

Deviant Behaviour and Academic Performance of Students in Selected Junior Secondary Schools in Ondo State, Nigeria

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Abstract

This study examined the influence of deviant behaviour on academic performance of students in selected junior secondary schools in Ondo State, Nigeria. The study was carried out to determine whether deviant behaviours would have negative influence on students' academic performance or not. Descriptive survey was adopted for the study. The population comprised all junior secondary school students in Ondo State while the sample consisted of 500 students drawn from ten public junior secondary schools selected from two local government areas using simple random sampling technique. A self-designed questionnaire titled 'Influence of Deviant Behaviours on Academic Performance Questionnaire (IDBAPQ)' and an inventory of students results were the instruments used for the study. The questionnaire was validated and reliability test carried out yielded 0.85 coefficients. Data were analysed with frequency and percentages while Pearson Product Moment Correlation was used for the hypothesis at 0.05 level of significance. The study showed that there was no statistically significant relationship between deviant behaviour and academic performance of secondary school students. It was therefore recommended that effort should be made by teachers to intensify teaching of morals and acceptable norms of the school and society in order to ensure that deviant behaviour is minimised.

Key Words: Deviant behaviour, academic performance, secondary school, students.

Introduction

The increasing rate of anti-social behaviours in the society, particularly among Nigerian youths is alarming. It has become a common phenomenon to read, hear or witness deviant behaviours among secondary school students such as lying, stealing, fighting, promiscuity, bullying, truancy, alcoholism, lack of respect for elders among others. Today, deviant behaviours among teenagers have become a thing of concern to parents, teachers and other people in the society as the problem gets more serious year by year. In every society, there are sets of norms which members are expected to observe but not every member of the society abides by those norms. Members who live contrary to the set norms are referred to as deviants. In spite of the good objectives for the inclusion of social studies, civic education, religious studies etc in the school curriculum to ensure moral development of learners, the society still faces various challenges among which is deviant behaviours among the youths.

Deviant behaviour according to Kendall (2009) is a behaviour that deviates from the norms of a particular people in the society or community. Crossman (2018) describes

deviant behaviour as any behaviour that is contrary to the dominant norms of society. Deviance also means violation or drift from the accepted societal norms, especially when it comes to the social or sexual behaviours (Wikipedia, 2018). From these definitions, deviance means behaviour that violates the standards of conduct or expectations of a group or society. It implies violation of rules and norms. From observation, deviant behaviours can negatively influence students' academic performance due to display of some that are directly related to learning in the classroom such as cheating during examinations, lateness, truancy, fighting, causing trouble or violence, stealing, wearing dirty uniform and disobedience. Chikwature, Oyedele and Ganyani (2016) identified cheating (60%) and fighting (40%) among others as deviant behaviours exhibited by primary school pupils. Deviant behaviours among students can also include breaking rules, getting involved in wrong, illegal or immoral activities, substance use or abuse, criminal activity and delinquent behaviour. Getting involved in any of these disallows students from focusing on academic activities.

When deviance persists, especially in the form of verbal abuse of teachers, disruptive classroom behaviour, noncompliance with school rules and regulations, teachers and students cannot function effectively. Deviance, when left unchecked erodes the very system which is charged with the responsibility of fostering and developing responsible, caring and intelligent individuals who can contribute meaningfully to the development of the society. As such, a concerted effort must be made by stakeholders to arrest the problem of deviance as it exists today, if a more progressive and prosperous society is to be re-built. Ajuzie (2005) submits that deviance should be eradicated or put under control in the society. She argues further that the best a society could do in order to achieve this is to undertake application of knowledge to practical ends, through corrections, development of policies and programmes for combating crime to reform, remobilize and to treat deviants. Education is the most important tool to prevent young generation from being manipulated by this anti-social behaviours in the society.

Preventing adolescents from deviant behaviours can improve their learning progress and abilities to acquire knowledge. According to Chikwature, Oyedele and Ganyani (2016), good behaviour is essential in a school if children are to be able to fulfil their learning potential. Poor and disruptive behaviour in the classroom reduces children's ability to concentrate and absorb information and it unsettles children and causes immense stress for teachers. The authors affirm that children who are excluded from school because of their behaviour underachieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behaviour in schools can have far reaching and damaging consequences for children and can limit their horizons.

Various studies had been carried out on deviant behaviours among secondary school students by several authors. In a study conducted in Zambia, Banda and Mweemba (2016) confirm prevalence of deviant behaviours such as smoking, beer drinking, fighting, class boycotts, school riots, teacher assault, general theft, students patronizing

bars, late coming, wearing wrong uniform and girl/boy intimate relationship among students. Other identified deviant behaviours include examination malpractice, improper dressing, rudeness, use of abusive language and destruction of school properties. In another study in Kenya, Nabiswa, Misigo and Makhanu (2016) found that all the 12 types of deviant behaviours identified in the sampled schools existed in varying scale of severity. Ebontane (2006) and Ngwokabuenui (2015) also revealed disobedience to school authority, assault on teachers, violence and insubordination as indiscipline behaviours among secondary school students in Cameroun while Reid (2000) reported high rates of vandalism and insolence to staff in schools in Chicago and some other countries.

It has been observed by the researcher that deviant acts perpetrated by students in the secondary schools in Nigeria are likely to be responsible for the downward turn in their academic performance. In support of this observation, Watanbe (2008) found that there is a statistically significant difference between deviant and non-deviant students in test scores where the mean test scores show that deviant students achieve lower test scores than non-deviant students. In a study conducted by Chikwature, Oyedele and Ganyani (2016), it was revealed that deviant behaviour has a very detrimental effect on academic performance of students. Rise in destructive acts among students can affect the quality of teaching and learning in most schools. Agboola and Salawu (2011); Torrente and Vazsonyi (2012) were of the view that deviant behaviours negatively influence the learning and teaching process as they undermine the purpose of education. Apart from this, most of the observed deviant behaviours attract punishment can range from kneeling down, taking some strokes of the cane, suspension, manual labour among others. Such punishments waste students time and stop them from participating in learning or other classroom activities. In view of this, it was deemed necessary to find out if deviant behaviour would have any significant influence on the students' academic performance.

Research Question

The following questions were raised for the study:

1. What are the deviant behaviours exhibited by junior secondary school students in Ondo State?
2. What is the level of academic performance of junior secondary school students in Ondo State?

Research Hypothesis

There is no statistically significant relationship between deviant behaviours and academic performance of junior secondary school students in Ondo State.

Methodology

The study was a descriptive research survey. The population for the study consisted of all junior secondary school students in Ondo State. The sample consisted of 500 students

drawn from ten public junior secondary schools selected from two local government areas using simple random sampling technique. The instrument for the study was a self-designed questionnaire titled 'Influence of Deviant Behaviour on Academic Performance Questionnaire (IDBAPQ). Face and content validity of the instrument were ensured by experts in Social Studies, Guidance and Counselling and Tests, Measurement and Evaluation in Ekiti State University. Reliability test was conducted using test re-test method. After administering the questionnaire to the pilot group twice within an interval of two weeks, data collected were analysed with Pearson Product Moment Correlation and reliability coefficient of 0.85 was obtained, which was considered high enough for the study. Data for the main study were analysed using frequency count, percentages, mean and standard deviation. The hypothesis was tested using Pearson Product Moment Correlation at 0.05 level of significance.

Results

Question 1: What are the deviant behaviours exhibited by junior secondary school students in Ondo State?

Table 1: Deviant Behaviours Exhibited by Junior Secondary School Students in Ondo State

Items	Always		Often		Rarely		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Fighting in school	143	28.6	102	20.4	59	11.8	196	39.2
Lateness to school	139	27.8	147	29.4	98	19.6	116	23.2
Cheating during examinations	115	23.0	126	25.2	73	14.6	186	37.2
Wearing dirty uniform	187	37.4	156	31.2	88	17.6	69	13.8

Table 1 indicates that 28.6% of the respondents are always caught fighting, 20.4% often fight while 39.2% had never been caught fighting in school. It was also revealed that 27.8% of the students always came late to school, 29.4% often came late, 23.2% had never been late to school. However, 23% of the respondents always cheat during examination, 25.2% often cheat while 37.2% had never cheated during examination. On wearing of dirty uniform to school, 37.4% and 31.2% of the students always and often wear dirty uniforms to school respectively. This shows that there was prevalence of deviant behaviour among junior secondary school students in the state. About 56% of the students were involved in fighting, cheating during examinations, lateness to school and wearing of dirty uniform.

Question 2: What is the level of academic performance of junior secondary school students in Ondo State?

Table 2: Level of Academic Performance of Junior Secondary School Students in Ondo State.

Level of Academic Performance	Frequency	Percentage (%)
Low (0-6.17)	107	21.4
Moderate (6.18-11.58)	289	57.4
High (11.59-20.00)	106	21.2
Total	500	100

Table 2 shows that students that scored 11.59 and above were rated exhibiting high academic performance while those that scored between 6.18-11.59 were rated as having moderate academic performance. Students that scored between 0-6.17 were rated as exhibiting low academic performance. The cut off marks were based on minimum score of 0 and obtainable maximum score of 20 on the academic performance. Hence, from the analysis, 107 students representing 21.4% had low academic performance, 289 students representing 57.4% performed moderately well while 106 students representing 21.2% performed excellently well. Therefore, the level of academic performance was high in the schools sampled for the study.

Hypothesis: There is no statistically significant relationship between deviant behaviour

and academic performance of junior secondary school students in Ondo State.

Table 3: Deviant Behaviour and Academic Performance of Junior Secondary School Students in Ondo State.

Variable	N	Mean	SD	r _{cal}	r _{tab}
Deviant behaviour	500	45.920	13.40	0.059	0.195
Academic performance	500	8.900	2.71		

Not Significant $P > 0.05$

Table 3 shows that r-cal (0.059) is less than r-tab (0.195) at 0.05 level of significance. This implies that there was no significant relationship between deviant behaviours and academic performance of junior secondary school students in Ondo State. Therefore, the null hypothesis which stated that there is no statistically significant relationship between deviant behaviour and academic performance of students was accepted.

Discussion

This study has shown that a large number of the students were involved in deviant behaviours. In ranking order, the study revealed wearing of dirty uniform, lateness to school, fighting and cheating as the deviant behaviours exhibited by junior secondary school students. This agrees with the finding of Chikwature, Oyedele and Ganyani (2016) that identified fighting and cheating in examination among others as deviant behaviours. Prevalence of deviant behaviour also corroborates the finding of Banda and Mweemba (2016). The study also found that the level of academic performance of students in the sampled schools was high. This is unexpected because the deviant behaviours exhibited by the sampled students were not criminal acts that usually attract capital punishment like suspension or total dismissal; serving mini punishments does not prevent students from attending school or going to the class.

The study also revealed that there was no statistically significant relationship between deviant behaviour and academic performance of junior secondary school students. This finding disagrees with Watanbe (2008) who found a statistically significant difference between deviant and non-deviant students in test scores. The finding also negates that of Chikwature, Oyedele, and Ganyani (2016) who found that deviant behaviour has a very detrimental effect on academic performance of students. However, results of the study also implies that some of the students cheated during examinations. Examination malpractice constitutes social vice that negates values and attitudes of hard work and honesty which students are expected to imbibe through education.

Conclusion

Based on the findings of the study, it could be concluded that there was prevalence of

deviant behaviours among junior secondary school students in Ondo State. However, exhibition of deviant behaviours did not affect academic performance of the students due to the high performance recorded. This implies that despite the students' involvement in deviant behaviours, most of them still performed well.

Recommendations

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

1. Effort should be made by teachers to intensify teaching of morals and acceptable norms of the society in order to ensure that deviant behaviours are minimised in schools.
2. Deviant behaviours should always attract punishment to serve as preventive measure for others.
3. Teachers must ensure that examination malpractice is out rightly discouraged among the students.

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