

CAUSES AND CONSEQUENCES OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL IN IKARE AKOKO, ONDO STATE, NIGERIA

¹OJO Oludare David; ²OLADOSU Olusegun Peter; ³ONAOLAPO Noah and ⁴OGUNDEJI Tunde Samuel

¹Department of Arts Education, Faculty of Education, University of Ilorin, Nigeria

^{2,3&4}Department of Christian Religious Studies,

²Federal College of Education (Special), Oyo, Oyo State, Nigeria

³Federal College of Education, Katsina, Katsina State, Nigeria

⁴School of Secondary Education, Federal College off Education, Kano

Abstract

This study investigated causes and consequences of deviant behaviour among secondary school students in Ikare Akoko, Ondo State. Descriptive survey design was adopted. The population was all secondary school students in Ikare Akoko while the target population was selected students from both private and public secondary schools in Ikare Akoko. Simple random sampling technique was used to select 250 respondents. Researcher-designed questionnaire was used to elicit information from the respondents. Both descriptive and inferential statistic was used for data analysis. The findings revealed that deviant behavior is caused by home background, peer influence and lack of parental guidance. The study revealed that deviant behavior leads to school drop-out, poor academic performance and abuse of substance among secondary school students. No significant difference were found on the causes of deviant behavior among secondary schools students based on gender and no significant differences were found on the consequences of deviant behavior based on school type. It was recommended that counselors should regularly sensitize students with the right information on the causes and negative consequences of deviant behaviour. School administrators and teachers, should work together in curbing deviant behavior exhibited by students in schools

Keywords: Deviant behavior, Causes, Consequences, Adolescent. Deviant Behaviour

Introduction

Every society has ways of preparing the younger generation for effective integration and functioning within the system. Education and socialization equip individuals with the knowledge, skills and values needed for effective societal adjustment. However, to guide and control the individual behaviour in the society, there are certain norms, customs that need to be adhered strictly. The primary functions of schools in the training and changing the citizens behavior cannot be overemphasized. Agi (2015) opined that education is the art of leading a person from

the dark era of ignoramus into the limelight of knowledge and understanding. This implies that an educated person can assist in transforming the society for positive growth and development.

Deviant behavior has become a daunting problem in recent time. Most students are displaying deviant behavior and destabilizing learning processes within the school setting. Eremus (2015) opined that rules and regulations are not obeyed in our schools as there are many cases of examination malpractice, truancy, bullying, extortion, sexual offences, indecent dressing, negative behaviours, dishonesty

and many others. These attitudes signify deviation from standard functionality of students' behaviours. Angel (2016) opined that schools have become a place of committing different types of atrocities and urged the government, parents and school administrators to wake up and ensure proper elimination of deviant behaviours in our schools.

As stated by Saldana (2013) every culture has a set of established norms, customs, rules and laws, which are expected to be obeyed by all members of the society. Despite the importance societal norms and rules for peaceful co-existence some individuals still act against them. This kind of behaviour is usually termed as deviance and the individuals involved are described as deviants. In other words, a deviant is an individual who breaks significant societal or group norms. Deviant behaviour is described by Idris (2016) as any behaviour exhibited by members of a group or society that are at variance with the rules established by such a group or society. Goode (2008) defines deviant behaviour as, a behaviour, beliefs and physical characteristics that break social norms and produce negative reactions. In his view, deviant behaviour may be mild or more extreme. It includes activities and behaviours that do not conform to established social norms such as drug abuse, alcoholism, suicide, deception, and so on. It should be noted that deviant behaviour varies from one society to another. It is certain that what might be seen as normal behaviour in one community might be seen as abnormal in another.

While deviants can be found in every segment of society, it becomes more pertinent to be concerned about the children and the young adolescents at the secondary school level. This is because such individuals are at an important stage of life where the foundation for the acquisition of knowledge, skills, attitudes, characters and other important virtues are laid. As

observed by Jacob and Adegboyega (2017) the issue of deviant behaviour among adolescents is becoming worrisome to parents, teachers, law enforcement agents as well as the entire society. These behaviours if not checked at an early stage, most especially in schools, may escalate to more aggressive forms of behaviour such as terrorism and other criminal acts in the society (Aute, Poipoi and Khasakhala, 2020). In recent times, deviant behaviour and other forms of anti-social behaviour among the youths are on the increase globally (Asiyai, 2019). These behaviours occur in both developed and developing nations, including Nigeria

Several other types of deviations noticed among secondary school students' who are contrary to acceptable conducts expected from individual learners within the school system are well documented in the literature. Temitayo and Lukman (2014) identified truancy, absenteeism, fighting, stealing and drug use. Similarly, these issues have been observed in Ikare –Akoko prompting the current investigation.

Statement of the problem

Adolescents and youths play a vital role in shaping the future of any nation. They bring energy, creativity and innovation, driving social, economic and cultural development. Consequently, to safeguard the future of Nigeria, adolescents and youths in our various secondary schools need more attention than ever before. Presently, in Nigeria, most of the social vices constituting insecurity challenges and social problems are being perpetrated by adolescents and young adults (Chike and Onyene, 2020). These acts have far-reaching implications for national security and societal well-being. Various deviant behaviours exhibited by secondary school students and adolescents in general need immediate intervention to nip them in the bud.

Deviant behaviour is posing a serious threat to learning in most schools, some forms of antisocial behaviour in schools include, bullying, extortion, insubordination and physical fighting, and violent acts against students and staff. The school on their part seems unable to cope with the problem because no significant attempt has been made to reach its root. A contributing factor is the apparent decline in parental supervision. This is because many parents are so pre-occupied with duties outside the home and they have little or no time to keep watch over the action and behaviour of their children who are unfortunate to fall into bad peer groups and end up copying the bad behavior of their friends.

Conanor and Philips (2002) reported that the absence of a father in the family set-up contributes to delinquency in the home. When compared with children from intact homes, students from single parent tend to be more prone to deviant acts (Nkhata & Mwale, 2016). In a recent study conducted by Ekwok (2020) among 567 students in public secondary schools in Cross River State, Nigeria, it was found that family structure has significant means across the stealing, fighting, truancy and aggression components of deviant behavior examined in the study. Most studies have been based on urban areas and cities and to the best knowledge of the researchers; no known study has specifically addressed the causes and consequences of deviant behavior among secondary schools students in Ikare-Akoko, Ondo State.

Research Questions

1. Identify different forms of deviant behaviour among secondary school students in Ikare Akoko.
2. What are the causes of deviant behaviour among secondary school students in Ikare Akoko?

3. What are the consequences of deviant behaviour among secondary school students in Ikare Akoko?

Hypothesis 1: There is no significant difference on the causes of deviant behaviour among Secondary school students based on gender

Hypothesis 2: There is no significant difference on the causes of deviant behaviour among secondary school students based on school type

Hypothesis 3: There is no significant difference in the consequences of deviant behaviour among secondary school students based on gender

Hypothesis 4: There is no significant difference in the consequences of deviant behaviour among secondary school students based on school type

Methodology

The study adopted the descriptive survey research design. The survey research design is considered appropriate for the study because the variable already existed and cannot be manipulated. The population of the study is made up of all the senior secondary school students in public and private schools in Ikare Akoko. Simple random sampling technique was used to select 25 senior secondary school class2 students from five (5) public schools and five (5) private secondary schools. This is to give all the SS II students in the school equal opportunity of being selected into the sample population, on the whole a total of 250 students participated in the study. A researcher –designed questionnaire titled “Causes and Consequences of deviant behaviour among secondary school students” was used to elicit information from the respondents.

The questionnaire was divided into three sections (A, B, and C). Section A deals with the respondents demographic details while section B consist of item on the causes of deviant behaviour among

students and section C has to do with the consequences of deviant behaviour on secondary school students. The Likert four point rating scale of Strongly Agreed (SA) 4, Agreed (A) 3, Disagreed (D) 2, and Strongly Disagreed (DA) 1, Mean score of 2.5 and above was rated as positive while a mean score below 2.5 was rated as negative. The instrument was validated through experts in the field of Test and Measurement and the reliability was

Table 1: Different forms of deviant behaviour among students

S/N	Deviant Acts	Mean	Rank
1	Getting involved in school riots	3.33	7
2	Belonging to a group who sometimes gets into fighting	3.43	6
3	Damaging things in school or any other public place	3.17	14
4	Carrying some kind of weapons in case it is needed in a fight	3.31	8
5	Bullying	3.61	1
6	Watching pornographic films	3.20	13
7	Threatening someone else by calls or text messages	3.21	12
8	Taking illegal drugs/alcohol before/during/after school	3.49	4
9	Committing acts of vandalism in sporting events	3.29	9
10	Cheating during class work, school tests, or examination	3.56	2
11	Being in trouble at school such that your parents were invited	3.26	10
12	Threatening to hit or beat a teacher	3.23	11
13	Bribing teachers with money for marks in tests and examinations	3.47	5
14	Using juju or threats against teachers or fellow students	3.14	15
15	Absenting yourself from school	3.52	3

Table 1 presents the mean and rank order of the different forms of deviant behaviour identified among the students. The table showed that all the identified deviant behaviour have mean values that are above the average mean of 2.50, and they are ranked 1st, 2nd, 3rd up to the 10th position. This implies that the prevalent

Table 2: Mean and Rank Order of Causes of Deviant Behaviour among Secondary School Students in Ikare.

S/N	Causes of Deviant Behaviour among students	Mean	Rank
1	Peer group influence	3.76	3
2	Hatred for school	3.56	6
3	Home background	3.97	1
4	Lack of parental guidance	3.82	2
5	Poverty	3.64	5
6	Poor teaching method	3.39	8
7	Negative mass media	3.72	4
8	Lack of discipline	3.47	9
9	Lack of moral instruction	2.76	10
10	Emulation of bad role models	3.44	7

ascertained using Cronbach Alpha. The reliability coefficient of 0.81 was obtained and satisfied to be reliable. The descriptive statistics of frequency count, percentage, mean rating and t-test was used to test the hypotheses at 0.05 level of significance.

Result of the findings

Research Question 1: Identify different forms of deviant behaviour among students

forms of deviant behaviour among secondary school students are bullying, cheating during examination, absenteeism, taking illegal drugs and bribing teachers.

Research Question 2: What are the causes of deviant behaviour found among students

Table 2 presents the mean and rank order of the causes of deviant behaviour among secondary school students in Ikare Akoko. The table shows that all items were identified as causes of deviant behaviour among secondary school students in Ikare Akoko, because the items have mean values that are above the average (benchmark) mean value of 2.50 for determining the cause of deviant behaviour among the students. Therefore, items with mean of 3.97, 3.82 and 3.76 respectively proceed the

others and were ranked 1st, 2nd and 3rd respectively. The items indicated home background, Lack of parental guidance and Peer group influence. On the other hand, 9, 8 and 6 with mean values of 2.76, 3.47 and 3.39 were the least ranked items that 8, 9 and 10. They indicated poor teaching method, lack of discipline and lack of moral instruction.

Research Question 3: What are the Consequences of deviant Behaviour on the academic performance of the students.

Table 3: Mean and Rank Order of Consequences of Deviant Behaviour among Secondary School Students in Ikare Akoko.

S/N	Consequences of Deviant Behaviour among students	Mean	Rank
1	Low academic performance	3.88	1
2	Poor concentration during lessons	3.78	2
3	School drop out	3.66	4
4	Disobedience to constituted authorities	3.61	5
5	Destruction to public and private properties	3.34	8
6	Absenteeism	3.75	3
7	Sexual immorality	3.53	6
8	Drug abuse	3.42	7
9	Violent Acts	2.99	9
10	Membership of Cult gang/group	2.57	10

As revealed in table 3, the mean scores of all the items are above 2.50. This implies that low academic performance, poor concentration during lesson membership of cult gangs, sexual immorality and destruction to public and private properties are the consequences of

deviant behaviour among secondary school students in Ikare Akoko.

Hypothesis 1: There is no significant differences in the Causes of Deviant Behaviour among Secondary School Students in Ikare Akoko based on gender.

Table 4: Analysis of causes of Deviant Behaviour among secondary school students in Ikare Akoko based on gender

Gender	N	Mean	SD	df	t-value	Sig	Remark
Male	149	24.78	3.691	248	1.586	0.231	NS
Female	101	23.09	3.921				

Table 4 presents the t-test analysis of the difference on the causes of deviant behaviour among secondary school students based on gender. It shows that the t-value 1.586 is obtained with a p-value of 0.231 computed at 0.05 alpha level. Since the p-value of 0.231 is greater than 0.05

level of significance, the null hypothesis is retained. Therefore, there is no significant difference in the view of students on the causes of deviant behaviour based on gender. ($t = 1.586$; $df = 248$; $p > 0.05$).

Hypothesis 2: There is no significant difference in the Consequences of Deviant

Behaviour among Secondary School Students in Ikare Akoko based on gender.

Table 5: Analysis of Consequences of Deviant Behaviour among secondary school students in Ikare Akoko based on gender

Gender	N	Mean	SD	df	t	Sig	Remark
Male	149	26.43	3.164	248	1.785	0.433	NS
Female	101	21.09	3.149				

Table 5 presents the t-test analysis of the difference on the consequences of deviant behaviour among secondary school students based on gender. It shows that the t-value 1.785 is obtained with a p-value of 0.433 computed at 0.05 alpha level. Since the p-value of 0.433 is greater than 0.05 level of significance, the null hypothesis is retained. Therefore, there is no significant

difference in the view of students on the causes of deviant behaviour based on gender. ($t = 1.785$; $df = 248$; $p > 0.05$).

Hypothesis 2: There is no significant difference on the Causes of Deviant Behaviour among Secondary School Students in Ikare Akoko based on school type.

Table 6: Causes of Deviant Behaviour among Secondary School Students in Ikare Akoko based on school type.

School	N	Mean	SD	df	T	Sig	Remark
Public	125	30.67	3.509	248	1.196	0.149	NS
Private	125	30.98	3.573				

Table 6 showed the t-test analysis of the difference on the consequences of among secondary school students based on school type. It showed that the t-value of 1.196 was obtained with a p-value of 0.149computed at 0.05 alpha level. Since the p-value of 0.149 is greater than0.05 level of significance, the null hypothesis is retained. Therefore, there is no significant

difference in the view pof students on the consequences of deviant behaviour based on school type.

Hypothesis 4: There is no significant difference in the Consequences of Deviant Behaviour among Secondary School Students in Ikare Akoko based on School Type.

Table 7: Consequences of Deviant Behaviour among Secondary School Students in Ikare Akoko based on School Type.

School	N	Mean	SD	df	T	Sig	Remark
Public	125	27.3671	3.278	248	1.524	1.131	NS
Private	125	23.2726	2.879				

Table 7 showed the t-test analysis of the difference on the consequences of deviant behaviour among secondary school students based on school type. It showed that the t-value of 1.524 was obtained with a p-value of 0.131computed at 0.05 alpha level. Since the p-value of 1.131 is greater than 0.05 level of significance, the null

hypothesis is retained. Therefore, there is no significant difference between the consequences of deviant behaviour based on school type.

Discussion of Findings

Findings from this study revealed that the common forms of deviant

behaviour identified among secondary school students in Ikare Akoko were bullying, cheating, cultism, carrying of weapons, vandalism and truancy. The outcome is in line with Stephen (2013) whose findings revealed that deviant behaviour is prevalent among students. This was also corroborated by Chuks (2016) that the most common deviant behaviour in the secondary schools was bullying, noise making stealing and lying. This showed that the forms of deviant behaviours identified by earlier researchers are still prevalent among students in the present study area. Therefore, a lot still has to be done to reduce these attitudes among secondary school students.

Also, findings obtained from the study showed that the causes of deviant behaviour among secondary school students include poor home background, lack of parental guidance, peer group influence, negative influence of mass media. This is also in consonance with the study of Temitayo and Lukeman (2014) which revealed that parental/home, peer group influence, social and economic standard are among the causes of deviant behaviour among secondary school students. Researchers such as Denizin (2010), Harlt et al (2012), Nicholas and Kennedy (2018) also identified the root causes of deviant behaviour to poor parental relationship, negative projections from the mass media, negative peer group influence, abuse of drugs and alcohol, and lack of strong punishment for school offenders. The findings of this study aligned with previous studies and may be due to the fact that the influence of social media has not reduced the whole world into a global village to the extent that what is obtainable or happening in one environment is transmitted to the other society or community.

The study also revealed that school dropout, poor academic performance, abuse of substance and sexual immorality were

some of the major consequences of deviant behaviour among students in Ikare. The study is in line with the findings of Charon (2007) who showed that school dropout, poor academic performance and abuse of substance were the major consequences of deviant behaviour. Barlow Edward (2011) asserted that deviant behaviour is characterised by negative consequences which result to school dropout, poor academic performance disobedience to constituted authority, membership of cult groups. From the earlier studies and the present one, it was revealed that the causes of deviant behaviour have a negative impact on the education of the students.

The study revealed that there was no significant difference on the causes of deviant behaviour among secondary school students in Ikare Akoko on the basis of gender. This implies that respondents were not different on the causes of deviant behaviour among secondary school students in Ikare Akoko on the basis of gender. This study is consistent with the study of Giadom (2019) who found no significant difference on the causes of deviant behaviour among secondary school students on the basis of gender. Irrespective of the gender differences they perceived the causes of deviant behaviour in the same way. Therefore, the study revealed that gender has no significant difference on the causes of deviant behaviour among secondary school students in Ikare Akoko.

The findings showed that there is no significant differences on the causes of deviant behaviour among secondary school students in Ikare Akoko on the basis of school type. This means that respondents were not different on the causes of deviant behaviour among secondary school students in Ikare on the basis of school type. This findings is in congruent with the study of Fishein (2013) who found no significant differences on the students on the basis of school type. Irrespective of the differences,

they perceived the causes of deviant behaviour the same way.

Furthermore, findings from the study found that there was no statistically significant difference in the perceived consequences of deviant behaviour among secondary school students based on gender and school type. This result validates the conclusions of Furo (2015) whose study showed a statistical correlation between male and female students on the consequences of deviant behaviour in River State secondary school students in Port Harcourt. Also, findings of Asuru (2004) showed that no significant difference in the perception of public and private schools on the consequences of deviant behaviour in Southern States of Nigeria. Therefore, the study revealed that gender and school type has no significant differences on the causes of deviant behaviour among secondary school students in Ikare Akoko.

Conclusion

Based on the findings obtained from this study it could be concluded that various forms of deviant behaviour are prevalent among secondary school students. The study showed that peer group influence, mass media home background were some of the causes of deviant behaviour which resulted into poor academic performance, drug abuse, and school dropout among students. The study revealed that there were no significant difference on the causes of deviant behaviour based on gender and school type and also that there was no significance differences on the consequences of deviant behaviour of secondary school students in Ikare Akoko based on gender and school type.

Recommendations

Based on the above discussion, the following are recommended:

1. Social media should be regulated and sanctioned for projecting negative images to the public

2. The consequences of the sale and consumption of alcohol and drugs should be emphasised in related topics in the school curriculum.
3. Adequate and proper home training for children should not be left in the hands of school administrators alone.
4. There should be inclusion of moral education in school curriculum and counselling services available to the students.

References

- Agi, W. C. (2016). *The roles of school board, school head and teachers' organisation in the effective management of pupils*. Port-Harcourt: Caht Publishers Nig. Ltd.
- Angel, C. (2016). Introduction to psychology of special needs, children. Understanding special needs children. Port-Harcourt: Caht Publishers Nig. Ltd.
- Asiyai, R. I. (2019). *Deviant behaviour in secondary school and its impact on students' learning*. Journal of Educational Research, 9(3), 170-177
- Asuru, V. A. (2004). *Examination malpractice: Agenda for a change*. Averills, A.R (1972) Personal control over Aversive stimuli and its relationship to stress Psychology Belletin 80(4), 250-303
- Aute, D., Poipoi, M., Khasakhala, O. E. (2020) *Parental attachment, gender and deviant behaviour among secondary school students in Homabay Country, Kenya*. London Journal of Research in Humanities and Social Sciences, 20(5), 17-29
- Charon, J. M. (2007). *Symbolic interactionism: An introduction, interpretation and integration*. Upper Saddle River, NJ: Perason Prentice Hall.

- Chike, P. E. and Onyene, V. (2020). Youth restfulness in the Niger Delta of Nigeria: Implication for Education and Leadership. European Journal of Social Sciences 18, (2), 268-296.
- Chuks, S. O. (2016). *The relationship between self-concept and juvenile delinquents among secondary school students. Calabar, Nigeria*: Unical Press
- Conanor, S. A., & Philips, I. (2002). *The impact of income and family structure on delinquency*. Journal of Applied Economics, 5 (2), 29-32.
- Denzin, N. K. (2010). *Rules of conduct and the study of deviant behaviour: Some notes on the social relationship*. In M. McCall (ed) Friendship as a social institution, 62-95, New York: Routledge.
- Ekwok, M. L. (2020). *Family background and deviant behaviour among secondary school students in Calabar education zone of Cross River State, Nigeria*. International Journal of Education and Evaluation, 6, (1), 14-21
- Eramus, C. (2015). *Secret cult in Nigerian tertiary institutions, their origin, nature and its activities*. Committee for defence of human rights, 49-77.
- Giadom, E. B. (2019). *Influence of Behavioural Counselling on Deviant Behaviours among Secondary School Students in Obio/Akpor Local Government Area of Rivers State*. Unpublished Bachelor's degree project submitted to the University of Port-Harcourt, Nigeria.
- Furo, P. T. (2015). *Students perception of examination malpractices in Rivers State University of Education, Port Harcourt*. American Journal of Scientific Research. Retrieved from <http://www.scintific and industrial research>.
- Goode, E. (2016). *Deviant Behaviour*. (11th ed.). New York: Routledge.
- Harlt, E. M, Monnelly, E. P, & Elderkin, R. D. (2012). *Physique and delinquent behaviour* London: Academic Press 411-421
- Idris, O. (2016). *Causes of deviant behaviour among in-school adolescents in Lagos*. (Unpublished M. Ed. Dissertation. University of Lagos, Akoka.
- Jacob, O. A. & Adegboyega, I. O. (2017). *Perceived causes and incidences of deviant behaviour among secondary school students in Kwara State*. ATBU Journal of Science, Technology and Education. 5(2), 41-49.
- Nicholas, I. J. & Kennedy, G. M. (2018). *Investigation of some factors promoting deviant behaviour among public secondary school students in River State, Nigeria*. European Centre for Research, Training and Development, 6, (3), 40-47.
- Nkhata, M. J. & Mwale, M. 92016). *An investigation of the contributing factors to adolescents deviant behaviour in rural community day secondary schools with respect to the social environmental aspects*. Journal of Child Adolescent Behaviour, 4, (6), 1-10.
- Saldana, J. (2013), *Power and conformity in today's schools*. International Journal of Humanities and Social Science, 3(11), 228-232.
- Stephen, S. (2013). *Deviance: sociological criminality*. New York: McGraw Hill.
- Temitayo, M. A. N., & Lukman, A. A. (2014). *Management of discipline problems in secondary schools: Jalingo metropolis in focus*. Global Journal of Human-Social Science Research, 13(14).