Explanations and solutions for deviant behaviour
among secondary school pupils

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Abstract

In my thesis I am going to analyse the connection between deviancy in teenage pupils and many social factors, like social class, race, gender to find the roots and probable solutions and to reduce the frequency of this phenomena. The main statements are revolving around the topic of conformity and non-conformity. The consequences of being an outsider of the society is social exclusion, alienation, or in many cases self-alienation. This paper is going to demonstrate the deteriorating situation of Hungary on the field of teenage deviancy, substance consumption and crime rates. I am investigating the topic from different aspects as well, from the view of the current and contemporary victims of social exclusion, those who strengthen the social stratification, from the angle of teachers facing the problem every day. My findings are going to be introduced step-by-step and at the end of my thesis I draw my conclusion for the topic and the probable solutions for the problem.
**1. Introduction**

My thesis focuses on the deviant behaviour among teenagers, especially I would like to focus on secondary school students from the age of 14-18. People are social creatures since the beginning, acceptance into the team is an important factor for human existence, but there are many requirements that must be met.

In my theory, the root of this behaviour is that, students after elementary school have to leave their well-known personal spaces, and move to a new one, separated from the already existing friendships and have to fit into a new form of society. There are social and psychological requirements for pupils to meet in order to fit in but some become alienated and breakaway in part because of their class or ethnicity (subculture theory).

Within pupil subcultures gender identity is a key facet thus I would also like to explore hyper masculinity, gender differences and gender patterns which highly influence the behaviour of the young. “Pupil subculture is a group of pupils who share similar values and behaviour patterns. They often emerge as a response to the way pupils have been labelled. Differentiation and Polarization are the two types of developing subcultures. First is when the teachers categorize the pupils, second is when the pupils choose to belong to a similar group.” (Lacey 1970) Gender differences and gender patterns claimed to have a higher impact on being member of a subculture group in case of the females (Eagly 1983). The fear of rejection or the fear of evaluation can lead to further problems, for example inefficient stress management, social anxiety disorder. There are many social variables to mention for subcultures, in this situation, like the financial problems, because people from lower classes tend to be more inclined to feel the urge to belong to somewhere and to meet the needed level of conformity (Bond and Smith 1996). Disadvantaged youth tend to break the rules more frequently at school or at home, in order to get attention and the emotional and social care from the surrounding society they live in. There can be many other factors that determine the development process of teenagers, like the family background, if upbringing problems were present in the household, or financial problems, leading to impoverishment and exclusion. Numerous studies have found a link between poverty and low attainment. As I mentioned, minorities and disadvantaged groups are in a worse position, due to the fact they have to struggle for the same conformity level much, due to the labelling that the society has already put on them.
For example, people living in the rural areas, have to move to Budapest and fit into a completely new society, new hierarchy, new group model. Possible peer influence/pressure, the desire to belong or not to belong, group mentality, conformity issues, bullying, popularity issues, risk behaviour, attitude, beliefs, values, isolation as a feeling, a lot more.

The solution for this in my opinion, and that of a number of educators, are post-school activities, this presents a central part of the research focus in this thesis. As these students have to travel to their school alone, they can also spend their free time, after school, mostly by anything without any control. In this age most of the students start to experience a kind of freedom that can lead to the possibility to spend their afternoon hours with subgroups that easily influence their behaviour pattern, and change the judgement on social norms. Sport programs, trainings, study groups, drama clubs, journalist clubs, or they could simply form a council to make a better atmosphere for their school could be the solution for them to spend their free time more efficiently. There are already some of these in some schools, but with a limited possibility to join, or for fees. I would reward those students who are dedicated enough to join post-school activities like these in a special scholarship program and abolish their fees. Sports can lift the self-esteem, learning circles would help the pupils facing difficulties to solve the homework, students from difficult family background should be able to attend group therapies, where people from the same situation could share their experiences and solutions, in order to talk out their problems. Another aim of the thesis will be to explore the potential of after school clubs in counteracting alienation and pupil subculture.

The policy issues I consider relevant in this case are social, and social psychological problems that lead to deviant behaviour. What are the factors that controls the behaviour of people? Are the people who tend to break the border of conformity solely responsible for it or should we consider structural factors? Does the local government consider this phenomenon as a real problem? How do the existing board of education try to solve this problem? Does it make the work of the local forces harder? How does it influence the behavioural pattern of the future generations? I suspect that it might be the case, that the education of disadvantaged underage people is not considered important enough, this thesis seeks to determine whether that is indeed the case.
My hypotheses are the following: People from cumulatively disadvantaged position have greater tendency to belong to subgroups and seek to conform to group norms, often at odds and in conflict with the mainstream. In order to achieve their needs, they tend to look for peers outside from their moral and personal space to get the needed level of emotional and social support or status. In this case I would like to focus on their race and gender as well, not only their social layer they belong to.

Most of the crimes and deviancy committed by under age people is the consequence of lack of guidance from their teachers and close relatives and the urge to meet the level of conformity is higher than the urge not to prohibit the human norms and laws. In this case I would like to highlight the fact that in many cases children look for emotional aid from their peers if they lack of it at their home (William Damon 1998).

My last hypothesis is After School Programmes can help the disadvantaged and deviant teenagers to avoid being in a deviant subgroup, and by this reduce the number of crimes committed during the afternoon.

**Key theories relevance to my thesis**

One of the approaches for examining the needs for belonging to a subgroup is the **conformity theory**, especially the conformity experiments by Solomon Asch (1951). These experiments show that people tend to make false decisions in order not to excel from the given group and to fit in even their views to make a uniformity in the subgroup they belong to.

The next theory is connecting to the previous one, the **Differential-association theory**. The theory claims that criminals commit crimes based upon their association with other people. The theory has 9 basic tenets why people copy the behaviour of others, the most important in this case is that, criminal behaviour happens among small groups of people and re-writes the legal codes among the subgroups on what is good or bad.

**Control theory** is important in the essence of my thesis, because people do not want to have others look poorly on them and risk support and approval. Control theory is the main reason people do not violate laws, but in this case it can also be the reason to do it. according to Walter Reckless's control theory (1973), both inner and outer controls work against deviant tendencies.

**Anomie theory** is a generalized theory, but in this case, it can explain the difference between socially accepted goals and the availability to achieve these goals. Anomie
theory is mostly true in case of lower classes, minorities, and other disadvantaged groups, and when they want to reach their goal, they tend to use deviancy (Mears, Wang, Hay, & Bales, 2008).

**Labeling theory** is the most important approach to understand deviant and criminal behaviour for my thesis. The theory says that people tend to behave in the way how the society label them. The label makes the people to live according to the given behaviour pattern, and it is enforced by the biased society toward them. In order to understand the nature of deviance itself, we must first understand why some people are tagged with a deviant label and others are not (Howard Becker 1973).

In the literature review and thesis analysis I will return to these studies.

2 Literature Review

2.1 Data on substance consumption and deviancy

    According to the „Deviant Youth Groups in 30 Countries: Results From the Second International Self-Report Delinquency Study‖ (Uberto et al, 2011), the most endangered layers of teenagers to become members of a deviant youth group (DYG) or to commit less serious and serious crimes, for example shoplifting, theft, car theft, breaking into a private property, selling drugs, vandalism, using licit or illicit drugs, smoking and alcohol consuming, are teenagers from around their 12-16, from lower classes and from minority. The study shows that as the age of the youth increase, the chance to become deviant or to join a group is higher. The odds for males are just a bit higher than to females to be on the deviant youth list, so in this part of the review I don’t want to highlight or make a differentiation between the genders (Uberto et al 2011, page 213).Moreover this study shows that the situation of Central and Eastern Europe is better, because the number of deviant teenagers is lower compared to Western Europe, but the fact that Hungary Slovenia and Estonia are still in the worst position in deviancy is mostly due to the youth alcohol consumption, rather than to more serious crime commitments. This journal also claims us with data that people from one-parent families have a rather higher chance to become a member of a DYG. The table also shows us the possibility for minorities and migrants is much higher to join a DYG than for natives (Uberto et al 2011, page 212, table 2.). In this journal teenagers were asked if they belong to or not to any
form of DYG, and the fact that those who claimed that they are members of these kinds of youth formations committed deviancy in the last year. Most of the members of the DYG groups committed one or more violent crimes in the last year and consumed alcohol or/marijuana in the last 30 days (Uberto et al, 2011, page 212, table 3.). The alcohol consumption of teenagers if they are members of DYGs is the highest in Hungary, but the number is still very high compared to other European countries in case of the non-DYG members as well. According to this study the trends of deviancy have not varied considerably, it makes me possible to use findings on deviancy from not the most up to date data.

The cigarette use in Europe tends to decrease annually, according to the ESPAD report. Around half of the European students tried smoking already in their life, and only 21% of them are claimed to be a smoker. The findings show that the earlier they start using cigarettes, the bigger the chance they become addicted to smoking (Nutt et al cited in ESPAD report 2015). The average age of first time smokers is increasing, and the number of students trying smoking before 13 has decreased in the last 20 years. The gender difference related to smoking has vanished, and almost as many girls are smoking or tried cigarettes as boys, so genders in this case can be avoided. In Hungary at least 62.5% of the students tried cigarettes at least once, but the average age of first time smoking and the possibility to get cigarettes are increasing as well compared to the previous years. The main problem with youth smoking is that they are not completely aware of the dangers smoking can cause to them (Elekes, 2016). The factors behind the decreasing number of youth smokers, and the decreasing possibilities for youth to gain access to cigarettes is due to the new kind of packaging and labelling of the boxes, the restrictions on advertising, the limitations of access for sellers on cigarettes and due to the increasing prices of tobacco (Agraval et al cited in ESPAD, 2015).

Alcohol consumption among European students is high, 4 out of 5 youth have tried alcohol, and 2 out of 5 consumed in the past 30 days. The number of heavy drinkers is higher in countries where the annual alcohol consumption is high, this is the reason of the large number of heavy episodic drinking. The alcohol consumption has a connection with economic well-being. In countries where the daily life is harder, the number of youth living with repeated alcohol consumption is higher. Due to this in the Eastern European region, the alcohol consumption is higher, but is lowering in the past years, due to the rapid economic growth. There is also a strong connection frequency of alcohol
consumption and the average lifetime of people. The alcohol preferences vary greatly across Europe, among northern countries the wine and cider consumption higher compared to the eastern countries, where beer and spirits consumption is the prominent feature. The gender difference is diminishing in case of alcohol consumption, and especially in case of heavy alcohol use among youth (Kuntsche et al cited in ESPAD, 2015). In Hungary the alcohol consumption of teenagers is extremely high. 9 out of 10 students consumed alcohol and most of them got drunk at least once in their lifetime. The number of occasions when teenagers consume alcohol is relatively low, but the amount on those occasions is extremely high, much above the reported adult consumptions (Elekes, 2016). The alcohol consumption has many severe consequences, and in Hungary one of the main reasons of getting lethal diseases or being obese. Chronic liver disease, cirrhosis mortality, lung cancer are the consequences of drinking problems, and almost the leading in Hungary in cases of death in Europe. The number of obese people due to alcohol consumption is also outstandingly high in Hungary (Elekes, 2012).

As for illicit drugs, marijuana is still the most widespread among the youth layers. The number of teenagers tried at least once it in their life is the highest in Spain in Europe, but the frequency of usage in other regions of Europe vary. The more developed the country is, the higher the cannabis consumption is (Hall and Degenhardt cited in ESPAD, 2015). The average cannabis usage of ESPAD countries is around 16% which is high, compared to other illicit drugs, like ecstasy or LSD. There is an increasing number of people using cannabis in the eastern part, due to the rapid economic growth, the isolation of former Soviet Union, and because of the greater leisure time of people (Elekes et al cited in ESPAD 2015). Illicit drugs with higher life threat, have been tried by around 4% of students in Europe. Ecstasy, LSD, cocaine amphetamine has an increasing usage among youth groups. In Hungary every fifth student have already tried at least one illicit drug and every tenth tried some kind of designer drug. The number of illicit drug users in high schools in Hungary is decreasing, but the number of licit drug users, without doctor’s permission is still high. Every sixth student took medicine without prescription reportedly, but the numbers tend to be higher. The number of males using illicit drugs is higher and the number if females using licit drugs is higher (Elekes, 2012).
2.2 Experiments on conformity

To prove that conformity has an outstanding role in teenager’s life to feel to belong somewhere, in this section I present Solomon Asch’s and Philip Zimbardo’s two well-known experiments. Firstly, the “line judgement task” conducted in 1951 by Solomon Asch to prove that social pressure from a majority can alter the thinking and behaviour of an individual. The task was simple, participants had to decide on which of the 4 lines is the longest. There were 6 people pretending they are strangers to each other and they are simple participants, like the 7th person. The methodology was simple, the pretenders had to give wrong answers and by this try to convince the 7th participant of the fact that their answer is the one to be picked as the correct one. 75% of the participants conformed at least once from the 12 trials and only 25% of them did not. Important fact is that only 1% of the participants could not answer the test correctly when there was no tension or no one else in the room. After the test during the interview session, most of the participants said they were aware of the fact that the answer they gave is wrong, but they did not want to be laughed at or they feared of being to seem less intelligent. Only a few of them actually believed the answer was correct. There are two reasons people conform with others, first is the normative influence, which means people conform because they want to belong to the group, and the second is the informational influence, when they think other participants are better informed than they are (Saul McLeod 2008). One problem with the test is that, it was biased. The participants were all males from the same age group, which meant that they must have the same educational level as well. The study showed that as well, the bigger the group is, the easier the participants conform to others. The proportion of conformity can also decrease when the other members from a group is not there. In a test like this, where intelligence is needed, the more difficult the test, the bigger the conformity is. So to say if the task is harder, members rely on each other’s answer to bolster their confidence and by this they conform much easier (Asch, 1956).

The second experiment is from Zimbardo, the Stanford Prison experiment 1971. The experiment started with selecting healthy middle-class college males without any previous problems with the police. The selected boys were then split into two groups, guards and prisoners. Important fact here is to highlight, at the beginning of the experiment, all the boys, the guards and the prisoners were the same. Both the guards and the prisoners had to wear uniform, and the prisoners even lost their individuality, and they were assigned with numbers, rather than their names. To humiliate them, they were not
allowed to wear underwear and by this, their behaviour have already changed, and started
to behave less masculine (Zimbardo, 1971 page 3). The fact that the guards had freedom
to behave in a way they want to, they started to use physical punishment against the
prisoners, for example pushups. When the prisoners started an uprising, to beat it down,
the guards used a fire extinguisher to make them move back to their cells. The stream
coming out from the extinguisher was extremely cold, and after this the humiliation
continued. The prisoners were harassed and intimidated. As soon as the physical abuse
seemed to be useless, the guards started to terrorize them psychologically. They separated
the prisoners to 2 groups, and the groups had different privileges. One of the groups could
wear clothes, wash their teeth and got good things to eat, meanwhile the other group had
no possibility to do it. They switched the groups without any warnings or reasons, and by
this they broke the alliance between the prisoners. Soon even to go out to the toilet was a
privilege and the guards denied it on their own will. After 36 hours, one of the prisoners
were set free, because he couldn’t stop crying, yelling and screaming. Parents could visit
their sons and as soon as they started to complain about the situation their sons had to live
in, they became the members of the experiment as well. The guards won over the
prisoners, physically and psychologically as well, and the prisoners lost their individuality
and lived like a real life prisoner with total obedience. After the experiment was closed
down, the participants had to sit and solve the problems between each other, but on this
meeting all the boys behaved like before the experiment started (Zimbardo, 1971).

The „line judgement task” experiment can be used in a school environment as
well, to understand the behaviour of group members for example, the urge to belong
somewhere and not to be fooled or laughed at is higher, than to choose the correct answer
we think we should. Also if the person once joins to a group like this, it is hard for them
not to agree with the decisions the majority of the group makes. In a school environment
it happens easily that the students tend to choose to belong a group, rather than to be
academically successful, and to preserve their own identity, rather they adapt to the needs
of the surrounding group in order to avoid alienation. The Prison Experiment shows us
exactly how drastically can the behaviour of individuals change, if they have the
opportunity to practice power over subordinated people. The fact that they could identify
with the roles they had to play as fast, in a day people threw away their personality and
were able to use physical punishment later psychological on their peers. As soon as the
experiment was over they got back to their ordinary life and pretended like nothing has
happened. This is important for my thesis in the sense that people in the schools have to adapt to the new situation as well, throw their identity away as soon as they meet their peers and to practice an unusual behaviour pattern they never did before, as it is a must to fulfil the role they want to live in or the role what is given for them.

2.3 Alienation and its consequences

According to the journal, *A Phenomenology of Alienation in High School: The Experiences of Five Male Noncompleters* (Schulz et al, 2011) alienation is a long process that needs to meet many visible criteria to happen. Teenagers need relationships, even if they are bad for them, especially if they lost their faith and trust in adults, for example in their parents or their teachers. A self-alienation can occur, when the individual feels fear of failures and fear of disappointing the close related people for them. As the first consequence of youth alienation the individuals lose their trust and their self-worth and start to underestimate and undervalue themselves (Schulz et al 2011, page 1). In the life period of adolescence is the most common for the individuals to feel alienated. They don’t feel the belonging to any form of groups, for example family school or friends, and by this making them incapable to connect with other people. These factors can lead to problems later on during the teenage years, like decreased attendance, academic failures, vandalism or violence, even gang actions (Bridgeland cited in Schultz et al 2011). The feeling of isolation, the lack of social acceptance and definitely the underachievement in academic spheres is the most common features of alienation (Hawkins cited in Schultz et al, 2011). Most often these students claim themselves out casts socially and academically as well, come from culturally and linguistically diverse backgrounds. These individuals have a non-traditional family background usually, and they tend to be worse in future possibilities than those who could fit to the society perfectly. (Bridgeland cited in Schultz et al, 2011). Consequences of alienation tend to be social and academic failures, lack of involvement in school related activities, being hostile toward their peers, being passive regard to school project or even withdrawal. In extreme cases, alienation can reach a level, where the individual feels dissatisfaction and the need to belong or to be appreciated is so high, the individual tends to commit violence toward others in their close relationships (Schultz et al, 2011 page 2). In the age of teenagers, boys tend to have a higher proportion who feel alienated and by this have to repeat classes, gain special education and usually
boys are diagnosed with learning disorders as well. The reason behind it is complicated and complex. The most obvious reasons laying behind the phenomena are the background influence, different attitudes toward education, different gender stereotypes and most importantly the influence and the urge to conform with their peers. Social influence can come from family background and from peers as well and it can reach such high values the individual starts to feel less valuable and less compatible ending up to quit the academic procedures (Schultz et al, 2011 page 13). Stereotypes can hinder the academic progression of students. The fact that false biases and stereotypes are made only on the basis of their gender, class, race or family background can greatly reduce the enthusiasm and the urge to learn and educate themselves. The problem with it is that the surrounding people, for example the teachers and the peers of the students also lower their expectations toward disadvantaged people and consider their skills and under achievements as a result of their disadvantaged position. The fact that the students know they can be target of stereotypes or biases, for example due to their lower class or race, they try to remain in the background and behave according to the stereotype they happen to hear or know about themselves (Gorski, 2013).

2.4 Gender and masculinity

The social influence for all genders all the same when all the people taking part have the same power or the same prestige (Eagly, 2001). On the other hand, when we are talking about teenagers and school children, masculinity has a high influencing factor toward deviancy. According to “Masculinity and School Engagement in Middle School” (Rogers, 2015) the more masculine a teenager and the less feminine it is, the lower their grade point average is. Due to their male typed physical attributes and their behaviour boys are predicted to have a lower GPA (Rogers, 2015 page 17). On the other hand, being a female is simply predicted to have higher GPA. The fact the traditional gender roles still exist in schools, and understood this way by schoolchild can be the reason why boys have to under success. For males who belong to groups or gangs it cost a lot of energy to maintain their position in the hierarchy of their group and by this to be the dominant member of the peers. These social pressures felt by boys is the reason of masculinity (Rogers, 2015 page 19). According to boys, their peers consider uncool to sit in the first seats, to take notes during a class or to study long hours at home for a test, or simply to be academically
successful. As a consequence of this, boys have to make their homework in secret, and have to lie about their academic studies at home in order to avoid being labelled as geeks or boring or losing their dominant position in the group (Rogers, 2015 page 19). Males have to be emotionally stoic, hide their feelings and emotions and not to express in society, because emotions mean weakness in many cases (Jansz cited in Rogers, 2015 page 22). On the contrary, those who express their emotions more openly are tend to succeed more in academic fields and have greater possibility to achieve further education. To express their masculinity, boys tend to use aggression and physical punishment toward the subordinated peers. The consequence of this kind of behaviour can result to lower academic performance or even being fired from the institution, meanwhile being supported emotionally can result in positive performance in school (Shin et al cited in Rogers, 2015 page 23). Cool Pose is not only true for black communities, especially for black boys, but for all minorities. As it is in the West, racial status has an impact every phase of life, including education as well. The stereotypes and labels made black boys to develop a sub-culture, called the Cool Pose. Cool Pose is a term referring to the use of conspicuous styles of demeanour, speech gesture, walk, stance and other physical gestures. These sub-cultural elements are so strong among black boys in the West, those who reject or not conform to the roles usually expected of them by the society, and choose to focus on intellectual skills more than on their physical attributes and the development of it, by that their masculinity, are rejected from the sub-groups as well. The fact that they have to focus on their physical attributes and masculinity made boys to lose the opportunity to improve their academic achievements and their intellectual skills. Cool Pose was developed by black communities to boost their self-esteem and self-presentation (Hall 2009. 532-533).

2.5 Equality and stereotypes in classrooms

Threating equally all pupils is an essential need in education. Do all the pupils deserve the equal amount of attention of caring? Teachers are taught to teach equally their pupils and to punish them equally for their misbehaviours. Essentially it is needed when we are talking about equally capable and healthy kids, but when there is a kid with special needs, for example hyperactivity or learning disorders, the threating of them need extra attention and caring from the teacher. Students may disturb the class or argue others simply to break the rules and gain some extra attention from their teachers. The problem is that. most teacher don’t know the weekly performance of the pupils and by this they don’t
know what kind of source or homework could be useful for them to learn and to use their energies in a better way than disturbing the class. Teachers and schools should set challenges individually for each pupil and reward them for being productive or successful in a field. Reasonable achievements for children that they can reach with hard work can release their unused energy and make the task for the teacher to learn the rest of the class much easier (Mundschenk et al, 2011 page 102). Students tend to misbehave because for that time period they can feel they are part of the system and they have the power to contribute and to alter the classroom (Welnstein et al, 2004 page 33).

2.6 Teacher’s and the school environment’s role

Other challenge can be when the educator does not have the needed tools to communicate their expectations on students and by this not being on the same line with their pupils. The behaviour of an educator strongly contributes to the behaviour of the pupils If a child behaves badly, the reaction of the teacher determines how the child will behave in the future, so it is a crucial point for the teacher to react as good as possible. When the teacher fails to deliver a good message to misbehaviour, the teacher enforces or bolsters the future misbehaviour of the child, and giving them an option to gain attention the same way (Mundschenk et al, 2011 page 98-99). In many cases the student is blamed for the misbehaviour, but also the adults in the student’s life can trigger the behaviour, judged by misbehaviour someone else (Millner et al, 2010 page 564-565). Giving more attention to those who behave badly than for those who behave correctly can result in that, the other pupils gaining less attention will behave the same bad way to be in the middle as well (Zirpoli cited in Mundschenk et al, 2011). All in all, each pupil need individual amount of attention in order to keep the class flowing properly, and to avoid misbehaviour occur often. Setting rules or borders on behaviour in the classroom and in the class for all pupil can be a manageable way to succeed in teaching (Mundschenk et al, 2011 page 100). In case of diverse classes, the teachers have to pay attention to the pupils coming from different cultures or societies. A teacher should recognize the student’s ethnicity, personal background, the social and economic traditions. Teachers should be open to teach culturally, and should build up a caring classroom (Welnstein et al, 2004 page 25). Many teachers are culturally hegemonists and expect all pupil to behave according to the school’s norms (Geneva cited in Welnstein et al, 2004 page 26). The text Welnstein wrote
about Classroom management claims that all pupils should learn for themselves and not for rewards. With this statement I strongly disagree, because the rewarding and collecting factors in a youth’s life have an important role and I think it should be kept up as long as they learn in academic institutions. A caring teacher who takes part in the pupils’ life, takes interest in the student’s background and family, and functions as a kind of role model, considered a better teacher and more respectful among the students. The cooperation of children with teachers like this is much higher (Davidson cited in Welstein et al, 2004 page 34). According to Crawshaw (2015) the teachers are showing an increasing tendency on dealing with problematic and deviant children, but on the other hand related to deviancy, the number of teenagers committing deviant crimes or simply providing less respect toward their teachers and other adults, remained the same in the past 20 years. Almost a day goes with behaviour management for teachers and principals from a week so the number of misbehaviours and the fact that teachers still can’t handle misbehaviour is still a fact (Crawshaw et al, 2015 page 294). Teachers are not to blame as well, because in many cases, teachers are monitored as well and told by authority what to do and to follow a set of disciples and frames formed by the management which make it harder for teachers to solve the problems according to their own beliefs (Millner et al, 2010 page 568). The solution for this problem can be the theory of cultural responsive classroom management, which needs many criteria to be met. The whole theory lays on the connection between the teacher and the student, both socially and culturally. Also it is important to promote equity over equality, because equity also promotes to make the children, from other racial or ethnic minority, able to compete and to reach the same possibilities as those from better background (Millner et al, 2010 page 570-577).

The good pupil phenomena contain that, the student behaves accordingly to the rules of the school and toward their peers. The rules are simple, about dos and don’ts (Boostrom cited in Thornberg, 2009 page 252). According to students, the teachers make the rules that they have to obey, rather than the principals or the city. Pupils also claim that they don’t have the possibility to take part in forming rules or to alter a system in any ways. The ideas and view of students on school systems and teachers is the most important ingredient of a well-functioning educational system (Rudduck et al, cited in Watts 2007). Schoolchildren think that the way rules work the only thing stopping other students from behaving badly and to breaking all the school laws they have to obey. The study shows that in a school rules can be considered as a hidden curriculum (Thornberg,
These rules are much easier to follow by middle-class children, because the norms and expectations stand closer to their everyday life than for lower class children. According to Milgram (1974), students lose their individuality due to the fact that they have to blindly obey to their parents, schools and all kinds of authority in their early life, later on results in the future a hard acceptance of other people’s norms and denial of other people’s rules and thoughts (Thornberg, 2009 page 258).

The environment for teenagers need to be perfect in order not to lose their attention so easily. A classroom should never be overcrowded, noisy or full with distractions. The higher the distraction variables, the lower the attention and the ability of pupils to concentrate on the task. A well-constructed, well-equipped classroom can strongly contribute to the success of pupils (Mundschenk et al, 2011 page 99).

2.7 After-School Activities

After-school programs that promote social and emotional learning are important in the life of teenagers. These programs can largely contribute to the self-exploration, self-expression and forming tight bonds for students. For a well-working after-school program a lot of criteria needed, for example safety psychologically and physically, chance to belong somewhere, supportive adults to help the youth open up themselves for others and to avoid being alienated, opportunities to learn new skills or to upgrade the already existing ones, and definitely positive norms and rules (Hurd et al, 2017 page 98-99). These programs make it possible for students to learn and to voice their opinion and helps to develop a moral justification. After-school teachers don’t force expectations, requirements and evaluations on the children, by this they can build up a closer much tight bond with the children.

3. Methodology

I conducted an interpretive research to make this thesis by making ethnographic study, qualitative interviews, public and private observations, listened to personal experiences and used the data that visual materials provided for me.
The definition of interpretive research is, a framework and practice within social science research invested in philosophical and methodological ways of understanding social reality (Given 2008).

I consider myself as a critical researcher especially in this topic, because I tried to break away from the traditional explanations from the subject and to find new approaches and solutions for this social problem.

The definition of critical researches is, a generic term usually applied to any research that challenges those conventional knowledge bases and methodologies whether quantitative or qualitative (Jupp 2006).

3.1 Research Ethics

I made a qualitative ethnographic observations and I used semi-structured interviews as well. As I was intended mostly to make interviews with under aged people, I followed the principal of voluntary participation, so anyone could take part in my interviews if they want to contribute to my findings (International Sociological Association Code of Ethics 2001). Furthermore, as it is stated in the international code of ethics, before interviews I did ask for a written permission from the parents in which they could accept the terms and conditions of participating in my interviews. I did send them a letter in which they could read my project. I did ensure the participants their anonymity, and since I recorded the interviews I gave them the opportunity to listen to it, or copy it if they needed it. The record of the interview was important for me in the analysis stage of the research (see appendix).

3.2 Evidence Collection

I started the data collection with the data made by Dr. Elekes Zsuzsanna, on the consumption of licit and illicit possessions among the focused age group. In this case the school database provided me with data on the most common forms of deviant behaviour committed by pupils. I also got a portion of the pastoral files of the targeted school to get valuable information about the numbers and occasions of deviancy from their pupils inside and outside the school. I highlight the fact that I only got a portion of data in my
hand, so I used only what I got and the information I could get from the head teacher of the school on the topic.

### 3.3 Research Methods

Firstly, I focused on the vocational school I attended and made qualitative interviews with students of the school and two teachers, teaching for many years with a lot of experience in that school. The interviews with the pupils were mostly focusing on their and their peer’s deviancy, their social status, their satisfaction with the school and the teachers of the school, groupings and hierarchies in their close friendships, the way they see the national curriculum, the legal rights the pupils and teachers possess, the roots and solutions for deviancy in their age group and on the afterschool programmes and their effects on education. The interviews with the teachers mostly rotated around the same topics as with the students, but from another perspective, mostly focusing on the exploitation of the teachers and the process how teachers lose their legal rights to discipline children.

Secondly, I participated in two classes in the same school, hosted by the same teacher for the same class with different teaching styles. The teacher had an interactive and a lecture class, both with the same group of pupils on the same day, one after another. I wanted to prove the efficiency of interactive classes where pupils can feel they are part of the class and have the chance to contribute to the knowledge gaining and distributing process, compared to lectures where the teacher constantly gives information to the pupils regardless they are paying attention in the needed level to understand it.

Thirdly, I made interviews with different age group people with deviant background. The reason I made them is because I wanted to get a retrospective insight as well on the topic and to prove that the patterns are changing or not in case of deviant behaviour in schools and between teenagers. I picked people for this based on the fact that I knew about their problematic past. I had the chance to make the interviews with people from before the change of regime as well.

Fourthly, I made a public observation for five days during the afternoon on a train station where pupils go to have fun with their friends after their school times. My focus was on
the same group of people every day, and the way their behaviour and language usage altered in each situation they were interacting with each other.

Finally, I used my own experiences in the same school where I made most of my data collection, as I attended it as a student as well. The reason I used it is because I wanted to compare my experiences on the topic with the students of the past and the students of today, and to demonstrate the social struggles and challenges I had to face in the secondary school. The environment and the social structure of the school did not change much since I attended to it, so my experiences are still valid and up to date. This method is called Reflexivity, according to Sociology (Giddens 2009 page 63), describes the interchange between sociological research and human behaviour. For me such reflexivity involved me being able to examine my own feelings, reactions, and motives and indeed past memories and how these influence what I think of a situation.

The strength of my thesis comes from the fact this topic will always be relevant and topical and a worthy one to gain insights on in order and to solve the problem of deviancy in schools and within teenagers. It is easy for people to find teenagers with behavioural problems and to compare pupils from different layers of the society. I do hope this thesis will contribute to my further education and helps me to go deeper into this topic and maybe to find a solution for this.

The threats and weaknesses are the same I think it is hard not to be biased in this topic, and to label these people. People have to understand the fact that these teenagers are the real victims in these crimes, and they need guidance and help how to leave these groups.

4. Findings

4.1 Results of Interviews with Vocational School pupils

Most of my interviewees from this group picked their Vocational School on the basis of family influence or the appealing curriculum that the school promises. The interviewees are from rural communities, not from Budapest, and almost all of them live in single parent families. According to the data I collected, the environment of the school is friendly and family like with its small classrooms and narrow corridor, the furniture is good for educational purposes, but the technical equipment, for example the wireless internet and some computers are outdated. In the responses I received from pupils of the
school it is evident that they are extremely satisfied with the teachers and the level of education they can acquire in the institution, but they also feel sometimes degraded by some of their teachers. Some students complained about the fact that they feel oppressed by teachers and think the teachers look down on them and don’t treat them as they would deserve to be treated in that age. They also complained about the educational system in which they have to learn, mostly about the extra high number of classes each week. All of my interviewees have almost 40 classes a week, which means they spend their weekdays from 8:00 to at least 15:00 in the school each day. As I mentioned before they are not local residents of Budapest so they also have to commute every day to get to the school for approximately 2 hours in some cases resulting in an early start at around 5:00 and getting home around 17:00. The school day is not finished here for them, because they have to spend at least 2 hours to prepare for next day’s classes, according to them.

One of my interviewee’s said that:

,, We have to learn much more than our parents had to, and they don’t really understand and accept the fact that we have to fight harder than they had to back in their time.” The problem with exhaustion is that, it leads to underachieving, lagging behind others and by that leads to emotionally and mentally challenging school hours, making the pupils to tend to hate the school and by that to rebel against it in various forms, like not going to school, showing behavioural problems and ignoring the teachers during the classes. My interviewees tried out alcohol when they were 15 on average, and got drunk in the same age as well. Most of them reported that they tried out alcohol just because of curiosity and because proper partying also means consuming alcohol. The situation with cigarettes is completely different. They also tried it out around the same age, but due to the oppression of their friends or peers. The fact that they would be labelled as uncool or nerdy is more disadvantageous for them than not smoking, so they gave in to the peer pressure and tried it out. In case of drugs, in all my interviewees classes there are people who occasionally use it and their peers know about it. Licit drugs, like painkillers and illicit drugs in a broad range is being used by their peers. An interesting fact for me is that, none of my interviewees from this category mentioned idols from their close relatives who they look up at or want to be like them, rather they mentioned sportsmen due to their rough career path and what they could achieve from nothing. According to them the gender roles in their classes strongly operate and determines every day of their lives. Boys tend to be more dominant and pretending to be more than they actually are to
be the most outstanding one and to be appealing to the girls. The same situation is present with girls as well, but in the fact that they tend to use verbal dominance over the oppressed ones, meanwhile boys use their masculinity and their physical attributes to be the suppressor. By this, there is a hierarchy in each class in which at the top of this hierarchy is the most dominant person, a category which could be found among girls and boys.

One of the students stated:

„Nowadays the more people you have sex with, the cooler you are, even in the circle of girls”

This quote from one of my interviews refers to the perception that the more mature a person is, the more people tend to follow and look up on them. This is the core of making formations and groupings. People tend to follow or to make formations with people similar to them, or they want to be just as they are. These groups let teenagers to improve their social skills, their problem solving attributes, and to develop a kind of bond with different people rather than their own families. In many situations groupings can provide the emotional, social and physical support for a teenager that they don’t get at home. These social bonds are useful to have someone they can trust in and by this to talk out their problems openly in a friendly circle, and as I mentioned before with people they are similar with or people they want to be like. Groupings can be useful till a point where deviancy comes into the picture and makes the members to behave in the way the group members tend to accept and tend to think morally or socially acceptable. Half of my interviewees did things they would never do just because of the pressure of other members from the same group they belong to, even to the level where police intervention was needed. The range of breaking rules for teenagers nowadays is very broad, from the small problems, like using a phone during classes or not paying enough attention or chatting, to the level that can be morally and ethically be questioned, like getting test answers in advance from the teacher’s private room, adulterating existing marks, speaking back to teachers abusively, and leaving the classroom due to a disagreement with the teacher. In situations like these, the whole class stands out as one and tries to protect their peer with their silence or with actual deeds. Parents usually talk over their children’s bad behaviour and decide on the consequences of it. Usually in case when their children did just small problems or did stand out for themselves the parents don’t care about the things, but in the case of the note was right from the teacher the parents accept it and scold the children.
Pupils nowadays don’t often make a difference between their classmates based on their gender, social class or race. These prejudicial attributions tend to come to surface in debates between them, and use these to hurt others.

One pupil highlighted:

„Based on the situation, if there is a trouble between the groups in the class, and we can hurt the other, in that case yes we focus on their disadvantages.”

The pupils think that nowadays the teenagers and the school children have too many legal rights, but they still don’t know about them and how to use them correctly. They all agreed that the teachers don’t have any control over children with behavioural problems. If there would be a possibility for schoolchildren to have a say into the curriculum of the school or to improve the school they would definitely participate in it, till the point they see their thoughts and suggestions are accepted and they see some development on the problematic fields, for example with the mandatory 5 PE classes each week, without the suitable equipment and place for it. Students reported that they would spend more time in class in the afternoon programmes, if they are useful. They would participate in sports, language learning circles or to improve their knowledge on the school subjects. The problem is that it is hard for families nowadays to cover these extra costs for their children, because monthly it would cost too much for an average family in Hungary. The range of prices for private classes or sport circles is half the daily income for many parents. The basics of behavioural patterns and by this the problems can be traced back to the family but can be also the consequence of the school as well. Teachers and their teaching styles have to be adjusted to the new way people live. The old methods tend to be outdated and tend to be less operational for educational purposes that it was back in the time. School children have to learn a much bigger material in their age now, than their parents have to in the same age, resulting in the fact that help can’t be expected at home in all cases. The importance of teachers is much bigger, because their task to make the children understand and learn things is usually a thing they have to do alone. Pupils tend to prefer caring teachers more than the bossy types. They like the fact that there is an adult who cares about their personal life as well as their knowledge, who can ask them if there is something wrong and who helps them to make hard decisions, for example picking a school for further education. On the other hand, a bossy teacher is accepted by pupils during classes, but they expect them to be friendly in non-class situations. I observed that
many occasions, pupils tended to be silent and not to answer the teacher’s questions during a class because they are scared of saying the incorrect answer and by that being made fun by the teacher and the others. This leads to disinterest and ignorance toward the teachers and their classes.

4.2 Results of Interviews with teachers on problematic teenagers

Teachers play an important role in the emotional and social development of the teenagers as well. The interviewees for this section of my thesis are form teachers of classes of different ages. Usually in this school and on the Hungarian average two third of the class started who in the first year finishes the school with a graduation certificate. The reason behind the many leavers of the school can be the following: most of them don’t get what they expected from the school, don’t like the curriculum or the economics teachings in the school or around a quarter of the leavers have to leave the school due to behavioural problems. In many cases children don’t know what they want to learn in their secondary schools. They have to pick on the basis mostly on the decision on the parents resulting in hard years for the children or leaving the school. 9th graders have to learn economics at such a high level that they are not able to understand and to use it in their further studies. As I mentioned before in my findings, it can be too challenging and exhausting for them as well. Behavioural problems are mostly the consequence of the listed above variables, and resulting in dropouts or leaving the school. Teachers need to perform different teaching methods and different teaching styles for each class and even for each pupil individually to achieve the highest results.

One teacher said:

“*The number of classes the number of different ways we teach in.*”

The other teacher said:

“*There is nothing, like best method or way to teach. We have to adopt to the situations every day.*”

According to my interviewees, teachers generally do not tend to be either bossy or to be a caring type of teacher, they have to perform a mixture of these characteristics. Most of the teachers adopt their teaching styles to the upcoming pupils and classes. The bossy style is needed in younger ages, where the teachers have to get the level of respect and
reputation from the new comer students to pay attention for them and not to take the teacher’s classes as a joke. Later on the teachers have a chance to make a much closer emotional connection with the students and be the caring type of teacher, who help the pupils in off school problems to solve and to give them hints and advices for their later studies or their working life. This is the key for the teachers to earn the respect of the pupils and make them to listen to them and try to be as productive in their classes as possible. To the caring teachers, students are more likely to look up, and by this to follow their instructions and be a sort of idol. The situation of teachers with parents is not that easy. Interviewees stated that it is hard to find the common word with the parents of the pupils and they don’t pay enough attention for their children. In many cases parents encourage their under aged children to host parties at the family home for friends and even buy them alcohol. The hidden factor behind this attitude is maybe to let their children to do whatever they want to, but at least in good environment and under surveillance. According to the teachers, parent’s behaviour in a parent’s meeting is exactly the same as their children’s behaviour in school. By this, we can say that the behavioural patterns in many cases are obtained from home and practiced in the same way as they would do it at home. Formations in their classes are mostly based on similarities. In most cases dominance, masculinity and power play an important role in each group, whom to follow and whom to listen to in each situation. In many formations the background factor is social class. Those who have more to spend have more possibilities to go out together, making them superior and outstanding from the class. Gender and race in groupings are not that important as social and family background. Weak signs of racism and sexism can be observed in classes, but only because they want to hurt the others, not because they know the meaning and consequences of the terms they use to hurt each other.

One of the teachers quoted that:

“Rarely they use racist-like quotes they hear in the media or at home what they do not understand but they still use the terms. When we explain them the meaning of the terms, they notice they did not mean that way.”

A strong hierarchical system can be observed in many groups. The head of the group decides on many aspects and the others follow it in many cases. Nowadays there is a competition in each class to be the best and to get better marks than the others, or the other case is in which the worse the grade you get, the cooler you are. The situation in
which hierarchy boost the performance of each student is profitable, but in the other case, the thinking of the head of the group have to be changed, in order to achieve the same effect with the rest of the group as well. The best method for this is to talk individually about it with the exact person, tell them the consequences he or she don’t even think about, and try to change this behaviour pattern. The help of parents can be also expected if they are informed, but as I said it before, they are not keen on to take part in it. There were many occasions in the school in which the parents verbally attacked the teachers on how they dared to punish their children with notes when they broke the rules of the school. Parents don’t even believe the teacher if the child denies something. Nowadays teenagers are in everyday connection with cigarettes and alcohol. According to one of my interviewees, the number of drug users and by this, the number of drug problems is increasing on daily basis because it became really easy to get them at parties and teenagers are not even aware of the consequences of using them, because they think bad things can only happen with others but not with them. The teachers don’t have enough legal rights to solve the behavioural problems of pupils.

One of the teachers stated that:

“*We only have our right as a teacher to talk to the pupils in a nice manner*”

Rules can be broken by the pupils because they know there will not be any consequences of it, according to my interviewees. Teachers only have the possibility to give them notes, or to sit down and talk with them. The way of these talks has to be polite and calm and not to hurt the feelings and rights of the students as well. The consequence of this freedom for the pupils in teenage years can be extremely costly for them, because they are just about to get into a workplace where rules are obligatory to follow, or they get fired easily without any talks or warnings. On the other hand, teenagers have too many rights in the school. The respect of teachers is fading out and by this, teachers have to struggle much more to get the attention of kids. To use a multi firm metaphor here, the consumer’s needs are the ones that have to be satisfied. In this case now, the consumers are the pupils and the teachers have to behave in a way they could satisfy their pupils. The dressing etiquette of the school is no longer taken seriously. They can use it to express their personality and individuality, but can be disturbing and not acceptable for many people. The interviewees would host afternoon programs for pupils who are interested in their courses, but only if there would not be as many classes as there are now. Teachers are overwhelmed and
exhausted as well, because they have to prepare for the next day, correct tests and also to live their own personal life. Many pupils already asked them to host classes that are not in the school’s curriculum but the school would not be able to finance it and to host it. The situation is the same with the PE classes and sport circles. There is not enough space in the school to make PE halls or to make outdoor fields to play sports. The school also lacks personal care possibilities after sport classes. Teachers would also expect a salary increase for it because their salary is extremely low in Hungary. They could earn twice the amount working for a multi firm than they earn as teachers. The consequence of this is that most of the teachers have to apply for a second job, in many cases to give personal classes during the afternoon. Teachers also have to give the same number of classes regarding the size of the class, which lags behind compared to the European standards.

One teacher declared:

“Re-think the curriculum from the point of view of the material and size of the material.”

The amount of the material they have to teach is too much for teenagers, and the content of the material is even harder to understand. The basic things are not taught in the schools, for example how to get a job or how to apply for further education. Teachers also have to care about their pupils individually and spend some time with them to talk about personal topics as well. Teachers are overwhelmed, exhausted, demotivated in too many cases and earlier each year.

4.3 Results of Observation 1

The results of the comparison of the lecturer class and the interactive class I have attended to are the following:

The two classes were held on the same day, 4th and 5th class of the same class, same pupils, same teacher. It was an English class on clinical symptoms, with 17 pupils.

The interactive class was the first I have attended. They started with a quick test then they played a hangman. 80% of the class actively played the game, had fun and enjoyed it. The words were from the previous class’s, so it was a fun way to brush up their knowledge. Then the class continued with a group task, where they had to work in pairs to solve riddles. There were 2 boys, 1 team, who ignored the teacher, the task, and had a friendly chat meanwhile. They couldn’t answer for the questions the teachers asked from
them, the others made fun of them because of this and they got frustrated. Next task was also a group task, but the class was re-sat, so new teams were formed. Everyone paid attention here, maybe because those who didn’t, were humiliated by their peers, and solved the funny little task. The task was done then it was almost end of the class when the behavioural problems started to appear. Some people started to chat, some people to use their phone. The teacher told them not to and they stopped.

The lecturer class was the second I have attended. It was a civilization class on Ireland right after the English class and the break. The teacher recalled the last class of the subject and immediately had to discipline the class because no one paid attention. The back of the classroom was noisy and looked like they are not even participating. Half of the class started to talk, use their phones, or simply just have a rest during the class. Some of them even made fun of the teacher or just clicked their pen’s button until the teacher makes him stop it. The teacher gave up disciplining them and finished the class by giving them the material.

Clearly the more engaged people were during the classes the more they could learn. The fact that when they were in funny joyful situations made them concentrate on the task and do it, makes it clear that interactive classes are more beneficial than the lecturer classes. The number of behavioural problems were almost 5 times more and even more frequent, even though the teacher just made silence. Some people even went till the limits to annoy the teacher, but in that minute they got the attention they were looking for during the class. The covering of the material, and the recalling of the previous class was much easier, faster, and more joyful in the interactive class than in the lecturer class.

4.4 Reflexivity

In the methodology section I defined reflexivity and noted it would be part of my study. To reiterate reflexivity, it is an attempt to solve social problems with the fact that I already have knowledge and experience on the topic. As I noted it before, I attended the school which is the focus of my research.

Living in a rural area meant that I like some of the pupils observed, had to travel a lot on a daily basis to get to the school. Waking up at 5:00 was a regular thing for me and getting home around 16:00 as well. The reason I attended to that school was not because of my
choice, but my mother, who I lived with. I planned a totally different career for myself, but according to her in those days, it was the most beneficial and logical decision for me. The school itself was great, I liked it very much. The classrooms, the corridors, the sport field and the table football gives me goosebumps still today. The teachers we had to learn from were divisive for me. Most of them were caring and did much for me in the breaks as well. There were definitely bossy types as well, I did not like them at all back in the school days because there was no sign of understanding that problems can happen to students as well, but now I am grateful for them because those subjects are the ones I know the best. For me, fitting into the class was the most challenging in that school in the first year. I was a skinny, short unwholesome teenager with zero self-confident, definitely from a lower class family. The other boys in the class were much more muscular, wealthier or could sell themselves easier than me. The gender roles were operating strongly in the class. There was a clear border between girls and boys. The hierarchy was also an existing thing in the class and I was really at the bottom of it. The way I could become the member of the class was long and tiring, and I had to do many things I would never do if they would not expect me to behave that way. For example, I did deviant things just to impress my one-time friends. I did break many rules of the school just because I was expected to. The peer pressure was so high in the class we did foolish things together, like not learning for classes and getting bad grades and feeling no regret or shame because of it. The point where I opened my eyes was when I almost failed a subject due to not paying enough attention for my education. I was around 15 when I tried out alcohol and got drunk in my first occasion, with these friends. I never tried cigarettes even thought they were nagging me to. For me the only reward from being a member of a group that had harmful effects on me was the feeling to belong to somewhere and to have someone who understands me. My idol was my brother and he moved out from the family home right before my Vocational School years and I was depressed and felt lonely, I think these were the reasons I did many deviant things in my teenage years. We had enough right in the school because for me it was unquestionable that I have to obey the rules and follow them otherwise I get punished, even at home. I always wanted to participate in afternoon programmes, but the chances were limited and also the budget of my mother as well. I am glad that I had to go through things I am writing about because I had the chance to express the feeling of loneliness and then the acceptance and support of previously strangers.
4.5 Results of Interviews with former students with behavioural problems in secondary school

The frequency of deviancy in the last fifty years was not that different from today’s, as it should be. The time has passed, but the situation of deviancy in schools within teenagers remained the same. My interviewees for this chapter are from non-traditional family models and from rural areas or from Budapest’s least wealthy regions. The way they selected school were the availability of it and to select a school where socially similar people go. The similarities in all my interviewees are that, they all hated school and they were all bullied or were the one who bully others. Those who were treated badly in their school years reported to changed their behaviour because they did not want to be treated the same way again as they were in those times. The schools were in a bad condition with outdated equipment in it. The toilets and the corridors were stinking and the classrooms were covered in blight in many cases. They had no caring teachers, only bossy type ones, whom they hated because made their hard life even harder.

One of my interviewee claimed:

“I hated to learn and my teacher’s attitude enforced my hatred toward school.”

Their idols for all of them were family members, who could help them to face the challenges of school and help them learn. Gender roles back in the time had bigger influence, boys used masculinity and their physical attributes to be the best in the class, and girls abused verbally those who they thought are not on the same level as they were. Wolf rules applied in classes, which meant that the stronger you are, literally, the better position you have in your circle of friends. The importance of groups was bigger for them, because they found friends, family and someone who cares about them, listen to them, protect them.

One interviewee exclaimed:

„When you can’t find people who accept you, then you lower your esteems and fit into a group where they accept you as you are even though they are deviant. I did not want to stay at home so I rather wandered on the streets, that is the reason why my friends were my real family.”

The problem with these groups is that there is no one to limit them. Social wellbeing and the position in the hierarchy determined how cool guys they were, so when they couldn’t
get more money they did deviant things to impress others. From the range of smoking in school toilets to stealing drunkenly a friend’s father car without driving license, many forms of deviancy were practiced just in order to gain respect by others.

One interviewee noted:

„I stole cigarette because I had no money, and it was needed to be in the group, so I decided to steal a pack of cigarette. I learned the rule not to steal again, because everyone was alerted about it and treated me as a criminal.”

Racism and sexism were much more common in those times. Groups used the innate disadvantages of others to bully them. Differences of attributes were used strongly to make fun of each other. Physical abuse of the weaker and the outsiders was a common practice in their schools. On average they tried out alcohol around 15 years old and got drunk as well in the same age. They smoked cigarettes earlier, but due to social factors and media. They saw that at home, on streets on TV everywhere, that adults and wealthy, influential people smoke cigarettes when they are having talks and they wanted to pretend they are adults, so they followed the same behaviour. It was legal for tobacco companies to advertise their product on media. “Cool guys smoke Marlboro” was the text of the advertisement made one of my interviewees try out cigarettes. They tried out many illicit drugs as well, for example marihuana and cocaine. Those who refused trying out new things were excluded from the groups.

One interviewee observed:

„Deviant people want to pull you into the same atmosphere he is in, or otherwise they will get rid of you.”

The reason they were influenced to situations where drugs came into the picture was this. They simply wanted to be the member of that group because they considered those people as their family and had a strong bond with them. The possibilities for afternoon programs were limited. They could only play football on the public fields or learn at home together. They had no possibility to improve their language skills or to learn IT mechanisms, because their school was badly equipped. The legal rights they possessed was really low, compared to the level nowadays children have. They were verbally abused by teachers or even physically if the temper of the teacher was higher. They had to follow the rules of the teacher, not the rules of the school, because the teacher was always right and the
parents supported the teacher’s decision as well. According to my interviewees, the reason behind deviancy is the family or the lack of family.

One of my interviewee felt:

„I really needed a parent, but I did not even have one.‟

If the parent is bad and not suitable for raising up a child, then the child will learn the same pattern and the circle will hardly stop. The situation of these people were even worse than for nowadays teenagers because they did not even get the needed legal protection from the school. This can be a reason why they decided to break the rules and to join a group and pretend to be someone they were not before.

4.6 Results of Observation 2

The results of the observation on the behaviour of teenager afterschool in Budapest are the following:

There was a control group of 4 boys sitting on the same bench every afternoon, after school, doing some fun stuff and relaxing on the street before going home. They were friendly with each other and they knew each other pretty closely, judged by the topics they were talking over together. Their behaviour changed many times as different people headed to them.

Bigger, maybe older boy went to them and their behaviour instantly changed. They started to provoke each other, started bullying the smaller, less muscular guys, and even their word usage changed from the soft friendly manner to a big headed style. All of them wanted to be in the centre of the group and to be the one who is the more appealing to the new comer boy.

When girls went to them, they behaved in the same way, tried to be the most appealing for the other gender, even though they were good friends in a moment ago, they instantly switched to the big headed style.

The importance here was that, their behaviour changed back to the normal when the outsider left and behaved in the same way they did before the newcomers. The reason behind this behaviour could be the fact that they wanted to be the dominant, the most masculine and the most appealing for the other gender. A hierarchy emerged in a sudden
when they noticed the possibility to gain from their social and physical superiority compared to the rest of the group.

4.7 Similarities in my literature review and my findings

There are many similarities and data matchings between my literature review and my findings. In this part I am going to compare my results with the results and date I have presented in the literature review. As in my review I mentioned Hungarian teenagers are highly threatened by the possibility of being member of a DYG, deviant youth group, and to consume substances regularly. Pupils try it alcohol and cigarettes around age of 15, and most of them know at least one friend who has already tried licit or illicit drugs. Being member of a DYG often means the consequence of being involved in thefts as well. Teenagers tend to join to DYGs in order to feel the emotional and mental support that they could not get. In order to avoid alienation, pupils also tend to commit things they would not do alone. The consequence of alienation otherwise would be lack of involvement in class life, later on lagging behind others and failing. Boys and girls tend to join deviant groups as well, but the role of masculinity for boys is higher. The fact that boys have to focus on their physical attributes and dominance made them not to focus on their academic skills as much as girls are expected to. The consequence of lagging behind in education is that they become dominant with other peers in order to boost their self-esteem. The role of the teacher is especially important, according to my interviewees, because in many cases the students can find a role model in their teachers. The environment for the teenagers is also extremely important. It has to be friendly, calm and most importantly well-developed to meet the expectations of the students. After school programmes are appealing for students, in the sense they would improve their skills in many fields that the current educational system does not provide for them.

5. Conclusion

In my research I was trying to find answers for the behaviour problems of teenagers in secondary schools and to figure out a possible solution for them. The importance of my research is that, the teenage deviancy is not a new phenomenon, but is existing for many decades. The range from small deviant behaviours to legal crimes is the same today as it was fifty years ago.
Teenagers consuming alcohol, smoking cigarettes on daily basis, consuming licit and illicit drugs is no longer a taboo. Being a member of a deviant youth group is not the solution for this, as the teenagers, rather add oil to the fire. The changing trends in family formations, and the fact that one parent families are more frequent nowadays than ever, even boosts the number of youth crimes. When teenagers do not get the social and emotional support they need from their own family, they try to look for alternatives. The easiest action is to find people from the same situation they are in. The challenges and competitions students have to fight make them weak and exhausted on mental, physical and emotional levels as well. The expectations of the school, the national curriculum on education with its high number of classes weekly and the enormous size of the material and the social factors they fight every day is challenging for them. Problems start when the pupils start to feel themselves alienated, or they self-alienate themselves. The lack of school involvement results in under achieving in school, which means lagging behind the peers and finally to fail the class due to the fact they don’t meet the requirements, later on and fail to be competitive on the job market and its consequences like being unable to cover their expenditures. Boys tend to face bigger challenges, due to social oppression. Boys are considered to be masculine and physically outstanding, meanwhile girls are expected to learn and to achieve as much as possible in the field of education. When boys under achieve in intellectual skills, they are not pushed as much as girls to fight harder, rather they are accepted as they are and forced to focus on other, non-intellectual skills to improve, for example sports or to get a job. Under achieving boys to belong somewhere and to boost their self-esteem develop a unique behavioural form, called cool pose, in which they can express their physical attributes and strength. By this to gain respect and esteem from others. Masculinity directs boys to behave as manly as possible, to overcome the other males and to be the most dominant in their society or in their class. This leads to academic lagging, making it awkward to learn, make the homework and to obey the rules of the school, because education is no longer the core task for them, rather to keep their position in the hierarchy. Those who behave against the norms of a sub-group have to face alienation as well, that can lead to academic failures as well. In order to meet the level of conformity, teenagers tend to lose their moral and social norms, and commit things they would never do alone, just to get the support they can’t get from others.

Not only the families task to look after the children but the school’s job as well. The role of the school is extremely important in the life of teenagers. The environment of the
school has to be friendly and calm, making the pupils feel safe, and possible to learn. The teacher’s job is outstandingly important in the academic and social development of teenagers. A good teacher can become the role model of a pupil, and by this to help to follow a successful path rather than focusing on DYGs. A caring teacher, who takes care of his or her student’s problems and listen to them, can be a friend for the problematic teenagers as well, and they can get help from the teacher to overcome the problems. Teachers are overwhelmed and exhausted due to the huge material they have to deliver and the high number of classes they have weekly. Their salary is lagging behind compared to other jobs with a diploma, and compared to other European countries.

After school programmes also provide the possibility for children to develop skills they can’t in their school or at home. Also helps them to make social bonds and to have a group where they can belong to. The well-being of teenagers is the responsibility of their family and also their schools, and by this the government as well.
6. Bibliography:


- Elekes Zs, 2016. Addiction among Hungarian youth – facts and trends’. Budapest.: Corvinus University of Budapest

- Elekes Zs. 2012. Health-damaging Behaviors and Measurement Methods. (‘Egészségkárosító magatartások és mérési módszerek’) Budapest.: Corvinus University of Budapest


- Kraus L and others. 2016. ESPAD Report 2015 Results from the European School Survey Project on Alcohol and Other Drugs. Publications Office of the European Union


7. Appendix

Information letter for interviews:

2018.02.   .

Dear Mr/Ms/Mrs/(Name) ,

This letter is an invitation to consider participating in a study I am conducting as part of my BA degree in the Institute of Sociology at the Corvinus University. I would like to provide you with more information about this project and what your involvement would entail if you decide to take part.

This study will focus on roots and feasible solutions for teenager problems in Hungary.

Participation in this study is voluntary. It will involve an interview of approximately 30-40 minutes. You may decline to answer any of the interview questions if you so wish. Further, you may decide to withdraw from this study at any time without any negative consequences by advising the researcher. With your permission, the interview will be tape-recorded but if you are unhappy with this I can make written notes. Only I and my examiners will have access to the recording. All information you provide is considered completely confidential. Your name will not appear in any thesis or report resulting from this study, however, with your permission anonymous quotations may be used.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +36/70-302-6292 or by e-mail at I.sejtes@gmail.com. You can also contact my supervisor, Dr. Andrew Ryder, Faculty of Social Sciences and International Relations at e-mail andrew.ryder@uni-corvinus.hu.
I very much look forward to speaking with you and thank you in advance for your assistance in this project.

Sincerely,

Sejtes Imre

I have read the above information presented in the information letter about a study being conducted by Sejtes Imre of the Department of Sociology at Corvinus University.

I am aware that I have the option of allowing my interview to be tape recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interview may be included in the dissertation and/or publications to come from this research, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

YES  NO

I agree to have my interview tape recorded.

YES  NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

YES  NO
Interview questions to teachers:

Are you a class master?

Is your class special in case of deviant behaviour?

How many people were in the class when you started the class and how many are in now?

What do you think is the reason behind of the difference between the numbers?

Do you think dropouts are connected with rather the behaviour problems of the children than the intellectual skills?

Do you think students are exhausted due to the many tasks?

Do you think your students idolize you or listen to you strictly?

Do you think the situation at home of a child contribute to their behaviour?

What was the most outstanding behaviour pattern that you ever experienced? What was the solution for that?

Have you ever noticed any kind of groupings in your class? (same race gender class)

Have you ever noticed a hierarchy in your class? Do the children follow the one at the top of it?

Were there any incidents in your classes with alcohol, smoking, drugs?

Do you think the teachers have not enough power to stop children doing deviant things?

Do you think that children have too much rights nowadays, and they use them to avoid rules?

How much time you spend with correcting behavioural problems each class?

Would you change your teaching style in order to help the children feel conformity?

Would you host afternoon classes for problematic children? (for money)

Are you satisfied with the national educational curriculum?
Interview questions to students and adults who were problematic teenagers:

Where do you live? With whom do you live?

Why did u pick this school?

What do you think is the root of deviancy in teenage years?

Do you like your school/teachers?

Do you think the atmosphere of the classrooms support teaching/learning?

Which teacher type do you prefer? The caring or the bossy? Could you give me any examples for both types?

Could you give me situations these attributes helped or hindered you?

Do you have any idols from your family or from your school who you follow?

Do you think gender roles have an impact on your situation and on your behaviour in your class?

Do you agree with the fact that there is a hierarchy in both sexes that everyone try to fit into?

Have you got friends who often break the rules?

Have you ever broken the rules due to their pressure?

Have you ever been part of any formations or grouping in which the members behaved deviant?

Do you consider yourself as a deviant teenager?

Have you or your peers been in any serious crimes where the police were involved?

Have you or your peers broke the rules in the school? Did you get punished?

Have you ever bullied or treated one of your peers differently due to his/her disadvantage?

When did you try out alcohol for the first time?

Have you tried smoking? Do you smoke? When? Why?

Have you ever tried licit or illicit drugs?
Have you ever been connected to drugs?

Do you think you have enough legal rights in your school?

Do the children have any say to form their school?

What do you think could be the solution for deviancy in your school?

Would you participate in any afternoon school programmes? For example, learning circles, sports, language faculties.

Could your family afford these kind of extracurricular programmes?