

**PREVALENCE OF DEVIANT BEHAVIOURS AMONG SENIOR SECONDARY
SCHOOL STUDENTS IN EGOR LOCAL GOVERNMENT AREA OF EDO
STATE**

BY

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BENIN CITY, NIGERIA**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by Destiny Omosefe AIMIONSHIOR of the Department of Educational Evaluation and Counseling Psychology, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) in Guidance and Counselling.

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DEDICATION

This work is dedicated to God Almighty, the Beginning and the End. The work is also dedicated to my wonderful parents, Mr. And Mrs. Aimionshior.

ACKNOWLEDGEMENTS

The researcher is grateful to God for making this work a success. She is forever indebted to God for His faithfulness. She is profoundly indebted to her project supervisor, Prof. (Mrs.) O. N. Aihie for her insights, corrections and constructive criticism which has contributed greatly and aided the success of this project work.

She wishes to express her profound gratitude her parents, Mr. and Mrs. Aimionshior for their unfailing support materially, mentally and spiritually. May God continue to bless them and grant them good health and long life, Amen!

Her sincere appreciation goes to her lovely siblings, Endurance, Gift, Hope and praise for their care, support and prayers throughout her stay in this great institutions, most especially Endurance and Hope you guys outdid yourself throughout her stay in school, you made her stay in school a success, she is extremely grateful and indebted to them.

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ABSTRACT

The study investigated the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State. To achieve the purpose of the study, three research questions were raised and examined.

The descriptive survey research method was adopted for the study. The sample size for the study was made up of 100 students. In analyzing the data, the researcher made use of frequency count and percentages to compute the findings from the research

The findings from the study include that there is low prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State. It was concluded that there is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State. The study recommended among others that government should establish counselling services in all schools to address various aspects of students' lives, including mental health, peer relationships, and family dynamics, to provide support and guidance for students at risk of deviant behaviour.

CHAPTER ONE

INTRODUCTION

Background to the Study

Deviant behaviours refer to actions, beliefs, or characteristics that violate social norms, values, or expectations within a particular culture or society. It is an unconventional or unacceptable behavior that may lead to social sanctions or disapproval. It entails behaviours that violates the laid down rules and regulations of a given organization or group. Deviant behaviours are often considered unusual, unacceptable, or even harmful by the majority of people (Iweala, 2022). These behaviors can vary depending on the cultural context, but they are generally considered to be unacceptable or undesirable by the majority of people in a given society. Some examples of deviant behavior include drug abuse, theft, vandalism, violent crime, and other actions that are considered to be criminal or morally wrong.

One prevalent form of deviance is academic misconduct, including cheating during exams, plagiarism in assignments, and falsifying academic credentials. In the competitive academic environment, where success is highly valued, students may resort to unethical practices to secure better grades or gain admission into prestigious institutions. Moreover, societal pressures and parental expectations contribute to the prevalence of academic deviance among students, leading to a culture where cheating and academic dishonesty are sometimes normalized (Iyuande, 2019).

Another form of deviant behaviours among secondary school students in Nigeria is substance abuse. Despite legal prohibitions and societal stigmatization, drug and alcohol abuse remain significant issues within school communities. Factors such as peer influence, curiosity, and escapism from academic stress contribute to the initiation and continuation of substance abuse among students (Emeje, 2021). Additionally, limited awareness and access to rehabilitation programs exacerbate the challenge of addressing substance abuse effectively. The consequences of substance abuse extend beyond individual students, impacting their academic performance, social relationships, and overall well-being. Counselling often help in addressing the issue of deviant behaviours among secondary school students.

Stealing among secondary school students in Nigeria represents a significant manifestation of deviant behavior. Economic disparities, peer influence, and inadequate parental supervision often contribute to this phenomenon. Many students hail from economically disadvantaged backgrounds, where poverty pushes them towards stealing as a means of survival or acquiring desirable possessions (Salihu, 2020). Additionally, peer pressure plays a pivotal role, with adolescents succumbing to the allure of materialism or seeking validation within their social circles. Moreover, the lack of parental guidance and supervision leaves adolescents susceptible to delinquent behaviors, as they lack the necessary moral compass and accountability.

The impact of deviant behaviour on students' academic performance in secondary schools cannot be overemphasized. Deviant behavior among students in secondary schools profoundly affects their academic performance and the overall educational environment, necessitating a comprehensive understanding of its implications. Deviant behaviors such as truancy, substance abuse, and classroom disruptions pose significant challenges to the learning process, resulting in a tangible decline in academic achievement (Jimoh, 2022). Truancy, for instance, deprives students of valuable instructional time, leading to missed lessons, incomplete assignments, and a gradual decline in academic progress. The absence of consistent attendance not only impacts the truant student but also disrupts the learning atmosphere for classmates and teachers, hindering the collective academic advancement of the entire cohort (Danlami, 2020). Moreover, truancy often serves as a gateway to other deviant behaviors, perpetuating a cycle of academic disengagement and underachievement among students.

The manifestation of deviant behaviors is often rooted in underlying social and psychological issues that impede students' ability to effectively engage in their studies. Students grappling with substance abuse, for instance, experience cognitive impairment, memory deficits, and diminished motivation, all of which directly undermine their academic performance. Similarly, individuals contending with mental health challenges such as anxiety, depression, or trauma may resort to deviant behaviors as maladaptive coping mechanisms, further exacerbating their academic struggles (Balogun, 2021). Without adequate support and intervention mechanisms in place, these students risk

falling through the cracks of the educational system, perpetuating a cycle of academic failure and disengagement.

Statement of the Problem

Despite the efforts made by educational stakeholders to curb the problem of deviant behaviour among secondary school students, observation has shown that deviant behaviour among secondary school students has continue unabated. Common observations have shown that students often exhibits deviant behaviours such as examination malpractice, truancy, bullying, lateness to school, stealing, drug abuse, cultism and absenteeism which often making teaching and learning difficult. Some researchers are of the opinion that the occurrence of deviant behaviours among secondary school students could perhaps be as a result of lack of counselling services in most secondary schools. It is very regrettable to see that in many secondary schools, counselling services are either non-existent or grossly inadequate. Without access to professional guidance and support, students may struggle to navigate the complexities of adolescence and may turn to unhealthy coping mechanisms such as substance abuse or antisocial behavior. The researcher is worried by these phenomenon and so wishes to investigate on the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State.

Research Questions

The following questions will be raised to guide the study:

1. What is the prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State?
2. What are the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State?
3. What is the difference in the prevalent rate of deviant behaviours between male and female students in Egor Local Government Area of Edo State?

Hypothesis

Research questions 1-3 will be answered directly while research question 4 will be hypothesized and tested at 0.05 level of significance.

1. There is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State

Purpose of the Study

The main purpose of the study is to investigate on the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State. The specific objectives of the study are to:

- Ascertain the prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State;

- Examine the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State;
- Ascertain if there is a difference in the prevalent rate of deviant behaviours between male and female students in Egor Local Government Area of Edo State

Significance of the Study

The study will benefit students, teachers, school counsellors, policy makers, Ministry of Education and prospective researchers. The study will benefit students as it will offers them a chance to understand their behaviors better, learn coping mechanisms, and improve their overall well-being. The study will help them see how counseling can provides them with a safe space to express themselves and seek guidance to navigate challenges effectively.

The study will benefit teachers as it will helps them identify early signs of deviant behaviours, allowing for timely intervention to support students in need. It will equips them with strategies to create a more positive and inclusive learning environment.

The study will benefit school counsellors as it will help highlights the effectiveness of counseling interventions and encourages school counsellors to implement evidence-based strategies tailored to the needs of individual students and school communities.

The study will benefit policy makers and the Ministry of Education as it will help them see the various roles of counselling in preventing deviant behaviours among secondary school students. This will put them in a better position to come up with

necessary policies which will help ensure adequate availability of counsellors in secondary schools in order to help checkmate the incidence of deviancy among students.

The study will benefit prospective researchers as it will serve as a source of reference point to them. The study will help provides a foundation for future research in the field of counseling and adolescent behavior.

Scope and Delimitation of the Study

The study focuses on the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State.

The study will be delimited to senior secondary school students in Egor Local Government Area of Edo State.

Definition of Terms

The following terms were defined in the study:

Behaviours: Behaviours refers to the actions, reactions, maeerism and conducts exhibited by individuals.

Deviant Behaviours: Deviant behaviours refer to actions or conduct that deviates from societal norms or accepted behavior.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature is discussed under the following sub-headings:

- Theoretical Framework
- Concept of Deviant Behaviour
- Various Forms of Deviant Behaviours
- Factors Responsible for Deviant Behaviours Among Students
- Prevalent Rate of Deviant Behaviours Among Students
- Impact of Deviant Behaviours on Students' Academic Performance
- Sex Differences in Prevalence of Deviant Behaviour
- Summary of Literature Reviewed

Theoretical Framework

This study will adopt the Social Learning Theory propounded by Albert Bandura in 1962 in analyzing the phenomenon under study. The Social Learning Theory is based on the notion that different individuals exhibit deviant behaviour by observing and imitating other people. According to the theory, children learn through observation or copying and watching carefully the behaviour of adults, be they their biological parents, caregivers or adults around them, as their models. Thus, where their models perceived deviant behaviour as a perfect way of life, that must be practice, they grow up with these experiences and tend to be exhibit deviant behaviour. Likewise children who watch parents or caregivers practice physical abuse as corrective measures, may grow up to

practice correcting issues with the child through beating, plucking the ears, drawing the hair, kneeling for long hours and withdrawing of essential needs when demanded. Those who grow up under such brutal conditions seem to practice deviant behaviour, as they see human beings as tool of oppression and satisfaction of personal desires.

Social learning theory also states that individuals who exhibit deviant behaviour in one way or the other experienced neglect in their early stage of life and as such tend to instigate it in the lives of their children when they get the chance. The theory holds out that young adults who observed and experienced deviant behaviour when they were children are more likely to be deviants. The most essential way children learn is through imitation of models. The process can be seen in the development of language, aggression, and moral decision-making. Social learning theory supports that if an individual is aggressive towards a family member it is based on their past experiences of models who exemplified such behaviours for them to imitate. It is said that when children are growing up they receive feedback from others regarding their actions and choice of behaviours, from which they begin to come up with their own stand points.

Social learning theory is relevant to the study as it help us see that individuals exhibit deviant behaviour by observing and imitating other people. According to the theory, children learn through observation or copying and watching carefully the behaviour of adults, be they their biological parents, caregivers or adults around them, as their models. Thus, where their models perceived deviant behaviour as a perfect way of

life, that must be practice, they grow up with these experiences and tend to be exhibit deviant behaviour.

Concept of Deviant Behaviour

Deviant behaviours refer to actions, beliefs, or characteristics that violate social norms, values, or expectations within a particular culture or society. It is an unconventional or unacceptable behavior that may lead to social sanctions or disapproval. It entails behaviours that violates the laid down rules and regulations of a given organization or group. Deviant behaviours are often considered unusual, unacceptable, or even harmful by the majority of people (Iweala, 2022). These behaviors can vary depending on the cultural context, but they are generally considered to be unacceptable or undesirable by the majority of people in a given society.

Deviant behaviour has been described as a behaviour that is at variance with acceptable norms of a school (Ikwuni, 2019). It is a negation of school rules and regulations, norms and values of a group or an institution. Any conduct or act that violates the laws or acceptable standards of a society or group is described as deviance (Adeniyi, 2020). Deviant behaviour is an act or conduct that does not conform to established rules of a society or group. Deviant behaviour is considered as any behavioral dispositions which are not in line with the school rules and regulations and also not in accordance with the norms and ideals of a particular society (Ekwok, 2020).

In the school setting, deviant behaviour can also be referred to as school offences and they include; poor lecture attendance, examination malpractices, fighting, dishonesty, stealing, disobedience to school authority, assault, truancy, sexual immoralities, carrying of weapons, drug abuse, aggression, cultism, plagiarism, classroom phubbing, vandalization of school's properties. Deviant behaviour is defined as a failure to adhere to the standards and social norms that allow members of a society to coexist peacefully (Inyang, 2018). Aggressiveness, disobedience, a lack of communication and cooperation, impulsiveness, disrespect for the safety of oneself, others, and materials, irresponsibility, lack of remorse, inflated self-worth, and many other characteristics characterize deviant behaviour.

Deviant behavior can be any behavior that significantly hinders or obstructs the child's own learning, other children's learning or responses, or the teacher's capability to operate effectively. Deviant behavior refers to an activity that causes distress for teachers, disrupts the learning process and that leads teachers to make continual comments to the student (Omokheni, 2020). Certain behavior is disruptive when it badly slows down the activities of the teacher or of several students for more than a brief time. It means that disruptive behavior is not only the behavior that hinders the activities of teacher or teaching act but also the behavior that interferes with students or the learning acts.

Deviant classroom behaviours according to Amoko (2021) are the myriad activities which disrupt and impede the teaching and learning processes and intimidate

others or oversteps society's standard of moral, ethical and legal behaviour. They are such negative disruptive attitudes of students that affect the smooth running of teaching and learning. Such disruptive behaviors are, showing off, pranks, inappropriate noise, playing with objects, note passing, excessive lateness, alcohol abuse, sleeping in the class, promiscuity, dodging class, riots, smoking, off task and many others.

According to Oviedo (2021), Deviant behavior within the classroom is defined in different terms associated with student's behavior that is., coming late, leaving seats, cutting class, refusing to follow directions, speaking without permission, not completing assignments, and cheating. Such types of disruptive classroom behaviors are directly connected to dropping out or poor and reduced academic achievement. Isiaka (2020) defined disruptive behavior as a violation of school expectations interfering with the orderly conduct of teaching. Disruptive behaviors like inattentiveness, making a noise, distressing or disturbing others and disobedience to the instructions of a teacher are the most frequently reported classroom disruptive behaviors. Lawal (2022) asserted that any behavior that interrupts the teaching acts, or is psychologically or physically unsafe constitutes a disruptive behavior.

Various Forms of Deviant Behaviours

Some of the common types of deviant behaviours among students include:

Lateness to School: Lateness to school is a prevalent form of deviant behavior among students that undermines the educational environment and student performance. Consistent tardiness disrupts the flow of the classroom, causing interruptions and distractions as latecomers enter the room. This disrupts the teacher's momentum and the concentration of fellow students who are already engaged in the lesson (Idris, 2022). Moreover, it sets a negative precedent for punctuality, conveying the message that tardiness is acceptable and undervaluing the importance of timeliness in academic and professional settings. Consequently, this erodes the discipline and respect for rules within the school community, as students fail to understand the repercussions of their actions on themselves and their peers.

Furthermore, lateness to school contributes to missed instructional time, depriving students of valuable learning opportunities. Arriving late means missing crucial information, instructions, and the beginning of lessons, which can hinder academic progress and comprehension of subject matter. This knowledge gap puts tardy students at a disadvantage, as they struggle to catch up with their peers and may require additional support to bridge the learning deficit (Akpan, 2021). Additionally, chronic lateness can lead to academic underachievement, as students may become disengaged and demotivated due to their inability to keep pace with the curriculum. Consequently, lateness to school not only disrupts the learning environment but also jeopardizes academic success and overall student well-being. Schools must address lateness as a disruptive behavior by implementing strategies to promote punctuality and emphasize the

importance of respecting schedules and commitments for fostering a conducive learning environment (Kalu, 2023).

Bullying: Bullying, as a form of deviant behavior among students, encompasses a range of negative actions intended to harm, intimidate, or exert power over others within the school environment (Ezenagu, 2020). It manifests in various forms, including physical aggression, verbal abuse, social exclusion, and cyberbullying. Physical bullying involves acts of violence, such as hitting, pushing, or stealing belongings, causing immediate harm and instilling fear in the victim. Verbal bullying consists of taunts, insults, derogatory remarks, and threats, which undermine the victim's self-esteem and emotional well-being. Social exclusion, another prevalent form, involves purposefully isolating individuals from peer groups, denying them social interaction and belonging. Cyberbullying, facilitated through digital platforms, includes sending hurtful messages, spreading rumors, or sharing humiliating content online, extending the reach of harassment beyond school premises and exacerbating its psychological impact (Nnamani, 2022).

The consequences of bullying extend beyond the immediate victim, affecting the entire school community and perpetuating a culture of fear and insecurity. Victims of bullying often experience profound psychological distress, including anxiety, depression, and low self-esteem, which can impede their academic performance and social development (Igwe, 2020). Moreover, persistent bullying can lead to long-term emotional scars, contributing to a heightened risk of mental health issues and self-harm among

victims. In addition to the detrimental effects on individual well-being, bullying undermines the school's educational mission by creating an unsafe and hostile learning environment, hindering students' ability to concentrate, participate, and thrive academically (Emeje, 2022). Furthermore, the prevalence of bullying diminishes trust and cohesion among peers, eroding the social fabric of the school community and perpetuating cycles of aggression and victimization. Addressing bullying requires a multifaceted approach involving proactive prevention strategies, robust disciplinary measures, and comprehensive support services to foster a culture of empathy, respect, and inclusion within schools.

Truancy: Truancy, often perceived as a mere act of skipping school, is a manifestation of deeper issues within the educational system and the students' lives. Truancy reflects a disengagement with academic pursuits and can signify various underlying problems. Truancy can stem from socio-economic disparities, where students from low-income families may face barriers such as lack of access to transportation or basic necessities, which hinder their ability to attend school regularly (Awosusi, 2023). Additionally, familial issues like parental neglect or domestic instability can contribute to a student's inclination to avoid school, seeking refuge from distressing environments. Moreover, truancy may result from academic challenges and disinterest in classroom activities, indicating a gap between the curriculum and students' learning needs.

Furthermore, truancy has detrimental consequences on both individual students and the broader educational community. On an individual level, habitual truancy correlates with poor academic performance, as students miss valuable instruction time and fall behind their peers. This academic lag often leads to feelings of frustration and inadequacy, perpetuating a cycle of disengagement and underachievement (Babalola, 2020). Moreover, truant behavior increases students' susceptibility to negative influences, exposing them to risky behaviors such as substance abuse, delinquency, and gang involvement. Beyond the individual impact, truancy undermines the integrity of the educational environment, disrupting classroom dynamics and impeding teachers' efforts to maintain a conducive learning atmosphere. It also strains resources and compromises the effectiveness of interventions aimed at addressing student needs, diverting attention and resources away from academic enrichment initiatives (Dabiri, 2019).

Stealing: Stealing among students within educational settings constitutes a form of deviant behavior that not only undermines the school's ethos but also creates a pervasive sense of mistrust and insecurity among students and staff alike (Ejiogu, 2021). Stealing reflects a breach of ethical and moral boundaries, often rooted in a combination of personal, social, and environmental factors. For many students, stealing may stem from socioeconomic deprivation, where the need for material possessions or peer acceptance surpasses ethical considerations. In some instances, pupils may resort to theft as a means of coping with familial or societal pressures, seeking validation or addressing unmet

emotional needs through the acquisition of items they perceive as valuable or desirable (Aluko, 2023).

Stealing within the school environment disrupts the learning process and erodes the sense of community and trust essential for fostering a conducive educational atmosphere. The act of stealing not only affects the victim directly but also induces fear and apprehension among peers, leading to a breakdown in interpersonal relationships and a heightened sense of insecurity (Fakoya, 2021). This disruption extends beyond the immediate act of theft, as it necessitates disciplinary action, diverting valuable time and resources away from academic and social development initiatives. Additionally, the normalization of stealing within a school culture perpetuates a cycle of misconduct and undermines the institution's efforts to instill values of integrity, respect, and responsibility among its student body (Oaikhena, 2022). Addressing stealing as a disruptive behavior requires a multifaceted approach that incorporates preventive measures, intervention strategies, and restorative justice practices aimed at fostering empathy, accountability, and ethical decision-making among pupils.

Factors Responsible for Deviant Behaviours among Students

Some of the causes of deviant behaviours among students include:

Peer Group Influence: Peer group influence plays a significant role in shaping the behavior of students, often leading to disruptive tendencies within educational settings. Adolescents, in particular, are highly susceptible to the influence of their peers as they navigate through the complexities of social interactions (Salami, 2020). The desire to fit in and gain acceptance within their peer group can compel pupils to mimic behaviors exhibited by their peers, even if those behaviors are disruptive or counterproductive in a classroom environment. This emulation of disruptive behaviors, such as defiance towards authority figures, classroom disruptions, or engagement in risky activities, can escalate within peer groups as individuals seek validation and approval from their peers (Tijani, 2022). Moreover, the pressure to conform to the norms established within the peer group can override individual values and rational decision-making processes, leading to impulsive actions that disrupt the learning environment.

The influence of peer groups is often magnified by the need for social belonging and identity formation during adolescence. Pupils may prioritize maintaining their social status within their peer group over adhering to classroom rules or academic expectations. The fear of social rejection or isolation can drive individuals to engage in disruptive behaviors as a means of gaining acceptance or asserting their dominance within the peer group hierarchy (Abubakar, 2023). Additionally, peer groups can serve as platforms for the reinforcement and normalization of disruptive behaviors through social reinforcement mechanisms. Positive feedback and approval from peers for engaging in disruptive actions can perpetuate and amplify such behaviors, creating a cycle of peer group

influence that fosters disruptive tendencies among pupils. Consequently, the impact of peer group influence on disruptive behaviors among pupils underscores the need for proactive interventions and supportive environments that promote positive peer relationships and encourage responsible behavior within educational settings (Bala, 2019).

Family Background: The family background plays a pivotal role in shaping a child's behavior, and deviant behaviors among students often find their roots within family dynamics. Dysfunctional family structures can significantly contribute to disruptive behaviors in pupils. Children coming from homes plagued by domestic violence, substance abuse, or neglect are more likely to exhibit disruptive behaviors in the classroom (Garba, 2021). Growing up in an environment filled with tension and instability can lead to emotional disturbances, manifesting as disruptive behaviors such as aggression, defiance, and withdrawal. Moreover, when children witness unhealthy communication patterns or conflict resolution strategies within their families, they may adopt similar patterns in their interactions with peers and authority figures, contributing to disruptions within the classroom environment (Shehu, 2019).

Socioeconomic factors within the family can also influence deviant behaviors among students. Families facing financial strain may struggle to provide their children with adequate support, both emotionally and academically. Economic hardships can result in parents working long hours or multiple jobs, leaving children unsupervised or lacking parental guidance during crucial developmental stages. As a result, children may

seek attention or validation through disruptive behaviors, as they may perceive it as the only way to garner recognition within their family and social circles (Adamu, 2022). Furthermore, economic disparities can lead to feelings of inadequacy or resentment, fueling disruptive behaviors as children grapple with the challenges of navigating their socio-economic status within the school setting.

Mass Media: Mass media plays a significant role in shaping the behavior and attitudes of individuals, including students in schools. One way mass media contributes to disruptive behaviors among students is through the portrayal of violence and aggressive behavior in various forms of entertainment, such as movies, video games, and television shows (Salako, 2020). When students are exposed to excessive violence and aggression through mass media, it can desensitize them to the consequences of such behaviors and normalize violence as an acceptable means of resolving conflicts. This desensitization can lead to an increase in aggressive behavior among pupils, both in their interactions with peers and in their response to authority figures within the school environment (Dawene, 2021).

Moreover, mass media often glamorizes risky behaviors such as substance abuse, promiscuity, and defiance of authority figures. Students, particularly adolescents who are highly influenced by peer pressure and media messages, may emulate these behaviors in an attempt to conform to perceived social norms or to rebel against societal expectations (Udoka, 2023). The constant exposure to unrealistic and often harmful portrayals of lifestyles and behaviors can distort students' perceptions of reality and contribute to a

culture of rebellion and disobedience within schools. Additionally, the pervasive nature of mass media means that pupils are exposed to these messages not only during their leisure time but also through social media platforms and advertising, which can further reinforce negative behaviors and attitudes.

Childhood Trauma: Childhood trauma can serve as a profound catalyst for deviant behaviors among students within educational settings. Traumatic experiences during formative years, such as physical or emotional abuse, neglect, witnessing violence, or experiencing natural disasters, can leave lasting imprints on a child's psyche (Emesi, 2022). These experiences often result in a myriad of emotional and psychological challenges, including heightened stress responses, difficulties in emotional regulation, and impaired interpersonal relationships. As a coping mechanism, some pupils may exhibit disruptive behaviors as a way to communicate their distress or exert a sense of control in environments where they feel powerless (Ariyo, 2020). For instance, a child who has experienced domestic violence at home may act out aggressively towards peers or authority figures as a means of expressing their unresolved anger or fear.

Moreover, childhood trauma can significantly impair a student's ability to concentrate, engage in learning activities, and establish meaningful connections with teachers and peers. The persistent intrusion of traumatic memories and heightened vigilance can compromise cognitive functioning, leading to academic difficulties and a sense of detachment from the learning environment (Tamuno, 2019). Pupils who have

experienced trauma may also display symptoms of hyperarousal, such as irritability, impulsivity, and hypervigilance, which can disrupt classroom dynamics and impede their own academic progress as well as that of their peers. Additionally, the lack of trust and safety resulting from early traumatic experiences can hinder the development of positive relationships with authority figures, making it challenging for pupils to seek support or follow classroom rules (Abadi, 2020). Without appropriate intervention and support systems in place, the cycle of disruptive behaviors stemming from childhood trauma can perpetuate, further exacerbating academic and social challenges for affected pupils.

Prevalent Rate of Deviant Behaviours among Students

Studies conducted by scholars has shown the prevalent rate of deviant behaviours among students in secondary schools. Ukane (2021) conducted a study on the level of deviant behaviour among secondary school students in Sokoto state. Purpose of the study is to ascertain the level of deviant behaviour among secondary school students. Six research questions and two null hypotheses guided the study. The study employed a descriptive survey design. A structured questionnaire on level of deviant behaviour among secondary school students was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the two null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is low level of deviant behaviour among secondary school students in Sokoto state.

Isiaka (2021) conducted a study on the level of deviancy among students in public secondary schools in Osogbo, Osun state, Nigeria. The researcher sought to examine the level of deviancy among students in public secondary schools in Osogbo. Four research questions was raised by the researcher in order to guide the study. The descriptive survey research design was employed by the researcher for the study. Simple random sampling technique was used by the researcher to draw out 180 respondents which constituted the sample size for the study. A structured questionnaire on the level of deviancy among students in public secondary schools was used to collect data for the study. Frequency count and simple percentage were used to answer the four research questions. It was found out in the study that there is low level of deviancy among students in public secondary schools in Osogbo, Osun state, Nigeria.

Toyosi (2020) conducted a study on the perceived extent of deviant behaviour among secondary school students in Kwara state, Nigeria. Purpose of the study is to ascertain the perceived extent of deviant behaviour among secondary school students. Five research questions and a null hypotheses guided the study. The study employed a descriptive survey design. A sample of 100 respondents were used for the study. A structured questionnaire tagged “perceived extent of deviant behaviour among secondary school” was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the null hypothesis at 0.05 level of significance. The results of the study, among others revealed

that there is high the perceived extent of deviant behaviour among secondary school students in Kwara state, Nigeria.

Impact of Deviant Behaviours on Students' Academic Performance

Deviant behavior among students in secondary schools profoundly affects their academic performance and the overall educational environment, necessitating a comprehensive understanding of its implications. Deviant behaviors such as truancy, substance abuse, and classroom disruptions pose significant challenges to the learning process, resulting in a tangible decline in academic achievement (Jimoh, 2022). Truancy, for instance, deprives students of valuable instructional time, leading to missed lessons, incomplete assignments, and a gradual decline in academic progress. The absence of consistent attendance not only impacts the truant student but also disrupts the learning atmosphere for classmates and teachers, hindering the collective academic advancement of the entire cohort (Danlami, 2020). Moreover, truancy often serves as a gateway to other deviant behaviors, perpetuating a cycle of academic disengagement and underachievement among students.

The manifestation of deviant behaviors is often rooted in underlying social and psychological issues that impede students' ability to effectively engage in their studies. Students grappling with substance abuse, for instance, experience cognitive impairment, memory deficits, and diminished motivation, all of which directly undermine their academic performance. Similarly, individuals contending with mental health challenges

such as anxiety, depression, or trauma may resort to deviant behaviors as maladaptive coping mechanisms, further exacerbating their academic struggles (Balogun, 2021). Without adequate support and intervention mechanisms in place, these students risk falling through the cracks of the educational system, perpetuating a cycle of academic failure and disengagement.

Dakabon (2021) carried out a study on the relationship between deviant behaviours and students' academic performance in Delta state, Nigeria. The researcher sought to find out if there exist any significant relationship between deviant behaviours and students' academic performance in Delta state. The sample for this study comprised of 350 respondents randomly selected. A structured questionnaire titled "relationship between deviant behaviours and students' academic performance" was used as the main instrument for data collection. Data gotten were analyzed using mean score and standard deviation. The result of the study amongst others revealed that there is a significant relationship between deviant behaviours and students' academic performance in Delta state, Nigeria.

Ogbomo (2020) carried out a study on the impact of deviant behaviours on students' academic performance in secondary schools in Lokoja metropolis, Kogi state, Nigeria. The researcher sought to examine the impact of deviant behaviours on students' academic performance in secondary schools in Lokoja metropolis. Five research questions were raised by the researcher to guide the study. The descriptive survey

research design was used by the research while the simple random sampling technique was used by the researcher to draw out 115 respondents which constituted the sample size for the study. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by two experts. The data were analyzed using percentages. It was found out that deviant behaviours constitute a significant factor affecting the academic performance of students in secondary schools in Lokoja metropolis, Kogi state, Nigeria.

Sex Differences in Prevalence of Deviant Behaviour

In secondary school settings, the dynamics of deviant behaviours among male and female students reveal intriguing disparities that warrant deeper examination. One noticeable contrast lies in the manifestation of deviance, with male students frequently exhibiting overt forms of misconduct (Akpala, 2021). This can encompass behaviors such as physical aggression, vandalism, and defiance of school rules. Rooted in societal constructions of masculinity, these actions often serve as a means for male students to assert dominance or conform to peer-group norms that valorize toughness and rebelliousness. The pressure to embody stereotypical masculine traits, such as assertiveness and dominance, may propel male students towards behaviors that defy authority or challenge social norms (Madueke, 2019).

Conversely, the deviant behaviours exhibited by female students often take on a more subtle and relational nature. Rather than resorting to overt acts of aggression,

female students may engage in behaviours such as gossiping, social exclusion, or manipulation as mechanisms for asserting influence or navigating social hierarchies within their peer groups (Okpako, 2022). These behaviours, while less conspicuous than their male counterparts, can have profound effects on interpersonal dynamics and social cohesion within the school environment. Moreover, societal expectations of femininity may shape the perception of certain behaviors as less deviant or disruptive, leading to underreporting or dismissal of female students' involvement in deviant acts (Emenalo, 2020). The covert nature of these behaviors can also make it challenging for educators and administrators to detect and address them effectively, contributing to the perception that female students are less prone to engaging in deviant behaviors overall.

Examining the underlying motivations driving deviant behaviours among male and female students reveals further nuances in gendered patterns of misconduct. For male students, factors such as peer pressure, status-seeking, and ineffective coping mechanisms for managing stress or frustration play significant roles in shaping their behaviour (Umhutu, 2020). The pressure to conform to traditional ideals of masculinity may compel male students to adopt aggressive or rebellious behaviors as a means of asserting their identity or gaining acceptance within peer groups. Conversely, female students' engagement in deviant behaviors is often influenced by relational issues, such as conflicts with peers, struggles with self-esteem, or societal pressures related to body image and social acceptance.

Salawu (2019) carried out a study on differences in the prevalent rate of deviant behaviours among male and female students in secondary schools in Kwara State, Nigeria. The study sought to establish if there exist a difference on the prevalent rate of deviant behaviours among male and female students. Four research questions and two null hypothesis guided the study. The study employed a descriptive survey design. A sample size of 110 respondents constituted the sample for the study. A 25 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study among others revealed that there is a higher prevalent rate of deviant behaviours among male students compare to female students in secondary schools in Kwara State.

Umaru (2020) conducted a study on the gender differences on deviant behaviours among male and female students in secondary schools in Kaduna South, Kaduna State, Nigeria. The study aimed to examine gender differences on deviant behaviours among male and female students in secondary schools in Kaduna South. The study adopted a descriptive survey design. A sample of 180 students was used for the study. Data collected were analyzed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there is no significant gender differences on deviant behaviours among male and female students in secondary schools in Kaduna South, Kaduna State.

Abbey (2021) conducted a study on differences on level of deviant behaviours between male and female students in public secondary schools in Ogun State, Nigeria. Six research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 200 students were used for the study in six education zones. Mean and standard deviation were used to answer the six research questions, while t-test statistic was adopted to test the three null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is higher level of occurrences of deviant behaviours among male students than their female counterpart in secondary schools in Ogun State.

Summary of Literature Reviewed

The literature reviewed critically examined the concept of deviant behaviours. As seen from the reviewed of literature, deviant behaviours refer to actions or conduct that deviates from societal norms or accepted behavior. Some of the common forms of deviant behaviours highlighted in the reviewed of literature include lateness to school, stealing, truancy and bullying.

The factors responsible for deviant behaviours among students as seen from the reviewed of literature include peer group influence, family background, mass media and childhood trauma. It could be seen from the reviewed of literature that there is high prevalent rate of deviant behaviours among students in secondary schools.

It could be seen from the reviewed of literature that deviant behaviors such as truancy, substance abuse, and classroom disruptions pose significant challenges to the learning process, resulting in a tangible decline in academic achievement. The reviewed of empirical studies revealed that deviant behaviours constitute a significant factor affecting the academic performance of students in secondary schools.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods that will be used in conducting this research are discussed under the following sub-headings:

- Design of the Study
- Population of Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it will help to collect data to investigate the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State.

Population of Study

The population for this study was made of all the 4,011 public senior secondary school students in the 20 public senior secondary schools in Egor Local Government Area of Edo State. (Source: Ministry of Education, Edo State, 2024).

Sample and Sampling Techniques

The sample size for the study was made up of 100 students. With the aid of the simple random sampling technique, five (5) students each were selected from each schools in the 20 public senior secondary schools in the local government thus, making a total sample size of 100 respondents. The simple random sampling technique was used to draw out the respondents.

Research Instrument

The instrument that was used for the data collection is a structured questionnaire titled “Prevalence of Deviant Behaviours among Students Questionnaire (PDBSQ)”. The questionnaire was divided into two sections, A and B. Section A focuseed on the demographic or personal data of the respondent while section B contained information which borders on the problem of this research. The questionnaire consisted of 4-point Likert scale response of Strongly agree (4), Agreed (3), Disagree (2), Strongly Disagree (1).

Validity of the Instrument

The questionnaire designed by the researcher was presented to the project supervisor to cross check for content validity. The supervisor's opinion and observation was incorporated into the instrument before it was administered to the respondents.

Reliability of Instrument

The Cronbach Alpha was used to determine the reliability of the instrument. The questionnaire was administered to 20 respondents who were not part of the study. Their responses were analysed and a Cronbach coefficient of .710 was obtained. This shows that the instrument is reliable.

Method of Data Collection

The copies of the questionnaire was distributed by the researcher to the respondents. All the questionnaire that were administered were collected on the spot to ensure high return rate.

Method of Data Analysis

In analyzing the data, the research made use of frequency count and percentages to compute the findings from the research. The four research questions was answered using the hypothesis was tested using the students' t-test.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results that emanated from the analysis are interpreted and presented in tables and are arranged according to the order of the research questions raised in the study.

Research Question 1: What is the prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State?

Table 1: Distribution of responses on the prevalent rate of deviant behaviours among senior secondary school students in public secondary schools

S/N	Items	Total No of respondents	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I have been involved in examination malpractice without being caught	100	17 (17%)	9 (9%)	21 (21%)	53 (53%)
2.	I sometimes engage in physical fighting	100	21 (21%)	8 (8%)	44 (44%)	27 (27%)
3.	I sometimes intimidate my classmates	100	6 (6%)	3 (3%)	33 (33%)	58 (58%)
4.	I sometimes engage in verbal abuse with my classmates	100	19 (19%)	11 (11%)	23 (23%)	47 (47%)
5.	I sometimes break things for fun	100	4 (4%)	2 (2%)	66 (66%)	28 (28%)
6.	I sometimes take things that do not belong to me without permission of the owner	100	2 (2%)	1 (1%)	43 (43%)	54 (54%)
7.	I sometimes take alcohol with my friends	100	23 (23%)	14 (14%)	29 (29%)	34 (34%)
8.	I sometimes smoke cigarettes with my friends	100	2 (2%)	2 (2%)	37 (37%)	59 (59%)
9.	I have deliberately avoided attending classes without permission or a valid reason	100	3 (3%)	2 (2%)	51 (51%)	44 (44%)
10.	I sometimes walk round the school premises without permission during lesson hours	100	4 (4%)	1 (1%)	33 (33%)	62 (62%)

The analysis of data in the above table revealed that under item 1, 17% of the sampled respondents strongly agreed that they have been involved in examination malpractice without being caught, 9% agreed, 21% disagreed while 53% of the sampled respondents strongly disagreed. Under item 2, 21% of the sampled respondents strongly agreed that they sometimes engage in physical fighting, 8% agreed, 44% disagreed while 27% of the sampled respondents strongly disagreed. Under item 3, 6% of the sampled respondents strongly agreed that they sometimes intimidate their classmates, 3% agreed, 33%

disagreed while 58% of the sampled respondents strongly disagreed. Under item 4, 19% of the sampled respondents strongly agreed that they sometimes engage in verbal abuse with their classmates, 11% agreed, 23% disagreed while 47% of the sampled respondents strongly disagreed. Under item 5, 4% of the sampled respondents strongly agreed that they sometimes break things for fun, 2% agreed, 66% disagreed while 28% of the sampled respondents strongly disagreed. Under item 6, 2% of the sampled respondents strongly agreed that they sometimes take things that do not belong to them without permission of the owner, 1% agreed, 43% disagreed while 54% of the sampled respondents strongly disagreed. Under item 7, 23% of the sampled respondents strongly agreed that they sometimes take alcohol with their friends, 14% agreed, 29% disagreed while 34% of the sampled respondents strongly disagreed. Under item 8, 2% of the sampled respondents strongly agreed that they sometimes smoke cigarettes with their friends, 2% also agreed, 37% disagreed while 59% of the sampled respondents strongly disagreed. Under item 9, 3% of the sampled respondents strongly agreed that they have deliberately avoided attending classes without permission or a valid reason, 2% agreed, 51% disagreed while 44% of the sampled respondents strongly disagreed. Under item 10, 4% of the sampled respondents strongly agreed that they sometimes walk round the school premises without permission during lesson hours, 1% agreed, 33% disagreed while 62% of the sampled respondents strongly disagreed.

The analysis of data in the table 1 above therefore implies that there is low prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State.

Research Question 2: What are the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State?

Table 2: Distribution of responses on the various forms of deviant behaviours commonly exhibited by senior secondary school students

S/N	Forms of Deviant Behaviours	Total No of respondents	Frequency	Percentage
1.	Stealing	100	6	6%
2.	Substance abuse	100	4	4%
3.	Fighting	100	11	11%
4.	Bullying	100	9	9%
5.	Truancy	100	11	11%
6.	Noise making	100	24	24%
7.	Examination malpractice	100	7	7%
8.	Lateness to school	100	21	21%
9.	Vandalization of school properties	100	2	2%
10.	Rudeness to teachers	100	5	5%
	Total		100	100%

The analysis of data in the above table revealed the responses of the 100 respondents on the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State. Deviant behaviours refer to

actions or conduct that deviates from societal norms or accepted behavior. It could be seen from the table above that 6%, 4%, 11%, 9%, 11%, 24%, 7%, 21%, 2%, and 5% of the sampled respondents indicated that stealing, substance abuse, fighting, bullying, truancy, noise making, examination malpractice, lateness to school, vandalization of school properties and rudeness to teachers all constituted the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State.

Research Question 3: What is the difference in the prevalent rate of deviant behaviours between male and female students in Egor Local Government Area of Edo State?

Hypothesis 1: There is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State

Table 3: t-Test of difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State

	N	Mean	Sd	Mean Diff.	t-val	df	Sig.(2 tailed)
Male	39	45.62	12.36				
				1.089	0.437	98	0.663
Female	61	44.53	12.31				

$\alpha = 0.05$

Table 3 above shows an independent sample t-test value of 0.437 and a p-value of 0.663 testing at an alpha level of 0.05, the p-value is greater than the alpha level ($p > 0.05$). Therefore the null hypothesis which states that ‘There is no significant difference in the

prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State” is retained. This therefore implies that there is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State.

Discussion of Findings

The findings of the study in research question one revealed that there is low prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State. In support of the findings, Ukane (2021) found out in his study that there is low level of deviant behaviour among secondary school students. Similarly, Isiaka (2021) found out that there is low level of deviancy among students in public secondary schools.

The findings of the study in research question two revealed that the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State include stealing, substance abuse, fighting, bullying, truancy, noise making, examination malpractice, lateness to school, vandalization of school properties and rudeness to teachers. This findings is in agreement with Idris (2022) who found out in his study that lateness to school is a prevalent form of deviant behavior among students that undermines the educational environment and student performance. Also in agreement with the findings, Ejiogu (2021) found out that stealing among students within educational settings constitutes a form of deviant behavior that not only

undermines the school's ethos but also creates a pervasive sense of mistrust and insecurity among students and staff alike.

The findings of the study in research question three revealed that there is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State. This findings is in line with Umaru (2020) who found out in his study that there is no significant gender differences on deviant behaviours among male and female students in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

This study investigated the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State. To achieve the purpose of the study, three research questions were raised and examined. The sample size for the study was made up of 100 students. With the aid of the simple random sampling technique, five (5) students each were selected from each schools in the 20 public senior secondary schools in the local government thus, making a total sample size of 100 respondents.

The instrument that was used for the data collection is a structured questionnaire titled “Prevalence of Deviant Behaviours among Students Questionnaire (PDBSQ)”. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD). The questionnaire designed by the researcher was presented to the project supervisor to cross check for content validity. The supervisor’s opinion and observation was incorporated into the instrument before it was administered to the respondents. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. In analyzing the data, the researcher made use of frequency count and percentages to compute the findings from the research. The hypothesis was tested using the t-test method.

Findings of the research

Findings from the study include:

- That there is low prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State.
- That the various forms of deviant behaviours commonly exhibited by senior secondary school students in Egor Local Government Area of Edo State include stealing, substance abuse, fighting, bullying, truancy, noise making, examination malpractice, lateness to school, vandalization of school properties and rudeness to teachers.
- That there is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State.

Conclusion

The study investigated the prevalence of deviant behaviours among senior secondary school students in Egor Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is low prevalent rate of deviant behaviours among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State. It was also concluded that there is no significant difference in the prevalent rate of deviant behaviours among male and female students in Egor Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. Government should establish counselling services in all schools to address various aspects of students' lives, including mental health, peer relationships, and family dynamics, to provide support and guidance for students at risk of deviant behaviour.
2. Teachers should encourage students to develop peer mentorship programs and encourage positive peer relationships to counteract negative influences and promote healthy behaviours among students.
3. There should be collaboration between the government and all educational stakeholders to foster stronger partnerships between schools and parents by organizing workshops, seminars, and parent-teacher meetings to educate parents about recognizing and addressing signs of deviant behaviour in their children.
4. Teachers should establish rules and regulations in the classroom against deviant behaviour and change the sitting arrangements of the peers/groups or gangs of children involved in deviant behaviours.
5. Efforts should be made to improve relationship between parents and school authorities through active membership of parent's teachers association (PTA), this will ensure a close monitoring of the students' behaviours.

Suggestions for Further Studies

The researcher focused on the prevalence of deviant behaviours among senior secondary school students only in Egor Local Government Area of Edo State. Similar research can be carried out in other Local Government Area of Edo State for a better generalization of the study.

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APPENDIX A
DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING
PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

I am a final year student of the above named department and institution. I am carrying out a research project on the **Prevalence of Deviant Behaviours among Senior Secondary School Students in Egor Local Government Area of Edo State.**

The research is purely for academic purposes, any information received from you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity.

Thank you for your cooperation.

Tick \checkmark in the appropriate space

Section A

Sex: Male () Female ()

Section B

INSTRUCTION: Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1.	I have been involved in examination malpractice without being caught				
2.	I sometimes engage in physical fighting				
3.	I sometimes intimidate my classmates				
4.	I sometimes engage in verbal abuse with my classmates				
5.	I sometimes break things for fun				
6.	I sometimes take things that do not belong to me without permission of the owner				
7.	I sometimes take alcohol with my friends				
8.	I sometimes smoke cigarettes with my friends				
9.	I have deliberately avoided attending classes without permission or a valid reason				
10.	I sometimes walk round the school premises without permission during lesson hours				

Question 2: List the various types of deviant behaviours exhibited in your school

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APPENDIX B

RELIABILITY

RELIABILITY

/VARIABLES=A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 A20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.710	20