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Perceived Causes and Incidences of Deviant Behaviour Among Secondary School Students in Kwara State

By

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### ABSTRACT

*This paper examined causes and incidences of deviant behaviour among secondary school students in Ilorin-east LGA of Kwara State. The research design adopted in this study was descriptive survey. The population comprised all secondary school students in Ilorin-east Local Government Area of Kwara State. The target population were all SSS II students. 10 secondary schools were sampled, while from each selected school 40 senior secondary school two (SSS II) were randomly selected from each school selected. Simple random sampling technique was used to select 400 students out of 3609 SSS II students in selected schools across the L.G.A (Ilorin East). A questionnaire tagged "Causes and Incidences of Deviant Behaviour Questionnaire" (CIDBQ) was adapted from Moses (2013) was used to collect data from the respondents. The independent t-test and Analysis of Variance were used to test null hypotheses formulated at 0.05 alpha level. Based on the findings of this study, it is recommended that school administrators should clearly spell out the rules and regulations of the school to students and punish any deviant behaviour act. This can be done during orientation programmes and on the assembly ground. The educational psychologists and counsellors can enlighten the teachers, parents and the community on the causes of deviant behaviours among adolescents.*

**Key word:** Causes, Incidences, Deviant Behaviour

### INTRODUCTION

Deviant behaviour among adolescents is a growing concern to parents, teachers, law enforcement agents and the society. This is particularly important in relationship where adolescent's behavioural problems seem to be on the increase (Etudayo, Ajonu & Salami, 2008). In this instance, high rate with which their children get involved in smoking, drug abuse, sexual offences, willful destruction of lives and properties and of recent, armed robbery, to mention just a few. Deviant behaviours are often exhibited by secondary school students because majority of them are adolescents who want to risk behaviours like sexual activities, smoking, stealing, bullying, examination malpractice, abortion, rape, cultism, loitering, lateness and rudeness. These behaviours are inimical to the

students and those in their environment. Kimberly and Jacob (2002) defined deviant behaviour as any act that imposes physical or psychological harm on other people or their property. According to them, lying, stealing, assaulting others, being cruel to others and being sexually promiscuous are all examples of deviant behaviour. Also, such behaviours may sometimes constitute a violation of legal codes, and it is often accomplished by disturbances of thought or emotion.

Clare (2006) defined deviant behaviours as destructive acts characterized by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause deviant behaviour in the child. These factors include: - parental history of deviant behaviours, parental alcohol and drug abuse, chaotic

and unstable home life, absence of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other separation, parental psychiatric disorders, especially maternal depression and economic distress due to poverty and unemployment. Other causes of deviant behaviours are – heavy exposure to media violence through television, movies, internet, video games and cartoons (Clare, 2006).

Clare (2006) posited that engaging in deviant behaviours poses great risk to an individual's mental and physical health. It puts one at increased risk for alcoholism, cigarette smoking, illegal drug use, high risk of sexual behaviour, depression and engaging in violent acts towards others and self. In other words, the high risks of interpersonal and intra-personal implications of deviant behaviours are readily apparent.

In various institutions including secondary schools, the problems of different cases of deviant behavior are being repeatedly reported especially by school administrators as they are always solving one disciplinary problem or the other. For instance, Monu (2008) pointed out that police records indicated that there is hardly any week without having to attend to cases of youth behavioural problem. According to Ogbugbe (2008), recent happening in the country shows that adolescents who engaged in deviant behaviour come from all works of life and varied parental and social background. They ranged from the children to teachers to politicians, farmers, traders, rich and poor, and even children of the clergy men are not left out. Standard of morality is so low that most of them seem to get away with various forms of offences committed against the society.

Perception of adolescent's deviant behaviour seems to depend on the individual's evaluation of the situation. For example, the police may view acts such as stealing, aggression, rape as criminal acts. To parent's children's deviant behaviour be regarded as act of devils, rebellion, bad habits and carelessness and attempt by such children to ruin the good name of the family. Maru (2009) summarized many research studies and viewed such acts that are different from

the societal norms. Dishion, McCord and Poulin (1999) studied the friendships of antisocial boys in early adolescence and found that these relationships were dominated by bossiness and coercive behavior and were perceived by the boys as only marginally satisfactory.

Adegbite (2005) stated that adolescents need for identification involves an integration of what they will do with their bodies, sexuality, mind and morality. This is in relation with what the society want to know about the socially prescribed set of behaviours that will be adopted. According to Uba (2009), to resolve this identify crisis, there is need to attain a complex synthesis between psychological process and societal goals and direction. Failure to achieve this there may be high rate of deviant behaviour such as the one been witnessed now.

Deviant behaviour is an act of indiscipline or behaviour disorder which served as a major is of great source of some social vices in Nigeria society, which is of great concern to the parents, government and teachers. Source of these social vices are increased rate of dropout in school drug abuse among youths, gambling, stealing, pick pocket and they also constitute nuisance of the society.

There is an adage which says that idle mind is the devils workshop. This denotes since deviant behaviour has made student to involve in bad habit they move about not staying in school to learn and they move about the streets and alleges without sense of direction, they are likely to meet with bad friends who are corrupt and learn all form of bad act from there they are likely to be tempted to engage in deviant behaviours' such as stealing drunkenness, committing abortion, absenteeism from school and others. Hence, the researchers investigated the causes and incidences of deviant behaviour among secondary school students in Ilorin-east Local Government Area of Kwara State.

### ***Problem Statement***

There has been growing trends in deviant behaviour in Ilorin-east Local Government Area of Kwara State. This has constituted problems, not only

to the immediate family members of the victims, but to their schools and the society in general (Fakorede, 2005; Umar, 2006), example of such consequences could be seen in students' violent demonstration and destruction of schools and government's properties.

There have been several studies on deviant behaviours in Nigerian schools, for example Wachira (2001); Abdullahi (2006). These two researchers have reported conflicting findings on the proportion of learners who are constant rule breakers. For instance, study by Mmiria (1995) and Wachira (2001) have shown that the most important factors contributing to the emergence of deviant behaviour are failure of community leaders to institute policies that will instill discipline in children, lack of parental responsibility, lack of family contribution in matters related to children development in school, and children exposure to aggression in the mass and social media. It has also been revealed that particular modes of parenting are associated with emergence of deviance behaviour in school children (Duffin & Taylor, 2008).

The problem that the study aims to address is that, regardless of the increasing cases of unusual behaviour in secondary school students in Ilorin-east Local Government Area of Kwara State, there has been no determination in dealing with the problem. While earlier studies in Nigeria, for example Kombo (1998); Gachigua (2006); Abdullahi (2006) have come up with different factors leading to the emergence of deviance, they are not decisive on how exactly the factors foretell students' deviant behaviour, and the incidence of such deviance. The purpose of this study was to investigate student's perception of causes and incidences of deviant behaviour among secondary school students in Ilorin-east L.G.A, Kwara State.

### Research Questions

The following research questions were raised to guide the conduct of this study:

1. What are the perceived causes of deviant behaviour among secondary school students in Ilorin-east LGA?

2. What are the perceived incidences of deviant behaviour among secondary school students in Ilorin-east LGA?

### Hypotheses

The following null hypotheses were formulated and tested in the study.

- H<sub>01</sub>:** There is no significant difference in the perception of secondary school students on the causes of deviant behaviours on the basis of gender.
- H<sub>02</sub>:** There is no significant difference in the perception of secondary school students on the causes of deviant behaviours on the basis of age.
- H<sub>03</sub>:** There is no significant difference in the perception of secondary school students on the incidences of deviant behaviours on the basis of gender.
- H<sub>04</sub>:** There is no significant difference in the perception of secondary school students on the incidences of deviant behaviours on the basis of age.

### METHODOLOGY

The research design that was adopted in this study was descriptive survey. The population comprised all secondary school students in Ilorin East Local Government Area of Kwara State. The target population were all SSS II students. 10 secondary schools were sampled, while from each selected school, 40 senior secondary school two (SSS II) were randomly selected. Simple random sampling technique was used to select 400 students out of 3609 SSS II students in selected schools across the L.G.A (Ilorin East).

A questionnaire tagged "Causes and Incidences of Deviant Behaviour Questionnaire" (CIDBQ) which was adapted from Moses (2013) was used to gather data from the respondents. It has three sections: A, B and C; Section A has five items that elicits demographic information about the respondents. Section B comprises 20 items on the causes of deviant behaviour. Section C also

comprised 20 items on the incidences of deviant behaviour.

Mean rating was used to answer research questions 1 and 2. The independent t-test was used to test hypotheses 1 and 3, while Analysis of Variance (ANOVA) statistical analysis was used to test hypotheses 2, and 4 at 0.05 level of significance.

**Table 1:** Mean and Rank Order Analysis of the Respondents' Perception on the Causes of Deviant Behaviour among Secondary School Students in Ilorin East LGA

Item No.	As for me, students get involved in deviant behaviour due to:	Mean	Rank
1	poor academic performance	3.66	1 <sup>st</sup>
12	poor attitude of teachers to work	3.63	2 <sup>nd</sup>
18	low education level of parents	3.62	3 <sup>rd</sup>
16	frustration from home or school	3.60	4 <sup>th</sup>
20	easy access to illicit drugs	3.58	5 <sup>th</sup>
17	negative effect of mass media	3.53	6 <sup>th</sup>
19	family poverty	3.53	6 <sup>th</sup>
10	permissive school environment	3.48	8 <sup>th</sup>
14	lack of reinforcement for good behaviour	3.48	8 <sup>th</sup>
3	Idleness	3.47	10 <sup>th</sup>
13	lack of attention to students who have challenges	3.43	11 <sup>th</sup>
5	neglect of parents	3.37	12 <sup>th</sup>
4	poor parenting	3.34	13 <sup>th</sup>
8	feeling of insecurity	3.32	14 <sup>th</sup>
6	lack of motivation from home	3.28	15 <sup>th</sup>
7	deprivation of affection	3.27	16 <sup>th</sup>
2	peer influence	3.26	17 <sup>th</sup>
15	wrong value from society	3.22	18 <sup>th</sup>
9	lack of essential needs	3.16	19 <sup>th</sup>
11	poor staffing	2.24	20 <sup>th</sup>

Table 1 presents the mean and rank order of the respondents' perception on the causes of deviant behaviour among secondary school students. The table indicates that items 1 which states that students get involved in deviant behaviour due to "poor academic performance" ranked 1st with a mean score of 3.66. Item 12 states that "poor attitude of teachers to work" ranked 2nd with a mean score of 3.63. Ranked 3rd is item 18 which states that "low education level of parents" with a mean score of 3.62. On the other hand, items 15 which states that "wrong value from society" ranked 18th with a mean score of 3.22. Item 9 which state that "lack of essential needs"

## RESULTS

**Research Question 1:** *What are the perceived causes of deviant behaviour among secondary school students in Ilorin East LGA, Kwara State?*

ranked 19th with a mean score of 3.16 while item 11 with mean score of 2.24 ranked least and states that "poor staffing". Since nineteen out of twenty items ranked above the mid-mean score of 2.50, then it can be said that secondary school students in Ilorin East L. G. A agreed with the causes of deviant behaviour among secondary school students listed on the table.

**Research Question 2:** *What are the perceived incidences of deviant behaviour among secondary school students in Ilorin East L G A, Kwara State?*

**Table 2:** Mean and Rank Order Analysis of the Respondents' Perception on the Incidences of Deviant Behaviour among Secondary School Students in Ilorin East LGA

Item No.	Some students in my school:	Mean	Rank
4	engage in smoking to feel high	3.75	1 <sup>st</sup>
2	steal their parents' money	3.71	2 <sup>nd</sup>
3	fight a lot in school	3.68	3 <sup>rd</sup>
1	engage in stealing at school	3.64	4 <sup>th</sup>
5	take drugs that can affect their behaviour	3.62	5 <sup>th</sup>
15	do not have a permanent private study time table	3.51	6 <sup>th</sup>
6	engage in truancy	3.50	6 <sup>th</sup>
11	engage in some violent action	3.48	8 <sup>th</sup>
14	bully the younger ones	3.47	8 <sup>th</sup>
20	are very rude to teachers	3.44	10 <sup>th</sup>
8	do not attend school regularly	3.42	11 <sup>th</sup>
13	do take alcohol drink	3.40	12 <sup>th</sup>
7	are involved in cult activities	3.34	13 <sup>th</sup>
19	disrespect the school authority	3.30	14 <sup>th</sup>
10	easily get annoyed	3.25	15 <sup>th</sup>
12	ask for assistance in examination	3.23	16 <sup>th</sup>
9	cheat seriously in exam	3.20	17 <sup>th</sup>
16	do not engage in critical study	3.19	18 <sup>th</sup>
18	engage in sexual misconduct	3.15	19 <sup>th</sup>
17	do damage school properties	3.08	20 <sup>th</sup>

Table 2 presents the mean and rank order of the respondents' perception on the incidences of deviant behaviour among secondary school students. The table indicates that items 4 which states some students "engage in smoking to feel high" ranked 1st with a mean score of 3.75. Item 2 states that "steal their parents' money" ranked 2nd with a mean score of 3.71. Ranked 3rd is item 3 which states that "fight a lot in school" with a mean score of 3.68. Likewise, items 16 which states that "do not engage in critical study" ranked 18th with a mean score of 3.19. Item 18 which state that "engage in sexual misconduct"

ranked 19th with a mean score of 3.15 while item 17 with mean score of 3.08 ranked least and states that "do damage school properties". All the twenty items ranked above the mid-mean score of 2.50, then it can be said that students agreed with incidences of deviant behaviour among secondary school students in Ilorin East L G A listed on the table.

**Hypothesis One:** *There is no significant difference in the perception of secondary school students on the causes of deviant behaviours on the basis of gender.*

**Table 3:** Mean, Standard Deviation and t-value on the Respondents' Perception on the Causes of Deviant Behaviours among Secondary School Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	231	67.19	3.867	398	1.89	1.96	.059
Female	169	67.87	3.062				

Table 3 shows that the calculated t-value of 1.89 is less than the critical t-value of 1.96. Since the calculated t-value is less than the critical t-value, the hypothesis is not rejected. This indicates that there is no significant difference in the perception of secondary school students on the causes of deviant

behaviours among secondary school students based on gender.

**Hypothesis Two:** *There is no significant difference in the perception of secondary school students on the causes of deviant behaviours on the basis of age*

**Table 4:** Analysis of Variance (ANOVA) showing the Respondents' Perception on the Causes of Deviant Behaviours among Secondary School Students Based on Age

Source	df	SS	Mean Squares	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	2	267.428	133.714	1.19	3.00	.512
Within Groups	397	4792.370	112.071			
Total	399	5059.797				

Table 4 shows that the calculated F-ratio of 1.19 is less than the critical F-ratio of 3.00 at 0.05 alpha level. Since the calculated F-ratio is less than the critical F-ratio, therefore the null hypothesis which states that there is no significant difference in the perception of secondary school students on the

causes of deviant behaviours on the basis of age is not rejected.

**Hypothesis Three:** *There is no significant difference in the perception of secondary school students on the incidences of deviant behaviours on the basis of gender.*

**Table 5:** Mean, Standard Deviation and t-value on the Respondents' Perception on the Incidences of Deviant Behaviours among Secondary School Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	231	69.70	4.725	398	.326	1.96	.745
Female	169	69.88	6.248				

Table 5 shows that the calculated t-value of 0.326 is less than the critical t-value of 1.96 at 0.05 alpha level. Since the calculated t-value is less than the critical t-value, the hypothesis is not rejected. This indicates that there is no significant difference in the perception of secondary school students on the

incidences of deviant behaviours on the basis of gender.

**Hypothesis Four:** *There is no significant difference in the perception of secondary school students on the incidences of deviant behaviours on the basis of age.*

**Table 6:** Analysis of Variance (ANOVA) showing the Respondents' Perception on the Incidences of Deviant Behaviours among Secondary School Students Based on Age

Source	df	SS	Mean Squares	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	2	52.158	26.079	.889	3.00	.412
Within Groups	397	11644.140	29.330			
Total	399	11696.297				

Table 6 shows that the calculated F-ratio of .889 is less than the critical F-ratio of 3.00 at 0.05 alpha level. The null hypothesis is not rejected since

the calculated F-ratio is less than the critical F-ratio. Hence, there is no significant difference in the

perception of secondary school students on the incidences of deviant behaviours based on age.

## DISCUSSION

The findings of the study revealed that students get involved in deviant behaviour due to poor academic performance; poor attitude of teachers to work; and low education level of parents. The finding of the study supports the submission of Olawale (2001) who stated that poor academic performance also predisposed youth to deviant behaviours. Olawale (2001) emphasized further that behavioural problems are common among children of lower intelligence. Similarly, Babatunde (2016) noted that some children resort into antisocial behaviour due to inability to cope with the academic rigours of the school. On the other hand, Gbadamosi (2003) observed that the causes of deviant behaviour are linked to poor attitude of teachers to work, faulty curriculum plan, administrative deficiency, inadequate school facilities, hash school rules and societal problems. According to Cheng (2001), high risk factors in the family setting can cause deviant behaviour in the child. These factors include: - low education level of the parents, parental alcohol and drug abuse, chaotic and unstable home life, absence of good parenting skills, use of coercive and corporal punishment among others.

The finding also revealed that the common incidence of deviant behaviour in secondary school students in Ilorin East L G A are students engage in smoking to feel high; steal their parents' money and fight a lot in school. This finding of the study is in line with that of Bonke (2010) who reported that deviant behaviour among adolescents is a growing concern to parents, teachers, law enforcement agents and the society. The high rate with which their children get involved in smoking, drug abuse, sexual offences, wilful destruction of lives and properties and of recent, armed robbery, to mention just a few. According Kimberly and Jacob (2002), incidence of deviant behaviours among secondary school students include sexual activities, smoking, stealing from friends or parents, bullying, examination malpractice, abortion, rape, cultism, loitering, lateness and rudeness.

According to them, lying, stealing, assaulting or fighting others, being cruel to others and being sexually promiscuous are all examples of incidence of deviant behaviour among secondary school students. Also, such behaviours may sometimes constitute a violation of legal codes, and it is often accomplished by disturbances of thought or emotion (Kimberly & Jacobs, 2002).

Hypothesis one revealed that there was no significant difference in the perception of secondary school students on the causes of deviant behaviours on the basis of gender. This, implies that male and female in-school adolescents in Ilorin were not different in their perceptions on the causes of deviant behaviours. This finding is in disagreement with the submission of Thomas and Li (1997) who found difference in the expression of male and female on the causes of deviant behaviour. They stressed that male is more prone to social problems at school.

The findings of the study also revealed that there was no significant difference in the perception of secondary school students on the causes of deviant behaviours on the basis of age. This means that respondents were not significantly different in their perception on the causes of deviant behaviours based on their age. This corroborates the view of Gbadamosi (2003) who found no significant difference in the causes of deviant behaviour among in-school adolescents. He stated further that the youth groups may be aggravated by the fact that they consist of people of the same age groups and the causes of their deviant behaviours can be traced to almost the factors.

Hypothesis three also revealed there was no significant difference in the perception of secondary school students on the incidences of deviant behaviours on the basis of gender. This indicates that respondents were not different in their perception on the incidence of deviant behaviour among secondary school students based on their gender. This finding is contrary to Taaniil, Ebeling, Ileikura and Jarvelin (2003) who asserted that anti-social incidence was found to be more common in males, while neurotic problems were more common in females.

Hypothesis four also revealed there was no significant difference in the perception of secondary school students on the incidences of deviant behaviours on the basis of age. This indicates that respondents were not different in their response on the incidence of deviant behaviour based on their age. This finding negates the finding of Adelekan, Ndom, Ekpom and Oluboka (1999) who found significant difference in the age of the respondents on the incidence of behavioural problems among in-school adolescents. They stressed further that behavioural problems were more common in the older in-school adolescents.

### CONCLUSION

The study revealed that students get involved in deviant behaviour due to poor academic performance; poor attitude of teachers to work; low education level of parents; frustration from home or school; easy access to illicit drugs among others. The study also revealed that common incidence of deviant behaviour in secondary school students in Ilorin East LGA are students engage in smoking to feel high; steal their parents' money; fight a lot in school; engage in stealing at school; take drugs that can affect their behaviour among others. There were no significant differences in the perception of secondary school students on the causes and incidences of deviant behaviours based on age and gender. In conclusion, the society have to be at alert about the causes and the incidence of deviant behaviours and how to curb the act of those behaviours.

### RECOMMENDATIONS

Based on the findings of this study, it was recommended that:

1. School administrators should clearly spell out the rules and regulations of the school to the students and punishment to any deviant behaviour act. This can be done during orientation programmes and on the assembly ground.
2. The educational psychologists and counsellor can enlighten the teachers,

3. Educational psychologists and counsellors should always provide right information to in-school adolescents about how to form good study habits and negative effects of deviant behaviours. The ability to make right decision depends on the accuracy of information at their disposal.
4. Counselling centres should be established in every secondary school and courses/topics in counselling that deals with disposition to deviant behaviours and techniques of managing deviant behaviours should be entrenched into the secondary school curriculum.

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