



Teachers' Perception of Some Determinants of Deviant Behaviours among Secondary School Students in Ekiti State, Nigeria

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Abstract

This study examined teachers' perception of some determinants of deviant behaviours among secondary school students in Ekiti State. The study specifically examined the common deviant behaviours, their determinants and social behaviours usually exhibited by deviant students in Ekiti State. The sample for this study consisted of 360 teachers from 24 public secondary schools selected via multi stage sampling procedure. Two research questions were raised in the study. Survey research design was adopted for the study. Deviant Behaviours Questionnaire (DBQ) was used to collect data. The data collected were subjected to descriptive statistics. The face and content validity of the instrument were ensured by experts of Social Studies and Tests, Measurement and Evaluation. The reliability of the instrument was determined through the test-retest method which yielded a coefficient of 0.78. The findings revealed that the deviant behaviours exhibited by students as perceived by teachers are examination malpractices, sexual violence, indecent dressing, cultism, dishonesty and truancy. The study also revealed that the determinants of deviant behaviours exhibited by students as perceived by teachers are poor home upbringing, influence of peer group, moral laxity at schools and mass media. Based on the findings, it was recommended among others that parents should give adequate and proper home training to their children while inclusion of moral education in school curriculum by government is also important.

Key words: Teachers, Perception, Deviant behaviours, Students, Secondary schools.

Introduction

In modern times, there are varieties of behaviour exhibited by secondary school students in Nigeria which make right thinking citizens wonder if our national values have been eroded; it is common to see students attack one another while quarrelling over trivial matters. Students with deviant behaviours have a low tolerance for

frustration, they act on impulse, lose their temper quickly, lie easily and skilfully, cheat, steal, and are truant from school. It is amazing to find out that many youths of these days are morally bankrupt.

Our society has witnessed a tremendous deterioration in its moral, social and educational values,



especially among the youths, (Chima, 2010). However, the issue of deviant behaviours in our society has become a very controversial issue because some people in the society seem not to know the disparity between what is morally right or wrong. Clare (2006) defined deviant behaviours as destructive acts characterized by covert and overt hostility and intentional aggression towards others. Deviant behaviour is a behaviour that violates the rules, understandings, or expectations of social systems. This kind of deviant behaviour is mostly seen in school students.

Deviant behaviour includes skipping class, smoking, use of drugs, school vandalism, and stealing. 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. Schools are helpless regarding students with deviant behaviour and the educational authority does not have effective measures in place to deal with these problems. Some teachers attribute the above problems to teachers lacking the right to use physical punishment (Sharma & Saine, 2013).

In addition, Afuye (2015), stated the forms of moral decadence as; cultism, Rape, examination malpractice, teenage pregnancy, students prostitution, sexual harassment, drug abuse, indecent dressing and so on.

Idensi (2010) asserted that moral decadence is reported indifferent societies and culture, industrialized world to non-industrialized world and that behaviours denoting immorality such as rape, sexual abuse, drug abuse, school violence and killings have been common among youths and children all over the world. Ezaka, (2013), stated that deviant behaviours have persisted in our society because many students no longer fear God. He further stated that practical observations have shown that identified phenomena like the influence of cultural background, poverty, western education, westernization and urbanization as contributing immensely to deviant behaviours. Odeh (2013) further stated that the causes of deviant behaviours among youths can be categorized into (i) social factor, which includes peer pressure, unstable and home environments (ii) Economic factor; which has to do with poverty (iii) Cognitive factor which includes need for self-belonging among the youths driven by physical needs and psychological needs, (iv) Technological factor, which includes media and internet.

There are some factors that have been thought to be responsible for the development of deviant behaviours in students. Some children are nurtured in aversive, punitive, or violent environments while others are nurtured in blissful environment with love, care, compassion and understanding. Children raised in aversive and punitive environments are usually verbally abused, spanked



and sometimes injuries are inflicted on them for any perceived misconduct (real or imagined) by their primary caretakers. Children raised in such home environments are physically and psychologically traumatized and could exhibit deviant behaviours. Peer group association also appears to exert influence on the behaviour of adolescents. An adolescent who belongs to a peer group whose members engage in deviant behaviours such as smoking, alcoholism, pilfering, cultism, rape, prostitution and violence is most likely to imbibe these attitudes. Developmental theories according to Afuye (2015), suggest that affiliation with deviant peers and susceptibility to peer influence are important contributors to adolescent delinquency.

Discussion on factors that contribute to the development of deviant behaviour traits in adolescents cannot be complete without mention of socio-economic status of parents. Some adolescents are nurtured in a state of abject poverty while some others are brought up in affluent conditions. Afuye (2015) observed that poverty of some parents make it impossible to provide the legitimate basic physiological needs and this could give rise to frustration which could ultimately trigger off anger and general deviant behaviour in adolescents. Considering the deviant behaviour exhibited by secondary school students, what is less clear however, is teachers' perception of some determinants of deviant behaviours.

Statement of the Problem

Many students at all levels claim to be passing through the school but the school seems not to be passing through them. Worse still, some students no longer make good representatives of their parents, and the school authorities are very concerned about these. It appears that various forms of delinquencies and deviances by students have negatively influenced the entire educational system. A comparison between education in the colonial era and what it is now is evidential to reveal the difference in the present Nigerian educational system. Presently, the secondary schools have become a bee hive for all manners of deviant behaviours ranging from truancy, stealing, drug abuse and examination malpractice. These social vices are considered as social and educational plagues because, like the plague of locust on farms, they are disastrous and their numerous influx are unwholesome for decent lifestyles. So the problem of this study is to examine teachers' perception on some determinants of deviant behaviours among secondary school students in Ekiti State.

Purpose of the Study

This study investigated teachers' perception on some determinants of deviant behaviours among secondary school students in Ekiti State. The study specifically examined the common deviant behaviours exhibited by secondary school students and their determinants among students in Ekiti State.



Research Questions

Based on the purpose of the study, the following questions were raised:

1. What are the common deviant behaviours exhibited by secondary school students in Ekiti State?
2. What are the determinants of deviant behaviours exhibited by secondary school students in Ekiti State?

Methodology

Research Design

The descriptive research design of the survey type was adopted in this study. Descriptive research was considered appropriate because it focuses on the observations and perception of the existing situation. The design describes and interprets what is concerned with Social Studies teachers' perception of some determinants of deviant behaviours among secondary school students in Ekiti State.

Population, Sample and Sampling Techniques

The population consisted of all 7,109 teachers in 203 secondary schools in Ekiti State. The sample for this study consisted of 360 teachers from 24 public secondary schools in Ekiti state, Nigeria. The sample was selected via multi stage sampling procedure. The first stage involved the selection of two Local Government Areas from each of the three senatorial districts via simple random sampling technique. In stage two, four public secondary schools were randomly selected from each of the six Local Government Areas. In stage three, 15 teachers were selected

from each of the 24 secondary schools via stratified random sampling technique.

Research Instrument

A questionnaire designed by the researcher tagged "Deviant Behaviours Questionnaire (DBQ)" was used to collect relevant data for the study. It consisted of two sections namely Section A and B. Section A sought for bio-data of the respondents, section B consisted of 17 items to elicit information on common deviant behaviours among students, determinants of deviant behaviours among students, teachers' perception of the determinants of deviant behaviours and social behaviour of deviant students. Ten items elicited information on common deviant behaviours exhibited by students while 7 items also elicited information on the determinants of deviant behaviours exhibited by students. Like 4 point rating scale of preference was used as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity and Reliability

The face and content validity of the instrument were ensured by assessing the instruments through facial appraisal to ascertain their claims. The instrument was presented to experts of Social Studies and Tests, Measurement and Evaluation. In so doing, these professionals assisted to assess both the face and content validity of the questionnaire. The reliability of the instrument was determined through test-retest method. A trial test was



carried out outside the sampled area. The instrument was administered on 20 respondents while data collected on the two tests were correlated using Pearson Product Moment Correlation statistics which yielded a co-efficient of 0.78

Data Collection and Analysis

The researcher personally administered the instrument in each of the Local Government Areas sampled

in the study. The research questions were answered using descriptive statistics. In analysing the data, the researcher used simple percentage, mean and standard deviation for research questions raised. For decision making, a mean score of 2.50 was used as the criterion mean. Any item that attained a response mean score of 2.50 and above was accepted otherwise it was not accepted.

Results

Research Question 1: What are the common deviant behaviours exhibited by secondary school students in Ekiti State?

Table 1: Common deviant behaviours exhibited by secondary school students

S/N	Items	N	Mean	S.D.	Decision
1.	Sexual Violence	360	2.69	0.71	Perceived
2.	Drugs and Alcoholism	360	2.16	0.78	Not Perceived
3.	Indecent dressing	360	3.02	0.59	Perceived
4.	Rioting and vandalism of school property	360	2.38	0.74	Not Perceived
5.	Stealing	360	2.27	0.72	Not Perceived
6.	Examination Malpractices	360	3.34	0.51	Perceived
7.	Cultism	360	2.52	0.72	Perceived
8.	Dishonesty	360	3.07	0.61	Perceived
9.	Truancy	360	2.61	0.70	Perceived
10.	Illicit affairs between teachers and students	360	1.74	0.73	Not Perceived

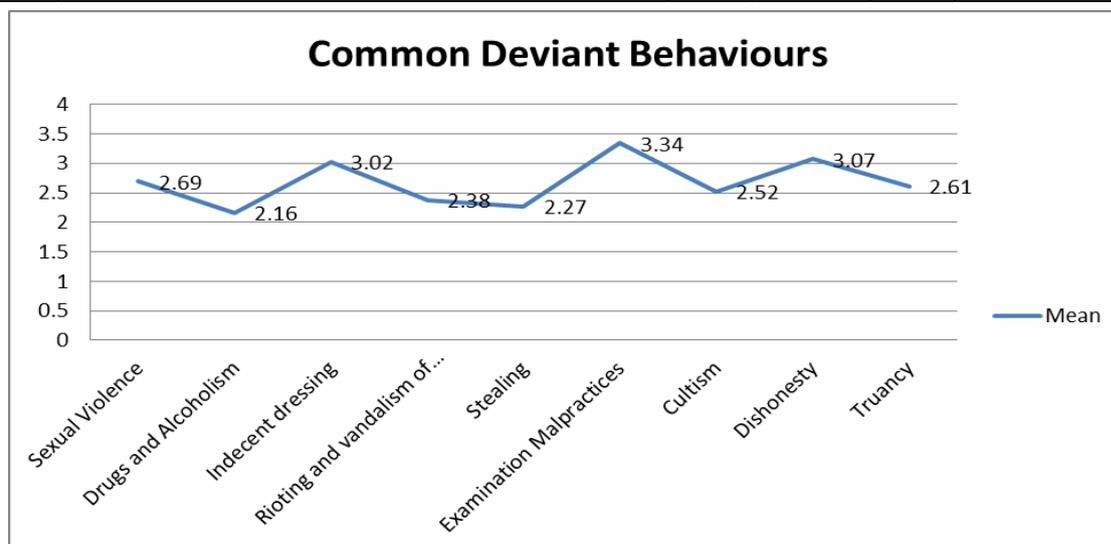


Figure 1: Line graph showing the common deviant behaviours exhibited by students



In table 1, item 1 shows a mean of 2.69 and has a standard deviation of 0.71. Therefore the respondents perceived sexual violence as a deviant behaviour exhibited by students. Item 2 shows a mean of 2.16 and a standard deviation of 0.78. Therefore the decision level shows that the respondents did not perceive drugs and alcoholism as a deviant behaviour. Item 3, depicts a mean of 3.02 and a standard deviation of 0.59. Therefore the decision level shows that the respondents perceived indecent dressing as a deviant behaviour exhibited by students. Item 4 also shows a mean of 2.38 and a standard deviation of 0.74. The decision level shows that the respondents do not perceive rioting and vandalism of school property as a deviant behaviour exhibited by students.

Item 5, depicts a mean of 2.27 and a standard deviation of 0.72. Therefore, the decision level shows that the respondents do not perceive stealing as a deviant behaviour exhibited by students because the mean score is less than the criterion mean of 2.50. Item 6 also shows a mean of 3.34 and a standard deviation of 0.51. The decision level shows that the respondents perceived examination malpractices as a deviant behaviour exhibited by students. Item 7 shows a mean of 2.52 and a standard deviation of 0.72. The decision level shows that the respondents perceived cultism as a deviant behaviour exhibited by students. Item 8 shows a mean of 3.07 and a standard deviation of 0.81. The decision level shows that the

respondents perceived dishonesty as a deviant behaviour exhibited by students.

Item 9, depicts a mean of 2.61 and a standard deviation of 0.70. Therefore, the decision level shows that the respondents perceived truancy as a deviant behaviour exhibited by students. However, item 10 shows a mean of 1.74 which is less than the criterion mean score of 2.50 and a standard deviation of 0.73. The decision level shows that the respondents do not perceive illicit affairs between teachers and students as a deviant behaviour exhibited by students. It can be concluded that the deviant behaviours exhibited by students as perceived by teachers are examination malpractices, sexual violence, indecent dressing, cultism, dishonesty and truancy with examination malpractices topping the list.



Research Question 2: What are the determinants of deviant behaviours exhibited by secondary school students in Ekiti State?

Table 2: Determinants of deviant behaviours exhibited by students

S/N	Items	N	Mean	S.D.	Decision
1.	Poor home upbringing	360	3.53	0.52	Perceived
2.	Influence of peer group	360	3.08	0.61	Perceived
3.	Moral laxity at schools	360	2.88	0.69	Perceived
4.	Poverty	360	2.10	0.70	Not Perceived
5.	Influence of western education	360	2.26	0.73	Not Perceived
6.	Mass media	360	3.01	0.62	Perceived
7.	Decline in religious training	360	2.41	0.68	Not Perceived

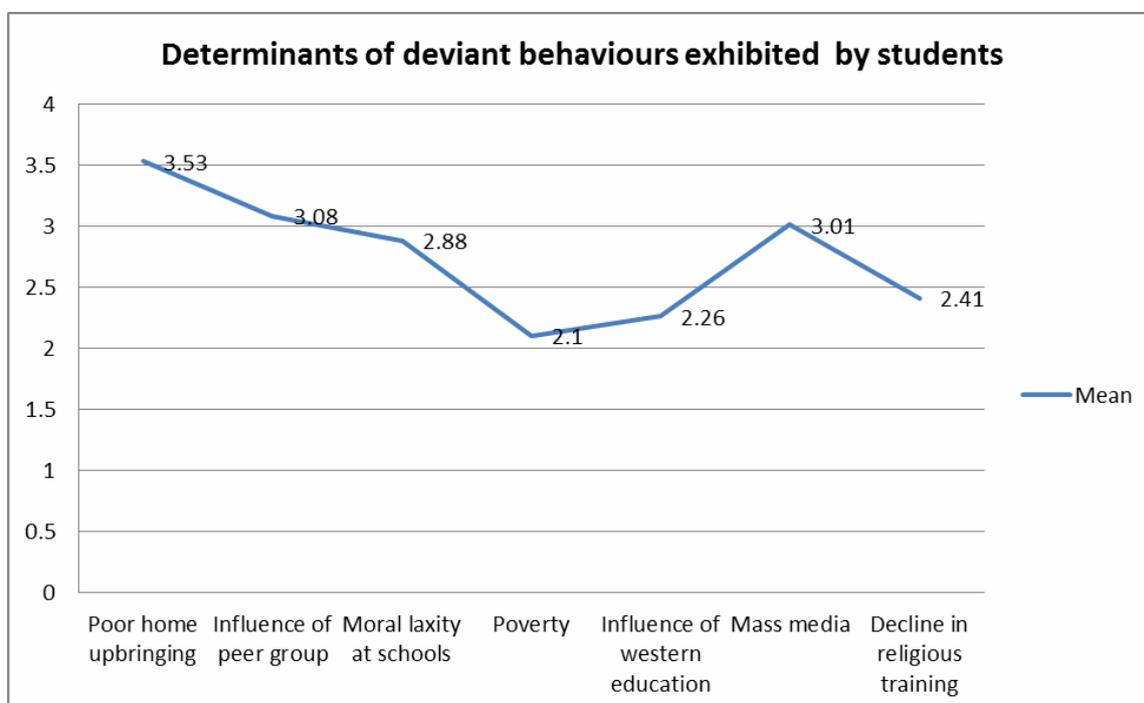


Figure 2: Line graph showing the determinants of deviant behaviours exhibited by students

In table 2, item 1 shows a mean of 3.53 and has a standard deviation of 0.52. Therefore the respondents perceived poor home upbringing as a determinant of deviant behaviour exhibited by students. Item 2 shows a mean of 3.08 and a standard deviation of 0.61. Therefore the decision level shows that

the respondents perceived influence of peer group as a determinant of deviant behaviour exhibited by students. Item 3, depicts a mean of 2.88 and a standard deviation of 0.69. Therefore the decision level shows that the respondents perceived moral laxity at schools as a determinant of deviant



behaviour exhibited by students. Item 4 also shows a mean of 2.10 and a standard deviation of 0.70. The decision level shows that the respondents do not perceive poverty as a determinant of deviant behaviour exhibited by students.

Item 5, depicts a mean of 2.26 and a standard deviation of 0.73. Therefore the decision level shows that the respondents do not perceived influence of western education as a determinant of deviant behaviour exhibited by students because the mean score is less than the criterion mean of 2.50. Item 6 also shows a mean of 3.01 and a standard deviation of 0.62. The decision level shows that the respondents perceived mass media as a determinant of deviant behaviour exhibited by students. Lastly, item 7 shows a mean of 2.41 and a standard deviation of 0.68. The decision level shows that the respondents did not perceived decline in religious training as a determinant of deviant behaviour exhibited by students. It can be concluded that the determinants of deviant behaviours exhibited by students as perceived by teachers are poor home upbringing, influence of peer group, mass media and moral laxity at schools.

Discussion

The findings of the study revealed that the respondents perceived that the common deviant behaviours exhibited by students are examination malpractices, sexual violence, indecent dressing, cultism, dishonesty and truancy with examination

malpractices topping the list. The findings agreed with the study of Saheed (2013) and Ugwu (2010) who said that many secondary school students indulge in deviant behaviours such as truancy, cultism, sexual assault, absenteeism, indecent dressing, disrespect and dishonesty to mention but a few.

The findings of the study revealed that the respondents agreed that the determinants of deviant behaviours exhibited by students as perceived by teachers are poor home upbringing, influence of peer group, moral laxity at schools and mass media with poor home upbringing topping the list. However, respondents rejected factors like poverty, influence of western education and decline in religious training as determinant of deviant behaviours. The finding is in consonance with Saheed (2013) that home background training could be a major factor in formation of moral behaviour. For instance, children learn from parents, caregivers, peers and mass media. But most often, if the training they acquire from parents is not strong enough, they could be overshadowed by what they learn from mass media and their peer group. Afuye (2015) said that deviant behaviour among students is as a result of poor upbringing of the children.

Conclusion

From the findings, the study concluded that the deviant behaviours exhibited by students as perceived by teachers are examination malpractices, sexual



violence, indecent dressing, cultism, dishonesty and truancy with examination malpractices topping the list. The study also concluded that the determinants of deviant behaviours exhibited by students as perceived by teachers are poor home upbringing, influence of peer group, moral laxity at schools and mass media with poor home upbringing topping the list.

Recommendations

Based on the findings, it is hereby recommended that:

1. Parents should give adequate and proper home training to their children while inclusion of moral education in school curriculum by government is also important.
2. There should be good orientation and re-orientation programs for students on the dangers of immorality.
3. 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.

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