

Prevalence and Factors Influencing Adolescent Deviant Behaviours (ADB) Among Secondary School Students in Niger State, Nigeria

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Abstract

The study examined prevalence and factors influencing deviant behavior among secondary school students in Niger State, Nigeria using descriptive survey design with five research questions and hypotheses used in the study. Stratified random sampling technique was used to select the required number of students to participate in the study from a population of 10, 500 respondents. A sample of 1,500 students' representing 10% was used for the study as representative of the total number of SS11 students from Niger state of Nigeria with a researchers' Likert scale developed instrument entitled Prevalence and Factors of Deviant Behaviour (PFDBQ) Questionnaire. The instrument was validated by three experts two in Measurement and Evaluation and one in Guidance and counseling. The reliability of the instrument was established using Cronbach Alpha reliability method with a co-efficient which ranged from 0.71 to 0.96. The mean and standard deviation was used to answer the research questions, while the One-way ANOVA was employed to test the stated hypotheses and the result revealed that the extent of deviant behaviour among students is significantly high. There was a significant influence of peer group on students deviant behavior. The research recommends among others that school administrators and policy makers should be more involved in monitoring and guiding students on their engagements in social networks which has been regarded as one of the major issue related with deviant behaviour. The use of cognitive restructuring techniques was also proffered.

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Background to the study

The importance of secondary education in Nigerian cannot be overemphasized. This is because, apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills, values and traits beyond the primary level. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training.

It is not a gainsaying that secondary education is unique in the educational development of a child, being the link between primary and tertiary education. The knowledge, skills, values, and traits which a child acquires at this stage will complement those acquired at the primary level and when these are combined will prepare such child for tertiary education. In spite of the role of secondary education, Ajayi (2002) reported that it is riddled with crises of various dimensions and magnitude all of which combine to suggest that it is at crossroad. Students are expected to display high-level moral etiquette to show that they are from good homes. The behavior of a child outside reflects the situation in his/her home. A student is expected to obey the school rules and regulations and be committed to academics being the primary duty in the school. What can be noticed in secondary schools these days are cases of indiscipline such as lateness, truancy, disobedience to teachers, beating of junior students, stealing, rape, extortion of money from junior ones, wearing of assorted dresses apart from school uniform, smoking, drug abuse, drinking and other adolescents' deviant behaviours among students (Achimugu, 2005). This implies that if these menaces are not thoroughly checked secondary products will be full of gangsters and armed robbers. To this end, Chinelo (2011) rightly pointed that schools should facilitate seminars, conferences and orientation programme to fresher students on the hinder of deviant behaviours in schools.

Blair and Sampson (1968) stressed that adolescence is the period of stress and storm in an individual life which is coupled with lot of anti-social behaviour. That is the period that lies between end of the childhood and the beginning of adulthood. For instance, physical and emotional changes of adolescent begin with puberty (the maturing of the sexual functions). Also, adolescent's problems arose from precocious puberty (Herbert, 1978). That is, a child behaves more like an adult. The physical and emotional changes make the adolescents to become insecure and have problems in articulating their needs. Sometimes family members or friends try to help the adolescent to "adjust". For example, questions concerning sexual protection and unplanned pregnancies are some of adults' worry of their youths.

On the other hand, deviant behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects. This idea is also closely related to the statistical approach to definite abnormality which rests on the idea that differences in human behaviour tend to fall into a normal distribution curve (Nwankwo, 2006). A particular behaviour is not acceptable or is antisocial if any of these three criteria are seen. The behaviour does not allow a person to function effectively with others as a member of society, if the behaviour does not permit the person to meet his or her

own needs which in turn pose a threat to the individual's life (Herbert, 1978). To this, behaviours which are not in conformity with the norms and values of the society should be totally avoided. It has been observed that deviant behaviours among adolescents (youths) is growing in a geometric progression in Nigeria today. There are many different factors that can be blamed for this problem. During the last decade of the twentieth century, people began searching for answers to this dilemma which is haunting America. Many tragic school shootings have taken place within the last decades that have gained the attention of the public. As of now, no one can give the right answer to the problem or the reason why it happens because there is no right answer yet and nobody can be sure that they know the causes. All they have to go by are the opinions of different people.

For example, recently, an increasing number of North American youths are committing violent crimes. Although the consequences of these violent crimes are easily apparent, the causes behind them are often abstract and obscure, making it difficult to pin blame on a single source. Moreover, this deviant behaviour among young people can be attributed to a combination of several generalized factors (McClern & Johnson, 1998). This implies that the influence of family life, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment that exists for juvenile offenders. He further states that if this rise in aggressive acts is to be stemmed, the causes of youth violence must be determined and analyzed to determine which ones, if any can be affected by change and explicit change model.

Statement of the Problem

Adolescent are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined. Deviant behaviours among adolescent has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, examination malpractice, lateness and poor academic performance among students. Fear of youth deviant behaviour is a constant concern for millions of people all over the world. Kids seem to take up crimes that are usually committed by adults over the age of 18. Statistics confirm that more horrendous crimes are being committed by increasingly younger children (Levine, 2007).

Recently, there has been significant increase in violent youth crime in developed countries. Africa has been no exception to rising youth violence perhaps because of the increasing economic hardship and recession experienced in many parts of the region. Levels of youth deviant behaviour appear to continue to increase everywhere in the world (Levine, 2007). In Nigeria for example minor samples of the envisioned problems are already being encountered in the nation's economic front. Many indeed believe that current economic woes arising from corruption, robbery, assassination, smuggling and pipeline vandalisation are progenies of school indiscipline. Court injunctions and orders are indiscriminately

flouted not only by those who make or interpret the law, but also by those who took the oath to defend the law. These acts of deviant behaviours in our national life likely began as a mustard seed of disobedience in the school. Suffice to relate the place of youth as adults of tomorrow, hence the need for the study on

Prevalence and factors influencing adolescent deviant behaviours (ADB) among secondary school students in Niger state of Nigeria.

Research questions

The following research questions are raised to direct the study:

1. What is the extent of deviant behavior behaviour among students?
2. What is the influence of peer group pressure on deviant behavior of students?

Statement of hypotheses

The following null hypotheses are formulated to direct the study

1. The extent of deviant behaviour among students is not significantly high.
2. There is no significant influence of peer group on deviant behavior of students.

Literature Review

Literature reviewed for the study was conducted based on the variable inherent in the study as presented below:

Peer group and deviant behavior of students

The peer group consists of classmates or group of friends that are within the same age range. In the school setting, students interact with mates from different home backgrounds who may influence their behaviour positively or negatively. Onoyase and Ebenuwa-Okoh (2014) noted that the peer group could be positive and helpful, such as helping one another to develop new skills or develop interest in books, music or extracurricular activities. These writers reiterated that friends may have bad influences on adolescents and these may manifest in form of stealing, cheating in examination, drug abuse and indulging in risky sexual activities. Chaba (2002) observed that adolescents often get involved in anti-social behaviour so that they will not be regarded as social misfits or termed as "old fashioned" among their friends. Brown (2004) observed that the issue of peer influence is a hallmark of adolescents' psychological development and a very important aspect of human interaction that needs to be controlled by parents.

When parents do not have a strong bond with their child and do not teach them pro-social values, the adolescent has difficulties in school. These difficulties lead to rejection by conventional peers and they drift into associating with deviant peers. This form of participation in deviance is a direct influence from deviant peers (Simons, 1991). Now that the adolescent is relatively unrestrained from the opinions of parents, teachers, and conventional peers, their new deviant friends encourage and reinforce them to participate in deviant behaviors. Deviant peers tend to accept each other and their deviant actions. This means that, the age at which an adolescent begins associating with deviant peers influences the level of delinquency the child will participate in. Some children begin to affiliate with

delinquent friends during adolescence because it can be deemed as normal (Buehler 2006). Thus, most parents accept it as a way of adolescents' period.

In 2005, Vitaro, Vitaro, Brendgen & Wanner study analyzed three different groups of deviant affiliations. The first is the early group, which begins their relationship during childhood and throughout adolescence. The second is the late affiliative group starting during early adolescence only. The third is a never group who never befriends deviant peers. Disruptiveness, social acceptance, academic performance, parent-child relationship, and delinquency were measured. The early group showed the highest overall amount of delinquency throughout adolescence. They also had the highest level of disruptiveness, lowest level of academic performance and the weakest bond with their parents. The late group's deviant behavior steadily increased, until age 13 where it peaked and began to level up at age 15. This group overall had the lowest levels of disruptiveness and the strongest bond with their parents. The never group maintained the lowest amount of deviance, but increased slightly. This increase could be due to the rapid decrease in academic performance (Vitaro, Brendgen & Wanner, 2005). The never affiliated group illustrates how deviant peers are not the only factors contributing to deviant behavior. The conclusion of this study shows how important it is for parents to monitor their child's friends and academic performances. Effective monitoring is critical in the reduction of deviant behaviors influenced through peers.

Peers play a large role in the social and emotional development of adolescents (Omoregie, 2005). Their influence begins at an early age and increases through the teenage years. It is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do. According to Hartney (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). This means that as most adolescents associate with peers, their lifestyle change as well. Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone.

Most secondary schools students in general and those in Calabar south in particular are in the adolescent stage. The adolescent has needs and problems that arise from organic, psychological and social pressures. These pressures in turn exert influences on them, which make them exhibit behaviors that are not in consonance with societal norms leading to delinquency. According to Isangedighi (1998) delinquency is a behavior that involves retraction from rules that govern behavior among adolescents. Delinquency on the whole is not an easy concept to define due to its complex characteristics. However, delinquency has been from time immemorial a social evil. These delinquent behaviors consist of acts that violate the laws of the society. Onyejiaku (1991) further stress that delinquency covers an

enormous range on crime including felonies such as robbery, assault or misdemeanors such as loitering and behaviors that are illegal. The manifestation of delinquency among secondary school students has remained an age long problem in the Nigerian secondary school system. The study carried out by Osho and Osho (2000) study revealed that there is a high rate of school complains about students' delinquency. At this juncture, family has an enormous task of ensuring that the adolescent grows appropriately in this regard. The extent to which parents and other adults in the family make provision for the holistic growth of their adolescent, with the view of curbing societal ills has generated a lot of concern in our contemporary Nigeria as a whole and Enugu state in particular. Increased attention is being given to the ability of individual and family to successfully remedy the negative impact on delinquency.

Social media and Deviant Behavior of Students

The use of online media such as facebook has prompted youths to become self-derogatory as they seek the acceptance of other users online. This social derogatory has led to increasing negative social consequences such as posting of nude photos. The plight teenagers have on social media of being ridiculed due to their complexions, body shapes and weight which has led to growth of violent tendencies among children. Patton (2014) observed that the frequent sharing of pro-school shooting videos on platforms such as instagram and whatsapp have prompted increased violence among youths. The author further acknowledged that the sharing of negative comments online has led to increase in online mentions and interests which may end up provoking negative actions among users. Den Hamer, Konijn, and Keijer, (2014) also state that antisocial behaviour has become common among teenagers as a result of the wider accessibility of social media networks.

According to Todd (2009), most youths are bombarded with videos, shows, advertisements, and movies with sexual messages. In terms of body image, the social media floods the young girls' minds with images of skinny models. This makes them feel that if they are a few pounds heavier than these images on the websites, then they are unacceptable to the society. This leads to the young girls going into far lengths in order to have better fitting bodies. With regard to sex, three out of four teenagers say that the social media content make it seem normal for youngsters their age to engage in sexual relations. Being open about sex and how they talk to their girlfriends or boyfriends about it is largely because of what they see and hear (M'Imaita, 2011).

The privacy accorded by these social media accounts contributes to their popularity among teenagers as avenues of sharing explicit content. This, study however, did not establish the association between the social media usage and sexual behavioral practices on secondary students specifically. Earlier King and Stones (2013) posited that the nudity and sharing of pornographic material has been on the rise in schools as a result of the availability of social media channels that young adults are exposed to. The authors further noted that sexual orgies are arranged among friends in the social media hence the rise in immorality among college and middle school students. This study adopted an ethnographic survey, unlike the current study the will be descriptive in nature.

Research Methodology

The research design adopted for this study was the survey design. Survey research is a method which involves a structured questionnaire given to respondents for eliciting information regarding their behaviour, intentions, attitudes, awareness and motivations pertaining to the phenomena at hand. According to Kerlinger (2007) survey means sampling opinion of people who have had practical experience with the problem to be studied. The objective of such a survey is to obtain insight into the relationships among variables and new ideas relating to the research problem, with a population of 15,003 senior secondary two (SSII) students in all public and private secondary schools in Niger State of Nigeria. Stratified random sampling technique was used to select subjects to participate in the study. The first stage involves the stratification of the population into states. The second stage was the stratification based on the local government level, 20% of schools were randomly selected to constitute the sample of schools that participated in the study. Samples of one thousand five hundred (1,500) students' were sampled for the study as representative of the total number of senior secondary two (SSII) students from public secondary schools in Niger State of Nigeria.

The instrument for data collection was a researchers' developed instrument entitled Prevalence and Factors of Deviant Behaviour (PFDBQ) Questionnaire. The instrument was designed respectively for students to respond on their opinion of the prevalence and factors of deviant behaviours. The questionnaire consisted of three sections. Section A to elicited bio-data of the respondents like name of school and Local Government Area. Section B comprised four-point modified Likert scale type with 30 items. It sought to elicit information on prevalence and factors of deviant behaviours under the following extent of deviant behavior among students and peer group influence on deviant behaviour. Section C contains 24 questions on the number of deviant behavior under the following sub-headings; truancy, cultism, drug abuse, smoking and alcoholism. The instrument was validated by three experts two in Measurement and Evaluation and one in Guidance and counselling. Their scrutiny on the items in the instrument helped to ascertain the face and content validity of the instrument. The various modifications suggested by the experts were duly incorporated in the final copy of the instruments. The reliability of the instruments; prevalence and factors of deviant behaviour among students (PFDBQ) was established using Cronbach Alpha reliability co-efficient method. Some copies of the instruments were administered to 50 students in the population that were not part of the final study. After the administration, the co-efficient of internal consistency was calculated using Cronbach alpha reliability and the co-efficient obtained ranged from 0.71 to 0.96. The hypotheses of this study were tested using descriptive and inferential statistic. Mean and standard deviation was used to answer the research questions, while the one way-ANOVA was employed to test the stated hypothesis. This is shown below as presented below.

Presentation of Results

The results of the data collected are presented hypothesis-by-hypothesis as shown below.

Hypothesis one

The extent of deviant behaviour among students is not significantly high. The variables involve is deviant behavior among students. To test this hypothesis, One-sample t-test was employed as presented in Table 1.

Table 1: One-Sample Statistics of the extent of deviant behavior in adolescents

Variable	N	Mean	μ	Std. Deviation	Std. Error Mean
Extent of deviant behavior	1429	17.2036	10.02	5.82793	.15417

Test Value = 1429						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Deviant behaviour	24.289	1428	.000	17.20364	16.9012	17.5061

It is obvious that the result in table 1 indicated that the p value of the test statistics was found to be .000 which was less than the chosen alpha of 0.05. Thus the null hypothesis was rejected. This implies that deviant behavior among students was significantly high.

Hypothesis Two

There is no significant influence of peer group on deviant behavior of students. The independent variable of this hypothesis is peer group with three categories namely high, moderate and low while the dependent variable is deviant behaviour. To test this hypothesis, One-Way ANOVA was employed as presented in Table 2.

Table 2: Descriptive and inferential statistics with peer group and deviant behavior of students

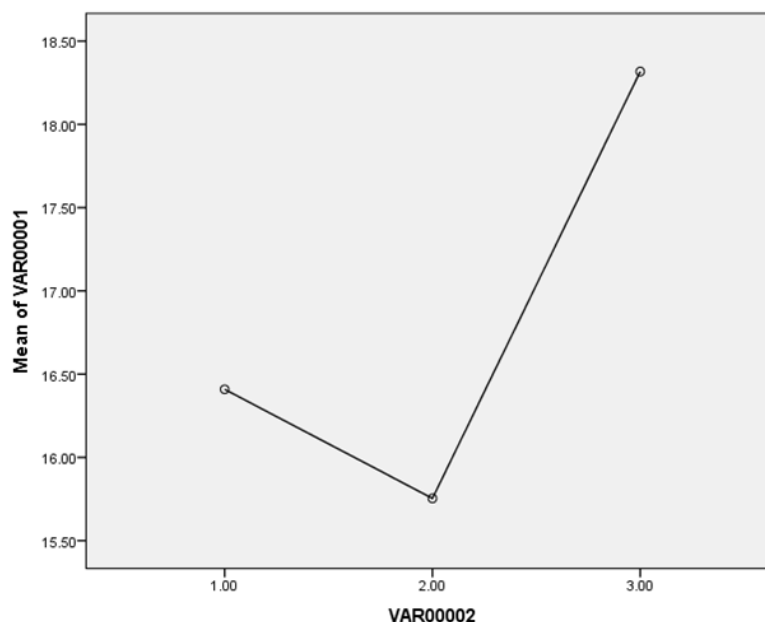
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1605.337	2	802.669	24.799	.000
Within Groups	46219.599	1428	32.367		
Total	47824.936	1430			

Table 3: Post-Hoc multiple comparison with fishers LSD Tests

Peer group influence	Deviant behaviour	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Moderate	.65491	.47861	.171	-.2839	1.5938
	Low	-1.90823*	.32564	.000	-2.5470	-1.2694
Moderate	High	-.65491	.47861	.171	-1.5938	.2839
	Low	-2.56315*	.46465	.000	-3.4746	-1.6517
Low	High	1.90823*	.32564	.000	1.2694	2.5470
	Moderate	2.56315*	.46465	.000	1.6517	3.4746

*. The mean difference is significant at the 0.05 level.

Figure 1: Means Plots for peer group influence on deviant behaviour



The mean plot in figure 1 showed the mean differences in terms of peer group influence for the three groups. The high peer group influence gave 16.41, moderate has 15.75 and low has 18.32.

The result in table 2 showed that with the hypothesis that states that there is no significant influence of peer group on deviant behavior of students. The p-value was found to be .000 which was less than the chosen alpha of 0.05 thus the null hypothesis is rejected. This implies that there is a significant influence of peer group on deviant behavior of students. To further show the direction of differences, a post hoc was performed as indicated in Table 3. The direction of mean difference indicates that there is a significant mean difference for high and low, moderate and low and low and moderate respectively.

Discussion of Findings

The findings of this study is discussed hypothesis-by-hypothesis as presented below

Extent of Deviant Behaviour

Deviant behaviour is an act of indiscipline or behaviour 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 and pick pocket. These vices also constitute nuisance to the society. There is an adage which says that idle mind is the devils workshop. This denotes since deviant behaviour has made students to be involve in bad habits. They move about the streets and alleges without sense of direction. They are a result of the act likely to meet with bad friends who are corrupt and learn all form of vices. That is, may be tempted to engage in deviant behaviour' such as stealing drunkenness, committing abortion, absenteeism from school and others.

The present finding agreed with that by Ogwuda, (2006) examined factors influencing of the deviant behaviour common in some selected secondary schools students in Ethiope East Local Government Area of Delta State. The findings revealed that the rate of un-wanting behaviour had reached an alarming proportion in schools that attention of government and parents have been drawn to it in order to check the ugly trend.

Peer group influence on deviant behavior

The peer group as an agent of socialization could have significant impact on the child. This is evident from the fact that it is the first group outside the home where the child learn different behaviours and what it takes to exhibit skills and behaviour that are not taught by parents. The problem of deviant society manifest itself in the Nigeria society and most of our school product for example lack total commitment and dedication to their work, lateness to work, absenteeism, neglect of duty and parent who feels less concern about their children when they return late when the children are already asleep.

The present finding agrees with Okorodudu (1988) report on peer group and family influence on adolescent behaviour. The results show that peers have a direct influence on adolescents' risk behaviours. The relationship with parents did not demonstrate the expected mediation effect, with the exception of the following elements: relation between type of friends and risk behaviour; and communication with parent and lesser involvement in violence behaviours and increased well-being. The negative influence of the peer group is more connected to the involvement in risk behaviours, whilst the positive influence is more connected with protective behaviours. All these have a way of retarding progress of work and also limit our effectiveness and efficiency. The school a guise organization should be able to deliver real services, which is geared to the betterment of the government and the society, such as the ability to teach morals, punctuality, regularity, honesty, dedication to work and loyalty to work. This means that the schools should be able to produce disciplined pupils whom will later become good citizens who are free from any deviant act or behaviour be it drug addiction, gambling, truancy in school, abortion, smoking, sexual immorality, failure to serve punishment, murder, prostitution, bribery and corruption.

Conclusion

There is need for students to be advised on how to utilize be explicit in the right way and avoid being lured into deviant behaviours. Further the research established that social media use contributes significantly to the growing trends of sexual favours being offered for money and other social considerations hence there is need to develop better guidance and counselling programs. The study also noted that social media contributes to the growing alcoholism and smoking among adolescents in the study area. This was evident from the responses obtained that indulgence in smoking and alcoholism was triggered by online videos and images that lure the young students.

Recommendations

The research recommends that school administrators and policy makers should be more involved in monitoring and guiding students on their engagements in social networks which has been regarded as one of the major issue related with deviant behaviour. More so, institutions should leverage on the affinity of social networks to students and set up accounts that students can interact through. The researcher also recommends that guidance and counselling departments as well as parents should engage the young students especially girls on behavioral modification that can help them avoid being lured into the negative sexual practices that are emerging locally.

Explicitly, the use of cognitive restructuring technique should be adopted in instructional based guidance and counseling setting on Nigerian youths by extension, outreach programme could be put in place on cluster basis by our youth anchored by professional counselors, psychologist and social workers.

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