

DEMOGRAPHIC FACTORS AND DEVIANT BEHAVIOR AMONG SECONDARY SCHOOLS' STUDENTS IN SOUTHWEST NIGERIA

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Abstract

The study examined demographic factors and deviant behaviors among secondary schools' students in south west Nigeria. The descriptive research design of the survey type was adopted for this study. The population of the study consisted 31,144 male and female students in all the public and private secondary schools in Southwest, Nigeria. The sample of this study consisted of 1890 students using multistage sampling procedure. An instrument designed by the researcher titled 'Questionnaire on demographic factors and deviant behavior (QDFDB) was used to elicit data for this study. To ascertain the face and content validity of the instruments, copies were subjected to thorough screening by the experts. The reliability of the instrument was established through Cronbach's Alpha reliability test that yielded a reliability coefficient of 0.82, test method that was adjudged to be suitable for the study which were tested at 0.05 level of significance using Pearson Product Moment Correlation. Findings of the study revealed that gender and school location had significant relationship with deviant behavior among secondary schools' students in Southwest Nigeria. It was recommended among others that Irrespective of the location of schools, government should introduce and set a particular period aside for moral coaching. This would create more awareness and serve as a constant reminder to secondary schools' students. The school should use suitable methods (such as counseling, punishment, scolding, flogging and so on) on any student that violate the rules and regulations of the school. More so, special attention should be paid to the male students in the schools since they are the ones that have tendency to deviate from the rules and regulation guiding the school.

Key words: Behavior, Deviant, Gender, Local of School and types of school

Introduction

Behaviour is considered to be an observable and measurable act exhibited by an individual; the action the person displayed or actions expected from such an individual. Behavior can be positive

or negative it is said to be positive when it conforms to the norms, rules and regulations governing an organization or society. It is also known to be negative when it does not conform to the laws and regulations of an organization or society. This is known as deviance and deviance vary from one society to another because what is said to be deviance in one society may not be in another society. Therefore, deviance can be viewed as any behavior, thought or action that violates the social norms or cultural standards of a particular group or society. It is also perceived as an action which conflicts with the society or a situation whereby an individual finds it difficult to conform to the norms of the society. Deviant behavior could be any form of misbehavior that seems to contravene the rules and regulations or even laws that govern an establishment. This type of behavior violates the norm or social standard of organizations such as schools. Deviant behavior tends to manifest among students at all levels of education in the country especially in secondary schools. Deviant behavior is one of the social problems distressing all levels of education system in Southwest, Nigeria especially at the secondary school level. A problem becomes a social problem when it really affects a considerable number of people in the society. In a study conducted in Zambia, Banda and Mweemba (2016). revealed different kind of deviant behaviors such as smoking, teacher assault, beer drinking, fighting, class boycotts, school riots, general theft, students patronizing bars, late coming, wearing wrong uniform and boy/girl intimate relationship among students. Other identified deviant behaviors include destruction of school's properties, examination malpractice, improper dressing, rudeness, use of abusive language among others. Researchers have proved that many factors such as school environment, family, social- economic location of schools, gender, types of schools are responsible for deviant behavior among secondary schools' students but this study considered gender, location of schools and types of schools as factors that are responsible for deviant behavior. Location of school could influence deviant behavior among secondary school students. Location could be regarded as the setting in which teaching and learning take place. School location is classified into urban and rural areas. Urban schools represent schools in towns and cities with infrastructures and more population. Rural schools are those sited in villages lacking infrastructural facilities with less population. In the rural areas, provision of social amenities such as pipe borne water, health care facilities, electricity are not adequately available. Therefore, students in the rural area are not conversant with some electrical gadget like computer, mobile phones, laptops, that are found in the urban center which might cause distraction for students.

It is observed that rural experience grater challenges in educational development than urban area due to the situations of things at the rural area. Researches have proved that many teachers reject posting to rural area while those that accept treats their present in such areas as part-time assignments. This type of attitude might be responsible for deviant behavior among the secondary school. The study of Romina (2019), on deviant behavior in secondary school and its impact on students' learning outcomes, revealed that the extent of prevalence of deviant behavior in urban

secondary schools are bullying (92%), lateness to school (89%), absenteeism (88%), noise making (87%), violence acts (77%), improper dressing (72%), fighting and sexual molestation (63%). The extents of prevalence of deviant behavior in rural schools are noise making (83%), examination malpractice (82%), bullying (71%), violent acts (67%) and improper dressing (60%). Furthermore, examination malpractice and noise making in the classroom were the most common forms of deviant behavior in urban and rural schools as revealed in Romina's study. The study of Asiyai (2019) on deviant behavior prevalent in urban secondary schools in Edo State, Nigeria, the study revealed that students in secondary schools involved in one deviant behavior than another such as lateness to school (84%), examination malpractices (83%), stealing (79%), improper dressing (77%), violent acts (71%), sexual molestation (60%) and absenteeism (57%). However, in schools located in rural areas, the prevalent deviant behaviors among students include examination malpractice (93%), absenteeism (90%), noise-making (84%), improper dressing (80%), stealing (74%), fighting (75%) and lateness to school (65%) assault (86%), noisemaking and fighting (88%), absenteeism (90%). This finding is similar to that of Amini-Philips and Chukwuma (2017) that revealed that examination malpractice, stealing and not obeying class rules are common among students. In addition, Chikwature, Oyedele and Ganyani (2016), found out that noise making, bullying and stealing were disruptive behaviors among students in Mutare districts. It is also observed that deviant behaviors like bullying, lateness to school, absenteeism, noise making and violence acts are prevalent to a high extent in large schools which could be regarded as urban schools due to its population. The researcher also observed that deviant behavior appears to be more prominent in urban schools than rural schools. The reason for this could be attributed to the fact that the classrooms of most schools located in urban centers appear to be overpopulated. Teachers of such classrooms spend most of the time trying to control students' deviant behaviors.

Students of schools located in the rural areas seem to behave differently from students in urban location, because in the rural areas moral, culture and ethnic bonds appears to be more prominent among the dwellers. Student in such schools might not be violent in nature. Location of schools could influence deviant behavior in secondary schools. In the study of Asiyai (2019), he expounds that urban and rural schools exhibit delinquent behaviors but that it was more frequent in urban schools. It was also reported in her study that the larger schools exhibited delinquent behavior than the smaller schools. In the same vain, Romina (2019), stressed that deviant behavior was common among rural and urban schools but was more prevalent in urban schools than in rural schools. This indicates that there is disparity among students in rural and urban schools in exhibiting deviant behavior. Gender might have positive and negative influence on secondary students' behaviors. Mbutia (2013), investigated perceived factors influencing deviant behavior among the youth in Njathaini community, Nairobi, Kenya. The study was descriptive designed of the survey type. The population for the study was all the youth in Njathaini Community. The sample for the study was 395 youths that represented 87.78% response rate. The study showed that both male and female

exhibit deviant behavior. This indicates that there is no disparity between female and male in exhibiting deviant behavior.

This was valid in the study of Olatunji and Awogbemi (2018) on influence of gender on the moral development of adolescents in Ado local government area of Ekiti State. The population for the study was all secondary school students in Ado-Ekiti. Ten schools that fell on the even number on the arrangement of the twenty-one (21) secondary schools in Ado-Ekiti local government were selected. Two hundred (200) students were randomly selected from the schools. Twenty (20) students comprising 10 male and 10 female students were selected from each of the ten schools to make up these 200 students used as sample. The result of the study revealed that there was no significant difference between moral reasoning of male and female adolescents. This infers that the gender of a student does not necessarily determine the level of his or her moral development or consequently his or her affinity to deviant behavior.

Omorogiuwa and Omorogiuwa(2019), contravened with Mbuthia as well as Olatunji and Awoyemi in their study on socio-economic influences as correlates of adolescent attitude towards deviant behavior. The study adopted a correlational survey research design, the population of the study involved adolescents' in secondary schools in the Benin Metropolis, Edo State, Nigeria and the sample consisted 540 students from 6 secondary schools which were selected from the schools in the metropolis. The study revealed that deviant activities are more persistent with male than female students. It also showed that male students have more of a tendency to carry out deviant acts and that they are more engaged in more serious deviant acts than female students. Adesanya and Osinowo (2019), investigated perceived parental styles and personality traits as predictors of delinquent behavior among delinquent offenders in remand homes in Abeokuta, Ogun-state. The study adopted ex-post facto survey design with simple random sampling to select 227 participants. The study revealed that males are more involved in deviant behavior than female because boys are mostly always found to be more at risk of offending than girls and generally, girls are found to exhibit less problematic behavior. The study also revealed that there is a significant difference between male participants and female participants in deviant behavior. The study of Oluwagbohunmi and Babatunde (2020), equally found that male in their very nature exhibit physical, verbal aggression and thuggery while female behavior is subtle, indirect and relational involving harmful manipulation of others. Besides, there is more involvement of male than female in such antisocial behaviors as stealing, kidnapping, rape, fighting and violence. The researchers are in agreement with Omorogiuwa and Omorogiuwa finding because male students appear to be involved in deviant behavior than the female due to their nature. The study of McCoy, Dimler, Samuels and Natsuaki (2017), reviewed 26 qualitative studies on gender differences in adolescents' susceptibility to deviant peer pressure also corroborated the above when it found that male adolescents appear to be more susceptible to peer influences that encourage risk-taking

behaviors when compared with female adolescents. Though, they found no consistent gender differences in susceptibility to such peer influences and only two studies out of 26 reviewed suggested that female adolescents are more prone to deviant peer pressure than male adolescents. Rotimi, Paul, Kayode, Oluwagbemiga, and Aderemi (2020), also corroborated this when the finding of their study revealed that gender has significant difference in the scores of deviant behaviors among the respondents. Males significantly scored higher on deviant behavior compared to female respondents.

The school as “a social unit was established as a formal agency for providing formal education where students learn about the customs, attitudes and ways of doing things in the society. Therefore, in order to maintain a calm environment, rules and regulations are frequently created to direct and regulate students' behavior in schools. Violation of such established school rules and regulations constitutes offences which are subject to appropriate punishment. Such rules may compel the entire students to exhibit a character that is in conformity to the societal laws and orders”. Moreover, deviant behavior in school may literally mean deviating from the set rules and regulations guiding the school. In another way, it may be referred to improper behavior exhibit by student or group of students within the school. Observations have shown that children are easily influence by what they learn. The schools regardless of its type (private or public) appear to be in the right position to teach children what the society consider as culture and social value. Therefore, when moral appears to be far away among students and students appear to be deviating from the school set up rules no gainsay something is definitely wrong somewhere. Researches have shown that majority of the secondary school students in Nigeria have being exhibiting unacceptable behavior which is not in line with the norms and standards of the schools and ideals of the society. A number of parties involved in education, including the government, principals, teachers, parents, and students themselves, have voiced concerns about the aberrant behavior displayed by secondary school students. Some of the common deviant behavior exhibited in secondary schools are stealing, truancy, fighting, aggressive attack, assault, insult, drug offences, disobedience, pick pocketing, cultism, lateness, noise making, sexual harassment, and leaving the school premises without permission among others. Okunade and Akinola (2018), observed that majority of the students in secondary school that engaged in activities which are not in line with the school system might be due to parenting style, peer group around their home. They stressed further that some of the students cultivate bad behavior on their own such as lateness to school programme, events, classes, and assembly among other.

Deviant behavior, according to Oparinde and Abdulsalam (2018), is anti-social behavior that goes against or is in opposition to a violation of social ties as well as common social instincts or behavior. Everywhere people dwell, there is deviance. Deviant behavior in schools has varied and far reaching effects on students, teachers, and the school system. The incidents of deviant behavior

in schools not only pose a threat to the safety of students but also proved to be a challenge to the authority of school administrators. Many teachers have been verbally abused, physically attacked or threatened by students or their relative. The deviant behavior of students endangered the safety of school personnel, Students and staff members suffered psychologically and physically when students deviate from the rules and regulations governing the school. Ponfua (2015), looked into the types, causes, and potential remedies of student's indiscipline in secondary schools in Cameroon. The research design used in the study was a descriptive survey. The study comprised 3,240 participants from the total population, while the population comprised 120 were selected using an equal probability sampling technique. The study revealed that the common deviant behavior among the Cameroon secondary schools' students are: disobedience to school authority, including but not limited to assaults on school prefects, taunting of teachers and other staff members, student misconduct, speaking in pidgin English during exams, chewing gum in class, fighting, and dressing in unclean or inappropriate attire instead of the required school uniforms. In his investigation into the factors thought to influence deviant behavior in young people in the Njathaini Community, Mbuthia (2013), also found that drug use (92.15%), pre-marital sex (91.89%), and alcohol consumption (86.84%) were the most prevalent forms of deviant behavior among the youth in the community.

Deviant behavior among public and private secondary schools' students could be categorized as: School offences include stealing, fighting, dishonesty, destruction of school properties, disobedience to school authority, truancy, assault, insult, carrying weapons, sexual indulgence and aggression. Ponfua (2015), was in line with this in his work; Students' indiscipline: types, causes and possible solutions: the case of secondary schools in Cameroon. The study made use of descriptive survey research design. The population involved 120 schools (of the public, private and denominational schools) in four regions of Cameroon while the sample consisted of 3,240 participants from the selected schools. The result of the study revealed that the common deviant behavior found in Cameroon secondary schools as cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. The most common cases of indiscipline relating to the collective miss-behavior of students such as the vandalization of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of pidgin English, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniforms and examination malpractice.

Martin and Godfrey (2016), corroborated the above in their study on nature of deviant behavior patterns that are prevalent among students in secondary schools in Zambia. The study used survey method as research design to collect qualitative and quantitative data from the respondents. The study found out that there were numerous types of deviant behaviors among the students in the

high schools such as drug abuse, bullying, smoking, promiscuity, aggressive and disruptive behavior, truancy, drinking, stealing, carelessness with school work, rioting in school, lateness, indecent dressing, illicit relationships, examination malpractices and other offences against the school rules and regulations. The following categories of deviant behaviors were confirmed as being rampant in public high schools:

Category 1: Smoking, beer-drinking, fighting, class boycotts, school riots, general theft and students patronizing bars. In this category, Mukobeko High School rated 36%, Kabwe High School rated 20%, Kalonga High School rated 24% and Bwacha High School 76%. Bwacha High School had the highest percentage in this category.

Category 2: Late coming, wearing wrong attires, absconding classes, girl- male teacher intimate relationship, girl-boy intimate relationships and trespassing. In this category Mukobeko High School rated 4%, Kabwe High School rated 12%, Kalonga High School rated 68% and Bwacha High School rated 16%. Kalonga High School recorded the highest score in this category.

Category 3: Use of additional materials during examinations, involvement in leakage of examination papers and pilfering of school books. In this category, Mukobeko High School rated 44%, Kabwe High School rated 60%, and Kalonga High School rated 8%, and Bwacha High School rated 16%. Kalonga High School recorded the highest score again in this category. Moreover, there were other types of deviant behaviors that were recorded to be prevalent in the above schools at varying rates were; paint graffiti at 51% for all schools, dropping of subject at 48%, rudeness to prefect, kissing between male and female pupils, pupils jumping over wall fences and shunning preventive maintenance were all rated at 46%, use of abusive language at 53%, not participating in compulsory school programmes, breaking school properties, missing lessons, wearing wrong attires, coming with cell phone to school and refusing to be supervised by class monitors and prefects were all rated at 54%, nick naming of pupils and teachers at 72% and gang activities among students at 28%. Despite recording varying levels of deviance prevalence across the schools the study revealed that the types of deviant behaviors that prevailed in the above mentioned schools are common and wide spread.

In the study of Omobolanle and Adekunle (2019), on deviant behaviors among users of academic libraries, a study of two academic libraries in Oyo state, Nigeria proved that deviant behaviors are also common among the users of library in the schools. The study revealed that theft and mutilation have highest percentage: mutilation (86%), impersonation (58%), defacement (48%). This indicated that mutilation and impersonation are the most common deviant behavior committed by users of both libraries in their study. The researcher tends to agree with the above findings because observation showed that some of the public secondary schools' libraries do not have adequate text books, practical equipment, which could help the users of library; some of the available printed

materials would have been circulated among the students that visited the library first. She also observed that part of some test books might have been torn due to carelessness or selfishness.

The study of Chikwature, Oyedele and Ganyani (2016) on management of deviant behavior in Mutare Urban Schools in Mutare District which adopted descriptive survey as a design for the research study with a sample of 30 teachers, 3 school heads, 3 Education Inspectors and one District Education Officer from Mutare District were involved in the study. The teachers were randomly selected from the three schools to form the sample and qualitative approach was used. In the study, 100% of the respondents shown that the most common deviant behaviors in the school were bullying and noise-making, 90% of the respondents indicated that stealing is prevalent in their schools. Lying was found to be common in most schools and this was shown by 70% of the teachers. Drug abuse and cheating were fairly common as indicated by 50% of the respondents. 40% of the respondents cited fighting as a deviant behavior in the schools.

A study carried out by Nicholas and Kennedy (2018), observed that good number of public secondary school students especially in Rivers state belong to one cult or another which seems to elevate the constant violence and fight in most public secondary schools in the country. Researches have proved that school at any level appeared to be the trademark of progress for effecting change and growth in the life of its attendants. Rubington and Weinberg in Egemen Hanımoğlu, (2018), were of the opinion that private and public schools are to educate children and teenagers, to show them the right path to tread, by furnishing them the right information at every stages of life. This is believed to be necessary because most of the family that send their children to schools might not be able to shoulder such a burden due to material difficulties, and a limited understanding of the developmental processes of teenagers. Mbuthia (2013), in his study; perceived factors influencing deviant behavior among the youth in Njathaini Community, Nairobi, Kenya, out of the 395 of the respondents that participated in the study the common forms of deviant behaviors that youth in the community engaged in are: use of drugs (92.15%), pre-marital sex (91.89%) and alcohol was (86.84%). The study further revealed that almost two thirds of the youth reported that use of drugs, pre-marital sex was more often engaged, followed closely by alcohol, stealing (83.08%) and prostitution (75.64%) were reported to occur either often or more often.

Romina (2019), investigated deviant behavior in secondary school and its impact on students' learning. The study was descriptive research of the survey type using the sample of 500 teachers from a population of public secondary schools in Edo State, Nigeria. The result showed that deviant behavior was common among rural and urban schools but was more prevalent in urban schools than in rural schools. This indicates that there is disparity among students in rural and urban schools in exhibiting deviant behavior. The study of Folakemi (2021), revealed that students in secondary school exhibit deviance in different ways such as skipping schools pretending to be sick, leaving school before closing, absenting oneself from school, fighting one another in the

school or the street, involving during school disturbances, particularly when battling or battling to elude punishment. The results of Temitayo and Lukman (2014), which demonstrated that drug abuse, truancy, absenteeism, fighting, theft, and drug addiction are common instances of disciplinary problems encountered in secondary schools in the research region, are compatible with Folakemi's findings. This finding is also related to Asiyai's (2019) findings that reported lateness to school as one of the deviant behavior prevalent among students in urban and rural schools in Edo State, Nigeria. Thus, it seems that one of the most important instruments for changing a person within a community is a secondary school education. Additionally, it prepares students for valuable living situations in society and provides training for higher education. But more importantly, it emphasizes that an individual must acquire the necessary knowledge, skills, values, attitudes, and competencies in order to live a valuable life in any community and support the social, economic, and political advancement of the country.

In recent times, a considerable number of secondary schools' students, particularly in Southwest, Nigeria, seem to be displaying behaviors that defy social norms and school standards. A number of education stakeholders, including parents, teachers, administrators of secondary schools, and the government, have voiced concerns about the aberrant conduct displayed by secondary school students. Deviant behavior among students constitutes those school offences such as fighting, aggressive attacks on others, insult, drug offences, sex-related offences, disobedience, bullying extortion, insubordination, physical fighting, aggressive or violent behavior by teenagers toward other students and faculty, as well as sexual assaults, harassment, involvement in gangs, and carrying weapons, among other things. It is also observed that students' gender, school location and types of schools tend to play certain roles in shaping the behavior of students as they seem to determine the kind of rules under which students operate. Deviance among secondary school students has negative consequences. When disruptive behavior predominates in a school, it often leads to dysfunction, which hinders the normal flow of teaching and learning. Students may lose concentration in classroom activities due to serving punishment, and this could afterward result to suspension, expulsion, as well as dropping out. Students expelled from school and dropout usually constitute nuisance and get involved in criminal activities thereby increasing crime rate in the society. School calendar could also be disrupted depending on the magnitude of deviance. This suggests that the ramifications affect not just the students but also other parties involved in education, including parents, teachers, administrators, and the government. Though, several studies have examined deviant behavior especially among secondary students, it seems not many have "jointly considered the factors that were examined in this study especially in the southwest region of Nigeria

The general Purpose of the Study is to examine the Demographic Factors and Deviant Behavior Among Secondary Schools' Students in Southwest Nigeria. Specifically, the study sets to examine;

1. The significant difference in deviant behavior among secondary school students based on gender,
2. The significant difference in deviant behavior among secondary school students based on location of schools.
3. The significant difference in deviant behavior among secondary school students based on types of schools.

Research Hypotheses

1. There is no significant difference in deviant behavior among secondary school students based on gender.
2. There is no significant difference in deviant behavior among secondary school students based on location of schools.
3. There is no significant difference in deviant behavior among secondary school students based on types of schools.

Methodology

Descriptive research design of the survey type was adopted for this study. The population of the study consisted 31,144 male and female students in all the public and private secondary schools in Southwest Nigeria. The sample of this study consisted 1890 students who were selected using multistage sampling procedure. An instrument designed by the researcher titled 'Questionnaire on Demographic factors as correlate of deviant behavior among secondary school students in Southwest, Nigeria.' (DFDB) was used to elicit data for this study. To ascertain the face and content validity of the instruments, copies were subjected to thorough screening by the experts. The reliability of the instrument was established through Cronbach's Alpha reliability testing which yielded a reliability coefficient of 0.82, that was adjudged to be suitable for the study. The hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation.

Hypothesis 1: There is no significant difference in deviant behavior among secondary school students in Southwest, Nigeria based on gender.

To test this hypothesis, scores on level of deviant behavior among male and female secondary school students in Southwest, Nigeria were collated and subjected to t-test. The result is presented in Table 1.

Table 1: t-test showing difference in deviant behavior among male and female secondary schools students in Southwest, Nigeria

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t_{cal}</i>	<i>Sig</i>
<i>Male</i>	962	34.60	13.371	1765	2.783*	0.005
<i>Female</i>	805	32.99	10.286			

P < 0.05 (Significant Result)

The result in table 1 shows that $t_{cal} = 2.783$; $P = 0.005 < 0.05$. Since the P value is less than 0.05, therefore, the null hypothesis is rejected. This implies that there is significant difference in deviant behavior among secondary school students in Southwest, Nigeria based on gender.

Hypothesis 2: There is no significant difference in deviant behavior among secondary school students in Southwest, Nigeria based on location of schools.

To test this hypothesis, scores on level of deviant behavior among secondary school students located in rural and urban areas in Southwest, Nigeria were collated and subjected to t-test. The result is presented in Table 2.

Table 2: t-test showing difference in deviant behavior among secondary school students in Southwest, Nigeria based on location of schools

<i>Location</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t_{cal}</i>	<i>Sig</i>
<i>Urban</i>	904	33.12	11.298	1775	2.459*	0.014
<i>Rural</i>	873	34.53	12.860			

P < 0.05 (Significant Result)

The result in table 2 shows that $t_{cal} = 2.459$; $P = 0.014 < 0.05$. Since the P value is less than 0.05, therefore, the null hypothesis is rejected. This implies that there is significant difference in deviant behavior among secondary school students in Southwest, Nigeria based on location of schools.

Hypothesis 3: There is no significant difference in deviant behavior among secondary school students in Southwest, Nigeria based on type of schools.

To test this hypothesis, scores on level of deviant behavior among private and public secondary school students in Southwest, Nigeria were collated and subjected to t-test. The result is presented in Table 3.

Table 3: t-test showing difference in deviant behavior among private and public secondary schools students” in Southwest, Nigeria

<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Df</i>	<i>t_{cal}</i>	<i>Sig</i>
<i>Private</i>	330	33.11	10.082	1771	1.243	0.214
<i>Public</i>	1443	34.03	12.467			

P > 0.05 (Not Significant Result)

The result in table 3 shows “that $t_{cal} = 1.243$; $P = 0.214 > 0.05$. Since the P value is greater than 0.05, therefore, the null hypothesis is accepted. This implies that there is no significant difference in deviant behavior among secondary school students in Southwest, Nigeria based on type of schools

DISCUSSION

The result of the study showed that there is significant difference in deviant behavior among secondary school students based on gender. The finding showed that deviant behavior is prevalent among the male than the female students. Perhaps, the males are oftentimes found to be more at risk of offending than girls and generally, girls are found to exhibit less problematic behavior. Although, there are researches that proved that there is no significant difference in deviant behavior among secondary schools’ students based on gender. For instance, the study of Mbuthia (2013) on investigated perceived factors influencing deviant behavior among the youth in Njathaini community, Nairobi, Kenya showed that both male and female exhibit deviant behavior which indicates that there is no disparity between female and male in exhibiting deviant behavior. This was also valid in the study of Olatunji and Awogbemi (2018), on influence of gender on the moral development of adolescents in Ado local government area of Ekiti State also revealed that there was no significant difference between moral reasoning of male and female adolescents. This infers that the gender of a student does not necessarily determine the level of his or her moral development or consequently his or her affinity to deviant behavior. The work of Omorogiuwa and Omorogiuwa (2019) contravened with Mbuthia as well as Olatunji and Awoyemi, the researchers study revealed that deviant activities are more persistent with male than female. It also showed that male students have more tendency to carry out deviant acts than female students

The result of this study further showed that there is a significant difference in deviant behavior among secondary schools’ students based on location of schools. The area where a school is sited be it rural or urban area plays significant roles in the life of the students in the school. Researches have showed that life in rural area in Southwest Nigeria seem to be uniform, homogenous and less complex than that of urban area. This might be due to the fact that social amenities such as pipe

borne water, health care facilities, electricity in the urban area which are not adequately available in the rural area. Therefore, the students in the rural area are not conversant with some electrical gadget like computer, mobile phones, laptops, that are found in the urban center which might cause distraction to them. Moreover, students in rural areas appear dirty, wear wrong uniforms, abuse one another with dialect. Students of schools located in the rural areas seem to behave differently from students in urban location, because in the rural areas, moral, culture and ethnic bonds appear to be more prominent among the dwellers. Students in such schools might not be violent in nature. Several studies have proved this to be so, for example in the study of Amini-Philips and Chukwuma (2017) it showed that examination malpractice, stealing and not obeying class rules were common among students. In the study of Asiyai (2019), he expounds that urban and rural schools exhibit delinquent behaviors but that it was more frequent in urban schools. It was also reported in her study that the larger schools exhibited delinquent behavior than the smaller schools. In the same vain, Romina, (2019), stressed that deviant behavior was common among rural and urban schools but was more prevalent in urban schools than in rural schools. This indicates that there is disparity among students in rural and urban schools in exhibiting deviant behavior.

The result of this study showed that “there is no significant difference in deviant behavior among secondary school students based on types of schools. This indicates that students irrespective of the type of school they attend (private or public), participate in behavior that is inconsistent with societal ideals and educational norms and standards. This seems to be so because the students in private secondary schools do fight, use foul language, make noise, involve in examination malpractices likewise, the ones in public secondary schools. This could be what Ibuchin (2016), when he identified number of deviant behavior that are pavement in schools such as bullying examination malpractice, truancy, lateness, drug abuse, cultism, sex offence sand absenteeism. Moreso, Oparinde and Abdulsalam (2018); identified deviant behavior as an anti-social behavior that are oppose or contrary to normal social instincts or practices, and violation of social relationship. This present study has proved that deviant behavior occurs in all schools be it private or public.

CONCLUSION.

Based on the findings of this study, it was concluded that there was no significant difference in deviant behavior among secondary school students based on gender. It was equally concluded that there was no significant difference in deviant behavior among secondary school students based on location of schools. It was equally concluded that irrespective of the types of schools students attended, students engage in acts that are not in line with the norms and standard of the schools and idea of the society.

Recommendation

Based on the findings of this study, the following recommendations were made:

1. The school should use suitable methods (such as counseling, punishment, scolding, flogging among other) on any student that violate the rules and regulations of the school. Henceforth, special attention should be paid to the male students in the schools since they are the ones that have tendency to deviate.
2. Irrespective of the location of schools, government should introduce and set a particular period aside for moral coaching. This would create more awareness and serve as a constant reminder to secondary school students.

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