**AN ASSESSMENT OF THE EFFECT AND CAUSES OF DEVIANT BEHAVIOR AMONG STUDENTS**

**ABSTRACT**

*The purpose of the research work is to find out the An assessment of the effect and causes of deviant behaviour on the academic performance among some selected secondary schools students in Egor Local Government Area of Edo State. To achieve the above stated objectives, five research questions were raised which includes:*

*1. What constitute a deviance in a given school?*

*2. What are the observable deviance found amongst students?*

*3. What are the general cause of deviance in students?*

*4. What are the effects of deviances in the academic performance of students?*

*5. How can we prevent deviance in schools?*

*From the above research questions, a questionnaires was drawn, 20 items was used for the studies with the population of two hundred and fifty respondents from the four selected secondary schools in Egor Local Government Area of Edo State which is as follows:*

*a. Ihogbe grammar school*

*b. Idia college*

*c. Emotan secondary school*

*d. Akenzua secondary schools*

*Recommendation were also given which if employed, will help in no small way towards the reduction of deviant behaviour amongst students.*

**TABLE OF CONTENT**

CHAPTER ONE

Background of the study

Statement of problem

Purpose of study

Significance of study

Scope and limitation of the study

Definition of terms

CHAPTER TWO

Literature review

The concept of deviant behaviour

Causes of deviant behaviour

Types of deviant behaviour

Measure for controlling

CHAPTER THREE

Research methodology

Research instrument

Population studies

Sample and sampling

Techniques of data collected and analysis

Validation of instrument

CHAPTER FOUR

Analysis of table and hypothesis

CHAPTER FIVE

Summary

Conclusion

Recommendation

References

Questionnaire

**CHAPTER ONE**

**INTRODUCTION**

**BACKGROUND OF THE STUDY**

In the past decades due to the side of schools regards compulsory education, child labour laws, deviant behaviour have been problem to the school which they have always found difficult to handle. Deviance is found every where people live here is no agreement about the behaviour constitute deviance. Everyday conversation show that what some people regard as deviant others regards as normal what some people praise other and political consensus about deviance, if never the less permit unfull discussion of the important dimensions of deviance.

Deviant behaviour is an anti social behaviour that opposed or contrary to normal social instincts or practices (Oxford American dictionary, 1999) a violation of social relationship. As classroom instruct on and interpersonal relationship including a clear contrary behaviour against established value of education.

Westende (1998) status that profoundly ill discipline and violent students behaviour are detrimental and disturbing not only to an individual or students, but also to effective learning and teaching in classroom. Students who present uncontrolled violent anti social behaviour lack ability of self discipline. The lack of agreement about what constitutes deviance is especially highlighted by the fact that every schools who study deviance are not in agreement on which people act or condition are deviant.

According to Cohen (1990) deviance concern Knavery, Skulld uggery, cheating, unfairness, deviances sneakiness betrayed, graft, corruption wickedness and so on. It also deals with drug users. Thieves, homosexuals, and their blackmailers hooligans, suicides, and industrial saboteurs. According to Goulder (1975), the definition of deviance have focused largely on the world of the hip, right people drifters, grafters, and skidders the cool world. Howard (1984) see deviant behaviour as the behaviour of jazz musician, and marijuana users. For Dints Dynes and Clarke (1975), the following person are deviant drafts, midgets, paints, sinners, hereties bums, traps, hippies, and bohemians be hi are that genius in a deviant Stafford and Scott (1986) deviant include such disapproval condition as old age, paralysis, cancer drug addition metal unless homosexuality, unemployment being Jewish blindness, epilepsy, receiving welfare illiteracy divorce ugliness stuttering, being female poverty, being an amputee mental retardation and deafness.

We see then that deviance include for these scholars, behaviour (e.g. deviance), condition (e.g. stuttering and types of persons (e.g. hippers). Also the act could be voluntaristic (e.g drinking) and involuntary (e.g., epilepsy). We may find problems trying to discover what is common about these last especially when see that it include behaviour that is positive valued (e.g. the genius) it may be positively sanctioned (rewarded), negatively sanctioned (punish or simply accepted without reward or punishment). In practice, deviant usually refers to behaviour that result in negative sanctions. The oxford dictionary (2000) define deviance as when a child or pupils deliberately absent himself from school without the permission of the parents, or the school authority or without a reasonable acceptable excuse. The pr0hlem of deviance manifest itself and dedication to their work, lateness to work ostentation, neglect of duty etc. most of the problem of poor academic performance of students in school might not be unconnected with deviancy, but some people still do not see deviant behaviour and a social ill because they think that the society is dynamic and children should not be expected to remain static in their behaviour or attitude to this effect some behaviour are reaction to social pressure.

**STATEMENT OF THE PROMBLEM**

Deviant behaviour is posing a serious threat to learning in most school, some antisocial behaviour in school are charged by bullying extortion, in subordination and physical fighting others include adolescents aggression or act of violent behaviour against other students and stuff, sexual assaults harassment, gang activity or weapon carrying, the school on there part do not seem to be able to cope with the problem because no significant attempt has been made to reach its root. Recent studies show that students, violent behaviour is more directed towards teaching staff and students making it very difficult for teacher to intervene because the need to protect there own. One thing is however obvious in the issues that is there is a proving tendency for school children to be involved in such bad habits as stealing, truancy deviant character, smoking etc because most homes no longer play their tradition function of training the child in an upright manner this is because many parents are so pre-occupied with duties outsides the homes that they have little or no time to keep watch over the action and behaviour of their children who are unfortunate to fail into bad peer groups would copy their bad behaviour and they are bound to play truants. Broken homes can also contribute to deviant behaviour because children from a single parent tend to be exposed to dangers of the society for example, a single parent child will leave the mothers house without either of the parent knowing because the mother will think he is in the father house and vice versa.

**RESEARCH QUESTIONS**

This study is therefore aimed at finding out the An assessment of the effect and causes of deviant behaviour on the academic performance of the students. And also to find answers to the following research questions.

1. What constitute a deviant in a given school?

2. What are the observable deviance found among students?

3. What are the general course of deviance in students?

4. What are the effect of deviances in the academic performance of the students?

5. How can we prevent deviance in school?

**SIGNIFICANCE OF STUDY**

At the end of the study it is hoped that the finding of this research project would helps unravel some of the possible causes of deviant behaviour in our secondary schools, the effect and have helps to proffer solution from which policy matters, schools, administration teachers and students themselves will benefits.

**PURPOSE OF STUDY**

The purpose of this study was to discover the behaviour of normal child so that we can identify degree of deviant of their causes. Specifically, investigation includes the following:

1. The effect the deviant behaviour on the academic performance of the child in Egor Local Government Area.

2. To look into the various dimension of deviances as they affect the general school?

3. To categories deviance into various classification.

4. To unravel the cause of deviant behaviour in children.

5. To suggest ways by which deviance (crime of juvenile, delinquency can be prevented in school.

**SCOPE AND LIMITATION OF THE STUDY**

This study is expected to cover only five (5) selected schools in Egor area of Edo State. The investigation is limited to the phenomenon of deviant behaviour among the students in the selected schools;

The selected secondary school are:

1. Asdoro grammar school
2. Ugbinien grammar school
3. Emotan secondary school
4. Ihogbe secondary school
5. Akenzuwa secondary school.

The selected schools therefore represent the secondary schools in Egor local government area of Edo State.

**DEFINITION OF TERMS**

For the clarification, the following terms which were in the content of study are hereby defined:

1. Deviant: This is the study of social deviance and crime.

2. Crime: Activities that involve breaking the law.

3. Stress: Pressure or worry caused by the problem in somebody life.

4. Violence: This is to go against or refuse to obey the law or an agreement

5. Anxiety: A state of feeling nervous or worries that something bad is going to happen.

**CHAPTER TWO**

**LITERATURE REVIEW**

 In this chapter we review the relevant of literature on the effect of deviant behaviour on academic performance of the child. The research has observed that little have been said about the problem of deviant behaviour among secondary school students. Most scholars and writer have directed their effort on their issue of deviant behaviour among secondary school students in general of which deviant behaviour is one of the causes of the review of related literature emphasis, will be place on the following area.

1. The concept of deviant behaviour
2. The cause of deviant behaviour
3. type of deviant behaviour
4. Measure for controlling of deviant behaviour.

**THE CONCEPT OF DEVIANT BEHAVIOUR**

 The concept of deviant behaviour has been variously defined by different scholars deviant implies a norm from which an individual departs or deviances. Every society either simple or complex must have some prescribed norms which all its members must conform with, norms can be equally defined as the rules of standard of behaviour accepted by a group of people. These include must be the group regard as socially accepted pattern of behaviour expected of every individual in that group the prescribed forms of behaviour make possible the attainment of socially described objec6tives by the society, it is in conformity with these norms or acceptable pattern of behaviour that helps to hold firmly the society or the school together.

 Mead (1982) defined deviant behaviour as those who fail to internalize the roles of other people in the society some play, may act deviantly sometimes labeled maladjusted or criminals for home education means the development of unity within themselves and gradually build up of the self through social interaction. Thus learning is a social context crucial to the development of social rules and the “whole” person. Educators must therefore plan learning so that children learn the ability both to take a responsible part in community life and to adjust to other people expectations of them; it is one of the functions of education to establish a sense of community (unity) through the internalization of common values and attitudes. Inkeles (1964) defined deviant as very ambiguous in relation to certain forms of behaviour, and he considers that it posses the problem whether, whilst exceeding the speed limit on a high way be against the law, it is still deviance, if almost every one is quite of it thus, deviant is relatively not merely to established social laws, but also to generally practice and consensus. But one must distinguish here between a norm which is established by statistical average and one which is established by social concept of right or moral behaviour. And it all; people were to stead in a society one might say that it was normal behaviour in that society, but it would still be deviant item of the security and stability of the community. There are norms of behaviour which we expect individual to conform in the large society and equally there are established norms in that society of the school sometimes a child who is perfectly law abiding in a society generally and in the home may be deviant in his behaviour in the institution of the school and some parents will undoubtedly be puzzled by the reports concerning their children activities in the classroom, on the other hand a youth who is well behaved in the school may be deviant or delinquent in some area of his behaviour in the society. The concept of deviancy as well as more accurate to speak of deviant forms of behaviour than to stigmatize individuals and deviants.

**THE CAUSES OF DEVIANT BEHAVIOUR AND EFFECT ON ACADEMIC PERFORMANCE**

 The causes of deviant behaviour among some selected secondary school students in Egor local government area of Edo State and its effect on the academic performance in children considering the following

The family

The school

The society

The peer

The home environment

**THE CAUSES OF DEVIANT BEHAVIOUR**

 Many authors have suggested causes of deviant behaviour in our society or secondary school, these are based on their perception of the concept itself some of the general causes identified are poor educational method, unsympathetic teachers, over crowded schools, prejudices against the children of minority group and parent neglect. Marson (1965) believed that emotional conflicts having to do with home school, peer group or a combination of these may be of child trouble with school and lack of interest in it as well as his staying away from school. Jack Kahu and Jean P. Hursten (1964) argued that in a situation where the educational pressures have been too high for a dull child or where the home circumstances are poor through the parents being unreliable looking in perseverance and routine, a child may result to deviant behaviour.

**The Family**: This is the primary or foundation unit for the socialization of new members of the society. This is the major educational function. As the first social thing that child comes into contact with, it is in the family that the basis of societal norms, attitude and values are implicated in the new concern. The families are sole dispenser of the stock of skills, values, knowledge and attitude with the individual needs for getting along in life. As the foundation institution that mediates to the child the culture of his/her society how well or how badly the family performs these roles will affect the social development of the child for better for worse. When we say no home training, we are saying the child has internalized the wrong norms, values, belief and behaviour patterns, such a child may end up as a delinquent or deviant cases, it might require reconciliation like the school, work or occupation that tend to erode the traditional socialization.

**FUNCTIONS OF THE FAMILY**

 Deubey, et al (1979) view that the important identification with ethnic group, culture, religion, social class and even how he views himself as a male or female have their origins in family, social class is one of the sociological factors that makes a difference in the ways family socialize the young. The condition of power education and occupation commended by family locates it high or low on the social scale. A favourable combination labels the family as middle class while unfavourable combination falls into the category of lower or working class. Class differentials in socialization techniques go into the questions of success versus failure in schools. Socialization pattern in the middle class family is said to be achieved oriented. Every effort of training is geared towards success in school and later in life. There is a diamagnetic home environment, with a participatory style of family interaction and the opportunity for imitative independence and experimentation. Apart from the generous dopes of school related materials provisions, parental motivations and expiration combines with a preference between home and school.

 Sociological literature shows that on balance the reverse is the case for working class family, there is object poverty authoritarian home climate initiative is interpreted as disobedience. The mother tongue a language different from that of the school is employed. There thus tends to be discontinuity and disharmony between home and school. That is one reasons working class children on the average tend to do less well in school than middle class children. But teachers and schools social policy, or else radical social action can help to reduce this kind of class related to inequality in school and society.

**The School**: This is regarded as a social institution whose charter purpose is to saturate the consciousness of children and the young with the norms and values of the society in fact the curriculum of the school as translated into subject of institution which is a selection from the culture of the people concerned, one cannot exclude the school itself while considering the possible cause of deviant behaviour among student for the school to be able to carry out its function, effectively, the physical environment of the school should be appending and attractive to students. In most our school today, accommodation is a critical problem. The schools are over populated poorly equipped and poorly staffed. In many schools in the country today classes are conducted under shades or huts. Students therefore come to regard this school as a place of suffering and accordingly develop unfavourable attitude towards the school and schooling. This ultimately lead truancy and others associated school offence.

**The Society**: The school is the of the larger society, consequently, factors outside the school can affect students in the school setting. It is the first place, it is the family that the economic pressure on the average Nigerian the man is no longer the only bread winner, to make ends meets, the up keep of the family is now a shared responsibility with both partners going out to work. It can then means that many children with not internalize the norms of the society through inadequate parental attention particularly material care. Some parents meant the extent of covering up their children even when cases of deviances are brought to their motive, in traditional African society, the behaviour of the youths was the concern of every body. As a result, anyone could smack a child from misbehaviour outside. But today many parents will not tolerate such action, Infact,, many parents frown at genuine punishment method out by teachers on their children for deviance act the above attitude of parents contributes significantly to the high incidence of deviance in schools.

**The peer group**: These are groups comprising individual who are equal in some chosen characteristics, like age, rank, meant and ethnicity, most author have regarded the peer group influence as one of the numerous causes of deviant behaviour among secondary schools students. This is due to the fact the children enjoy moving in groups, this association may always create problem to both parent and teachers as far as discipline is concerned. Balinn (1961) gave his view that in a school situation everything is commonly done is group context; he noted that the group is very important in learning and in social adjustment. He also emphasized the important of recognizing the structure and the behaviour of group of adolescents.

 In doing this, adequate care must be taken to be able to monitor the positive and negative effective of peer group for individual in the groups this is to know the stance of their various groups. This is to know the stance of their various groups.

The Home Environment: Agbasom (1977) blame parent for youths being rebellions against discipline. This was so because parents seemed more indulgent in the way they discipline their children, and as a result boys and girls are less unwilling to obey rules and regulations laid down in the school he also argued that some parents take offence at the least correction given to their children in the school and are always preoccupied with other thins which prevent them from looking into their children academic welfare. Agbasom’s arguments are very much in line with the basic causes of deviant behaviour. This is due to the fact the indulgence of the children by some parents may instigate the habit of non compliance in the children and they would behave that the school authority has no right to punish them when they are found wanting.

**TYPES OF DEVIANT BEHAVIOUR**

 There are various types of deviant behaviour is some selected school in Egor area of Edo State. There are so many schools offered or deviant behaviour today and the major ones listed below.

Assault and insult: Students or youths speak rudely to their teacher, fight with members of staff as well as non number of teaching staff and beat up their junior ones.

Charms world, verse act or thing supposes to have magic power to help or harm people. A lot of students charm in order to ass their examination, to win the favour of the teachers and good luck and to cause harm to follow students as well as teachers who are against them.

Dishonesty: Lying, cheating and stealing are dishonesty act of behaviour, many of them with hold their report cards, some of them are guilty of falsifying their school reports, cheating at examination and impersonate others.

Disobedience: Act of not conforming to the rules and regulations of the school such as school wrong uniforms, running away from school labour, failure to supply school materials such as hoes, cutlass and sticks. They cultivate such habits of passing through the lawns and jumping over the fence.

Drug offence: This is the habit of taking in drugs that are harmful to the body such as India hemps, cocaine, tobacco and cigarette. The students smoke various types of cigarettes including cocaine, Indian hemp, and taking in of snuff, they are in habits of keeping and using drugs for regular diseases, that are not prescribed by a qualified doctors keeping or using drugs alleged to prevent or abort pregnancies., they also indulge in drinking habits.

Fighting: Deviants behaviour arises from fighting it brings about physical defects of students in secondary school.

Mass demonstration: They engaged in demonstration or strikes over the quality of food, poor staffing, lack of class, various harsh rules and regulations of the schools and high cost of books.

Sex offence: Many of the students are in the habit of receiving the opposite sex in their dormitories, having sex with or round the school premises or at home when nobody is at home. They certified cases of verbal diseases, pregnancy, possession of pornographic literature, dangerous drugs and abortion.

Stealing: This refers to the unlawful taking away of an other person’s property secretly withholding schools fees given them by their parents.

Truancy: Act or habit of staying away fro school without permission, most of the students leave their homes every making but do not get to schools.

Wickedness: They oppressed their junior students in many ways, such as fagging, willful destruction of their property strike or mass demonstration.

**MEASURES FOR CONTROLLING DEVIANT BEHAVIOUR IN SECONDARY SCHOOLS**

 It is difficult to prescribe a catalogue of treatment for deviant behavior in schools since their causes are offer complex as we have seen from the discussion, yet it might be useful to give some few suggestions which might guide us in our approach to the control of problems of deviant behaviour. The adolescent stage is very delicate and important one in human development. This therefore demands facts, understanding, patience and sympathy in our handling of adolescence and their problem. The young adolescents are full of energy, anxious to accept challenges and to excel.

 It is advisable for the schools to provide proper channeled for the utilization of these emergencies through organized games and is points etc the teacher should make the class lively by varying method of teaching, giving advise to them, the principals and the teachers should be set aside the day for the students or a week for the students so that they can help them individually to solve their problems vocational, educational, social, recreational, emotional and moral. Okundink et al (191:39) listed about eight treatment approaches to delinquent cases among which are giving talks on dangers of fighting at school, making students refund stolen property or money in cases of theft or stealing, and drug abuse asking pupils to see elders and teachers as father figure and ender apology for case of disrespect to lawful superstitions brief giving talks on the wastage of money for cases of students who go late to school or misused classes etc. parents on their part should share love to the children by telling them and including the right discipline to them. They should also supply necessary information to the school as regard their family background, behavior at home and relationship with peers.

**CHAPTER THREE**

**METHODOLOGY**

This research study is designed to look into the causes of deviant behaviour and the effect of deviant behaviour on academic performance in some selected school in Egor local government area of Edo State. The researcher has made is of questionnaires, oral interview and personal observation as her instrument for the study.

**RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**RESEARCH INSTRUMENTS**

 A questionnaire is the primary instrument used in the research. That research structure our 20 questionnaires, the questionnaires were designed for teachers, parents, guidance and students. They were structured to elicit only respondents to a particular statement. A respondent was expected to mark that when be or she in his or her own opinion most appropriate for each of the statement in the questionnaires. Responses to each item were made either strongly agreed, undecided and disagreed so as to make it easier for their respondents to follow.

**ORAL INTERVIEW**

 The research also conducted oral interviews with principals, students and parents/guardians to find out their opinions about the causes of deviant behaviour in secondary schools and the effect on academic performance at Egor area of Edo State.

**PERSONAL OBSERVATION**

 The researcher is a student of college of Education, Ekiadolor who resides at Egor area of Edo State, who has consistently observed the pattern of deviant behaviour among secondary school students and the effect on academic performance especially when the researcher was doing her teaching practice in one of the selected school in Egor local government area of Edo State for three months at Baptist High School. Their views therefore complemented the response from the questionnaire.

**POPULATION STUDIED**

 This research was carried out in some selected secondary schools in Egor local government area of Edo State, for effective comprehensive result the researcher selected schools comprising both boys and girls in this were given 90 copies of questionnaires and distributed to 2 schools teachers each fro the selected 5 school, 3 students each from each school, JSS 1 to SSS 3.

**SAMPLE AND SAMPLING**

 The researcher made use of secondary school teachers and that students from each JSS 1 to SSS 3 the teachers and pupils were chosen from the selected schools are as follows:

1. Asoro grammar school, Asoro
2. Ugbinien grammar school, Ugbinien
3. Emota secondary school
4. Ihogbe secondary school
5. Akenzuwa secondary school

This amounted to 70 questionnaires to parents that reside at Egor local government area and this amounted to 90 questionnaires.

**TECHNIQUES OF DATA COLLECTED**

 This researcher made use of questionnaire for the collections of data. A total of 90 questionnaires were distributed to the teachers, parents/guidance and distributed by the researcher. The whole number og questionnaires distributed were returned hence the returned was 100%.

**TECHNIQUES OF DATA ANALYSIS**

 The statistical procedure employed for the analysis of data was simple percentage (5) the formula used is as follows:

S = Total samples

R = Respondents

 Percentage R/S x 100/1

**VALIDITY OF INSTRUMENT**

 This instrument questionnaires have been subjected to screening by the supervisor instrument was administered in the selected schools after the supervisor ahs endorsed it as being appropriate for the study.

**CHAPTER THREE**

**FINDINGS AND DISCUSSION**

 This chapter deals with the analysis and interpretation of data collected. A total of 90 copies of questionnaires were administered to teachers, students and parents of the selected secondary school in Egor local government area of Edo State.

Question 1: Deviant behaviour is common among secondary school students.

|  |  |  |
| --- | --- | --- |
| Responses  | No of respondents  | % |
| Strongly agreed  | 50 | 56.0 |
| Agreed  | 20 | 22.0 |
| Undecided  | 10 | 11.0 |
| Disagreed  | 10 | 11.0 |
| Total  | 90 | 100 |

 From the data collected the above table show that deviant behaviour is common among secondary school students in Egor local government area of Edo State. From the sample selected 56% strongly agree, 22% agreed, 10% undecided and 10% disagreed.

Question 2: most of the children who are truant are from broken homes.

|  |  |  |
| --- | --- | --- |
| Responses  | No of respondents  | % |
| Strongly agreed  | 30 | 33.0 |
| Agreed  | 20 | 22.0 |
| Undecided  | 30 | 33.0 |
| Disagreed  | 10 | 12.0 |
| Total  | 90 | 100 |

From the data collected the above table shows that most of the children who are truant are from broken homes 33% of the sample selected strongly agreed, 22% agreed, 33% undecided and 12% disagreed.

Question 3: If parents and teachers give more time to their children this will help them to monitor their movement better and keep abreast the academic welfare.

|  |  |  |
| --- | --- | --- |
| Responses  | No of respondents  | % |
| Strongly agreed  | 60 | 66.7 |
| Agreed  | 20 | 22.2 |
| Undecided  | 6 | 6.7 |
| Disagreed  | 4 | 4.4 |
| Total  | 90 | 100 |

From the data collected the above table shows that parents, teachers and guidance should ensure they spend more time to their children, this will help to improve their academic welfare, because the data shows that 66% strongly agreed, 22% agreed 6% undecided and 4% disagreed.

 Since the school is an educational and co-active institution and the home environment where children learn first before going to school, the persistence of deviant behaviour at such level actually be attributed to the failure of the school in fulfilling one of it social obligations.

Question 4: Parents teachers and government non-challant attitude towards the discipline of the children can be a cause of students deviant behaviour.

|  |  |  |
| --- | --- | --- |
| Responses  | No of respondents  | % |
| Strongly agreed  | 52 | 57 |
| Agreed  | 23 | 25.6 |
| Undecided  | 5 | 5.6 |
| Disagreed  | 10 | 11.0 |
| Total  | 90 | 100 |

 From the data collected the above table shows that 57% strongly agreed, 25% agreed, 5% undecided and 11% disagreed.

Question 5: Attitude of parents towards deviant behaviour of the students in secondary schools.

|  |  |  |
| --- | --- | --- |
| Responses  | No of respondents  | % |
| Strongly agreed  | 57 | 63.3 |
| Agreed  | 78 | 20.0 |
| Undecided  | 8 | 8.9 |
| Disagreed  | 7 | 7.8 |
| Total  | 90 | 100 |

 From the data collected the above table shows that parents attitude towards students deviant behaviour is negative agreed that most parents do not allowed, or get anointed when a teacher beat their children for violating, the school rules and regulation and this brought about different form of deviant behaviour such as taking hard drug. Committing abortion, fighting, stealing, gambling, and keeping bad gang’s etc. the table shows that 63% strongly agreed, 290% disagreed, 8% undecided and 7% disagreed.

**CHAPTER FIVE**

**SUMMARY, RECOMMENDATIONS AND CONCLUSION**

**SUMMARY**

 The purpose of this study is to specifically find out the effect of deviant behaviour on academic performance in some selected school in Egor local government area of Edo State. A questionnaire was designed and administered to students, teachers and parents, which amount to 90 questionnaires. It was noted from the questionnaires, observation and oral interview that the following deviant behaviour was practices by the students such as stealing, fighting, truancy and telling of lies to escape punishment, insult and assault and many others.

 Deviant behaviour as school problems is a negative behaviour and it causes a lot of problem in the society. Some factors associated with deviant behaviour are broken homes especially as regard to the provision of their children with necessary school materials such as paying of school, fees, text books, note books, peers pencils etc. it is also noted that poor teaching attitude makes children to loose interest in the affected subjects taught in the class. As a result some pupils disturb their fellow pupils while lessons are going on.

**CONCLUSION**

 In view of the above findings one could see that causes of deviant behaviour in the selected secondary schools in Egor area of Edo State are not from one angle. As we have seen there are different factors responsible for these problems and such as the anticipated solutions should not be expected from one angle alone. Therefore, it is now the duty of the relevant agents of socialization that is, the family the school, the society peer group, mass media government are to join hands in eliminating these problems among secondary school students. Realizing the future of leadership in a nation like Nigeria the agents mentioned above should make it a primary duty to eliminate the problem which threatens the stability of our continuity as civilized peoples. It is said that charity begins at home, infact this statement cannot be over emphasized the first agent of socialization to come in contact with the child is his home and as such, it is the duty of the parents to see to the good upbringing of their children, a well brought up child can hardly be influenced by bad companies in the society.

 Furthermore, the society should not fail to play its own part as far as this problem of deviant behaviour concerned. In these way public seminars, symposiums, workshops debates and moral speeches could be organized for youths on this topic deviant behaviour among youths.

**RECOMMENDATIONS ON THE FINDINGS**

 From the findings to the regard questionnaires, the following recommendations have been made to improve behaviour of pupils and the quality of primary school in Egor local government area of Edo State. The findings that environmental influence is a cause of deviant behaviour among secondary school students have gone deep to numberless children in Egor local government area. In this wise, therefore, I recommend that both parents and the various government should ensure that the showing of bad films and the staging of plays that are dangerous to the image of the society should be bamed. Also provision of necessary mention should be madder for at the proper time; the various mass media should educate the people about conflicts in culture, which is no culture is better than the other. Culture is static and yet dynamic where the situation one should endeavour to adjust himself.

 The use of punishment should be noted where care, school site should be chosen by experts in the teaching field to check deviant behaviour enhancing from schools parents should also discipline themselves before their children. Also care should be taken before marriage couples are chosen. If possible, the various government law enforcement agencies should defined number of wife or wives and children a man should have minimum cooperation between the school and the homes should be cordial in taking with the problems of deviant behaviour.

 As a recorollary to the above the researcher also falls that many secondary school teachers are not affected by the teaching process in the schools. This lead them to give assistance to their pupils as the mass failure of their pupils is examination is a failure to the teachers. It is here recommended that there should be an over of the secondary school education system with emphasis on the retraining of the secondary school teachers. Also, making compulsory for all teachers not at the primary and secondary schools to go for seminars, workshops, and academic conference on various subjects content area this will help to improve the teaching knowledge of the content of subject taught in the school and also improve his/her methods of teaching. The ministry of education which is charged with inspector of school should carry out more inspections on teachers teaching performance in the classroom. The national policy on education should place emphasis o guidance and counselling as educational services. Each secondary school should have at least two guidance and counsellors posted to the schools. The government should enter this facility to professional guidance and counsellors to each secondary school to help maintain discipline and order. Since deviant behaviour is an act of indiscipline and has caused a lot of problems to the school and society as a whole, the researcher hereby suggests that this study be replicated in other school both within and outside Benin.

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**QUESTIONNAIRES**

The questions consist of 20 questions deals on the topic the effect of deviant behaviour on academic performance among some selected secondary school students in Egor local government area in Edo State. Each teachers parents and students is expected to answer this questions to their best of their ability by ticking the right column at the side that is strongly agreed, agreed, undecided and disagreed.

1. Name of school: Usely Secondary School
2. Class: JSS III-SS III
3. Age: 11-21
4. Sex: male ( ) Female ( )
5. Local Government Area: Egor Local Government Area of Edo State.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | SA | AG | UN | DI  |
| 1 | Keeping bad company with peer group levels to deviant behaviour.  |  |  |  |  |
| 2 | Late coming among teachers affects the school.  |  |  |  |  |
| 3 | Is moral instruction as a less on encouraged in your school  |  |  |  |  |
| 4 | Parents’ poor financial aid to their children contributes very again efficiently to deviant behaviour among secondary school in enforcing rules.  |  |  |  |  |
| 5 | Weakness on the part of the school authorities in enforcing rules and regulations in mostly to be blame for deviants behaviour  |  |  |  |  |
| 6 | Abolition of corporal punishment in school contribute to deviant behaviour among secondary school students  |  |  |  |  |
| 7 | Most of the children who are through are from broken home.  |  |  |  |  |
| 8 | Some televisions programmes and cinema make some students to behaviour abnormally  |  |  |  |  |
| 9 | Alcohol and drug taking, smoking by elders and parents/guidance make children to be deviant.  |  |  |  |  |
| 10 | Poor school environment is a fact or of deviant behaviour.  |  |  |  |  |
| 11 | Deviant behaviour influence students’ dropout from school.  |  |  |  |  |
| 12 | Regular and dedicated students are more likely to be deviant.  |  |  |  |  |
| 13 | Parents’ faulty up-bringing of their children can be caused by deviant behaviour.  |  |  |  |  |
| 14 | Too much harshness on the part of the teacher can cause deviant behaviour among student.  |  |  |  |  |
| 15 | Parent should ensure they devote more time to their to their children, for this will help them to monitor their movement better and be more keep about their academic welfare.  |  |  |  |  |
| 16 | Inadequate teaching and learning aids can cause students deviant behaviour.  |  |  |  |  |
| 17 | Parents, teachers and government non-challant attitude towards the discipline of the children can be a cause of deviant behaviour to students.  |  |  |  |  |
| 18 | Deviant behaviour constitutes problem to the teachers, school authority as were as the society  |  |  |  |  |
| 19 | Schools having problems of deviant behaviour find it difficulty to achieve their education goal and objectives.  |  |  |  |  |
| 20 | Inability to cope with academic work in school, is one of the factors contributing to deviant behaviour in some selected secondary school students in Egor local government area of Edo State.  |  |  |  |  |