the harsher punishment or are punished alone while the other person involved in an incident, if a 'good' student, gets little or no reprimand. Gina explains:

"The same way that Gina had to sit down outside, I think that Annie shoulda…get to sit down outside as well because it not fair for one person to take the fall for the entire

situation when clearly is the both of them do it…I think that Annie didn't get in so much trouble jus because her aunt is a teacher in this school."

Additionally, the study revealed that the participants believed that teachers do not give them a fair hearing but are quick to pass judgement on them and to punish them without thorough investigation into incidents involving them. All the students had this to say regarding an incident with the members in the study and another student where it was alleged that the participants bullied two girls and was subsequently suspended:

"…the girl claim that Gina an I was bullyin her when we jus went an ask her her

name…an we never even get to the bottom of that but we had to take our suspension."

They state that they never got the opportunity to share their version of the events of the incident and the teachers and principal listened only to the voices of the girls claiming to be bullied, thus being ignored. Kim explains:

"I think they shoulda bring in the student and let she talk with me with the principal right

there an figure out the situation correctly before they take matters in their own hands an

suspend me."

Labelled. The study revealed that teachers, both who interact with the participants and those who do not, hold a perception of them as trouble-makers, using previous infractions as the basis on which to cast them out and treat them harshly, without knowing them. Keisha says:

"…teachers in this school does be so unfair with the class… They would jus judge us by

what they hear."

The findings also indicate that the participants believe that they are pre-judged by teachers as always being guilty of committing an offence even when they are innocent. Keisha explains:

"…if it is my name call in a situation, they would be like Keisha is the culprit an they wouldn't take time to understand…they doh ever take time to understand the situation, they would jus judge me."

Misinterpreted. The participants feel that teachers misinterpret what they say and twist it to suit the teachers perception of them. Keisha relates her experience:

About that situation, I was jus goin under the desk na an I didn't want my shirt to get dirty, so I was under the desk an same time miss come in an I tell them, 'alyuh block me' let me put back on the shirt quickly but after when they came they was askin me why was the reasons for it, I was like 'I have no reason'…an I was like 'I didn't give no trouble whole term or before' so how could you say I givin trouble an daz when everybody was like 'wa you mean you wasn't givin trouble, this is why you do something cuz you find it was goin too good.' I was like I didn't mean it in that way."

Over-reaction. To many of the participants, teachers tend to create an issue out of a non issue and make the girls feel badly by publicly reprimanding them for things they do not seem to be aware of as inappropriate. Keisha expresses:

"…we ask, why it is muslims were not able to wear contraception an thing an she didn't want to answer but… she didn't have to make it a problem I doh think that was such a big deal. Miss an them does take small thing an make into this big crime …"

Disrespected. The findings suggest that the participants believe they are treated with a great deal of disrespect by some teachers, where teachers look at them with disgust. Cathy said:

"…some teachers ah doh like at all because of how they does watch me…like well you know if I is a…I lower than everybody so, I can't be nothing an they better than me."

Of equal interest, Keisha believes that teachers blatantly attack them with aggression rather than attempting to address a situation calmly. She explains:

"…if it is you want to be respected, respect me too…if it is they talk to me in a kinda tone an a kinda anger …I would talk back in that same manner."

Racial discrimination. Surprisingly, three participants of different ethnic backgrounds had similar views indicating that they felt racially discriminated against by some of their teachers. They believe that teachers who were not of the same ethnic background as themselves treated them harshly or held a negative view of them. However, these students weren't able to articulate further, but were only able to base this on inkling.

Summary of Findings for Research Question 3

The data revealed that students held a negative perception of their treatment by teachers. They believed that teachers unfairly treated them, showing favouritism and bias towards non-deviants. Similarly, unfair discipline practices were used by teachers, where being deviant was a one way ticket to being blamed for incidents. Additionally, teachers seemed to display little tolerance for deviant students, negatively labelling them. This in turn, accounted for misinterpretations between teachers and the deviants, where at times teachers would over react over trivial issues showing disgust and use aggression in dealing with them. Furthermore, it was believed that teachers racially discriminated against them.

Chapter Five - Discussion of Findings and Recommendations

Introduction

The present study set out to investigate, understand and describe student deviance from the perspectives of deviant students of class Harmony at Heart Secondary School. This qualitative case study utilized a specialized corpus of transcribed semi structured interviews as the data set, where the respondents were four female deviant students from a form three class – class Harmony.

The following discussion is arranged according to the research questions utilized in the study, followed by recommendations and conclusions.

Research Question 1

What factors impact on deviant students' beliefs regarding their behaviour?

One of the key findings and possibly one that has the greatest impact on the respondents in the study was that parents did not share a positive relationship with their daughters, nor were they vigilantly supervised and monitored in the home setting, creating apt conditions for the development of deviant behaviour. These findings are consistent with the results of previous works (Loeber & Dishion; McCord, McCord, & Howard, as cited in Patterson et al., 1990; Griffin et al., 2000; Ochoa, Lopez & Emler, 2007) that associate the development of deviancy with little parental interaction and involvement with the child, on the one hand, and with poor monitoring and supervision of the child's activities on the other hand. Thus, the findings seem to indicate that positive communication and interaction between parent and child ensures stability and support that are necessary in assisting in the moulding of the adolescent child into a fully functioning adult. Additionally, consistent with the Social Context Model of the Development of Deviant Behaviour, the extremes in disciplining measures undertaken by parents, whether too

harsh or none at all seem to contribute to the shaping of aggressive behaviour and encourage deviant peer affiliation. These results are in line with previous studies by Ary et al., (1999); Lahey, Moffitt and Caspi (2003). Thus, parents who neglect taking an active role in their daughters' lives and allow them a high degree of freedom to do as they desire, remove the concept of boundaries for the child. The child is likely to grow believing that he/she can do as he/she wishes without genuinely knowing what the accepted societal sanctions are, for he/she would have never received any form of restriction or reprimand to suggest otherwise.

The study also found that the values and beliefs that parents and relatives of adolescents hold regarding their own behaviour play a pivotal role in shaping the values and beliefs regarding the adolescent's behaviour. Results of other studies (Forehand, King, Peed, & Yoder; Patterson; Snyder; Wahler & Dumas, as cited in Patterson et al., 1990) concur with these findings. Parents model the behaviour that the child adopts as the home is the primary agent of socialization.

Additionally, parents who are aggressive and who have had aggressive parents themselves are likely to perpetuate that aggression in their own child. The cycle of generational deviancy continues as suggested by Farrington (1987), Robins and Ratcliff (as cited in Patterson et al., 1990). This level of aggression that permeates the home eventually finds its way into the education institutions where, if left unchecked creates the potential for failure and rejection of the child by others.

Furthermore, results from the study indicate that negative teacher attitude can also contribute to the shaping of deviant adolescents. Teachers who tend to use aggression on deviant students will no doubt be met with further deviancy from those students as the teacher directly affects the social relationships that are established in the classroom setting (Birch & Ladd;

Trouilloud, Sarrazin, Martinek, & Guillet; Zettergren, as cited in Simons et al., 1991). From the present study, it was noted that teachers who displayed disgust with a deviant student or who viewed the child without showing any sign of caring, encouraged the child into believing she was unimportant and had no sense of purpose. This in turn amplified the level of deviancy displayed by the deviant adolescent. As previous studies indicate, the personality of the teacher determines the measure of comfort experienced by the students (Xinrui & Ling, 2012). Teachers who are harsh and strict and do not allow students the opportunity to explain themselves were unfavoured. As such, the teacher who resorts to using derogatory names to refer to a student further perpetuates the feeling of unworthiness in the student, thereby causing a defensive response from the student which would then be viewed as deviant by the teacher. However, the 'deviant' act displayed at that moment could simply be an attempt by the student to preserve his dignity in front of his peers (Kyriacou, as cited in Xinrui & Ling, 2012). In line with previous studies, teachers need to exercise some measure of tolerance in dealing with deviant students (Wright, Cullum, & Schwab, as cited in Awang, Ahmad & Ali, 2013).

Interestingly, the present study affirms that teachers who are hypocritical in their attitude and behaviour towards deviant students are distrusted by them. The teachers who assure deviant students that they care about them and then give up on them force the deviants to continue being deviants as they believe no one cares about them and therefore, sees no reason why they should change.

In addition, the maturity level of an adolescent plays a significant role in his adoption of deviant behaviour. These results were affirmed by Canter (1982), Phelps and McClintock (as cited in Pleydon & Schner, 2001). Some of the respondents in the present study displayed early emotional maturity while others were physically mature. Nevertheless, the feeling of being

mature whether emotionally or physically, determined the behaviour of the adolescents. Those who believed they were emotionally mature openly engaged in sex related topics and were of the view that that was acceptable behaviour not intending to be deviant as was suggested by the teachers.

Surprisingly, image was a key factor in deviant students' beliefs regarding their behaviour. Consistent with the theory of reasoned action, the need to feel a sense of purpose, to be socially accepted or to portray themselves as powerful, independent, popular and as role models to other students served as the impetus for some of the deviant behaviours displayed by the respondents. The image that deviant adolescents' peers have of them can account for the actions taken by those deviant adolescents. These results are consistent with the literature where female deviant adolescents long for social recognition. Also, in keeping with social learning theory and results of previous studies by Cotterell (1996), Sutherland and Cressey (as cited in Pleydon & Schner, 2001), it was noted that students who considered themselves to be independent believed that they were unable to coerce others to do as they wished or for they themselves to be coerced by others, unless they felt attached to the individual or had something to gain from the behaviour, despite considering others as friends. There seems to be some measure of distrust amongst deviants in this study, which is affirmed in other studies (Brownfield & Thompson; Jaffe et al., as cited in Pleydon & Schner, 2001).

Moreover, it was discovered that deviant students engaged in deviancy as a means of coping with their personal feelings of hurt, rejection, isolation and lack of love stemming from a lack of parental concern. This was confirmed by the results of previous studies (Rohner, as cited in Hoeve, Dubas, Eichelsheim, Laan, Smeenk, & Gerris, 2009). These feelings seemed to

inculcate feelings of unworthiness where some deviant adolescents seek worth in negative others.

Research Question 2

How do deviant students perceive their own behaviour in relation to the schools' culture?

The most surprising result was the fact that deviant students saw their behaviour as a form of comedy, being completely harmless. Throughout the literature, there seemed to be a dearth of information on deviant behaviour from this perspective. However, specific to this context, it seems quite significant in providing a rationale for deviant acts. It seems that some deviant behaviours are done because the recipients of their behaviour spur them on by laughing at it. It could be an attempt by the receiver of the deviant actions to deflect hurt; however, it persists as the deviants see their actions as funny and encouraged by others. Similarly, deviant students seem to engage in deviant behaviour as a result of a lack of constructive extracurricular activities during school hours.

Additionally, the results of studies done on social learning theory confirm that some behaviour displayed by deviant students are what was learnt from others and as such, have come to be recognized as normal by these deviant students. Having never been told otherwise by parents, or taught differently regarding a particular action or behaviour, in the deviants' minds, they are doing nothing wrong. As such, the present study reveals that deviant students perceive their behaviour in tandem with the role of a teenager, which purports normalcy. Though this finding was not in the literature, it serves to provide a rationale for the demonstration of particular behaviours in the context of the school and its culture of rigidity.

Likewise, uniform breaches can be attributed to deviant students trying to establish an image for themselves where they are seen by other peers as 'hip and fashionable'. Deviant girls

seem to be concerned with physical appearance and identity. Attempts at altering the uniform seem to support this claim. These findings are supported by results from previous studies (Davies, 1984; Rodriguez; Kerpelman & Smith-Adcock, as cited in Lopez et al., 2008; Jackson, 2004).

Interestingly, deviant students engaged in deviant acts such as shouting at a teacher or questioning the teacher's authority in an attempt to justify themselves for being blamed for an incident. They believe that the teachers do not give them the opportunity to explain or defend themselves and only through verbal aggression would teachers listen to them. This finding was also absent from the literature, however, it underscores the plight of the deviant West Indian child, in this context, having to fight for a voice.

Lastly, as a symbol of loyalty towards another friend, deviant students would defend each other against a teacher or student through verbal abuse of the teacher and blatant defiance. This act shows the extent of the friendship and further solidifies it. Results from previous studies indicate this (Giordano et al., as cited in (Pleydon & Schner, 2001).

Research Question 3

How do deviant students perceive they are treated by their teachers?

Deviant students, in this study, perceived their treatment as wholly negative by teachers. They believe that teachers treat them unfairly by demonstrating favouritism and bias to students who fulfil the image of the 'good' child, while they are seen as outcasts. This finding was consistent with those from previous research (Munn & Lloyd, 2005).

Additionally, as supported in other studies, students believe that teachers dislike deviant students and thus, engage in unfair discipline practices, where they would mete out harsher punishments to them.

Furthermore, in keeping with labelling theory and studies conducted using the theory, deviant students believe that teachers, both those who interact with them and those who don't, pre-judge and label them as 'bad' or 'worthless' treating them accordingly. This in turn has adverse effects for the deviant child as many simply tend to live up to the expectation.

In a similar light, the negative perception that teachers hold of these deviants festers and creates a communication barrier. Messages sent and received from teacher to student and student to teacher are misinterpreted and misconstrued, due to the negative view of each other where both parties seek to find the flaw in the other. This finding concurs with that of (Munn & Lloyd, 2005). As a consequence, deviant students believe that teachers over react with regards to issue such as bringing up the topic of sex in class – topics they deem appropriate to discuss. This finding was in keeping with the results of the previous study (Munn & Lloyd, 2005). Although the study didn't focus on the perceptions and culture of teachers, it could be garnered that there exists a marked cultural difference between deviant students and the teachers, possibly owing to the generation gap between them.

One of the findings that seem of great value was that deviant students perceived that they were racially discriminated against by some teachers. Students who were of African and mixed ethnicities believed that teachers of East Indian ethnicity treated them differently. However, this claim was not substantiated from the data, though it was an inkling that these students had.

Recommendations

In light of the findings presented in this study, the following recommendations are suggested. Firstly, the need to educate parents on the role that they play in the lives of their children is imperative to bridging the distance between parent and child, in communicating positive reinforcement, guidance, support and love. As such, the need to put pre-emptive (not

reactionary) measures in place should entail the introduction of parenting classes from as early as elementary school into secondary school, so as to inculcate ones responsibility throughout every stage of his life till he/she is able to fully function on his/her own as an adult.

Secondly, the introduction of conflict management sessions once a week, for the five year period in the secondary school system should be structured into instructional time. This would ensure that students are equipped with the tools necessary to deal with conflict as they exist on a daily basis.

Thirdly, schools need to introduce extra-curricular activities during school hours so as to offer students opportunities to actively engage in constructive skill building activities, possibly sports. The Ministry of Education needs to supply schools with the necessary resources, facilities and equipment that would aid in creating constructive and productive school settings.

In addition, mandatory teacher training should be given to teachers prior to their placement into schools as well as on-going training to ensure that teachers are au courant with techniques and strategies that would assist in dealing with deviant students.

Conclusions

The study employed a qualitative case study methodology to the study of deviant behaviour. The present study was designed to explore deviant students' perceptions of their behaviour in a single sex girls' secondary school. Results showed that parenting practices and negative teacher attitude are instrumental in shaping deviant behaviours. However, negative teacher attitude seemed to have a greater influence on deviant behaviour. The study found that parents who share a poor relationship with their daughters tend to promote deviant behaviours through a lack of monitoring and supervision of their activities. Of equal importance was the finding that teachers' attitudes directly foster or eradicate deviant behaviours in students.

Teachers who hold negative perceptions of students and who engage in unfair practices, tend to encourage deviancy.

Based on these findings it would appear that deviant students are not solely to be held accountable for their behaviours. Other factors, which are out of the control of the child do impinge and play vital roles in helping to shape and stabilize deviant behaviours. Also, it would appear plausible to conclude that the theory of reasoned action serves to highlight how the beliefs of others can impact on ones attitude, intentions and finally, actions. Therefore, teachers and administrators should seek to utilize strategies that aim at reducing and eliminating deviant behaviours in the school, by showing sensitivity and compassion for students considered deviant. Without ample training workshops to assist teachers in counteracting deviancy, the fundamental purpose of schooling that being, learning, will be lost.

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Appendix A

Data from students' files, House Books and Roll Book - Participant 2 "Cathy"

Period: Form 2 and Form 3 (Term 1&2)

Student file:

- Disrupting class with loud random outbursts during sessions.

- Suspended for bullying another student.

- Placed out of class downstairs for making a verbal threat to teachers.

- Found to have disrupted a teacher's class by beating of the desk.

- Unauthorized possession of a camera cellular phone.

- Found to be cursing another student.

- Cheating in Geography examination.

- Repeated offence of unauthorized possession of camera cellular phone.

- Lying whenever she is in trouble.

- In possession of iPod and weave.

- No homework done for several subjects.

- Suspended for stealing money from another student's bag.

- Brought condom to school and proceeded to place it on a paw paw.

- Reprimanded for wearing nail polish.

- Forged mother's signature concerning note for early dismissal from school.

- Stole wallet from another student's bag while the bag was on the student's shoulder.

- Involved in a physical fight with another student from another school.

- Rude to the security.

- Suspected of stealing money from teacher's basket on the desk during class time.

- Copying English Language homework during History class.

- Cheating in Mathematics midterm test.

- Played a prank on a student by placing glue on her skirt without her knowing.

- Repeated occasions of incomplete homework.

- Found to have taken off her shirt and skirt and pranced around the class during lunch time asking other students to touch her buttocks.

- Answer backs teachers in a rude and aggressive manner, even when she is not directly being spoken to.

House Books:

- Cathy received a total of eight order marks for cheating in exams, being suspended, cheating in Maths and Geography exams and for stealing money.

Roll Book: Absenteeism and Lateness

Class and Term	No. of days absent	No. of days late
Form 2 Term 1	3 / 68	2 / 68
Form 2 Term 2	4 / 52	0
Form 2 Term 3	6 / 52	1 / 52
Form 3 Term 1	9.5 / 75	0
Form 3 Term 2	4 / 61	1 / 61

Appendix B

Data from students' files, House Books and Roll Book - Participant 3 "Keisha"

Period: Form 2 and Form 3 (Term 1&2)

Student file:

- Repeated offence of popped collar.

- Took off shirt in class.

- Took off shirt and skirt in class during lunch period.

- Involved in a plan to skip school with another student.

- Suspension for bullying another student.

- Disruptive during Geography class.

- Copying from another student during Spanish exam.

- Unauthorized possession of camera cellular phone.

- Disobeyed teacher's instruction to sit outside and walked off.

- Seen by a teacher to be late and casually strolling to school with 'doubles' in her hand and after being told to sit outside of the class, she proceeded to stay in the class and eat her 'doubles' when she thought the teacher wasn't looking.

- Unauthorized possession of two camera cellular phones.

- Found to have a short school skirt as a result of rolling it at the waist and told to rip the hem.

- Seen by a teacher to be holding hands with a male individual outside of the school.

- Took a tattoo on her hand.

- Found with incorrect colour of sneakers and no note for it.

- Eating in several teachers classes without permission.

- Seen with headphones on at the end of the school day while in uniform.

- Unauthorized possession of camera cellular phone again.

- Making loud random outbursts, distracting others.

- Defends her friends when teachers are addressing the class regarding an issue, in a hostile, aggressive manner.

House Books:

- Received a total of six order marks for copying during Spanish exam, getting a tattoo, repeated possession of cellular phones and extreme disrespect to teachers.

Roll Book: Absenteeism and Lateness

Class and Term	No. of days absent	No. of days late
Form 2 Term 1	9 / 68	6 / 68
Form 2 Term 2	7 / 52	3 / 52
Form 2 Term 3	8 / 52	6 / 52
Form 3 Term 1	7 / 75	12 / 75
Form 3 Term 2	8 / 61	13 / 61

Appendix C

Data from students' files, House Books and Roll Book - Participant 1 "Gina"

Period: Form 2 and Form 3 (Term 1&2)

Student file:

- Verbal argument involving another student where Gina was disrespectful to teachers and used aggressive and rude body language.

- Gina walked out of class without teacher's permission and then lied about being given permission, saying she asked to go to the bathroom.

- Gina found wearing a chain and it was confiscated.

- Extremely rude and disrespectful behaviour after being found with having her school skirt shorter than the required length and was made to rip her hem, where she refused and was told to stay out of class until she did.

- Unauthorized possession and use of camera cellular phone during school hours.

- Suspended for bullying a form one student.

- Threats made by Gina to physically attack another student.

- Repeat offence of having an unauthorized camera cellular phone in school.

- Disruptive behaviour during Geography class.

- Answers back teachers in a rude and disrespectful manner when her friends are being addressed.

- Involved in the incident where another student brought a condom to school where she and her friends placed it over a paw paw.

- Continuously loud and disruptive during all classes.

- Often found with only one book in her bag.

- Little to no notes taken during classes as evidenced from her notebook and teacher's observation during class time.

House Book:

- Gina received three order marks on separate occasions for extreme verbal aggression towards teachers and cellular phone possession on two occasions.

Roll Book: Absenteeism and Lateness

Class and Term	No. of days absent	No. of days late
Form 2 Term 1	17 / 68	10 / 68
Form 2 Term 2	20 / 52	13 / 52
Form 2 Term 3	15 / 52	18 / 52
Form 3 Term 1	49 / 75	24 / 75
Form 3 Term 2	40 / 61	20 / 61

Appendix D

Data from students' files, House Books and Roll Book - Participant 4 "Kim"

Period: Form 2 and Form 3 (Term 1&2)

Student file:

- Suspended for bullying another student.
- Unauthorized possession of camera cell phone.
- Found to be cutting herself on the arms and legs during school hours.
- Found to be crushing pills and sniffing them during school hours.
- Involved in a plan to run away from school with another student to meet a boy.
- Disruptive during Geography class.
- Reaching to classes late.
- Sleeping during class time.
- Walking around during teachers classes.
- No homework for English Language, Spanish and Science.
- Making loud, disruptive outbursts during teachers' classes.
- Accused of showing pornographic pictures to other students using a cellular phone.

House Books:

- Kim received one order mark for possession of cell phone.

Roll Book: Absenteeism and Lateness

Class and Term	No. of days absent	No. of days late
Form 2 Term 1	9 / 68	0
Form 2 Term 2	6 / 52	1 / 52
Form 2 Term 3	12 / 52	1 / 52
Form 3 Term 1	13 / 75	0
Form 3 Term 2	14 / 61	2 / 61

Appendix E

Interview Protocol

RQ 1: What factors impact on deviant students' beliefs regarding their behaviour?

1. Tell me about your family and who you live with.

2. Tell me about how much time your parents spend with you daily.

3. How well do you get along with your parents?

4. Are your parents strict with you or would you say that you all are like friends?

5. Tell me about some of the things you and your parent fight about.

6. How would you describe the type of person you are?

7. How do you generally feel about your actions?

8. Tell me about some of the things you do that may be frowned upon?

9. Tell me about some of the things you think you are right in doing.

10. Do you think it is alright to speak your mind to others?

11. Do your parents feel the same way?

12. What are some of the things your parents tell you it's ok to do in school?

13. Tell me about an instance when you got into trouble in school and you felt you were right.

14. Do you think you behave inappropriately?

15. How do you think your friends feel about your actions?

16. How important are your friends' views of you?

17. Have you ever done anything that your friends disagreed with?

18. Would you consider yourself a leader of a follower?

19. Do you think you are popular with your friends?

20. How popular are you in school?

21. Do you think students are afraid of you?

22. Are you afraid of any student or teacher?

23. If another student opposes you in front of your friends in school, would you walk away and tell a teacher or would you confront her?

24. Do you think your friends would laugh at you if you walked away?

RQ 2: How do deviant students perceive their own behaviour in relation to the schools' culture?

1. How do you feel about this school?

2. Tell me how you feel about rules in general?

3. Tell me about the rules of the school.

4. Do you think you benefit from the rules?

5. How do you feel about the teachers?

6. Do you think you have enough opportunity to share your views of issues?

7. What do you think is expected of you, with regards to your behaviour in school by your teachers?

8. How well do you think you exemplify what a student of this school should be?

9. How do you uphold the school's motto of working in harmony?

10. If given the opportunity, would you like to attend another school?

RQ 3: How do deviant students perceive they are treated by their teachers?

1. What do you think teachers think of you?

2. Do you think your teachers are interested in helping you be the best you can be?

3. How would you say you are treated by teachers and the principal?

4. Why would you say you are treated this way? Give specific examples.

5. Are all students treated the same?

6. Do you think you need to be disciplined?

7. Do you feel 'picked' on by teachers?

8. Do you think that the teachers and principal are right to discipline you?

9. What do you think about the way you are disciplined? (Sitting in front / outside class/ public

   apologies/ripping hem, washing mouth for cursing.)

10. What do you think would happen to you if you weren't disciplined?

Appendix F

Summary of Research Question 1 and Themes

Research question 1: *What factors impact on deviant students' beliefs regarding their behaviour?*	
Themes	**Supporting data (Color coded)**
Parenting Practices	"We not friends but she not strict either…I is basically do wa I want…she doh be home cuz she doin classes." (Lack of supervision) "…well daiz basically how I grow up so it jus instil in me…is like a habit. Daiz how..I accustom to it." (Being aggressive) "No, she doh say nothing" (Disciplining) "Well my mother does be normal with…when my skirt short so I doh find it should be a problem in school." (Condoning uniform breach) "Ah doh get along with them at all." (Relationship with parents) "They treat me like a friend an let me go out an have fun…I go parties an limes wit my friends." (Degree of freedom given by parents)
Negative Teacher Attitude	"… if it is you want to be respected, respect me too…if it is they talk tome in a kinda tone an a kinda anger… I does get aggravated." (Mean teachers) "…some teachers ah doh like at all because of how they does watch me…like well you know if I is a…I lower than everybody so, I can't be nothing an they better than me…" (Not valued) "…if a teacher talkin to me an sayin I is a dog an thing, I not goin an sit down an jus say alright an jus take it…" (Name calling)

	"…some jus hoggish an I is stay far from them…" (Rough teachers)
	"like they does come to school vex an take out they frustration on you." (Tolerance level of teachers)
	"…how you react to teachers then they will treat you like that." (Reciprocity of attitude)
Level of Maturity	"I doh see you ha to go an get a teacher involve jus for a pen or something…I think you big enough to talk an settle it out." (Age allows perceived rational thinking)
	"My two parents treat me like a big girl" (Seen as mature)
	"…we are big girls, we would understand the answers cuz we are girls, for our age we think very mature.…" (Students' view of themselves)
	"…we big enough to know we not suppose to raise we voice an do right from wrong in school." (Age equals wisdom)
Self Image	"I not goin an sit down an let nobody talk to me how they want." (Image of appearing weak / worthless)
	"…I know Karen an them does kinda look up to me." (Role model)
	"they know me from seein me with the trouble I is give…an they know not to harass me…" (Popularity)
	"I doh really fraid the teachers. Like yea you could buff me an thing but I doh fraid them to say I have a fear of them. Cuz I doh fraid nobody." (Confident)
	"I never really look at myself as someone who will portray something to somebody" (Low self esteem)
	"Confront cuz I doh want to look stupid an walk away" (Reputation / Image of bad girl)

Emotional State	"I would describe myself as a very sensitive person, I cry for every little thing." (Sensitive) "them doh care bout me." (Rejected / Unloved) "…it does hurt to know that I doh have my mummy an daddy an then when they with their family an thing I hadda be with my grandpa." (Isolated / Unwanted) "…them home with their chirren an they family an them does get on like I doh mean nuttin." (Unworthy) "Well ah doh talk to my daddy no more." (Hurt)

Appendix G

Summary of Research Question 2 and Themes

Research question 2: *How do deviant students perceive their own behaviour in relation to the school's culture?*	
Themes	**Supporting data (Color coded)**
Comical	"I not troubling her bad, is jus make fun…I does jus talk to her normal an I is call her 'bird food' an everytime I pass an she eatin I is say 'bird food' and she is jus laugh." (Joke) "I know the school have no activities so I does jus do something to make me laugh…daz the fun…you know runnin from the teacher a lil bit." (Joke) "...jus bein wild." (Mischievous) "Ellen heard wrong an she thought she heard 'a brothel' an then we start to laugh at it so we get put out from Science." (Funny)
Behaviour Norms	"Is jus like makin noise like 'alyuh lewwe do a rhythm section here' cuz we does do that plenty miss…an we doh see nothing wrong wit it…an all them chirren does come an watch." (Accustomed) "Some of the rules…for me…doh make no sense…an you see the thing with pop collar, that does look normal." (Normal behaviour) "The earring policy…a earring is a earring, wa da have to do with the level of education that we getting..." (Confusion due to behaviour norms) "...things like long nails an thing, an the socks…I doh know way is the problem with the socks…is jus a socks you wearin…" (Lack of understanding) "...yea I does lose my temper sometimes an doh pay attention in class…or disrupt the class at times but I doh think that make me a bad person…I think daz jus bein a teenager." (Understanding of adolescence) "I know sometimes I is talk loud or I is..some of the teachers does

	say I have a attitude but to me I find I does talk normal." (Accustomed)
Preservation of Image	"...you doh necessarily need to have your skirt so long…well…if…it could at least be right beneath you knee but no shorter because sometimes is jus look weird with that long long skirt." (Appearance) "...like if teachers show like they tryin to belittle yuh an… like tryin to make you look stupid in front of other students an teachers…I wouldn't take it jus like that miss, I will tell them back something because daiz jus tryin, you jus tryin to embarrass me so I would do you back the same thing." (Embarrassment) "...you can't let people take advantage of you." (Afraid to look weak) "...if my shirt over tight it not ok wit my mom because it does look weird." (Image) "The rip hem…daiz embarrassment. I doh like that…if it is you have to travel, your whole skirt goin an be droppin down an lookin nasty an ugly." (Appearance) I would confront her cuz I hate embarrassment. "Even if it is you have something to tell me, doh wait till you know, I in front of people or something, pull me to the side an ask a question or something." (Embarrassment) "in the manner which teachers like to talk to you... especially if it is in front a class, they is want to walk to you in a certain way for you to feel...you is nothing an they does talk to you like that..an daz wa I does get vex for, take the student outside, ask her questions, whatever, don't come in front of the whole class an be like…oppose her an make her look like a fool na so I rather like it be more silent an discreet". (Embarrassment) "...like the long skirt, it does done make hot already…to ha the wear da long long skirt, it jus outrageous…cuz it doh look good." (Appearance)

Form of Justification	"I was vex, I wouldn't lie, I was so vex an I admit I did give Ms Pamela a good bit of attitude but ah jus wanted her to understand the point that we wasn't wrong." (Wants to be heard) "I find it is right to talk your mind so that they would understand what you feel an your opinion towards them, maybe that could give them a more clear understandin to the situation, because I want to justify myself." (Wants to explain) "Daiz the onliest time they would really listen to you if you be aggressive" (Justified) "...you should speak your mind so they could understand what you saying." (For explanation)
Loyalty	"...sometimes my actions are justified to the situation for example, if it is they want to belittle somebody in class for something, I will stand up with my friend an I'll be like well…he or she is right for this situation." (Sense of loyalty) "I am a loyal friend to all my friends in class an like I would never back down because I know if I am in trouble, I know somebody will be there to stand up with me…so I like to stand up there with them too na…I like to give them the same appreciation that they show me." (Sense of loyalty)

Appendix H

Summary of Research Question 2 and Themes

Research question 3: *How do deviant students perceive they are treated by their teachers?*	
Themes	**Supporting data (Color coded)**
Negative Teacher Attitude: • Unfair • Labelled • Misinterpreted • Over-reaction • Disrespected • Racist	"…some teachers ah doh like at all because of how they does watch me…like well you know if I is a…I lower than everybody so, I can't be nothing an they better than me." (Disrespected) "The same way that Gina had to sit down outside, I think that Annie shoulda…get…ha to sit down outside as well because it not fair for one person to take the fall for the entire situation when clearly is the both of them do it…an them, am…I think that Annie didn't get in so much trouble jus because her aunt is a teacher in this school." (Unfair disciplining) "Yes I could go any other school cuz here too strict and they does be real unfair when it comes to you an say…a nex child in trouble and say the nex child good, well is only you they does blame." (Labelled) "…it ha the teacher's pet, them who is suck up to the teachers an will get to do whatever." (Favouritism) "I also think that…it have racism in this school miss… because I does always say is because my hair not straight that some teachers doh like me too." (Racism) "I does feel that teachers will always be on me because how I does give trouble…well they will always be against me or always on my case." (Labelled) "…if it is you want to be respected, respect me too…if it is they talk to me in a kinda tone an a kinda anger …I would talk back in that same manner." (Disrespected) "One main right I want in school is for the teachers to respect the students' opinion an jus have ah understandin of the student …so I

jus did like for them to puh a lil more side for the student an understand the students' point of view." (Ignored)

"…we ask, why it is muslims were not able to wear contraception an thing an she didn't want to answer but… she didn't have to make it a problem." (Over-reacted)

"I was like I didn't mean it in that way." (Misinterpreted)

"…the manner which teachers like to talk to you, like they does…like especially if it is in front a class, they is want to walk to you in a certain way for you to feel, like you know, you is nothing." (Disrespected)

"…teachers in this school does be so unfair with the class… They would jus judge us by what they hear." (Labelled)

"…if it is my name call in a situation, they would be like Keisha is the culprit an they wouldn't take time to understand…they doh ever take time to understand the situation, they would jus judge me." (Labelled)

"…the situation when the girl claim that Gina an I was bullyin her when we jus went an ask her her name…an we never even get to the bottom of that but we had to take our suspension." (Unfair)

"I doh think that was such a big deal. Miss an them does take small thing an make into this big crime." (Over-reacted)

"…some teachers jus accuse before they ask…then when other teachers ask now then the teachers an them don't know who to believe…is either the teacher or the student…an sometimes they believe the teachers because they have a more close connection with them." (Ignored)

"Cuz how they is adults sometimes they is take it wrong an not how you want them to take it." (Misinterpreted)

Appendix I

Excerpts from Interviews

(R- Researcher; P1, P2, P3- Participant 1 etc.)

Transcription of data from Participant 2 –Cathy

RQ 1: What are the factors that impact on deviant students beliefs regarding their behaviour?

P2: I only live with one sister. She younger than me. She real annoyin. She does always get me in trouble.

R: Do you all get along?

P2: We doh really get along because mommy does always take she side so I does jus keep to myself when ah home.

R: So your grandmother is with you…am…how do you get along with your grandmother?

P2: We is quarrel plenty but our relationship kinda better than my mother an mine.

R: Ok tell me about that. How come the relationship with your mom is not so good?

P2: She does like to quarrel too much and well, my grandmother, I does be around her more so ah grow closer to my grandmother.

R: Ok. How well would you say you get along with your mother?

P2: Not well. When she tell me ah cyah go somewhere I does jus be like 'ok, whatever' an I is still go.

R: Or ok. So how you feel about your mother then?

P2: She does annoy me when she tellin me things an real out of timin things (irrelevant things).

R: Like what?

P2: Like 'oh how, well that…like when she was tellin me that oh how when she was goin to school she hair never used to look like mine, like how I cyah comb my hair an all kinda thing..' I is jus be like well if is…daiz how I want to comb my hair so, so daiz my problem, daiz nuh your problem, so doh...try to change me.

R: When she tells you those things, how do you react?

P2: I is jus go in my room.

Transcription of data from Participant 1 – Gina

RQ 1: What are the factors that impact on deviant students beliefs regarding their behaviour?

R: So the first thing I want to ask is..tell me about your family and who you live with.

P1: Because I doh live with my mummy and daddy…because my mummy, she livin with my step-father an my other brothers an sisters an I doh get along with him an I not livin with my daddy cuz he does live with my step-mother an my other brothers an sisters an I doh get along with she.

R: So your mummy doesn't want you to come and live with her?

P1: Yes, but I not comfortable livin there with her an she wasn't really there cuz I used to live with my granny an them in the beginning so I doesn't feel comfortable.

R: Alright, how well would you say you get along with your parents?

P1: Ah doh get along with them at all.

R: You don't..well alright. Are your parents strict with you or would you say you all are like friends?

P1: We…is not friends an they doh really say nuttin…them doh really be around…

R: Ok, but are they strict?

P1: No.

R: How come?

P1: Cuz..I doh be…I doh have…I doh interact with them cuz in the day they doh be around.

R: Alright…am…well tell me about some of the things you and your parents would fight about?

P1: My step parents…we would fight about my step parents. Well ah doh talk to my daddy no more. So is jus my mummy an we is mostly fight bout my step parents an we is jus…cuz she does quarrel for everything.

R: So you would fight with her about your step father?

P1: Yea..because me an my mummy doh really have a communication..we doh really ha no communication…she doh really say nothing.

Transcription of data from Participant 4 – Kim

RQ 1: What are the factors that impact on deviant students beliefs regarding their behaviour?

R: Ok. How well do you get along with your parents?

P4: Fifty Fifty cuz normally the only time I is get along with my mom an them is like on Sundays when we go temple an mostly on a Monday when we go temple an thing.

R: Ok but in terms of disciplining you, would your parents do that?

P4: Yea they would…

R: Are your parents strict with you or would you say you all are like friends?

P4: No they are strict with me an I can't go any way by myself, I always have to have people around me…an yea.

R: Ok. What about in terms of when you get in trouble in school, how do they react to that?

P4: I get real buff up an thing.

R: What were some of the things you got in trouble for?

P4: Well I got suspended for I doh know what reason…they say I say something about some teacher…I did no such thing because me an Ms. Kelly is like this (close) so I really doh know

P4: Like you know following the wrong company, tryin to be with friends more than school work.

R: So tell me about some of the things you and your parents fight about?

P4: We doh really have arguments to say, cuz when they talk I does have to listen…my father does get real mad if I say anything, like if I get in trouble an I tryin to explain myself an my mother does say wa he say.

R: Ok how would you describe the type of person you are?

P4: I would describe myself as a very sensitive person, I cry for every little thing, yea.

R: What about school…what kind of person are you in school?

P4: In school, when I limin with friends an thing I doh study school work at all.

R: How do you generally feel about your actions in school?

P4: I does regret what I do sometimes after I do it.

Transcription of data from Participant 3 – Keisha

RQ 1: What are the factors that impact on deviant students beliefs regarding their behaviour?

P3: My two parents treat me like a big girl in certain cases.

R: So you all talk and you tell her what happened in school and what not?

P3: Yea but…I love my my phone so I am always on my phone in my room or something an she would jus come home an be like 'good afternoon' an go an spend time with daddy an I would jus be in my room doin whatever.

R: Alright, so how well would you say you get along with both your parents?

P3: Well my father young so he would understand certain cases that would go on an my mother is jus always there.

R: Ok, so would you say your parents are strict with you or they treat you more like a friend?

P3: They treat me like a friend an let me go out an have fun…I go parties an limes wit my friends.

R: What about if you happen to get in trouble in school or something and you tell them about it, how would they react?

P3: Daddy, he always agreein with teachers, no matter what the situation is he would always agree with the teacher…so he is never on my side an mummy she does always try to pick up for me.

R: Ok well tell me about some of the things you and your parents would fight about.

P3: Bein on the phone too much…the onliest chore I have to do in the house is wash the wares…the main problem in the house to get me to do somethin once I'm on the phone.

R: Would you quarrel with your parents?

P3: Yes, when ah real upset an…

P3: Alright, so like the day with the situation when a group of us get put out of class for the…with Ms Rani an Ellen bring up back an unwanted conversation about…we was talkin bout attraction or whatever an Ellen heard wrong an she thought she heard 'a brothel' an then we start to laugh at it so we get put out from Science an I ask the question 'well why are we'…so I wanted to know why we was outside for because it wasn't much of a situation or whatever…an I was vex, I wouldn't lie, I was so vex an I admit I did give Ms Pamela a good bit of attitude but ah jus wanted her to understand the point that we wasn't wrong, it wasn't such a big issue or whatever that Ms Rani made it sound…an when I went home an try to explain to daddy, he thought I… he say I was wrong for talkin to Ms. Pamela like that an I agree, yes, but he wanted

to agree with Ms. Rani an I was like jus try an understand my side of the story, fight for me for once an understand what it is I tryin to say.