

**A Sub-Culture of Delinquency:
Factors That Motivate Students of Form 3H to Join a Delinquent Sub-Culture
in Pine Hill Secondary School**

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ABSTRACT

There is no denial of the fact that delinquency within schools has been a major concern to all stakeholders in education globally. In order for delinquency in schools to be tackled, researchers must discover what factors motivate students to commit delinquent acts. This research sought to explain delinquency from a cultural standpoint and was based on the theoretical framework of Cohen (1955) sub-culture of delinquency approach. The research question that was operationalised was what factors motivated students to join a delinquent sub-culture at Pine Hill Secondary School. Cohen's (1955) sub-cultural theory indicated that within the context of a group, such as a school, there may be certain norms and values that may be universally agreed upon and these norms and values tend to become part of the established culture of the school. However, there may be those who may not conform to the value system, and go against the mainstream culture.

The methodology undertaken in this research fell under the paradigm of the constructivist/interpretivist paradigm, in which the research strategy used was case study and the data collection instrument was the semi structured interview. The researcher used the non-probability sampling technique of purposive sampling, given the nature of cases involved.

The findings of this research revealed that the following were reasons why the students in this study join the delinquent sub-culture at Pine Hill Secondary School. :

- Psychological problems
- Negative labelling of students
- Material deprivation
- Peer socialisation

- Dysfunctional families
- Constructs of masculinities.

Once these factors were identified, relevant strategies would have been recommended to reduce the delinquency rates in schools which included:

- 1- Developing effective communication among stake holders in education.
- 2- Family and school intervention into the total well-being of the child.
- 3- Clear organisation structures and appropriate personnel to deal with students.
- 4- Proper discipline matrix for sanctions
- 5- Contextualisation of the curriculum.

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CHAPTER 1 - INTRODUCTION

BACKGROUND TO THE PROBLEM

On March 20th, 2014, it was reported in the media that nine boys, ages 14 – 17 years from a Central secondary school appeared before a Judge in the Chaguanas Magistrate Court to answer charges of indiscipline in school. The students were arrested two days prior to the court appearance for fighting, possession of a weapon and alcohol consumption.

This case is one of many such incidences taking place in Secondary schools across Trinidad and Tobago. The increase in the level of delinquency in schools throughout the country has become a great concern to all involved. Media reports indicate that instances of delinquency in schools have manifested itself into fights, bullying, drug use, sexual harassment, truancy among others. Deosaran (2010) noted that there was an increase in the percentage of delinquency in school especially among the Form 3 students.

The Ministry of Education along with other relevant ministries has been desperately trying to curb the incidences of delinquency in schools, but so far the incidences still continue to rise. This increase in delinquency in school has captured the nation's attention since through the advent of technology such as social network sites such as "Facebook" and "Twitter" many delinquent acts are filmed and then placed online.

GLOBAL CONTEXT

The issue of delinquency has been a major pandemic as it may have affected all countries of the globe. The United Nations Youth World Report 2005 – 2015 stated that in 2005, there was a notable increase in juvenile delinquency, more than 30% since 1995. The report stated that

young people who live with difficulties are mostly at risk for becoming prone to committing acts of juvenile delinquency. These issues may range from poverty, dysfunctional families to substance abuse among others.

Moreover, the International Juvenile Justice Observatory (IJJO) stated that delinquency has been on the increase. The incidences of delinquency in schools according to the IJJO are increasing at an alarming rate, and even though many countries are putting strategies in place to reduce the incidences, the strategies seem to not work.

In addition, Walsh and Hemmens (2008) stated that juvenile delinquency occurs everywhere and its severity changes from culture to culture and from time to time. They state that delinquency has now become a global problem for many countries and as a person moves through the adolescence period of their life they are faced by a number of psycho social issues that may contribute to them becoming more prone to committing acts of delinquency.

REGIONAL CONTEXT

Drawing closer to the Caribbean, one can see that the region is significantly negatively affected by delinquency within the school. A United Nations 2008 report on the youth in the Caribbean noted that there is a growing concern for the proportion of youth engaged in criminal acts in the region. The report further stated that that many of the delinquent acts committed in schools occur in urban areas.

The UNDP Caribbean Human Development Report for 2012 states that overall youth crimes are costing the CARICOM states between 2.8% and 4% of their overall GDP. This is significantly crippling the economies of the Caribbean. The United Nations 2008 report also stated that

juvenile delinquency is rampant and has become of great concern to all nations in the Caribbean region.

A World Bank report in 2007 noted that not only in the Caribbean has there been an increase in violent crime done by the youth but also many young persons are also victims of violent crimes. The United Nations report of 2008 further stated that gang activities have been on the rise in the Caribbean, and these gang activities found on the streets have made their ways into schools.

The UNDP Caribbean Human Development Report for 2012 also stated that Jamaica had the highest number of youth convicted of crime in the region. The report also stated that the rise in youth crime in the Caribbean is costing the region between 2.8 to 4% of total GDP. Jamaica incurs 529 million USD per year to combat crime,

LOCAL CONTEXT

In May 2013, the findings of the report entitled- “No time to quit: Engaging Youth at Risk” was published. It cited from the works of Professor Deosaran that between the years 2002- 2008, indiscipline in the school was on the rise.

The report indicated the following trends:

- 40% of students attacked other students.
- 21.2% used force for personal gain
- 22% were in physical fights in schools
- 6% fought with guns and knives

Professor Selwyn Ryan reported that a large percentage of the participants under the study indicated that the school was an unsafe place

As cited in the Newsday on May 2nd 2013, Dr, Sandra Celestine stated that more than 50% of the secondary school youth are involved in delinquent acts in schools across the nation. This was stated in the UWI At Risk Youth project.

Consultant from Dolly and Associates noted in a newspaper article that a major reason for the deviance in society and school stem from the failure of education system, where is the school is now seen as unsafe and is a breeding ground for gangs and all sorts of delinquent acts.

Mustapha (2002) also noted that students in school who engage in deviant acts may be called “at risk” students as they may be under achievers and maybe have a higher probability of dropping out of school. Mustapha (2002) also noted that there is a mismatch between the goals of the school and the goals of the students, and as a result of the mismatch there is conflict and deviance on the rise in schools.

SPECIFIC SCHOOL CONTEXT

Secondary School X is in the South of Trinidad. It shall henceforth be called Pine Hill Secondary School. The school has a student population of 855 and 41 members of staff. It is a denominational school found in the St. Patrick district. The school is a single sex school – All boys. Based on the country’s latest census (2010), many of the households in the area are low income households hence a large number of students come from a low socio-economic background and are mainly from farming families. Based on the school’s registration forms, many students enter with mostly low grades from the SEA examination, ranging from 45% - 67%.

STATEMENT OF THE PROBLEM

It has been noted that there has been a high rate of delinquent acts being committed by students within this school. Based on the school's official records, the delinquent acts seem to emanate from a specific Form 3 class. For this project, the class will be called 3H. The class has 15 boys. There has never been a study done in this specific context on the delinquency that exists in this particular Form 3 class. Based on school records, 4 boys were chosen for this research based on the sampling technique of purposive sampling. The behaviour of the boys seems to violate the rules of the school therefore there was a need to examine this situation.

PURPOSE OF THE RESEARCH

The purpose of this research study is to critically assess the factors that motivate the students to join a delinquent sub-culture in this Form 3 H class. In conducting the research, the types of delinquent acts that students in this Form 3H engage in, may be uncovered. Also, mechanisms may be recommended that may be put in place to reduce the incidence of delinquency among students of the Form 3 H class. The research is expected at the end, to provide some insight into the delinquency in school by taking a social angle by looking at the subculture of delinquency in a particular school.

SIGNIFICANCE OF THE RESEARCH

It is expected that this study will provide useful information to various stakeholders in education on what factors motivate students to join deviant subcultures in schools. The information in this study is considered to be critical since it provides some insights into the growing phenomenon of delinquency in schools within recent times. The significance of this study is that knowledge on why students join delinquent sub cultures will now allow policy makers to have a greater

understanding of the ontological standpoints of the students, hence the students ontologies are now taken into account in the policy making. This study is considered to be a valuable source of the student's realities since it is obtained directly from them. If students themselves are allowed to express themselves on their own behaviour, to state why they join a deviant subculture, and to provide recommendations, teacher, heads of departments, deans, vice principals, and principals among others may now have a better understanding of the phenomenon of the subculture of delinquency.

RATIONALE/JUSTIFICATION OF THE STUDY

Although there may be many studies that deal with the explanations of indiscipline in schools and provision of recommendations, there still seem to be no improvement as deviance in school still continues to rise. Some stakeholders in education, such as teachers, lament there is need to improve the discipline in school, and that tradition explanations and mitigation plans seem not to work. This research may take a different stance looking at the delinquency in school as being a subculture that may oppose to the mainstream culture of the school. By allowing the students to express their ontologies, data collected can be used in policy making to guide the policy makers when formulating policies to reduce the incidences of delinquency in school.

RESEARCH QUESTIONS

Overarching question:

What factors motivate students of Form 3 H to join a delinquent sub-culture in Pine Hill Secondary School?

Sub questions

- 1- Why do the Form 3H students join a delinquent sub-culture in Pine Hill Secondary School?
- 2- What are the delinquent acts that these students get involved in?
- 3- What mechanisms can be put in place to reduce the number of students joining a delinquent sub-cultural group?

OPERATIONALISATION OF KEY TERMS

DELINQUENCY

- Kratcoski(1996) defines delinquency as “any actions or behaviours by those socially defined as “juveniles” that violate the norms of a society.”
- Hirschi (1974) indicates delinquency can be explained via three set of theories

SUB-CULTURE

- Haralambos and Holborn (2004) refer to a sub culture as a group of people that have something common with one another which distinguishes them in a significant way from the mainstream groups.

SUBCULTURE OF DELINQUENCY

- Cohen (1955) defines the sub-culture of delinquency as consisting of individuals collectively resolving societal status problems by developing new values which rendered status-worthy the characteristics they shared.
- Cohen (1955) further stated that juvenile delinquency is a sub-culture, since delinquency has its own culture which may clash with the culture of the wider school.

FORMAT OF THE REST OF THE RESEARCH

The remainder of this study is placed into different sections to have a chronological and logical sequence of the information, so that the research question would be answered in the end.

Chapter 2 deals with the literature review. Creswell (2009) noted that a literature review is not just a summary of the writings of different authors and scholars but also the literature review may fill gaps in the reader's mind concerning the topic or problem and also it provides a framework for the reader to follow.

Chapter 3 outlines the methodology used to conduct this study. Saunders, et al. (2009) noted that a methodology refers to how research should be undertaken using certain theoretical and philosophical underpinnings upon which the research is based. This study was conducted under the constructivist/interpretivist paradigm. This paradigm facilitates for in depth research into the phenomenon of the sub culture of delinquency and what factors motivate students to join this delinquent sub-culture.

The research strategy used in this research was a case study approach, specifically multiple case analyses. This allowed the researcher to conduct research on a sample of 4 cases chosen via the sampling technique of purposive sampling. The case study type chosen also facilitated cross case analysis. The major data collection technique used was semi-structured interviews. The data collected was analysed manually, using transcribed notes, categorising the notes into codes and themes. Eventually the codes and themes were discussed with the literature review sources to answer the research questions.

Chapter 4 of this study documents the data analysis. Miles and Huberman (2014) noted that in qualitative analysis the data that has been extracted in its raw form must be processed into a format that can be understood. In fact the raw data must be coded in such a way that the reader can make sense of the gibberish that has been collected from the field, but to the researcher, this is no gibberish but rather the realities of the cases under study in this research. Manual coding will be used to extract the data and then placed into themes.

Chapter 5 concludes the research where the analysed data is now corroborated with the exiting literature to find correlations or make connections in a discussion format. Once discussed, the researcher can note what was said by the experts in literature to what the cases indicated in the field. Recommendations may also be put in place to deal with the problem under study.

CHAPTER 2 – LITERATURE REVIEW

The literature for this study sought to explore some of the theories and perspectives on reasons why students join the sub culture of delinquency in schools. Creswell (2009) noted that the literature review of any study is integral as it may provide a theoretical framework for the study to follow. Creswell (2009) also indicated that the literature review allows the reader to get an insight on what experts in the field of the particular research may have to say on the topic matter. The literature sources tend to take into consideration, educational, sociological and psychological theories in an attempt to explain why students join a delinquent sub-culture in schools.

It should be noted that according to Creswell (2009) under a qualitative study, the literature review is always evolving. Unlike quantitative research where literature is presented in such a way to introduce a theory, in the case of qualitative research, the literature may change when taking the views or realities of the participants involved.

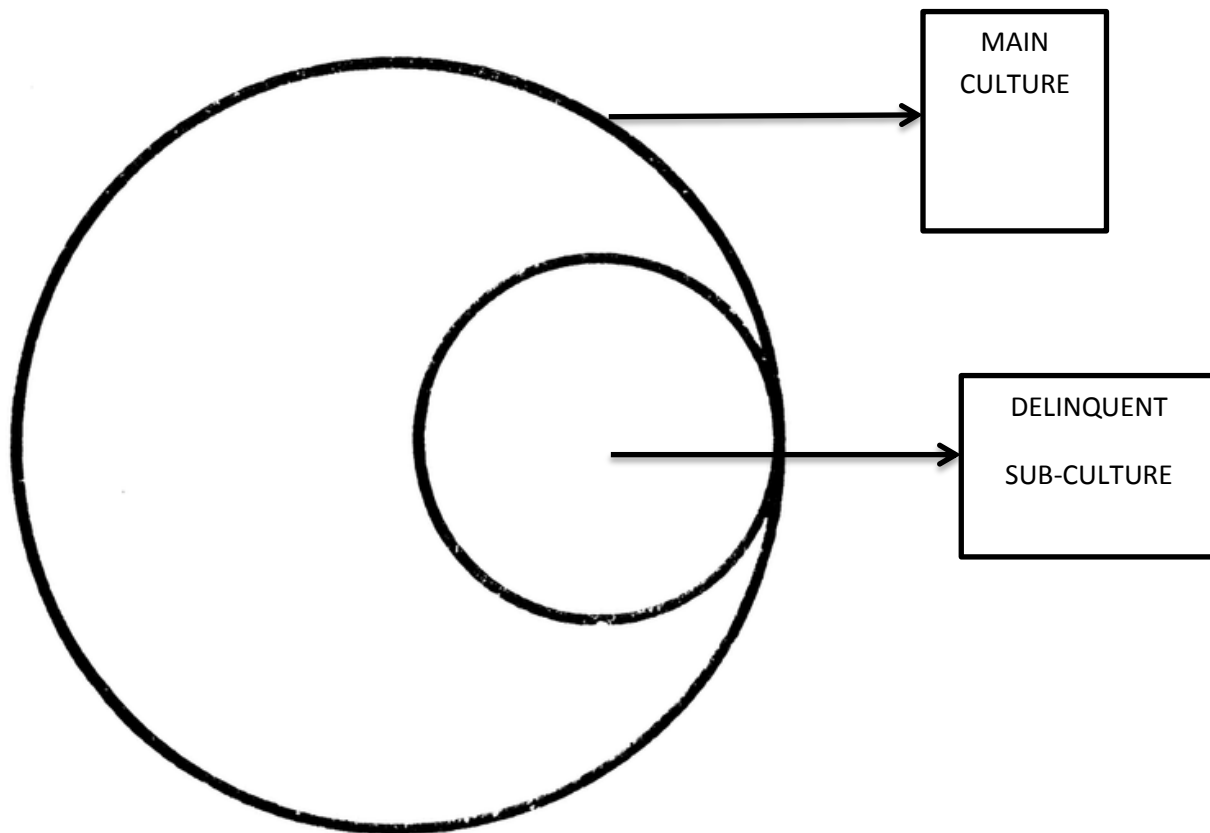
For this study, relating to factors that motivate students to join a delinquent culture in Pine Hill Secondary school, it must be noted that under this qualitative study, when the analysis was conducted, as will be seen later on, some of the theme uncovered were also represented in some literature sources that were found.

THEORETICAL FRAMEWORK

This study was based on the sub cultural theory advocated by Albert Cohen 1955. His ideas and research were published in the piece entitled “Delinquent Boys: Culture of the Gangs.” This theory explains that boys from lower income families may not be able to achieve the lifestyles and ideals of middle upper class societies and thus will retreat to form sub groups within a given context. In this sub –group, the members may commit delinquent acts and hence a sub-culture of

delinquency is formed. In this sub culture, delinquency is bred and manifests itself into criminal acts in a later life.

The following diagram illustrates this sub-culture of delinquency.



The diagram above shows the bigger circle representing the overarching culture of the school, while the smaller circle represents the sub-culture which is found within the major culture. The operationalised question here is linked to the diagram to show what factors motivate students to join the delinquent sub-culture in this particular school.

FACTORS THAT MOTIVATE STUDENTS TO JOIN THE DELINQUENT SUB-CULTURE

In reviewing of the relevant literature to understand the various factors that cause students to join the delinquent subculture, the following areas were further reviewed as being some of the major causes:

- i- Psychological explanations
- ii- Labelling
- iii- Dysfunctional families
- iv- Socio economic status and class
- v- Secondary socialisation – peers
- vi- Masculinity

PSYCHOLOGICAL EXPLANATIONS OF DELINQUENCY

Kratcoski (1996) indicated that problems in the various stages of a person's development may influence them to commit delinquent behaviour. Kratcoski (1996) further stated that when a student displays delinquent behaviour, it may be due to a number of reasons, such as a traumatic experience during youth development, or some psychological disturbance at the start of childhood. Walsh and Hemmens (2008) indicated that psychological explanations of criminal behaviour focused alot on the tendency of an individual to commit a crime.

Walsh and Hemmens (2008) also noted that the early theories of crime; indicate that there is a correlation between intelligence and temperament and crime. It was the view that low intelligence may hamper the ability of the person to control their behaviour and some types of temperaments may cause the individual to be impulsive and not sociable. Temperament may refer to how a person emotionally responds to stimuli. Individuals who may throw tantrums may

negatively affect their relationship with others, thus constituting to delinquent behaviour. Personality, in contrast is a characteristic based on cultural experiences.

Walsh and Hemmens (2008) in the end stated that delinquents have personalities that have negative emotions, lack empathy, and may have negative emotions.

Furthermore, Jensen and Rojek (1998) advocated the view that the psychoanalytical approach forwarded by Sigmund Freud (1900) could have shed some light as to why students may be prone to committing delinquent acts. Freud noted in his theory that human personality has 3 basic tenets:

- Id
- Super ego
- Ego

Jensen and Rojek (1998) followed Freud and claimed that delinquency and crime occurs in a person when the ego cannot control the desires of the Id. To Freud, the Id is only concerned with what is a pleasurable or basic instinct. The ego tries to ensure that the Id is in check. Based on this theory, Jensen and Rojek (2008) noted that in the personalities of criminals and delinquents, the ego has not developed to control the basic primal desires of the Id and hence persons may commit delinquent acts against others based on a natural urge or instinct. As Merton and Nizbet (1976) noted it, they indicated that individuals do not learn to become criminals but rather they try to learn to control the criminality and delinquency that may be in everyone. The failure of the super ego to restrain the motives of the Id leads to an individual becoming a delinquent.

Kratcoski (1996) ended by saying that since the individual may not be able to cope with his or her Id in a particular social context, in an attempt to express themselves, youths may tend to seek

out each other, and develop mutual rejection and opposition of societal norms, and hence they join a delinquent sub-culture.

In the final analysis, the psychological explanations offered by the above theorists seem to allude to the notion that delinquency among youths, may be as the result of problems in the youth mental and social development, which may further prompt them to join a delinquent sub culture in schools.

LABELLING

Williams and Mc Shane (1998) indicated that in society, the justice system attempt to regulate human behaviour in a formal way, and thus prescribe particular sanctions (rewards and punishments for conformity and non-conformity) to individuals for their behaviour based on value consensus. When rules are enforced, some may not conform and thus they may be labelled as an “outsider” (Becker 1963).

Williams and Mc Shane (1998) further stated that that those who are labelled as “outsiders” are considered to be those who do not uphold societal rules that have been generally accepted. The question is, how would labelling an individual as a delinquent or even a deviant further influence them to join a delinquent subculture?

Becker (1963) noted that delinquency is not a quality in a person, but rather their response to being labelled as such. Becker (1963) noted that that labelling an individual as delinquent can lead to a “self-fulfilling prophecy” where the labelled individual begins to see themselves as the label prescribes.

Becker (1963) further noted that, when a number of individuals are similarly labelled as delinquents such as in schools, a deviant group may be formed and a delinquent subculture is formed and this subculture may have its own rationalisations, beliefs and values.

Walsh and Hemmens (2008) postulated that labelling an individual as deviant motivates them to join a delinquent sub-culture or become delinquent in his or her own way. They noted that when “bad” labels are attached to someone, they eventually conform to the prescribed label. In the end they forwarded the view that labelling may lead to secondary deviance, where the stigma of the label alters the person to adopt the label itself. Lemert (1967) also stated that this secondary deviance is one where the individual becomes deviant on the basis that the “bad” label is stronger now than any other label as it relates to the individual and the societal context.

Deosaran (2007) also noted that when youths who engage in delinquent activities are charged or prosecuted they are now labelled by society as trouble makers, parasites and societal drop outs. The youths themselves may now see themselves as the label prescribes and conform to it.

In the end, it can be seen based on the works of academics that labelling an individual can serve as a factor that drives them further into delinquency since they may react to being negatively label by conforming to the said label via the process of the self-fulfilling prophecy.

DYSFUNCTIONAL FAMILIES

The family is considered to be a “corner stone” institution in society. Haralambos and Holborn (2004) indicated that regardless of the family type or structure, the family is seen as the basic unit that tends to socialise individuals.

Notwithstanding this, Jensen and Rojek (1998) indicated that dysfunctions in the family can greatly contribute to delinquency in its members, especially the children. They stated that, the role of the parents is to explain delinquency and regulate the members' behaviour based on societally acceptable standards. However, the children can violate rules by mimicking their parents who may also break societal rules. Jensen and Rojek (1998) advocated that delinquency in school stems from delinquency in the home, especially if the home is considered to be "broken" or dysfunctional.

Hirschi (1969) argued that an individual's behaviour is regulated by the social bonds that they have with society. Hirsch (1969) stated that there were four (4) social bonds that connected people to society:

- 1- Attachment – this refers to the values and norms that a person holds in society.
- 2- Involvement –. How meaningful do people spend their time and the activities they engage in.
- 3- Commitment - this focuses on the social relationships among people
- 4- Belief – this may refer to the degree at which an individual commits to the maintenance of societal norms.

Hirschi (1969) believed that when persons bonds are broken, then they don't feel any sense of remorse for committing delinquent acts such as those in schools. In fact, the family's job is to ensure that the bonds are strong to keep members' behaviour regulated. Due to dysfunctions in the family, the bonds are not strong and when they are in school, they may gravitate to groups that may exhibit some bonds but these groups may be delinquent groups. Hirschi (1969) found that boys who were not bonded to their parents were more prone to becoming delinquent or

joining delinquent gangs. This is particularly true in cases where violence is seen in the home as it may have significant psychological and emotional impacts on the individual.

Kratcoski (1996) further added that disrupted family units, caused especially by divorce or separation have a harmful influence on the individual leading to delinquent behaviour. To add, they also indicated that in these families, the fathers if present are usually aggressive and hostile to their sons, and hence when the boys are in school they may act out their frustrations on other students. If abuse occurs, this may affect the psychological development of the child which may further contribute to delinquency.

Additionally, Deosaran (2007) noted that parental involvement was key into reducing the levels of delinquency in society. Notwithstanding this, his research showed that in cases where both parents were present and there was a stable relationship between the two, there was less likely the probability that a child would resort to delinquency as opposed to a situation where there was a single parental structure. Deosaran (2007) showed that in situations of single parent households especially matriarchal households, the children more turned to delinquent ways and this manifested itself in school where children join deviant gangs.

Based on the above sources, family dysfunctions may be considered major catalysts for driving youths into a delinquent sub-culture in schools since they may not be able to cope with family problems and may find solace with friends who may experience the same situations.

SOCIO ECONOMIC STATUS AND CLASS

The question for economic power may have been seen as a constant struggle for many, where individuals try to achieve the goal of having wealth, monetary success, and wealth among others. Although Deosaran (2007) in his study, just like others indicated that socio economic class has little bearing on delinquency, to some extent the correlation between both variables exist.

Students may engage in delinquent acts such as stealing, or extortion of money from other students as a means to achieve some economic gain, especially if they come from lower income households.

Merton (1938) indicated that this scenario can be explain through his Strain Theory, He indicated that society's goal may be one of economic success and prosperity. Many people wanting to achieve this goal may do so through conformist ways or societally acceptable means. Merton indicated in hi study that people have to respond to the societal demands of monetary success by adapting their ways to achieve this elusive goal; hence he identified 5 modes of adaptations:

- Conformity
- Innovation
- Ritualism
- Retreatism
- Rebellion

For Merton (1938) the conformist way is that individuals may accept society's agreeable goal of economic wealth and also follow the acceptable ways of achieving the goal such as hard work, going to school and being educated among other strategies. However, in schools for example, students may be innovators, that is, they accept the society's goals but reject the acceptable

means of achieving them. In schools, students may join the delinquent sub-cultures where they may rob or steal for the economic gains.

Spergel (1995) forwarded the view that youths may join delinquent groups in school for money and power. For him, joining a delinquent group is seen as a form of survival. The group having its own culture may see economic rewards as a major reason why individuals join.

More so, Cohen (1963) argued that youths may react to this pressure to achieving the societal way by joining delinquent groups such as groups in schools. Lower class students believe that they cannot live up to the expectations of middle class ideals in society and thus they may reject society's goals and means and replace it with their own. This is similar to Merton's version of retreatism and rebellion.

In addition, Willis (1977) noted that students from lower class families may not feel as if they are being integrated into the school's culture which may be based on middle class values. Hence as a result, Willis (1977) argued that the working class students in his study rejected the middle class values of the school and substituted the values with their own value system, thus forming their own sub-cultures. Martin (2002) also noticed, based in her study of students in Junior Secondary Schools that students tend to have a counter culture that goes against the mainstream culture since the students may not be able to rationalise or relate the culture set by the school since many of the students enrolled come from lower income groups, single parent households or even have low test scores based on the results of their final primary school examinations.

Phillips (2007) also noted that students in her study joined delinquent groups in school who displayed their own counter culture in reaction to material deprivation. She noted that that poverty and lack of finance in the home have led to many parents being unable to support their

children economically, or be there to provide the necessary supervision to prevent delinquency. Phillips (2007) study showed that, reportedly, students were forced to work, sometimes in illegal activities including prostitution, to contribute to the income of the family. Within the context of the school, the student joined delinquent sub cultures as a means of earning incomes.

In conclusion, there is some correlation between socio-economic status and delinquency. It can be seen that many in society may seek out the goal of economic rewards, however in the case of adolescents in schools they may resort to illegitimate means to achieve this success. The delinquent sub-culture may breed this type of thinking as the adolescents may socialise with peers.

SECONDARY SOCIALISATION – PEERS

Within the context of the school, the concept of ‘gang activities’ has sparked much controversy. Kratcoski (1996) indicated that the concept of “gang” may have varying definition based on who is defining it. Within the context of the school, a gang may have some fairly visible structure and may engage in some delinquent activities thus also having their own sub-culture.

Furthermore, Sutherland (1947) indicated that delinquency presents itself when the opportunities arise for it to happen. Sutherland further stated that a person’s life experiences may give them the inclination or motivation to join a delinquent group. Based on Sutherland’s (1947) research, he indicated the following as reasons as to how socialisation with peers motivates individuals to join delinquent groups:

- 1- Criminal behaviour is learnt.
- 2- Criminal behaviour is learnt in interaction with other persons in a process of communication.

- 3- The principal part of the learning of criminal behaviour occurs within intimate personal groups.
- 4- When criminal behaviour is learnt, the learning includes techniques involved in the act and motives and attitudes to commit the act.

Based on Sutherland's work, it can be seen that to some extent, socialisation with peers in a particular group aids in the creation of a delinquent subculture where the socialised members learn to commit delinquent acts and thus create their own subculture.

Furthermore, Akers (1985) further modified Sutherland's view by indicated that delinquent behaviour is learnt through operant conditioning, where the individual joining particular groups, are inculcated into the particular sub-culture which they conform to. Within these groups, the sub-culture tends to oppose the mainstream culture and this delinquent sub-culture is communicated to the members.

Moreover, Jensen and Rojek (1998) postulated that negative peer groups provide a haven for a delinquent subculture to grow. They added that delinquency occurs in groups where youths of similar ages and background may co-exist. Jensen and Rojek (1998) further implied that these delinquent groups such as in schools may have some informal structure and may be a family for the members who may feel rejected by their biological ones. The members may engage in fighting for dominance, some drug use, and stealing. Also, based on their research, Jensen and Rojek (1998) added that many people are motivated to join a delinquent group such as in school due to friends influencing them, linking to peer pressure. The adolescent may find that they may not be able to fit into society's norms and values, so they may join this delinquent sub culture

since it may more appeal to them and they may be able to relate to the other members of the group.

It can be seen that secondary socialisation in schools can further motivate a student to join a delinquent sub-culture. By socialising with persons considered by society to be delinquent, the adolescent may learn how to commit delinquent acts and also the attitudes behind them.

MASCULINITY

Masculinity may be seen as a socially constructed phenomenon and its definition may vary with regards to the context in which it is defined. Chevannes (2001) noted in his study that the idea of masculinity was constructed based on family values, and ideals linked to race. Herskovits (1947) indicated that in Afro Caribbean families due to a cultural legacy of polygamy being practiced in Africa, the males usually took on a marginalised role in the family. The idea of masculinity is where boys would engage in rough playtime, such as running, climbing and testing of strength. It was believed that if a boy did not display these traits he would be considered effeminate. It can be argued that even though in contemporary society, the idea of masculinity has undergone some change; Skelton (2001) indicated that boys and men are still expected to defend their masculinity or be considered “macho.”

Chevannes (2001) noted that socialization of boys in peer groups such as in schools, contribute to the shaping of masculinity in a given context. In transition to adulthood, boys are socialised to believe that being aggressive is considered to be a sign of masculinity and women are considered to be drawn to this masculinity. Hence, in schools boys may display aggression as a way to identify with masculinity and not look effeminate in front of their peers.

Additionally, Chevannes (2001) added that masculinity is expressed out of the home in public spheres such as in schools where boys are expected to be engage in male bonding such as relating stories of sexual prowess with ladies they have been with, or even consume alcohols and other drugs to test masculinity. In schools, they may engage in delinquent acts, hence they conform to the delinquent subculture.

With regards to sexuality, in the Jamaican context and to some extent, the wider Caribbean, a man is not considered to be a “real” unless he is sexually active and the sexual relationships are hetero-sexual, not homo sexual. Within schools, this idea also transcends there. Sexual activity within the Caribbean may usually begin in boys around the ages of 14 years to 16 years, and this is encouraged both by the family and peers in schools to profess the masculinity of its members.

Furthermore, Miller (1958) added that in the construction of masculinity, boys may join delinquent subcultures in schools based on the following reasons, which Miller calls “Focal Concerns”:

- 1- Toughness – deals with masculinity and being macho.
- 2- Smartness- ability to con people
- 3- Fate- one can control their own destiny
- 4- Excitement- the never ending seeking of something thrilling, that may be considered delinquent.
- 5- Trouble – getting into unlawful situations but not getting caught.
- 6- Autonomy.- being free from the control of society’s rules and expectations.

When boys are in peer groups such as in school, their major concerns are to look tough or masculine, hence they may engage in fights or sexual prowess to gain a reputation as a

womaniser or dominant male. As a focal concern, delinquent boys may choose to get into trouble based on view that these acts may be exciting, providing that they don't get caught. Miller (1958) was of the opinion that these focal concerns were expected values held by delinquent peer groups and thus a delinquent sub-culture was formed.

Lawton (2008) indicated in the Caribbean there is a culture of guns, machoism, and promiscuity. These elements have infiltrated schools, as they seen as being glorified through music and dance and elements of culture such as what is depicted by carnival. Notwithstanding that the family is a primary agent of socialisation, Lawton (2008) noted that schools in the Caribbean have major influences on the behaviour of adolescents especially when it comes to controlling behaviour. However, when delinquent groups are formed, the delinquent subculture formed tends to socialise its members into believing that masculinity construction is based on promiscuity, violence and drug use. Resorting to violence and gun use is seen as a form of self defence against the other rival peer groups.

To link this issue of masculinity to the region, Miller (1986) noted that males in the society especially in schools were being marginalised. This was seen when girls were overachieving and boys were getting themselves more involved in delinquent activities in schools. As more women were entering the teaching service in the 1980s, boys were becoming less interested in schools, due to the "feminisation" of teaching. Within recent times, various Ministries of Education across the region have been calling on men generally to join the ranks of the teaching service. Thus in schools boys would form themselves into delinquent groups on the notion that schools had nothing to offer them or had no appeal for them.

Figueora (1997) advocated that academic underachievement was seen as an aspect of maleness in the Jamaican society and to an extent the wider Caribbean society. It was not considered manly, according to this research to be regarded as a “nerd” or “teacher’s pet.” It was considered more acceptable for males to be working, upon reaching teenage years or involved with hustling on the streets. Thus in schools boys who were not able to live up to the expectations of middle class society would group themselves into groups which had their own delinquent sub cultures. To add, Reddock (2004) implied that the Caribbean reality envision boys as being naturally naughty and may get themselves into trouble. Yet on the other spectrum, boys in these societies are to some extent expected to get into some trouble, as a ways to profess masculinity.

Skelton (2001) thus concluded that the idea of sexual prowess, power and prestige enticed boys in schools to join delinquent groups and adhere to the subculture of delinquency that was created in the group. Martino and Chiarolli (2003) noted that for boys in schools, in front of his peers, it looks “cool” or masculine to bully other boys, or have altercations with teachers. To them, it is just “boys being boys.” Martino and Chiarolli (2008) further stated that the boys in these groups have their own value system that goes against the mainstream culture of the context they exist in such as schools.

SUMMARY

In conclusion, the above secondary sources tend to provide some explanations as to what factors tend to motivate students to join the delinquent sub-culture in the particular school under study. It was the intention by the researcher, that by using these expert sources, the validity and reliability of this paper would be maintained.

CHAPTER 3 - METHODOLOGY

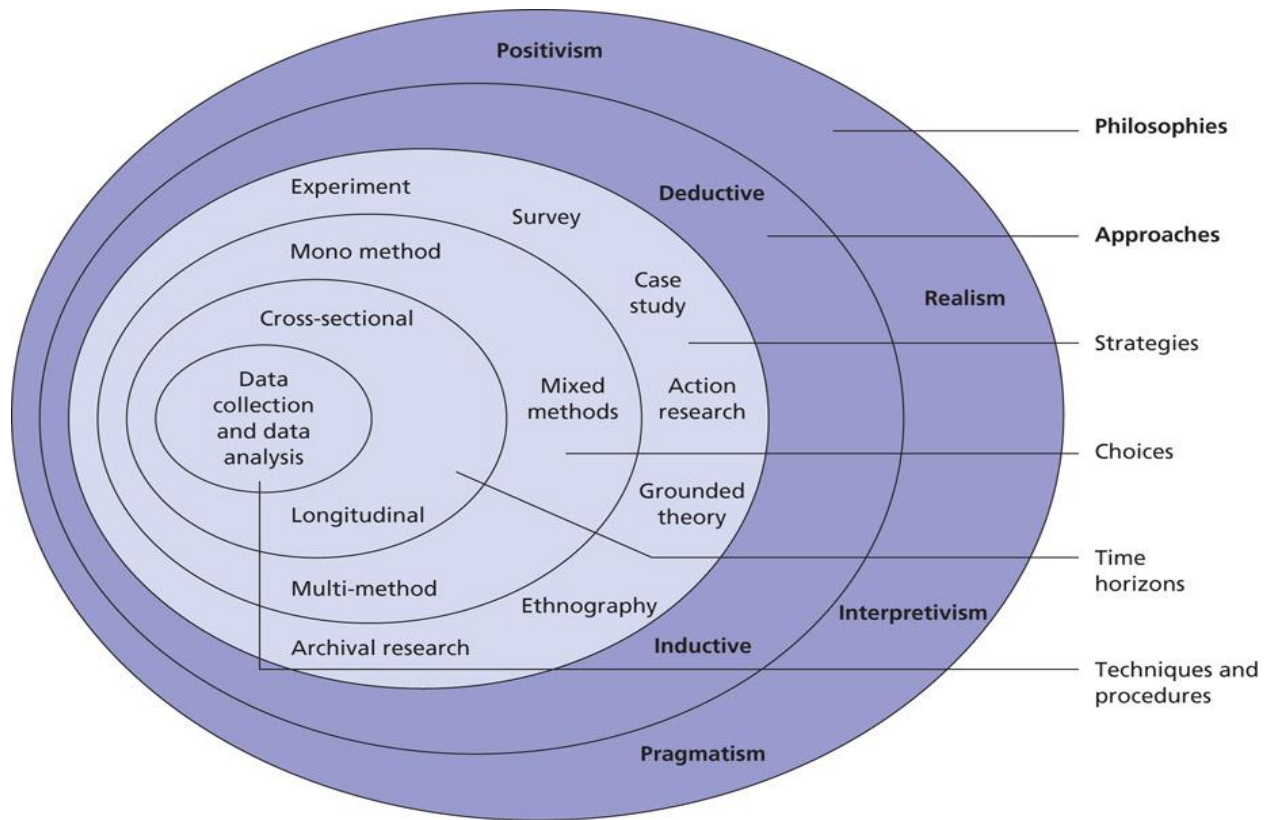
This section of the research paper on the sub-culture of delinquency in Pine Hill Secondary School deals with the research design and methodology that were utilized in this study. Saunders et. al. (2009) indicated that research can be explanatory, exploratory or descriptive. For this study, the researcher attempted to explore and explain why students in the 3H class of Pine Hill Secondary School joined a delinquent sub-culture. It is in this section, the research design, the sampling techniques, the data collection instruments and data collection procedures are described and explained.

RESEARCH DESIGN

Creswell (2009) indicates that a research design may refer to the plans or systems of approach that traverses the entire research from the basic assumptions to the data collection methods and even analysis.

In critically assessing this crucial area, the “Research Onion” forwarded by Saunders, M. et al 2007 will be used. As the researcher explores the methodology employed in this research, the “Research Onion” will be used to theoretically validate and explain the fundamental steps in this section.

The following diagram illustrates the “Research Onion” developed by Saunders, M. et al 2007.

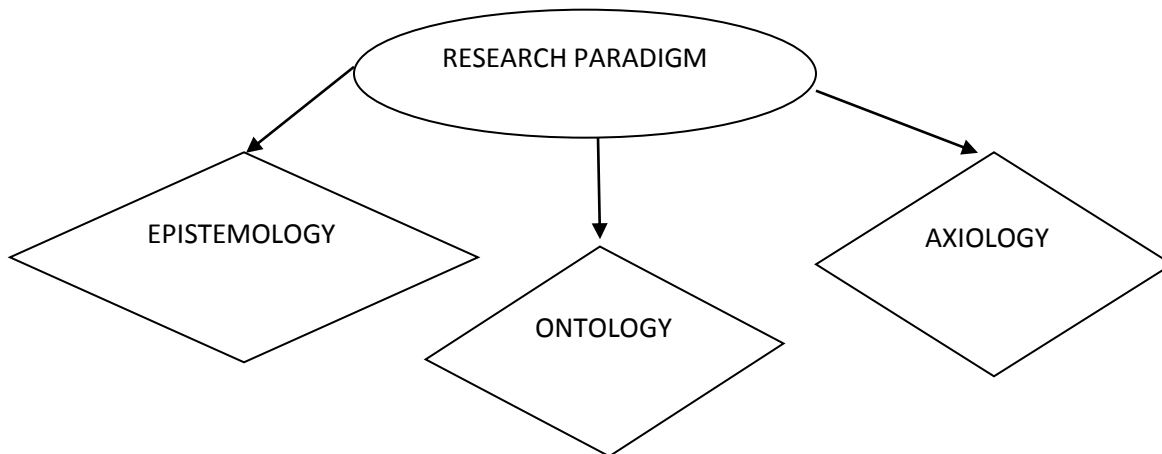


The above diagram shows the different levels of the research onion and every layer met further explains the integral elements of the methodology employed in this dissertation.

RESEARCH PHILOSOPHY, WORLDVIEW OR PARADIGM

Collis and Hussey (2003), postulate that a paradigm may be referred to as scientific practice based on someone’s philosophical assumptions of the world. Thus, the belief system of any researcher would determine the paradigm used. Saunders, M. et al (2009) also contend that paradigm is an understanding of a phenomenon and providing explanations. In essence, a research paradigm is a general perspective or the way of breaking down the complexity of the real world. The methodology that was used for this research paper fell under the constructivist/interpretivist paradigm.

So far it can be seen that paradigm is an interpretative framework, which is guided by a set of beliefs and feelings about the world and how it should be understood and studied. Lincoln, Y. S., & Guba, E., G. (2000) advocate that there are three main categories of beliefs:



PHILOSOPHICAL UNDERPINNINGS

EPISTEMOLOGY

Collis and Hussey (2003) contend that epistemology is concerned with the study of knowledge and what is accepted as knowledge. It can be said that someone's epistemological position would refer to what people, especially researchers regard as knowledge or evidence of things in the social world. Creswell (2013) relates an epistemological stand point to the nature of knowledge and how knowledge is acquired. In relation to the study of the sub-culture of delinquency in Pine Hill High School, the data collected will be based on the students' knowledge of this sub culture of delinquency and what motivates students to join this sub-culture.

Furthermore, the epistemological standpoint can be further sub-divided into 2 categories: objectivism and subjectivism. Saunders et. al (2009), argues that the subject's view or knowledge of the social phenomena are created from the perceptions and consequent action of social actors.

Here, the student's perceptions are used to construct their knowledge on what factors motivate students to join the deviant sub-culture.

ONTOLOGY

Saunders et al. (2009) posits that ontology deals with the nature of reality. Mason (2006) states that ontology may involve asking what the individual sees as the very nature and essence of things in the social world. It can be forwarded that ontology deals with nature of reality and how the researcher views it. Ontology further diverts into two areas: objectivism and subjectivism/constructivism. Saunders et al. (2009) posited that the realities of individuals are created from their perceptions and as a result these perceptions guide their behavior. The ontological assumptions can be used to understand why students join a deviant sub-culture in Pine Hill High School.

AXIOLOGY

This concept is the assumption of social world based on values. Saunders et al. (2009), advocates that positivists believe that the process of conducting a research is value free, or free from personal bias, whereas the phenomenologist is of the opinion that researcher has values that impact upon the research. Since this research falls under the constructivist approach, the idea is that the researcher may keep in close contact with the cases and try to understand their reality, by trying to himself in their proverbial shoes.

In the final analysis, the three concepts, epistemology, ontology and axiology work with each other to build our understanding of social reality.

For the purpose of this research on why these Form 3 students join a delinquent sub-culture at Pine Hill Secondary School, it is the view of the researcher that under the ontological standpoint, the research will focus on SUBJECTIVISM / CONSTRUCTIVISM/INTERPRETIVIST paradigm since the research focuses on the views of the students on the phenomena.

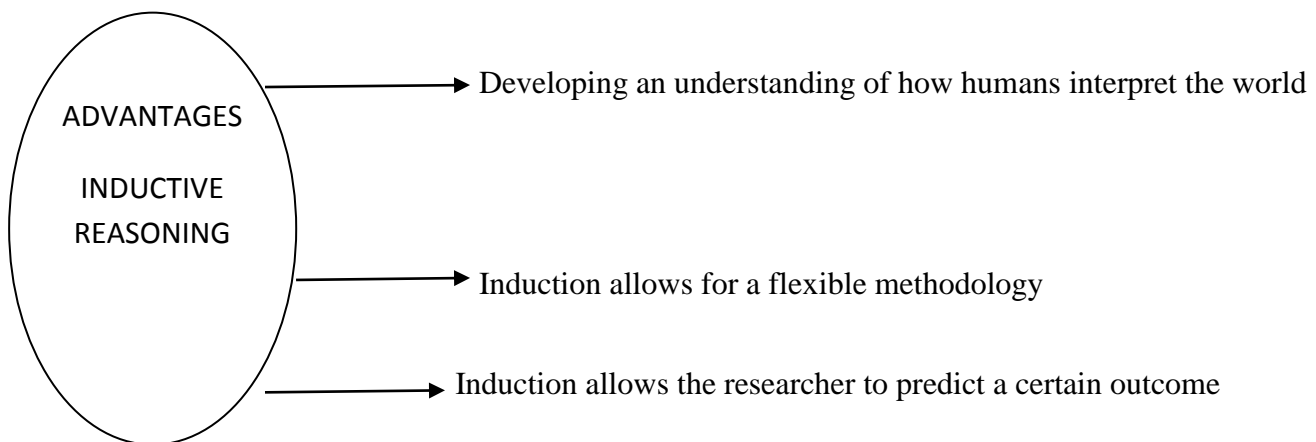
RESEARCH APPROACHES – INDUCTION AND DEDUCTION

As the layers of the research “onion” are removed, another area in this research must be explored that specifically deals with deductive and inductive reasoning. Zikmund, W. (2010) defines deductive and reasoning and these concepts can be showed in a table.

DEDUCTIVE REASONING	INDUCTIVE REASONING
The logical process of deriving a conclusion about a specific instance based on a known general premise or something known to be true.	The logical process of establishing a general proposition on the basis of observation of particular facts.

The above concepts deal with theory building, forming hypotheses, testing the hypotheses and drawing conclusions.

Based on the differences between the two categories, the **inductive reasoning** approach is best suited for this dissertation. Saunders, M. et al (2009) offer some advantages of inductive reasoning over deductive reasoning.



For this research on the sub-culture of delinquency, the inductive approach allows the researcher to investigate something specific to make a general assumption, while simultaneously use a methodology that takes into consideration human behaviour. Lichtman (2011) Further states that the inductive approach can be used to move from the particular to the general. In conducting this research, by following an inductive approach, data collected from the participants, was used to build an understanding as to why these students joined a delinquent in their school.

RESEARCH STRATEGY

CASE STUDY

As the layers of the research “onion” are removed, the layer that now comes into focus would deal with research strategies. The research strategy that was chosen for this research was the case study. Collis and Hussey (2003) stated that case studies are an extensive examination of a single instance and can fall under the phenomenological paradigm. Also, Berg (2004) defines a case study as a methodological approach involved in systematically gathering enough information about an individual or group to permit the researcher to understand the realities of these participants. A case study can be seen as an in depth investigation into of a single individual, group or event. Hancock et. al (2011) indicated that case studies have been used for many studies especially in educational research such as violence and juvenile delinquency in schools. Once more this justified the use of case study as a research strategy in this research paper.

Case studies are also useful for this research since it investigates a phenomenon in a real life situation. This leads to a specific type of case study, experimental case study. Yin (2014) indicated that case studies may also be useful when the researcher is trying to find out “why” or “how” an event or situation happens. Miles and Huberman (2014) indicated that a case can be a culture or subculture; hence the case study strategy was used for this research. The operationalized research question was “why do Form 3H students join delinquent sub-cultures in Pine Hill High School?”

Case studies can be reported in a number of formats. Yin (2014) identifies four categories of case studies reporting format, but for this paper, the researcher utilized the multiple case study approach. Merriam (1988) indicated that multiple cases studies, or cross case studies involve collecting, and analyzing data from several cases. It can be seen that from analyzing the individual cases under this reporting format, Merriam (1988) indicated that it may help to build a more general explanation. Miles and Huberman (2014) noted that multiple case offer the researcher a deeper understanding of the processes and outcomes of cases. In this research, the four students that took part in this study, were each considered a separate case, hence all four would have given their own ideas and interpretations of the questions being asked. Each case focused on how students interpreted the concept of the “sub-culture of delinquency” and what motivated students to join this deviant sub culture.

By using a multiple case study strategy, Merriam (1988) noted that it tends to build abstractions across cases. This is advantageous since it allows for the building if a general explanation that fits each of the individual cases. From this multiple case study, a cross-case analysis can also be done.

SAMPLE SELECTION

The sample in this study was selected from the 3H class with a total population of 15 students. These students entered the school in 2011. Out of the 15 students, 4 students were selected using the sampling strategy of purposive sampling. Gay and Airasian (2003) noted that purposive or judgmental sampling allows the researcher to select a sample based on his or her experience and knowledge of the group to be sampled. Berg (2004) indicated that purposive sampling falls under the non-probability sampling strategy. Also, Berg (2004) indicates that researchers may use their

knowledge of the group to select subjects who may display certain attributes in an attempt to be representative of the entire population.

Furthermore, Stake (2006) indicated that when doing a multiple case study, four individual cases are ideal for the research especially if the population is under 20 cases. Hence for this research, 4 students were chosen from the Form 3H class. Springer (2010) further stated that the rationale for using purposive sampling is that the sample is drawn in most cases based on prior knowledge of the elements of the sample, it is up to the researcher to choose the who he or she feels represents the population. The students were chosen based on school reports and the deans' records of students' discipline. Also the Principal's documents on student discipline led me to select these four students for this research on why students join this sub-culture of delinquency in school. The students were selected with the assistance of the deans and the form teacher, all who had knowledge of the students' behavior and who would be willing to participate in the study which was voluntary.

The 4 boys chosen were all age 14 and would usually socialize as a group. They were considered to be delinquent based on the records from the dean's and principal office. Student one, was assigned the pseudonym of Sam, student two was assigned the pseudonym of Chris, student 3 was assigned the pseudonym of Harry and student 4 was assigned the pseudonym Vishnu. The pseudonyms were given to protect their real identities and practice the ethical consideration of confidentiality and anonymity.

DATA COLLECTION

The final layer of the research “onion” circumnavigates data collection and analysis. Collis and Hussey 2003, p. 153 posit that “*data collection methods are used in that part of the research process which is concerned with collecting data.*” Therefore data collection can be seen as primary and secondary.

PRIMARY DATA COLLECTION

The qualitative collection method for primary data that would be useful for this research was a semi structured interview.

INTERVIEWS

Collis and Hussey 2003, also advocate that interviews are associated with both positivist and phenomenological methodologies. Interviews make it easy to compare answers and may be face-to-face, voice-to-voice or screen-to-screen; conducted with individuals or a group of individuals. Moreover, unstructured and structured interviews can be administered. If interviews are administered, the research can acquire deep personal information that could never be generated by a questionnaire. Interviews can be done, through many channels such as over the telephone, and via the internet using social networks or even through video conferencing over the internet. For this research semi structured interviews were utilized. Creswell (2013) indicated that under a qualitative study, interviews are useful in gathering data from primary sources. Fulcher and Scott (2011) indicated that the semi structured interview is best suited as the form of interview especially when trying to extract data from students. They describe it as conversation with a purpose. For this research paper, semi structured interviews were used since they provided a number of benefits. Mustapha (2009) forwarded that semi structured interviews have many

advantages since it allows the researcher to have some structure and order in the interview while at the same time it allows to the interviewee to express themselves. In this research the researcher asked questions, and at times the cases would give additional answers that would prompt further questions that were not originally on the interview protocol. (See Appendix 1) Another benefit of the semi- structured interview is that while it allows the researcher some time to prepare questions, it is also flexible in that it allows the interviewee to further elaborate on issues such as in the case of this research on why students joint deviant subcultures in their school.

ETHICAL CONSIDERATIONS

Stake (2006) indicated that the ethical considerations in a research significantly affect the reliability and validity of any research. Creswell (2013) indicated that ethical considerations must be present throughout the research. For this research paper, informed consent was a main ethical consideration adhered to, where parents of the students we asked permission to use their children in the research since they were under the age of adulthood. Also, every measure was put in place to ensure that there was anonymity of identity hence the students were assigned pseudonyms. Before every interview was conducted, the purpose of the research was explain to the students and they were informed that this was purely voluntary and if at any time they felt the need to withdraw, there would be no repercussions. The researcher also received written consent from the principal of the school, to conduct the research. The Ministry of Education, through the School Supervisor 3 was also informed about the research, to ensure that there was no breach of school policies.

LIMITATIONS

The data collected in this research may be limited to only students' perceptions on why they join deviant sub-cultures. Also, the findings, though using multiple cases, may not be used to generalize all students' behavior. Finally, some time constraints were faced in this research especially time delays in getting the necessary approvals for conducting the research due to the bureaucracies involved.

DELIMITATIONS

The study is restricted to students at only one secondary school in the St. Patrick district, hence the findings cannot be generalised. There are a myriad of factors that influence students to join deviant sub-cultures however this research may be limited to only a few.

In conclusion, this study takes on the constructivist/interpretivist paradigm. Inductive reasoning is utilized, while at the same time the philosophical underpinnings in research such as epistemology, ontology and axiology are considered. The research strategy considered was case study while semi structured interviews were conducted on 4 cases, who were chosen based on purposive sampling technique.

CHAPTER 4 – DATA ANALYSIS

Explaining why students may join a delinquent subculture in Pine Hill Secondary School, was not an easy task. However, the data was analysed via codes and themes in an attempt to understanding the ontology of the cases under this research. A semi structured interview was administered to four cases, each having a pseudonym to ensure anonymity of the participant. The four cases were named: Sam, Chris, Harry and Vishnu. Here, ethical considerations were given, and the interviews were conducted each on separate occasions. The interviews were then coded and themes were generated.

OVERVIEW OF CODING TECHNIQUE

The coding technique followed was manual coding done by the researcher. Eller, et al. (See appendices 2, 3, 4, 5 for interview transcripts) noted that a code was a meaning that the researcher would attach to a piece of data. By coding, the researcher was allowed to extract key concepts and thought processes from each of the four cases. The researcher coded the data manually using different colours to represent different themes. The codes were then categorised into themes. In appendix (5), a data reduction table was provided. While data was being collected, new codes were uncovered and Mile and Huberman (2014) calls this “Inductive Coding.” Also, a group coding strategy was followed. Eller, et al noted that this was useful, especially when multiple cases are being analysed and the cases may give similar responses. A data reduction table was provided that captured the codes and themes generated. (See appendix 6.) Also, a table was provided in the appendices to match the theme and relevant colour code.

The focus of this chapter was based on findings from sub-questions asked in four separate interviews with four different cases. As a recap, the following research sub question operationalised:

RESEARCH SUB -QUESTION 1

Why do the Form 3H students join deviant sub-cultures in school X?

The students were asked 4 sub-questions under this research question two of which are shown here:

- What factors in the school has motivated to students to engage in deviant sub-cultures?
- What out of school factors do you think motivate students to join deviant sub cultures?

Each case's responses were analysed and themes were generated. Some themes were similar among all 4 cases. The themes extracted were: psychological explanations, labelling, family dysfunctions, material deprivation, peer socialisation and constructs of masculinity.

THEMES GENERATED

Theme 1

Psychological Explanations

It has been contended that within the development of a child, any major traumatic experience can affect the holistic development of a child. In the end this may lead them to behave in ways that society may consider, delinquent behaviour.

When Sam was asked, why he engaged in delinquent activities, he indicated that,

“Meh fadder left meh mother, so is she to ketch.”

The break up in the family may have led to frustrations and anger thus as a way of venting his frustrations, Sam may have fought or bullied others for money to deal with his own anguish and pain.

Similarly, John had also faced some psychological problems, when his parents fought regularly. John indicated that,

“Home use to be frustrating wen meh modder and fadder fighting, and I does get vex vex...”

For John, the experience of seeing his parents fight both verbally and physically, may have led John to believe that this was a normal pattern of behaviour in a family and hence in school, he exhibited the same behaviour, by fighting others or constantly getting into trouble with teachers since his temperament was low.

Chris on the other hand was faced with incidents as a new student which may have also affected him psychologically and in a way; he released his frustrations by joining a delinquent group. Chris indicated that:

‘Bullying was an activity that I did.... I was a victim of bullying.’

This traumatic experience may have resulted in Chris personality and emotions being affected and in an attempt to defend his masculinity by not looking weak, he in turn, started committing delinquent acts.

Theme 2

Labelling

Labels are usually assigned to a person based on a number of criteria such as race, gender and class among others. To Chris, the labelling of a student as deviant or delinquent further pushes them to join a deviant sub-culture. Chris indicated that,

“Some teachers just wanna assume sometimes and shout at you an dose kina tings nah.”

From the above extract, it can be seen based on Chris’ perception that teachers just assume that a student may be considered delinquent by teachers and teachers may not take the time to understand or know the students. Hence, based on stereotypical features, the teachers may label the student as delinquent and treat with them as such. This labelling of the student may drive them into the self-fulfilling prophecy, hence students may now adhere to the label being prescribed to them based on the stereotype that the teacher has in mind of how a delinquent student is.

Although the other cases did not out rightly zone into labelling, they did allude that teachers may view them in a negative way when they engage in delinquent acts such as fighting or back answering teachers.

Theme 3

Family Dysfunctions

The family may be considered to be the corner stone of every society, ensuring the social stability by regulating the behaviour of its members. Harry noted in his interview when asked what out of school factors contributed to him joining this delinquent sub culture and he replied that there were dysfunctions in his family. Harry noted that,

‘Plus home does be frustrationg wen meh modder and fadder fighting. I does get vex vex and me cyah handle nobody in school and even the teacher tellin me nuttin, cuz I does trip off.’

From the above extract it can be seen that Harry had faced the traumatic experience of seeing parents fighting verbally and at times physically. Due this this, he had become frustrated in school and thus even if a teacher may try to administer a sanction, he retaliates as if he is being attacked just as in the home. Hence he may end up getting involved in delinquent acts in school.

Furthermore, Sam had also faced some family crisis when his mother and father separated. As he puts it,

“Sir, meh fadder left meh mother, so is I to ketch.”

Here we can see that he is psychologically damaged but also, the dysfunctional family structure has led to him being frustrated, and thus acting out in a delinquent manner in school. He stated later on in the interview that there were other boys who went through the same traumatic experience so they all formed a gang.

Theme 4

Material and economic deprivation

Some of the acts that the students got involved in that were considered deviant were extortion, stealing and drug trafficking. When asked why they did these acts, both Harry and Sam indicated that they did these acts for economic gains or due to material deprivation. There was a need to satisfy economic demands such as stealing cellular phones, or taking money from others. Sam indicated that,

“Sir, is ah hustle out dey, and meh fadder left meh modder, so is she to ketch. I need money to buy clothes and phone card.” Sam also indicate that peer socialisation was also an influential factor causing the boys to join the deviant sub-culture. Sam further noted that *“Liming on d block wit dem fellas who does deal wit weed and gun man ting. Dey does rob people. I find it dread.”* Chris also indicated that peer socialization also pushed people into joining the delinquent sub-culture.

Harry was also of the view that material deprivation caused people to join the delinquent sub culture which allowed them to engage in acts of stealing and extortion to get money and material things. Harry stated in his interview,

“Boi, sir, honestly, I does do somethings for money, like taxing man, or tiefing phone and thing. Out here is ah hustle.”

Harry has expressed to some extent what most people seek to achieve, which is economic gains. To achieve, he may have chosen illegitimate ways to gain an income. When Harry says that life

is a hustle, he is alluding that life is very difficult and one must find ways to adapt in order to survive.

Theme 5

Peer pressure due to secondary socialization in the school.

Sam had noted that within the school, secondary socialisation with peers was a major contributor to students getting involved in deviant behaviour. The interaction with peers allowed other students to be enticed with the ideas of being disrespectful and not wanting to look weak. Sam stated that students joined the delinquent sub-culture due to,

“liming wit d wrong crowd... not paying attention to teachers and act doh care...”

Vishnu also added the view that peer pressure was also a major contributor in the school to persons joining a deviant sub-culture. In doing this, the student gets some attention from his peers and is seen as some sort of person who controls his own pace. Vishnu stated that,

“Tension from yuh friends another students... like say, yuh see dis boy ducking class just tuh get attention fuh others to like him.”

From the response of Vishnu, it can be seen that the peer groups put added pressure on him to engage in delinquent acts to not look effeminate and to fit in. The idea of fitting in, allows Vishnu to be part of the group and have the respect he so wanted. The group sets its own norms and values but at times these may go against the school's overall culture.

Theme 6

Masculinity

The idea of the social constructed of masculinity or even “machoism” has been seen as another major reason why the form 3H boys join a delinquent sub-culture in the school. The idea of masculinity is tied into the boys’ attempts to look “manly” in front of girls. As Chris put it,

“Well girls does wanna lime with badman, so fellas does do it to make girls like dem. Fellas eh wah look like ah pussey.”

With the idea of masculinity, rank and prestige gained from engaging in delinquent acts in school further endorsed the activities. To Harry, doing these acts was a way of fitting in. He indicated that,

“Plenty of my pardners does do it and to fit in, I have to follow.”

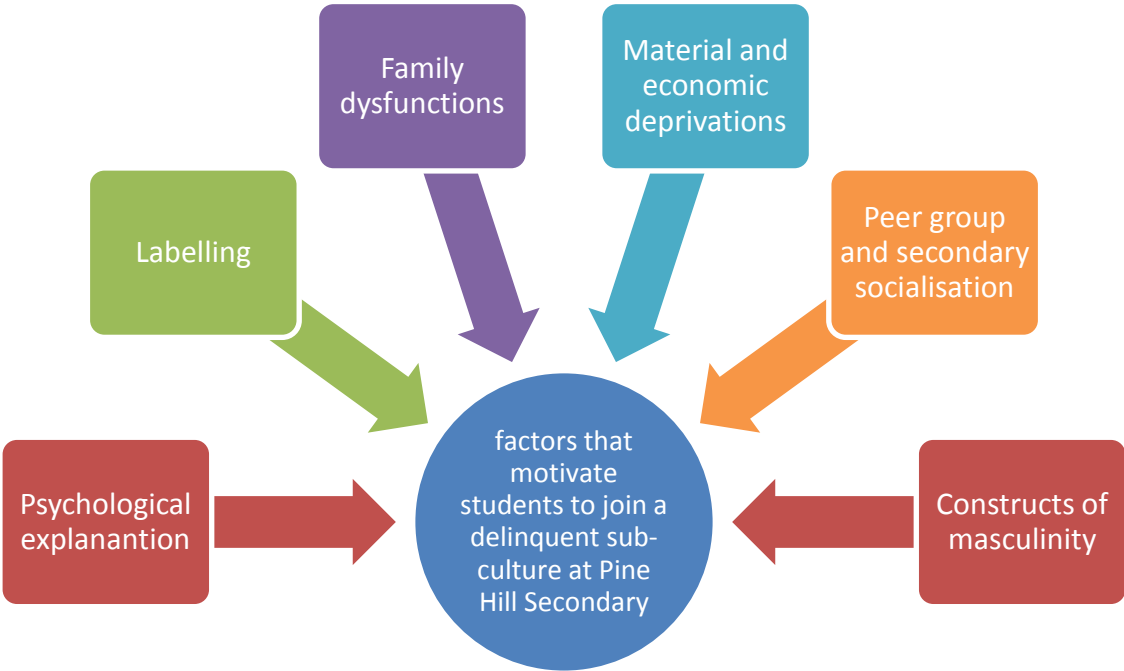
Vishnu saw masculinity as important to fit in with peers from the community. So by engaging in delinquent acts, he can now fit in with peers and be considered “man enough”

The need to earn respect from peers is considered to be a reason as to why students may join delinquent sub-culture at the school. Both Chris and Harry contended that the need for respect or lack of respect caused students in the class to join the delinquent sub-culture and engage in non-conformist acts. Chris noted that

“Walking away is a sign of disrespecting.” While Harry noted that *“to... get your name around so that people will know you are a type of person that engage in fights and all dat...”*

From the above, there is a need to not look weak, hence by being seen as rebellious or engaging in physical aggression, then this to some extent showcases Harry as being tough and macho.

DIAGRAM TO SUMMARISE THE THEMES



CHAPTER 5

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Recap of study

This study set out to identify and assess what factors motivated students of Form 3H of Pine Hill Secondary School to join a delinquent sub-culture in the school. The research took on a constructivist/interpretivist approach as the research paradigm for this study. This study followed the research strategy of a case study, specifically a multiple case study since 4 single cases were interviewed and their responses analysed. The theoretical framework used in this study was drawn from Cohen (1955) sub-culture of delinquency.

Summary of findings

From the study conducted thus far, there are a myriad of factors which would influence the 3h students to join a delinquent sub-culture in Pine Hill Secondary School. The findings are as follows:

- Psychological problems: The cases understudy underwent major psychological traumatic experiences which eventually led to them joining a delinquent sub-culture in the school. The cases experienced trauma in the forms of family abuse, family breakups and being bullied and ridiculed in school. These experiences influenced the temperament of the cases to make them more aggressive and irrational.
- Labelling: One of the cases faced the sociological issue of labelling in the school, since the teacher assumed based on a stereotype, that he was a delinquent and that no good could come from him. The labelling of the student, led to the self-fulfilling prophecy.

- **Family Dysfunctions:** The study has shown that the students have linked their delinquent behaviour to the family's turmoil that they are facing. Divorce, separation and even abuse are some the issues that the families' in this study faced. These family issues may have caused the boys to become delinquents in school as a coping mechanism for what happens home.
- **Material deprivation:** after careful analysis of the data, some of the cases pointed out that due to material deprivation and economic constraints, they joined a delinquent group where the members bullied other students and took their money or possessions and sometimes sold them to earn money. This was linked to dysfunctions in the family since mothers and fathers were separated in some cases and mothers had to be the sole bread winner.
- **Peer pressure and secondary socialisation:** from the analysis, the students under study noted that due to secondary socialisation with peers, many of them in school joined delinquent groups who displayed a delinquent sub-culture. They joined the group for prestige, protection and friendship as a way of fitting in and becoming popular.
- **Masculinity:** the ideas of masculinity and machoism had different interpretations by the cases. The cases that were interviewed for this study all added that their image as being macho was of utmost importance as no one wanted to be seen as effeminate. The need to act tough, caused them to join the delinquent groups and commit delinquent acts.

DISCUSSION OF FINDINGS

Findings revealed that students in the 3H class of Pine Hill Secondary school, joined the delinquent sub-culture in that school. Some of the responses were the same among the cases, while there were some variations in other cases. Emerging from these findings, the themes generated will now be discussed in light of the theoretical frame work by Cohen (1955) sub-culture of delinquency framework. Also, existing literature review will also be used to further explain the reasons, in an attempt to maintain reliability and validity.

Psychological Explanations

It has been contended that there is a psychological dimension to delinquency advocated by many theorists. The opinions of the students in this study suggested that they had in some cases undergone major family traumatic experiences. In one cases both mother and father viciously fought, while in another case, the separation in the family was too much for the student. Based on the literature, Kratcoski (1996) noted that similarly, traumatic experiences during youth development could possible trigger a person to become engaged in delinquent acts. Since the traumatic experience of facing this family crisis Walsh and Hemmens (2008) noted that temperament of the person can be affected leading them to become violent. It can be seen in the case of one of the boys, that he became very irritated and frustrated and would constantly lash out at others. This was welcomed by the group he associated with.

To add, one of the cases had been bullied at a lower form, and being a victim of bullying, he didn't want to appear weak and thus started to reciprocate the act of bullying on others. Jensen and Rojek (1998) stated that the Id of a person deals with the basic instinct of the individual and thus the student being bullied, retaliated by justly relying on primal reactions to attack others.

The super ego may not have been effective in controlling the student behaviour and this was also evident as a trait in the group, where the other cases committed delinquent acts without thinking rationally.

From the above discussion, it can be seen that psychologically, there were certain life experiences that motivated the boys to join the delinquent sub-culture in Pine Hill Secondary School.

Labelling

Labelling has been seen as sociological phenomenon falling under the interactionist perspective. In every society social labels are attached to individuals, many of which are based on society's norms and values. Within the dimension of education, labelling of a student as delinquent can have some negative implications. The cases expressed their view on this phenomenon of labelling by teachers and indicated that the negative labels given to them further pushed them to join the delinquent sub-culture. William and Mc Shane (1998) argued that persons who are labelled delinquents are those who may not uphold society's rules in this case, those who may not uphold the school's rules and norms.

For the students in this study, teachers react to them based on stereotypes and thus label them as delinquent. They stated that they eventually began to act based on the label. Becker (1963) noted that this situation was called the self-fulfilling prophecy, where the students after becoming labelled as delinquent eventually conformed to the prescribed label and joined a delinquent sub-culture in school comprising of boys who were also labelled by the teachers as delinquents based on stereotypes.

To add to the discussion, Deosaran (2007) noted that since society may see delinquent students as trouble makers and social drop outs they start to become that label. This self-fulfilling prophecy makes them now commit more delinquent acts, and based on Lemert (1974) due to this realisation, he called this behaviour “secondary deviance.”

To conclude when the responses with the literature were corroborated, it can be seen that when labels are attached to individuals, then the person begins to conform to the label through the process of the self-filling prophecy.

Family Dysfunctions

The family is often seen as a primary agent of socialisation and agent of social control of individual behaviour. The four cases all alluded to the notion that family dysfunctions motivated them to join the delinquent sub-culture in Pine Hill Secondary School. One of the students indicated that when his parents are fighting, he becomes frustrated and irritated and thus may lash out at others. Similarly, Jensen and Rojeck (1998) did indicate that family dysfunctions can lead a student to join a delinquent group. They noted that children will mimic the behaviour of parents and thus, in the case of fighting, they will adopt the same tendencies.

Deosaran (2007) indicated that in many cases, in a matriarchal family structure, there was a high probability that delinquency may be high. Furthermore, it can be seen that in the case of where one of the student’s parents were separated, the mother had to work different hours to earn an income and there was limited parental supervision, hence he got involved in this delinquent sub-culture. Hirschi (1969) postulated similarly, that the absence of a proper family structure leads to social bonds being broken. The breaking of these bonds due to poor family socialisation led to the student committing delinquent acts.

It can also be forwarded that when an individual has a little sense of attachment to others, or does not feel actively involved in society then based on Hirschi (1969) theory, students may feel distanced from the mainstream society and will therefore join a delinquent subculture, since the role of the family supposed to aid a youth in becoming involved in acceptable practices based on value consensus in society.

The separation of parents can be a disturbing experience especially for a teenager. One of the students in this study pointed out that when the fighting took place between his parents, his father was very aggressive to him as he tried to protect his mother. Kratcoski (1996) espoused that this aggression can further lead to a youth to join the delinquent subculture that may exist in schools. The students may join the sub-culture since other students may be going through the same predicament and here they act out their frustrations and aggression on others.

Socio Economic Status and Class

Man is considered to be an economic animal, meaning man is faced with unlimited needs and wants, but only possess limited resources to achieve these needs and wants. Furthermore, society may set economic determinism one of the ultimate goals and everyone may try to achieve this goal, however some may do it via legitimate means and some will do it via illegitimate means. The students in this research indicated that they engaged in delinquent acts of stealing and extortion to earn money. Once more, it was linked to the dysfunctions of the family where the single working mother could not always afford some material items that the boys wanted. Since they were also from lower income family structures, Deosaran (2007) noted that the students will react to this situation by stealing or extorting money from other students to gain monetary success.

Additionally, Merton (1938) indicated that since society may set goals based on materialism, some will want to achieve this goal via legitimate means or conformist ways, but some will use innovative means or sometimes rebellious means. Based on the boys' response, it was seen that since they were facing economic strains, or near poverty situations, they resorted to stealing and extortion to gain the economic wealth. They used innovative means, meaning, they accepted society's goals but rejected the conformist way of achieving them.

This is also linked to Cohen (1955) theory on delinquent subcultures, where the students of lower income groups find solace in group since they believe that they cannot measure up to the middle class and upper class ideals. The boys indicated that they join the group because they feel protected and also, the group is considered to be their family since members may all go through similar life ordeals.

Furthermore, due to the negative labels given to the students in this study, the boys find themselves into delinquent group whose culture goes as a counteraction against the main school culture. Willis (1977) noted here that when the students in his study came from similar lower class back grounds and go through similar life experiences they find companionship and hence form themselves into groups that society may deem as deviant.

Peer pressure and secondary socialisation

In the context of Trinidad and Tobago, gang warfare has been of major concern to law officials and also school administrators and related stakeholders. The students in this study all agreed that socialisation with peers also influenced them to join the delinquent sub-culture in Pine Hill Secondary School. The boys indicated that in some cases they would have joined the delinquent group in school for the reasons of seeking protection or not looking weak. It is by joining the

delinquent group, he started to experience the sub-culture and enjoyed it, which resulted in him committing various delinquent acts. Similarly, Sutherland (1947) noted that when the individuals under his study joined a delinquent group with a delinquent sub-culture, they learnt deviant acts and the attitudes to go with the acts. In fact, based on his research through peer socialisation in a delinquent group, members adhere to and are inculcated into the delinquent sub-culture of the group. The boys did indicate that by joining the group, they did committed acts that were considered delinquent by the school, but did them in an attempt to fit in.

It was further stated by one of the boys in this study that he joined the delinquent group in an attempt to not look weak and appear tough. This view can be linked to the idea of masculinity. He joined the group to look tough and fit in with the other boys, in fact he found being part of the group enticing and rewarding. To support this view, Jensen and Rojek (1998) also postulated that adolescents may join delinquent groups since they may feel that they cannot match society's values or fit into it. By joining the group the members feel as if they part of a family and thus are motivated to commit delinquent acts as a way to earn their way into the group and to earn respect.

Masculinity

The construct of masculinity has both psychological and sociological/cultural underpinnings. The students from 3H who participated in this study indicated that they joined the delinquent sub-culture in an attempt to portray an image of masculinity and attract the opposite sex. Chevannes (2001) also indicated this view where boys were expected to defend their masculinity in front of their peers. It an attempt to not look effeminate or also to attract the attention of ladies, the boys engaged in delinquent acts.

Moreover, the boys attempted to defend their masculinity by acting tough or macho which included physical aggression in the form of fighting. Similarly, Skelton (2001) also noted that boys in peer groups that are considered delinquent are expected to show case their masculinity through physical aggression.

The boys in this study also indicated in their respective interviews that part of being masculine, they needed to be respected to be considered a man. Hence, they would engage in delinquent acts to earn this respect. Linking to the existing literature, Miller (1958) also noted that this idea was linked to toughness, where fighting and sexual prowess were glorified by delinquent groups, and thus the boys engaged in the delinquent sub-culture to have respect given unto them and to appear to be tough and smart.

To conclude on the idea of masculinity, the boys needed to get their names around the school, being synonymous with toughness and macho. Hence, they skipped classes, failed tests and took little active part in classroom activities. Figueora (1997), Reddock (2004) and Martino and Chiarolli (2008) all noted that male underachievement was considered in some cases a sign of masculinity as boys didn't want to be considered nerds and also to have an image of being macho, they joined delinquent groups that had their own sub-cultures that were considered delinquent.

CONCLUSION

This study set out to discover the major factors that motivated students of Form 3H to join a delinquent sub-culture at Pine Hill Secondary School. Based on the findings and discussion, it was revealed that a number of factors in school and out of school contributed to them joining the delinquent sub-culture. It can be concluded that in the context of this study, the major factors that

motivated students to join the delinquent sub-culture at Pine Hill Secondary School were, psychological traumatic experiences and the construct of one's personality, labelling of students, dysfunctional families, low socio-economic status and class, secondary socialisation with delinquent groups and ideas of masculinity and the need to assert oneself as macho.

RECOMMENDATIONS

Based on the research conducted and the findings based on the student's realities, a number of recommendations can be put forward to assist, all stakeholders in education to reduce the incidences of delinquency in school by deterring students from joining the delinquent subculture that may exist in a particular school.

The recommendations are as follows:

Developing effective communication skills

Having proper communication is integral for the dissemination of information as well as keeping the attention of students and also engaging a classroom. Communication is important in dealing with delinquency in school in that it allows all stakeholders to actively keep in contact with one another as it relates to the students. Parents, teachers and students, among others can be kept up to date on student's performance as well as behaviour.

With better communication channels, students may be able to express themselves concerning psychological and sociological problems among others. If problems are detected early through proper communication channels, then intervention can be done earlier to prevent more student from joining the delinquent sub-culture and also assisting students to remove themselves from the existing delinquent sub-culture.

Family and School Intervention

Linked to effective communication, parental involvement is of utmost importance in reducing the number of student joining delinquent subcultures. Effective intervention must encapsulate parents as being partners with their children in education. Schools should keep in constant dialogue with parents concerning their children, and parents should be instrumental at home to reinforce what was taught in school.

Parents should also make it a point of duty to keep in contact with school officials, by having visits or planned phone calls. When students realise that parents are vigilant or remaining in constant contact with schools, then they would reconsider joining delinquent subcultures. Parents must also monitor how they behave in the present of their children, since children often follow or mimic their parents. Parents must also be seen as proper role models which influences the behaviour of their children.

Clear organisational structure and trained personnel.

Often, when dealing with indiscipline in schools, many teachers may not be aware of whom to report the indiscipline to. There the role of the school administration must be to ensure that an organisation structure be set up where the duties of different personnel are outlined, such as deans, safety officers and security among others. A referral chain should also be set up, and this chain indicates who would be the first point of contact to go to when dealing with a delinquent student. By having a proper chain, there is less likelihood for errors to occur and also a speedier resolution can be reached.

Proper discipline matrix for sanctions

Too often, students tend to breach rules that they may not be aware was a rule or assume ignorance. Also, many schools may not have a clear matrix or structure of the sanctions to be administered if a student breaches the rules of the school. A clear system of rewards and punishment for behaviour should be made available to everyone, especially the students, so they can be made aware of what are considered to be breaches of school rules or delinquent behaviour what would be the sanctions administered for the behaviour. By providing the students with a comprehensive matrix or systems of sanctions, it may discourage them from joining the delinquent sub culture in school.

Contextualisation of the curriculum

For many students, the curriculum offered in schools may not appeal to them, since what is being taught may not relate to their lives. In making the curriculum student centred, then the multiple intelligences of the student must be harnessed. Hence major curriculum reform is needed to suit the needs of the present day student. Introduction of sporting programs, and technical vocational subjects should be included in the school's curriculum. All students have special skills and talents and thus may learn differently. Hence, students should expose to not just academic subjects but other subjects that may stimulate creativity and harness their given talents. In the end, the students may be feel motivated to work and excel in their own way.

In the final analysis, by no means, these are the only strategies that can be put in place to reduce the students joining the delinquent sub-culture in school. There are many other intervention strategies; however the key is to first understand the nature of the students and the context in which they operate before policies are administered.

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INTERVIEW PROTOCOL

RESEARCH QUESTIONS	INTERVIEW GUIDE QUESTIONS	REMARKS
<p>Why do the Form 3H students join deviant sub-cultures in school X?</p>	<ul style="list-style-type: none"> - What do you think deviant behaviour is? - What type of behaviour do students who engage in deviant acts display? - What factors in the school has motivated to students to engage in deviant sub-cultures? - What out of school factors do you think motivate students to join deviant sub cultures? - How have these factors influenced the students to commit deviant acts? 	
<p>What are the deviant acts that these students get involved in?</p>	<ul style="list-style-type: none"> - What are some examples of things done that may be considered deviant? - What acts have you engaged in that would be considered deviant? - How do you know that these activities are considered deviant? 	
<p>What mechanisms can be put in place to reduce the number of students joining a delinquent sub-cultural group?</p>	<ul style="list-style-type: none"> - What strategies have your school put in place to deal with the acts of deviance? - How effective do you think these strategies are? - What strategies would you suggest be implemented to reduce the levels of indiscipline in the school? 	

First Interview

Research Question: “Why do the Form 3H students join sub-cultures in school X?”

John (Interviewer): “Good day, this interview is being conducted based on the idea of within recent times, there has been a high level of deviance and unwanted behaviour occurring in schools with our students and what this interview is based on is trying to gather information that will be utilised for the implementation of polices which will help to reduce the number of incidents that are taking place with our students in our school system. So today I will be interviewing a student to get some information of his experience and his interpretation of certain situations.”

John: “What do you think is deviant behaviour?”

Sam (Interviewee): “Deviant behaviour is like rules and regulations, some students don’t follow, some students do.”

John: “Now what types of behaviour do you think students engage in? What do you think are some of the behaviour of students who engage in deviant acts?”

Sam: “Mostly, its fighting, violence... that’s wat society is, that’s how society became so violent. All because learning in school doh really so noting, jus fighting and stuff like dat.”

John: “So you consider fight and violence as the deviant behaviour, okay. So fighting and violence in his view (the student) is deviant behaviour.”

John: “What factors in school do you think motivate student to be engaged in deviant sub-cultures? Now, let me explain the deviant sub-cultures. In school you know we have rules and norms to follow, like a certain time to begin school, a certain time to dismiss school. However

you will find that students, because they come from different backgrounds, different family upbringing, they will have a different view, a different understanding of the culture that is being shown in school. So this is called the sub-culture. So what do you think are some of the factors that will motivate students to move away or to be engaged in deviant sub-cultures?”

John: “What factors do you think will motivate students to join deviant sub-cultures? Let me explain, what do you think might be some of the benefits of students trying to join these deviant sub-cultures. Again the school will have rules for example, the start time and we still find students reaching to school late. What do you think will be some factors that will cause individuals to want to break the rules then? What will motivate you as a student to want to break the norms and the values of the school?”

Sam: “Well I’d be have to be liming wit d wrong crowd. Mostly, not paying attention to teachers, act doh care- doh care. Basically, I tink dey should bring back corporal beating. Really and truly... yeah daz meh factors.”

John: “What are some examples of things that may be considered as deviant? In your view.”

Sam: “Things dat are deviant is dat...clothes you wear, stuff you bring into school like cigarettes an stuff...dat is jus ridiculus.”

John: “What about the fights, violence and bullying taking place?”

Sam: “Dose two, fighting and violence is jus deviant.”

John: What factors do you believe outside of the school, contribute to students joining a delinquent subculture in school?

Sam: “Fuh sure dancehall music, I does listen to like Vybez Cartel and Movado.

John: "How does the music influence people?"

Sam: "Sir, is bout rankin in the school, nobody eh wanna be a batty man, dem singers does tell u to bun down Babylon and for we dat the school."

John: "I would like to ask you something personal, that I hope you may answer openly. Since you have been a student of this school, what acts do think that you have done that you consider as being deviant?"

Sam: "Taxing man, and thiefing cell phone and then selling them"

John: Why did you do it?

Sam: "Sir is ah husle out dey, and meh fadder left meh mother, so is she to ketch. I need money to by clothes and phone card."

John: What other factors out of school cause you to join a delinquent subculture in school?

Sam: "Liming on d block wit dem fellas who does deal with weed, and gun man ting. Dey does rob people. I find it dread, I went wit dem once on a robbery.

John: Another question, what strategies have the school put in place to deal with acts of deviance? As far as you know that is. Is there anything the school has put in place since you have been here and observed? What has been taking place on a daily basis? Or do you know of any (strategies) that the school has put in place?"

Sam: "Well, mostly I seen police coming into the school, I seen police taking care of the deviant students. Mostly, dats all I know. But I observe students bringing in cigarettes an stuff in school, an still have the sign no smoking but dey still do it."

John: "So why do you think they do that?"

Sam: "So students will be idle cuz when you idle, tings duz go wrong."

John: "But since the implementation, as you said, we have the police, which they use the school as one of the centres to reduce the level of deviance occurring in schools. Also you know we have the deans and also the suspension rule when a student does something wrong. How effective do you think those strategies and these plans are in terms of dealing with deviance and violence in schools? Are you seeing a positive effect, negative effect or no affect at all? What is your view on that?"

Sam: "Well, I seeing the effect cuz in our school we need discipline, we need to know how to behave, we need a lot of...."

John: "So as you said, we need to review everything here in terms of reducing the level of deviance taking place in school. So we need to review our plans and polices that we have implemented right now. If you were the principal of the school, what strategies or what plans would you try to implement to reduce the level of violence and disobedience?"

Sam: "Well, I as a principal will have proper activities for dem to condone dem."

John: "For example?"

Sam: "Like football, basketball, rugby. Even bring people from the States come dong to join activities to help students. I'll be bringing, if the police don't work, bring army to discipline the children. Leh dem talk to dem, show dem how hard it is in life. I'll basically keep ah eye on dem, make sure dey behaving and dats it."

John: “So in your view, do you think after those plans you have identified and implemented, will that help the situation in reducing the level of deviance in school?”

Sam: “Yeah!”

John: “Well I do hope after conducting this interview here with you, that maybe some of the suggestions that you made will be taken into consideration and let us try and see what we can do to alleviate the amount of deviance in school. Thank you very much for your time.”

Second Interview

John (Interviewer): “Good day, today I am conducting part two of the interview whereby I am trying to gather relevant information that would be utilised and be effective in the implementation of policies that can assist in the reduction of deviant behaviours in schools that we face on a daily basis. Today as part two of my interview, I am conducting this with another student of our school whose real name will be anonymous and therefore to preserve all confidentiality during this interview.”

John: “What do you consider as deviant behaviour? What in your view and based on your experiences is considered to be deviant behaviour?”

Chris (Interviewee): “I...my view, well, deviant behaviour is being disrespectful to teachers and being disrespectful among yuh friends and stuff.”

John: “What type of behaviour, or what type of acts would you consider as portrayal of deviant behaviour?”

Chris: “Like body attitude and movements.”

John: “For example?”

Chris: “Like showing middle finger. That's a big disrespect, and turning yuh back to teachers and stuff.”

John: “What factors do you think the school has motivated students to become or be engaged in deviant sub-cultures? Let me explain this sub-cultures, you know in school there are certain rules and norms we follow like a certain start time for school and classes. Yet we find a number of

students reaching to school late and classes late as well. What do you think drives students to behave like this?”

Chris: “ I doh understand. Like duckin school an ting?”

John: “Yes, but what factors may make you break class or be disrespectful to your teachers or peers?”

Chris: “Or, well, some teachers is jus wanna assume sometimes and shout at yuh an dose kina ting nah. So daiz why yuh will see we breaking class an ting, an tuh yuh friends jus trying to look like d big boy an ting dat duz make yuh wanna curse an ting nah...jus to look good.”

John: “What are some examples of things or acts that you would consider as a student to be deviant behaviour? Or what do you consider as doing something wrong as a student?”

Chris: “Well, being disrespectful to teachers. Dis happen a lot because I cah take people rough meh up an ting, an lashing an ting, cuz some teachers dey dey wanna raise dey hand fuh yuh even though dey cah do it. I jus doh like dat.”

John: “So, in that moment, if you are feeling threatened, under that circumstance, what would be your reaction?”

Chris: “Jus tuh walk away from it, an try not tuh be disrespectful but walking away is a sign of disrespect but I jus wanna get mehself out ah it.”

John: “What other factors motivate you to join the delinquent subculture?”

Sam: “ Well girls does wanna lime bad man, so fellas does do it to make the girl dem like we. Fellas eh wah look like ah pussey.”

John: "In the past, have you even been engaged in these acts that may be considered to be deviant?"

Chris: "Yeah!"

John: "What are some of the acts have you involved yourself in?"

Chris: "Being disrespectful to teachers."

John: "In what manner?"

Chris: "By walking out classes and answering back tuh wat dey say."

John: "Did you ever get yourself in a fight as a student here?"

Chris: "No!"

John: "But have your parents been called in?"

Chris: "Yeah!"

John: "For what situation?"

Chris: "Bullying... constant bullying."

John: "So you are a victim of bullying then?"

Chris: "Yeah!"

John: "What ever happened to that situation that took place with you and the other student? Is the student still in school or has he left?"

Chris: "He got expelled from school. Because he had plenty bad reports."

Sam: "Yes. My brother in a gang also so I does be with him and he tell me, stand up for yuhself, doh let no one advantage yuh."

John: "The acts that you were involved in, how do you know for sure that the acts were considered deviant acts?"

Chris: "I see it as deviant act because is not the right ting tuh do, yuh suppose tuh listen tuh yuh teachers when dey talk tuh yuh. And turning yuh back on teachers is disrespectful because if yuh could turn yuh back on friends and it doh feel good, it disrespectful, and how it is tuh do it tuh yuh teachers."

John: "In terms of strategies what do you think the school has put in place to deal with deviant acts so far as a student here? You say you were involved in deviant acts, what form of correction that was administered to you when handling deviant acts?"

Chris: "Well, daiz like punishment. I didn't really get bad punishment, but I get lines, put out in the sun in the center of the courtyard and daiz about it. I mean we get dentention once in awhile but daiz it."

John: "Did it reach a point where you were suspended?"

Chris: "Nope!"

John: "At any point in time were your parents called in school for your behaviour?"

Chris: "Not called in school, but called and talked on the phone."

John: "What transpired when you got home between you and your parents?"

Chris: “Well, meh modda... I is live with meh modda. She sit down an talk to meh an tell meh wat is right from wrong an shouldn’t do it. And she doh want tuh hear meh getting in trouble again in school.”

John: “Since those interventions, whereby you got lines, you got sent in the sun, whereby your parents were informed of these situations, how effective do you think these strategies were? Did it prevent you from finding yourself in situations like that again? Or that had no effect at all and you still found yourself in situations like that again? Or when was the last time you were either sent out of class, your parents were informed, or you got lines?”

Chris: “Like last term maybe. I was sent out of class.”

John: “Has any of this taken place this term so far?”

Chris: “No!”

John: “So, the implementation of the punishment that were administered to you, how effective do you think that was?”

Chris: “Well, I find it was like 50/50 cuz giving trouble in school is making me look bad and making my parents look bad an I doh like tuh make meh parents look bad.”

John: “As we talk about the level of deviant behaviours taking place in school right now, and we all see it on a daily basis, what strategies do you think, if you were the principal of the school, administer or implement?”

Chris: “I not sure... I doh know.”

John: “So nothing at all? So you will just leave it as is?”

Chris: “Yeah! Well I can think about that right now as the student.”

John: “Okay no problem. Thank you for your help in this interview and I will try to utilise this information to the best of my ability.”

Third interview

John (Interviewer): “Good day, today will be part three of the interviews with the students of our school. Questions will be asked on deviant behaviours. Here I have a student of Form four and from his responses, the information will be reproduced for our survey being conducted.”

John: “Could you tell me what do you think is deviant behaviour?”

Harry (Interviewee): “Umm... deviant behaviour is like abnormal behaviour, like troublemakers, not doing work, always out of class and so on.”

John: “Well you have identified some types of behaviour students engage in. could you identify some of the deviant acts they may perform?”

Harry: “Crime, robberies, no job.”

John: “What factors in school do you think motivate students to be engaged in deviant sub-cultures? Now let me explain what is this deviant sub-culture. You know we have certain norms and values here at school, for example, certain start time for school, certain start time for classes and so on, but yet still we find a number of students disobeying these norms and reaching to school late and skipping classes. What do you think will cause them to behave in this manner?”

Harry: “Restlessness, no teacher in class, engaging in fights and so on.”

John: “How can these factors influence students to commit deviant acts? Or why would you want to participate in deviant behaviour?”

Harry: “To get like...your name around, people will know you more, know you as a type of person that engage in fight an all dat, an den if something happen dey will call you for dem an all kina ting.”

John: “So what you trying to say is people get involved in deviant behaviour because of a rank of respect or a mark of gaining recognition? Is it that?”

Harry: “Yes it is.Plenty of my pardners does do it and to fit in, I have to follow. Plus home does be frustrating wen meh modder and fadder fighting. I does be vex vex and me cyah handle nobody in school and even teacher telling me nuttin.

John: “In your eyes, what are some of the examples you might consider to be deviant behaviour? Probably things you have done in the past.”

Harry: “Breaking class, being all over d school, sometimes, well...getting puh out of classes an get in trouble wit authority.”

John: “Getting in trouble with authority, meaning?”

Harry: “Well, some incidents wit fights in school.”

John: “What were the fights about and what were the outcomes?”

Harry: “Sometimes it would be me dat caused it, an well I’ll get a warning an daz it cuz I won’t get suspended.”

John: “Were there any times where your parents were called in?”

Harry: “Yes, there was.”

John: “What was that situation about when they got called in?”

Harry: “Well, dey talk to my parents an resulted not being suspended but getting a warning.”

John: “How do you know that these activities that you were involved in were deviant? Were these indicated in a rule book or signs available for you?”

Harry: “well, it is in d rule book actually dat yuh must go tuh all yuh classes, be respectful an not getting into trouble an walk away from fights.”

John: “When it comes to fights, did you follow those rules? Were you calm? Dis you walk away? Did you try not to get involved in it? Or were you one of the aggressive type who retaliated and encourage the fights?”

Harry: “Umm... No! I’m actually one of the types who walked away. But it had some point in time I reach peak point an can’t take it anymore.”

John: “So at that instance what took place? What was your retaliation?”

Harry: “In result, I did retaliate, after I got a strike.”

John: “Describe this strike.”

Harry: “Like a punch or a slap.”

John: “So you were part of the scuffle?”

Harry: “Yes!”

John: What else cause you to join this delinquent sub-culture?

Harry: “Boi sir, honestly I does do some things fuh money, like taxing man, or tiefing phone and thing. Out here is a hustle.

John: “How do you feel when you do these acts?”

Harry: “At first I use to feel bad, but now is just normal for me. Why I bully someone, I does feel like I in charge. Wen I come in Form 1, people use to beat me up, so I fight back.”

John: “Since then, what strategies do you think the school has put in place to deal with those acts of deviance? In terms of rules. You know school violence is prominent in a lot of schools and in society.”

Harry: “Some strategies like if you get into a fight, your parents will be called in an yuh can be suspended for seven days or fourteen days an if it reaches pass dat point, d police may be call in.”

John: “And when the police gets called in, what do you think will happen in that situation?”

Harry: “Well, you can be arrested an leh d police deal wit it.”

John: “So what the police decides to do, that is the course of action then?”

Harry: “Yes!”

John: “So far, how effective you think these school strategies are? Were you ever on daily reports as a student here?”

Harry: “Yes I was...twice.”

John: “Just explain what the daily report is about.”

Harry: “Well, daily report is when to have to report to all yuh classes an yuh must do yuh work an d teacher must have a good comment to say about yuh. If yuh skip classes an it showing yuh classes in yuh daily report, if yuh do it more dan two times, yuh can get suspended.”

John: “How effective you think these strategies are when dealing with deviant behaviour?”

Harry: “The strategies is effective cuz most people who skip class, go on dey report, how their strategies work wit dey report it cause more students to go tuh classes an tuh participate more.”

John: “But this will only be done for that period of time? Or the effect is short lived and when you come off the daily report, things may return to normal then?”

Harry: “Yes! If you decide tuh change arong.”

John: “But since you have been off the daily report has that made any personal impact on your life? Has it made you decide to change your ways? How has the daily report impacted on you if any impact at all?”

Harry: “Actually, it made me change my ways an interest me tuh go tuh class more often an tuh stay outta trouble.”

John: “If you were the principal of this school, what strategies would you suggest that you would try to implement to reduce the levels of indiscipline?”

Harry: “Well, I would put like fuh dise students who wanna tax people an engage in fights an pick on d younger ones an who play dat dey on ah higher level, ensure dey get suspended or expelled. Cuz sometimes its not tolerated an de act as if dey are higher dan everybody an it brings down d school cuz it gives d school a bad name, cuz dey go out into d streets an fight wit other students an so on.”

John: "So you would get rid of these students immediately then?"

Harry: "Yes!"

John: "Do you think that would help the situation or do you think that might worsen the situation?"

Harry: "That might help d situation because it cause more students tuh focus, deviance in school may not be as high as before."

John: "Ok fair enough. Thank you for your honesty and time to be part of this interview and again this information here that was shared will be used to help complete our survey."

Fourth Interview

John (Interviewer): “This is part four of our interviews in order to get feedback on deviant behaviour from students and individuals being considered as deviants. This is our last interview with the students here.”

John: “What do you consider or what do you think is deviant behaviour?”

Vishnu (Interviewee): “Deviant behaviour is like being ignorant an have no point of living an daiz it.”

John: “So that is your understanding of deviant behaviour?”

Vishnu: “Yes!”

John: “What type of acts do you think would be displayed by a student as deviant behaviour?”

Vishnu: “Wat yuh mean by acts?”

John: “What sort of actions, you as a student would get yourself involved in that may be considered deviant behaviour?”

Vishnu: “Gang related, violence, disrespecting yuh elders, bullying and smoking.”

John: “So those acts you said would be considered deviant behaviour. Another question, what factors in school, has motivated you as an individual to be engaged in deviant sub-cultures? Now, let me explain this. We know that the school, for example, has certain norms and values that we must follow, like certain start time for classes, certain time for lunch and so on. But ye still we find a number of students reaching to class late and even reaching to school late. What you think is the reason for this?”

Vishnu: “Tension from yuh friends an other students.”

John: “What do you mean by tension? Explain this term.”

Vishnu: “Like say...yuh see dis boy ducking class jus tuh geh some attention fuh other students to like him.”

John: “What factors outside school factors do you think could motivate you to become part of this deviant sub-culture?”

Vishnu: “It come like d same ting, but jus outta school, in yuh area,yuh wah people tuh know yuh is dis bad boy an dey cah come rong yuh, an yuh have rank an all dat.”

John: “What are some examples of things that maybe considered deviant acts?”

Vishnu: “D way yuh dress, d way yuh walk, yuh talk, how yuh carry out yuhself.”

John: “Explain how one carries about themselves.”

Vishnu: “Like yuh going dong d road an yuh pants on yuh buttom, yuh cussin an all kina ting.”

John: “So all that will be considered as deviant?”

Vishnu: “Yeah!”

John: “What acts have you engaged in, in the past that you consider to be deviant behaviour? Now you may do something that you may think is right but in other peoples’ eyes it may be considered deviant but what you think personally?”

Vishnu: “Fighting... daiz it sir!”

John: “Fighting where? On the compound? Off the compound?”

Vishnu: “On d compound...during class time.”

John: “And what was the fight about?”

Vishnu: “Acting, jus play an fun.”

John: “But it end up serious?”

Vishnu: “yeah!”

John: “And what was the outcome of that now?”

Vishnu: “Nothing really.”

John: “Were there any suspensions? Were your parents called in school?”

Vishnu: “D daily report”

John: “So you were placed on the daily report?”

Vishnu: “Yes!”

John: “What is the daily report about?”

Vishnu: “Is tuh show yuh how yuh behave in class, how teachers duz monitor yuh an carry d page after class an dey could puh if yuh behave good or bad.”

John: “How long were you on the daily report for?”

Vishnu: “Ah week.”

John: “What took place after that one week? Were there any changes in your behaviour? Did it impact on you personally? Or did it have no impact at all?”

Vishnu: “It change, but not as soon as ah finish d daily report. But like some weeks after den ah cool dong.”

John: “And since then until now, things remain ‘cool dong’ as you say?”

Vishnu: “Yes!”

John: “So these fights you spoke about previously, how do you know that these were indeed deviant acts?”

Vishnu: “Until d guidance officer...an he tell meh dem ting could lead to serious injuries an students could geh damage. Den ah stop an realise dem ting deviant. An it could ruin reputation of d school.”

John: “What strategies do you think the school has put in place to deal with acts of deviance that you know of?”

Vishnu: “suspension, daily reports, calling in yuh parents, daiz all ah know.”

John: “But you also know if things get way out of hand, the police will have to get involved?”

Vishnu: “Yeah! I know.”

John: "How effective do you think are the strategies in school?"

Vishnu: "Nuh really effective cuz some students would like tuh go home, spend ah week form school an is according tuh dey parents to. Daiz it."

John: "Were you ever suspended?"

Vishnu: "Yes!"

John: "For how long?"

Vishnu: "Ah week."

John: "What effect did that have on you?"

Vishnu: "It didn't have ah effect on me."

John: "No effect at all? So that was like a vacation then?"

Vishnu: "Yes sir!"

John: "If you were the principal of this school, what strategies would you try to implement to reduce the level of indiscipline in the school?"

Vishnu: "Less pressure on d students cuz when yuh puh more pressure on d students dey go geh tuh dislike yuh an start to give trouble. An puh more events."

John: "Events such as?"

Vishnu: "Sports days, fun days, parties. Leh d chirren go out on field trips an stuff."

John: "Do you think that would help reduce the level of indiscipline in the schools?"

Vishnu: "Yes!"

John: "So you would try to get students involved in more extracurricular activities then?"

Vishnu: "Yes!"

John: “So that same energy they may use to get themselves in trouble can be used in these extracurricular activities?”

Vishnu: “Yes sir!”

John: “You have given some good ideas form your feedback. This information will be used to develop the paper that we have to do and publish. Alright, so thanks for your assistance and time taken for this interview.”

CODES FROM INTERVIEWS

CASE	Why do the Form 3H students join delinquent sub-cultures in Pine Hill Secondary School?		
	What do you think deviant behaviour is?	What factors in the school has motivated to students to engage in deviant sub-cultures?	What out of school factors do you think deviant sub cultures?
CASE 1 – SAM	<ul style="list-style-type: none"> - Breach of school rules - Not following rules 	<ul style="list-style-type: none"> - Peer association - Liming in school - The care free attitude of the class - Ranking - Fighting to secure a “bad boy” image 	<ul style="list-style-type: none"> - Listening to dancehall music - Liming on the block with “b - Poverty - Socialization with deviant p - Economic constraints - Family breakups
CASE 2 – CHRIS	<ul style="list-style-type: none"> - Being disrespectful to teachers 	<ul style="list-style-type: none"> - Teachers labelling students - Status - Rank - Prestige - Disrespect from teachers - Not trying to look weak. - To attract girls - Being a victim of bullying - Machoism 	<ul style="list-style-type: none"> - Brother involved in a gang. - Need to be tough
CASE 3 – HARRY	<ul style="list-style-type: none"> - Abnormal behaviour 	<ul style="list-style-type: none"> - Restlessness - No teacher in class - The need to fit in - Need for respect - Being beaten at a lower form - To get the name around as being “bad man” 	<p>Fights at home between parents Life is a hustle Poverty</p> <p>Frustration with the violence at home</p> <p>Need for money</p>
CASE 4- VISHNU	<ul style="list-style-type: none"> - Being ignorant - No reason for living - 	<p>Tension from your friends</p> <p>Need for attention from peers</p> <p>Looking for fun or thrill</p>	<p>Tough image on the street corners</p> <p>Having a high rank in the group</p>

THEMES, CODES AND COLOUR INDICATION

THEMES	CODES	COLOUR INDICATION
Psychological problems	<ul style="list-style-type: none"> - Being beaten at a lower form - Looking for fun or thrill - The need to fit in - Aggression - Need for attention 	
Labelling	<ul style="list-style-type: none"> - Teachers labelling students - Teachers only assuming 	
Dysfunctional families	<ul style="list-style-type: none"> - Brother involved in a gang. - Fights at home between parents - Frustration with the violence at home 	
Material deprivation	<ul style="list-style-type: none"> - Economic constraints - Need for money - Life is a hustle - Stealing - Extortion 	
Peer socialisation	<ul style="list-style-type: none"> - Peer association - Tension from your friends - Need for attention from peers - Socialization with deviant people in the community - Fitting in - Popularity 	
Issues of masculinity	<ul style="list-style-type: none"> - The care free attitude of the class - Ranking - Status - Prestige - Machoism - Not trying to look weak. - To attract girls - Need for respect - Tough image on the street corners 	