

**HOME BACKGROUND AND DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN ADO EKITI LOCAL GOVERNMENT AREA OF EKITI STATE**

<sup>1</sup>Okunade H. F. and <sup>2</sup>Akinola O. T.

<sup>1</sup>Department of Social Science Education,  
Ekiti State University, Ado-Ekiti, Nigeria  
Hfokunade2000@yahoo.com

<sup>2</sup>College of Education, Veritas University, Abuja  
[titilayo940@gmail.com](mailto:titilayo940@gmail.com),

---

**Abstract**

*The purpose of this study was to find out the influence of home background on deviant behaviour among secondary school students in Ado Ekiti Local Government Area of Ekiti State. The study made use of descriptive research of the survey type. The study wants to find out whether the parents' social class, parents' level of education, peer group, and parenting style have influence on deviant behaviour among secondary school students. The population of the study comprised all the public secondary school students in Ado-Ekiti Local Government Area in Ekiti State, Nigeria. The sample consisted of 100 students. Simple random sampling and purposive sampling technique was used to get a representative sample. The instrument used was a self-constructed questionnaire. The data collected were analysed using frequency counts and chi-square method of analysis. The study revealed that, home background can influence the behaviour of students in secondary schools. Based on the findings, it is recommended that the Ministry of Education should design a yardstick for the management of deviant behaviour among secondary school students. Also, parents should monitor their wards closely and know all their friends.*

**Keywords:** Deviant Behaviour, Peer Group, Parents' Social Class, Parents' Level of Education, Parenting Style and Home Background.

---

**Introduction**

Deviant behaviour can be defined as not keeping to rules or norms of the society or schools. Deviant behaviour is an emerging issue among the students of secondary schools. It is a global phenomenon, posing a serious threat. In a society such as ours, not only parents that train and influence a child, the society and environment in which he/she lives exert some measures of influence.

Boobies and Elhaney (2005) reported that deviant behaviour is enacting of indiscipline or behaviour disorder which serve as a major source of social vices. In schools these days, evidence has shown that the anti-social behaviours of children are now rampant. There is, evidence that an individual learns to think in a way as his group defines thinking, that is

why we now experience cultism, dropout of schools, gambling, bullying of teachers, truancy, smoking, drugs, students unrest and acts of diligence among others (Azikiwe, 2001).

In most secondary schools, it has been observed that one of the factors traceable to causes of deviant behaviours of the children in the local government is the parent's level of education, parenting style and home background. Bindah, Vincent and Othman (2011) stated that peer groups are primary groups of people who have similar interest, age, background or social status that are likely to influence the person's beliefs and attitudes. According to Owuamanam and Bankole (2015), peer influence is also identified in different types of communication styles which lead to bullying among the students. Again,

Carlos (2012) stated that parents directly influence their children's behaviour through the parenting technologies. The family has an indirect and direct control over their children, e.g. smoking, drinking of alcohol, female secondary school students tend to act out as a result of low level of support from their mother while boys tends to acts out as a result of low level parenting monitoring. In study of Ajake, Isangedighi and Bisong (2008) child rearing style is a function of family socio economic status. Significant difference exists between respondents from autocratic child rearing family and those from democratic homes in lying, stealing and truancy. Also, in a study carried out by Eshiet (2002) he discovered that student from higher educational parents background performed significantly better than those from low educational backgrounds.

#### Statement of the Problem

It has been observed that quite a number of students in secondary schools engage in activities which are not under the control of the secondary school system in the society. This may be due to the parenting style or peer group around their home background. Most of the students cultivate bad behaviour among themselves. They are introduced into cults, drinking, smoking among others, outside the secondary school norms. Most of the students come late to the school programmes and events. In schools nowadays a lot of lawlessness abound. This may yield adverse changes in their attitude and affect their educational achievement most of the student may not come to school earlier, roaming the street instead of being in the school.

#### Purpose of the Study

The study aimed to find out the relationship between home background and deviant behaviour among secondary schools students in Ado. Specifically the study found the relationship between parent's social class, parents' level of education and style

of parenting and deviant behaviour among secondary schools students in Ado.

#### Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between parents' social class and deviant behaviour among secondary school students
2. There is no significant relationship between peer group and deviant behaviour among secondary school students.
3. There is no significant relationship between parenting style and deviant behaviour among secondary school students.
4. There is no significant relationship between parents' level of education and students' deviant behaviour.

#### Methodology

The descriptive survey design was used to carry out this study. The population of the study includes all the senior secondary school students in Ado Ekiti Local Government Area, Ekiti State. Four secondary schools were randomly selected and 25 students were randomly selected from each of the four schools, which give a total number of 100 students as the sample of this study. A questionnaire was used to elicit the information on the study, the instrument was validated by experts in Social Studies and Guidance and Counselling. Also, test re-test reliability was carried out with 0.76 result using Pearson Moment Correlation Coefficient. The data collected were analysed using frequency counts, chi-square and One-Way ANOVA.

Hypothesis 1: There is no significant relationship between parent's social class and deviant behaviour among secondary school students.

**Table 1:** Parent's Social Class and Deviant Behaviour

Variable	N	X	d	X <sub>2-</sub>	X <sub>2-</sub>	Remark
			f	cal	tab	S

Parents' Social Class Deviant Behaviour	10	0	25.9	9	5.9	7.8	Not Sig.
r	10	0					
P>0.05							

Table 1 shows that the chi-square ( $X_2$ ) stood at (5.94) which was greater than r table of (7.81) at 0.05 level of significance. Therefore, the hypothesis that parent's social class has no effect on deviant behaviour was accepted.

Hypothesis 2: There is no significant relationship between peer group and deviant behaviour among the secondary school students.

**Table 2:** Peer Group and Deviant Behaviour

Variable	N	X	d	$X_2$ -cal	$X_2$ -tab	Remarks	
Peer group Deviant Behaviour	10	0	26.9	9	78.5	7.8	Sig.
r	10	5	8	4	1		
P>0.05							

Table 2 shows that  $f_{cal}$  (78.54) is greater than table value of (7.81), the null hypothesis is rejected. There is significant influence of peer group on deviant behaviour.

Hypothesis 3: There is no significant relationship between parents' level of education and students' deviant behaviour.

**Table 3:** Parenting Style and Deviant Behaviour

Variable	N	X	df	$X_2$ -cal	$X_2$ -tab	Remarks	
Parenting style Deviant Behaviour	100	25	98	5.94	7.81	Sig.	
P>0.05							

In table 3, chi-square calculated was (48.78) which is greater than table value of (7.81) at alpha level of 0.05 level of significance, the null hypothesis rejected. There is influence of parenting style on deviant behaviour.

Hypothesis 4: There is no significant relationship between parents' level of

education and students' deviant behaviour.

**Table 4:** One-way Analysis of Variance (ANOVA) of Educational Level of Parents on Students' Deviant Behaviour

Group	Level of Education	N	X	SD	
1	Not Formally Educated	16	38.34	6.93	
2	Less Educated	40	41.36	10.10	
3	Highly Educated	44	41.90	10.14	
Sources of Variation		SS	df	MS	F
Between Groups		152.76	1	76.49	4.84*
Within Groups		9363.36	98	15.68	
Total		9516.12	99		

\*P<0.05:N=100,  $F_2$  98=3.00\*

As presented in table 4, a calculated f-value of 4.84 was obtained. This is greater than the critical value of 3.00 at 2 and 98 degree of freedom at 0.05 level of significant. From this result, the null hypothesis was rejected. The nature of the influence is further explored using Fisher's least significant difference (LSD) pairwise multiple comparison analysis. The result obtained from this is presented in table 5.

**Table 5:** Fisher's Least Significant Difference (LSD) Test of The Influence of Educational Level of Parents on Students' Deviant Behaviour

Group	Level of Education	1 (n <sub>1</sub> =16)	2 (n <sub>2</sub> =40)	3 (n <sub>3</sub> =33)
1	Not Formally Educated	38.34 <sup>a</sup>	-3.01 <sup>b</sup>	-3.57
2	Less Educated	-2.57 <sup>c</sup>	41.36 <sup>a</sup>	-0.56
3	Highly Educated	-3.00 <sup>*</sup>	0.65	41.90

MS<sub>w</sub> = 15.68

Table 5 reveals significant values between group 1 and 2 (not formally educated and less educated) the calculated t- valule for these group is 2.57 as against the critical t- value of 1.96. This implies that the level of deviant behaviour between students from not formally educated parents and those from less educated

parents differs from the mean scores of the two groups. (38.34 and 41.35). It could be seen that the students from the less educated parents are more delinquent than those from parents that are not formally educated, second group 1 and 3(not formally educated and highly educated groups). Between these groups, a calculated t-value of 3.00 was obtained. This is greater than the critical value. This implies that there is significant difference between groups in their influence on deviant behaviour.

### Discussion

The result reveals that parental social class has no significant influence on deviant behaviour among students in secondary schools. Children from both rich and poor homes do involve in bullying, lateness to school and smoking. Also, the findings revealed that peer group has influence on deviant behaviour among secondary school students. It means that most of the deviant behaviours are copied from home front through friends, age group and neighbours. This work relates to Carlos (2012) that children copy their behaviours from what they see around the home. Again, the finding reveals that parents at times influence deviant behaviour of secondary school students in the area of smoking and drinking alcohol. Some parents also drink alcohol and smoke cigarettes send their children to buy them. The findings supported the findings of Binder, Vincent and Othma (2011) that parents have a significant influence on deviant behaviour among secondary school system. In addition, the findings revealed that parent educational background has a lot of influence on the deviant behaviour of students and it shows that there is difference in level of influence between the three levels of education of parents. The findings support Eshiet (2002) that revealed that children from parents of low level of education background always behave badly in the school, and that parents of high status neglect their children and this leads to deviants behaviour.

### Conclusion

It can be concluded from the findings of this study that home background has great influence on deviant behaviour of secondary school students.

### Recommendations

Based on the findings of this study, it was recommended that, government agencies i.e. Ministry of Education should design a yardstick for the management of deviant behaviour among secondary schools. Parents must make sure they monitor and caution their wards with certain behaviour and know all their friends. Also, parents should not engage in negative habit that their children can copy. Students with deviant behaviour should be punished and handed over to counsellors in schools for proper monitoring.

### References

- Ajake, U. E., Isangedighi,, A. J. & Bisong, N. N. (2008). Parental child rearing style and students dishonest behaviour in Medwell. *Journal of Social Sciences*. 3(7): 1818- 6125.
- Azikiwe, U. (2001). Gender issues and the universal basic education programme. *The Nigeria UBE Journal*, 1(2); 371-378.
- Bindah, E., Vincent, I. & Othman, M. D. (2011). The role of parental and peer smoking influences in the development of adolescent's smoking behaviour. *Nor//Journal of Applied Sciences Research*; 7(11); 1054.
- Boobies, M. & Elhaney, (2005). The two face of adolescents success with peers adolescent popularity, social adaption, and deviant behaviour. *Child Development Meg-ha and Jinrika*, 76, 757-760.
- Carlos A. (2012). How parents influence deviant behaviour among adolescent: An analysis of their family life, their community and their peers. *Journal of Applied Sciences Research* 32(125); 199.
- Eshiet, P. G. (2002). Socio-economic determinant of students' career preference in Calabar South Local Government Area of Cross River State. *Unpublished M.Ed Thesis, Faculty of Education, University of Calabar*.

Owuamanam, D. O. & Bankole, M. O.  
(2015). Prevalence of bullying  
among secondary

school students in Ondo State.  
*Nigeria. European Scientific  
Journal, 11(20); 326-333.*