

**FAMILY BACKGROUND AS A DETERMINANT OF DEVIANT BEHAVIOR
AMONG SENIOR SECONDARY SCHOOL STUDENTS, OREDO LOCAL
GOVERNMENT AREA**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned certify that this work was carried out by **Onobere Moses LAWANI** with matriculation number **EDU2005548** in the Department of Educational Foundations, University of Benin, Benin City in partial fulfillment for the requirement for the award of B.A (Ed) Degree in History Education

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DEDICATION

The project is dedicated to God my creator that sustained me with his grace throughout my academic journey

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ABSTRACT

This study examined “The Influence of Family Background as a Determinant of Deviant Behavior among Senior Secondary School Student in Oredo Local Government Area of Edo state”. A descriptive research design which involves the collection of data through the use of questionnaires was adopted for this study, to solicit information from respondents. Five research questions were used to guide the research. The population of this study consists of fifty private Senior Secondary Schools in Oredo Local Government Area of Edo State with one hundred and forty students in total. The sample Size of the study comprises of one hundred and four students from ten selected schools. The simple random sampling technique was used to select the sample for this study. Frequency count and simple percentage was used to analyze the research question and 0.72 was realized from the reliability test carried out on this study, which showed that the instrument for the study is reliable. The findings revealed that family background influence student behavior to a very great extent. Since family is the first agent of socialization, it a very important factor to how a child behaves in school.

Family size and structure and motivation from parents are the major family background variables that can influence a child’s behavior, There is a relationship between the family background and behavior of students, a poor family background can contribute negativity to a child’s behavior and this can affect the child’s academic performance which can contribute negativity to the child’s future, It was recommended that enlightenment programs should be carried out to help parents to understand the influence their various activities has on their children behavior and ensures they do everything within their means to help their children improve in their character .

CHAPTER ONE

INTRODUCTION

Background to the Study

For many years, education stakeholders such as school Principals, Teachers, Government, Parents and Students themselves have witnessed increased manifestation of deviants' behaviour as observed among secondary school students in Nigeria. The present researcher had also observed an increase in various types of deviant behaviour which used to be rarely heard of and this display of deviant behaviour is fast assuming a normal behaviour among secondary school students.

Deviant behaviour can be considered as a behavioral disposition which is not in line with the school rules and regulations and also not in accordance with the norms and ideals of a particular society. Among secondary school students in the study area, deviant behaviour which are also referred to be school offences include stealing, fighting, dishonesty, destruction of school properties, disobedience to school authority, truancy, assault, insult, carrying weapons, sexual indulgence and aggression. For example, some students engage in aggressive behaviour toward fellow students and teachers thereby causing uneasiness among fellow students and teachers.

Consequently, the present researcher observed that the tendency toward deviant behaviour among secondary school students in the study area has continued to perplex education stakeholders and make them restive. Therefore if nothing is done to stop deviant activities in secondary school, the lives of other students, principals, teachers and those

outside the school environment are in danger. For instance, students who engage in sexual related offences leading to unwanted pregnancy may collude with the accomplice to commit abortion. Problems arising from use of quack or unsafe means may result to the female losing her womb amidst other complications. Other consequences of deviant activities like truancy, disobedience and stealing include punishment from the school authority, and when student are continually serving punishment especially during school hours, they would miss out on lessons taught in the classroom. As a result, such students perform poorly and this may hinder their educational progress in life.

Students who engaged in deviant activities always lack concentration, good self-esteem and perform poorly in tests and examinations leading to school dropout. The consequences are many and too costly to bear. For example, the goal of secondary school education for the Nigerian society is already being thwarted if the products are allowed to be deviant. Therefore, the search for solution to this problem prompted this study. To solve the problem of deviant behaviour among students in the study area, numerous efforts have been and continually being expended. In response to the challenges posed by students' deviant behaviour, guidance counsellors have been deployed to public schools in the state to help schools handle students' educational, vocational and personal-social problems. More teachers are being trained to equally assist as teacher-counsellors in order to help discipline students by so doing nip in the bud the problem of deviancy in secondary schools. Workshops, seminars, and symposia are ongoing efforts to equip school principals and teachers with professional knowledge and skills that will enable them manage the phenomenon. Also still in

the quest to find solution to the problem, the government, as part of its transformation agenda and in keeping with the yearnings of the education stakeholders, directed that all public schools must close at 2.00pm instead of 4.00pm daily in order to enable parents and families spend quality time with their children. Despite the efforts so far made by government students still engage in deviant behaviour. Schools on their part have organized seminars enrichment activities, counselling sessions in order to help students rethink on their negative behaviour. Disciplinary measures employed by school administrators include parents signing an undertaking for good behaviour by students, corporal punishment, suspension and expulsion, with the view to checking deviant behaviour among students in the study area. Still, deviant behaviour remains among students.

From the foregoing, and in reflecting on government desire, parents and families ought to spend quality time with their children as this could help in having greater control over the children's daily lifestyle. The opinion of the present researcher is that home could play a key role in the development of deviant behaviour in students, which they manifest in the school environment. Care and love which should make a lot of impact in the developmental process of the child is lacking in many families. The study noted that children come from different families therefore family background variables could exert some influences that may aid or hinder development of deviant behaviour in the students. A child ought to be trained at home before taking the child to school. Families can provide a ground against deviant behaviour. These observations justify the study's search light on some family

background variables which includes family type, family size, family structure, and family location with the view to examine its influence on student deviant behaviour.

Family size refers to the number of children parents have which could interfere with effective socialization of the children. Dr Hurlock in a study on deviant behaviour among students in Port Harcourt, River State, sampled 300 students of two equal groups. The independent t-test statistics was used and it was revealed that there exists no significant difference between the two groups on their deviant behaviour. The researcher noted that deviant behaviour is not as a result of family size influence but gender. A study conducted in 2013 found a correlation between family size and student academic outcome and deviant behaviour among students. Since children from large families are faced with the responsibility of upbringing of their younger siblings, they have less time for academic pursuit. More so, since these children are often times stressed due to diverse pressure ranging from small financial resources, unconducive family environment, reduced parental care tend to predispose them to negative behaviour which the current study also confirmed. On the other hand, children from smaller families receive better parental care, have comfortable family environment and as much are less prone to deviancy.

Structure refers to how the family is constituted. It could either be intact (that is, children live with both parents) or broken (that is children live with either of the parents or relatives). As a result one expects that there would be differences in experiences in those different home structures. Douglas said those children from divorced families especially the ones handled by female parents are highly involved in negative sexual behaviour. The

researcher reasoned that most female parents are so liberal in the way they handle their children and as such the children have a lot of freedom to behave as they like; eventually get involved in deviant behaviour like stealing, fighting, truancy and aggression. It was observed that 72 studies involving divorce and juvenile misconduct discovered that there is a high rate of delinquency among children brought up from divorced homes as compared to children brought up from intact homes. It is observed that the contributing factor affecting delinquency in the home is the absence of a father. It is also observed that students who were more prone to deviant acts came from single parent families as compared to those who came from intact homes. Based on the variables above, the researcher desires to see to the elimination of deviant activities in the Oredo Local Government Area of Benin city, Edo state.

Statement of the Problem

Recently, in our society, majority of secondary school students have shown unacceptable behaviour which is not in line with the norms and standards of the schools and ideals of the society. Some education stakeholders such as School Principals, Teachers, Government, Parents and Students themselves have expressed concern over deviant behaviour exhibited by secondary school students. Deviant behaviour constitutes those school offences such as stealing, fighting, truancy, aggressive attacks on others, assault, insult, drug offences, sex-related offences, disobedience, among others. The negative consequence of these activities affects not only the students but also the education stakeholders. Therefore, the phenomenon continue to perplex all and sundry and making all restive. Many factors ranging from attitudinal variables to family factor variables have been identified in the

literature as factors influencing students' deviant behaviour, as such efforts have been set in that direction in the quest to curb this challenge. Several efforts have been made by government and the school authorities in order to have the problem nipped in the bud. Despite the efforts, students deviant behaviour still persist in Oredo Local Government Area as read, witnessed and heard through newspapers, reports by significant persons in schools and Edo broadcasting station and radio broadcast. Perhaps these efforts have not been directed toward the right direction. Based on this, the present study in line with some observations that family factors has enormous role to play in children socialization, decided to point its searchlight on family factor variables which includes family size and family structure.

The question arising from the researcher's observation is how are students' deviant behaviour in schools of the Oredo Local Government Area influenced by family background variables such as family size and family structure?

Research Questions

The following research questions were developed to guide the study:

1. How does family size influence deviant behaviour among secondary school students in Oredo Local Government Area of Edo state
2. How does family structure influence deviant behaviour among secondary school students
3. Does divorce rate have an effect on delinquencies among the senior secondary school in Oredo Local Government Area of Edo state

4. Does spending quality family time amongst children helps in correcting deviancy
5. Can teachers assist in the problem of deviancy among senior secondary school students in Oredo local Government Area.

The Purpose of the Study

The main purpose of this study is to:

1. find out how family size influence deviant behavior among secondary school students in Oredo Local Government Area of Edo State;
2. investigate how type of family influence deviant behaviour among senior secondary school students of Oredo Local Government Area;
3. find out if spending quality time among family helps in correcting deviancies;
4. find out if teachers can assist in the problems of deviancy;
5. investigate divorce contributions to the delinquencies of the senior secondary school students of Oredo Local Government Area.

Significance of the Study

The finding of this will be of the help to other researchers who may want to pursue further research on family factors as determinate of deviant behavior among senior secondary school students of Oredo Local Government Area.

The finding of this study is considered significant because it can provide empirical formation in identify and explaining the various family factors variables on student's behavior

The finding will also be useful to teachers, students, parents, school counselors, educational administrator and the society at large. To the parents, it will provide information

on how to guild their children s behavior, for the school administrators, the recommendation of the study will serve as a guide on how to manage students behavior and lastly, for the student, it will help them to improve on their personality, character and behavior.

Scope and Delimitation of the study.

The study focuses on the Senior Secondary school students of Oredo Local Government Area of Benin city. The context and scope of this study is on the influence of family factors as determinant of deviant behavior on students with particular regards to family size and family structure.

Definition of Terms

Family: A small Kinship structural group with the key function of naturally socializing the young ones.

Factors: Anything that contribute casually to a result.

Determinate: precisely determine or limited or defined.

Deviant: A person whose behavior deviates from what is acceptable in a given society.

Variables: marked by diversity or difference

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of ideas, views and opinions of some researchers and educationalist on the impact of family background, family size and structure on the deviant behavior of senior secondary school students. Some of these issues identified are discussed under the following sub-heads.

Theoretical Framework

- The concept of family
- The concept of family background
- The concept of deviant behavior.
- The relationship between family size, structure and deviant behaviors
- Summary

The Concept of the Family

Over the decades, social scientist has struggled in their effort to the multi dimensional concept of the family. Family has been described as the smallest, most personal and most intimate social group. It is the most important social group and the smallest social unit in the society.

This over whelming definitional dilemma experienced not only by family researchers but also general population. Specifically she illustrated the difficulty and diversity with which people identify those who could or should be labeled family members. For some in her

sample, family consist of only the closest family members, in the nuclear family while for others, family include various other kin, friends and even pets.

This study highlights the difficulty in defining who is part of the family. However, the complexity of defining the family does not end with the determining of family membership. Family definition is also linked to ideological different.

Odo (2019) defines family as a social group sharing a common residence and co-operating economically' he went further to assert that the institution of the family is usually based on the marriage of one or more sexually habiting couple and usually there is the expectation of having children for whom the adults of the family accepts responsibility. Alio (2015) observed that the family is also the most personal social organization, for nothing is more personal then the Interaction and relationship between members of the family. He further stated that a family can be intimate by children. A personal relationship is established by which family perform it's functions or wearing, protecting, and educating the children, transmitting to them the social value it has inherited and a special bond between all the members. This kind of family setting is similar to the Nigerian traditional idea of family, it is believed traditionally that the children cement the union of a man and woman and makes it a lasting and an intimate one; that the primary aim of this union procreation.

Family can be classified into nuclear and extended form. Nuclear family is the basic family organization. It is made up of father (husband), mother (mother) and children. The children may be the biological offspring's of the couple or/ and the adopted members of the family.

Extended family is the type of family that comprise of the father, mother, their children, husband and wife relations etc. The extended family system is commonly a characteristic of most African society. Many Nigerian societies do not believe in nuclear family but in modern times, urbanization and economic pressure are discouraging extended ties. The extended family system is the popular and most common type of family arrangement in the Nigerian society. Anybody who fail to practice or show interest to an extended relation is regarded as a wicked person by the members of the society.

Concept of Family Background

Family background plays a very big role on a child's life. Moula (2010) refers to family background as all objects, forces and conditions in the family that influences the child physically, intellectually and emotionally. Children from different family background are affected differently by such variation and that is why some children have good family background while others have poor family background. Fleege Eke noted that with some family, the background may vary from time to time for the same individual, especially the socio- economic status of the family which can vary due to economic changes in the economy. He further stated that because parent are responsible for establishing the family and have control over it, they are therefore responsible for the type of family background that exists. This means that parent's attitudes are very important in promoting a healthy family background, and healthy family background is possible when parents adapts to the culturally defined roles of parents to the need of the changing generation. Family background also plays

a major role in causing deviant behaviors among secondary school students for example, Broken family.

Broken Family

A broken family can negatively affect all domains of your child's development. The effects of a broken family on a child's development depend on numerous factors, including the age of the child at the time of parents' separation, and on the personality and family relationships. Although infants and young children may experience few negative developmental effects, older children and teenagers may experience some problems in their social, emotional and educational functioning.

Emotional

After a divorce, children from pre-school through late adolescence can experience deficits in emotional development. Children of all ages may seem tearful or depressed, which is a state that can last for several years after a child's parents' have separated, explains psychologist Lori Rappaport. Additionally, some older children may have little emotional reaction to their parents' divorce. According to Lori Rappaport, this may not be developmentally beneficial. Some children who show little emotional response are actually bottling up their negative feelings. This emotional suppression makes it difficult for parents, teachers and therapists to help the child process her feelings in developmentally appropriate ways.

Education

Educational Slowed academic development is another common way that separation of the parents affects children. The emotional stress of a divorce alone can be enough to stunt your child's academic progress, but the lifestyle changes and instability of a broken family can contribute to poor educational outcomes. This poor academic progress can stem from a number of factors, including instability in the home environment, inadequate financial resources and inconsistent routines.

Social

Divorce affects children's social relationships in several ways. First, some children act out their distress about their broken family by acting aggressive and by engaging in bullying behaviour, both of which can negatively affect peer relationships. Other children may experience anxiety, which can make it difficult for them to seek positive social interactions and engage in developmentally beneficial activities such as teen sports. Teens from broken families might develop a cynical attitude toward relationships and harbour feelings of mistrust, both toward their parents and potential romantic partners, explains psychologist Carl Pickhardt in the article, 'Parental Divorce Adolescents' published in Psychology Today

Family Dynamics

By its very nature, divorce, changes not only the structure of the family but also its dynamics. Even if you and your spouse have an amicable divorce, simply creating two new households permanently alters family interactions and roles. Based on the new living arrangements, your children may need to perform more chores and assume additional roles in

the new household's basic functioning. Additionally, in some broken families, older children may take on a parental-type role when interacting with younger siblings because of their parents' work schedules or inability to be present in the way that the parents were before the divorce.

Concept of Deviant Behavior

Turning first to the concept of deviant behavior, we must distinguish among the several definitions of the term, which are discussed below.

- **Behavior that violates norms**

Deviant behavior is behavior that violates the normative rules, understandings, or expectations of social systems. This is the most common usage of the term and the sense in which it will be used here. Crime is the prototype of deviance in this sense, and theory and research in deviant behavior have been concerned overwhelmingly with crime. However, normative rules are inherent in the nature of all social systems, whether they be friendship groups, engaged couples, families, work teams, factories, or national societies. Legal norms are then but one type of norm whose violation constitutes deviant behavior. It is important to note that although deviance, in this sense, and conformity are “opposites,” they represent the poles within the same dimension of variation; therefore, a general theory of the one must comprehend the other.

- **Statistical abnormality**

There is fair consensus that “deviant behavior” does not mean departure from some statistical norm. However various the definitions and usages, they seem to have in common

the notion of something that is, from some point of view, less “good” or “desirable,” and not merely less frequent.

- **Psychopathology**

For sociological purposes deviance is seldom defined exclusively in terms of psychopathology, mental illness, or personality disorganization, although it is commonly assumed that these phenomena are at least included within the scope of deviance. However, behavior is deviant in the first, or normative, sense because it departs from the normative rules of some social system, whereas behavior is pathological because it proceeds from a sick, damaged, or defective personality. It is probable that most deviant behavior in the normative sense is produced by personalities that are clinically normal and that most behavior that is symptomatic of personality defect or mental illness does not violate normative expectations. In short, the two are independently defined, and the relationship between them is a matter for empirical investigation. It seems preferable to keep them conceptually distinct, retaining for the one the term “deviant behavior” and for the other the established terminology of psychopathology.

It should be made clear that the distinction just drawn is not that between the psychological and the sociological levels of investigation. In viewing any human behavior we can ask, on the one hand, how it depends upon the history and structure of the personality that authors it. On the other hand, we can ask how it depends on the history and structure of the social system in which it is an event. Such questions can be asked about both mental illness

and deviant behavior. However, inquiry on the psychological and sociological levels cannot proceed altogether independently, for each must make some assumptions about the other.

Furthermore, it is ordinarily an attribute of normatively deviant behavior; it may play a part in its genesis and control. It must therefore figure in a theory of deviant behavior. However, the fact that behavior is stigmatized or disvalued is one thing; the fact that it violates normative rules is another. Not all disvalued behavior violates normative rules; nor is it certain that all behavior that violates normative rules is disvalued. Explaining stigma is not the same as explaining why people violate normative rules.

The Relationship between Family Size, Structure and Deviant Behaviors

A family is a group of people who share affinity, consanguine and adoption ties and are within two generations. It is a close knit group of people who care about and respect one another. The family is a social group characterized by common residence, economic co-operation and reproduction. It is a group of two or more people that are related by blood, marriage, adoption and step or fostering and who usually live together in the same household. This includes newly wedded couples without children, couples with dependants, single mums or dads with children, siblings living together. Family is the focal socializing unit in the society, especially Africa. It is acknowledged that many factors influence the family size and structure on the behavior of students in our present day Nigeria. Some of which include societal factors, peer groups, government, teachers, the school and the students' attitude to studies.

The family is not left out because it is the unit through which every individual student comes from. The family is not left out because it is the unit through which every individual student comes from. But one of the striking issues about the family is the size of the family and structure. The family size may contribute positively or negatively to influence the behavior of students.

The family size may contribute positively or negatively to influence the behavior of students Chudi reported that one of the contributing factors that determine the behavior of students is family size and it's structure. Family size is the total number of people in a family, consisting of parents and their children. Tenibiaje saw family size as the total number of children in the child's family in addition to the child himself. He stated that the family type that a child comes from either monogamous or polygamous family determine the size of the family and usually has impact on the child academic performance in school and also his behaviorism. Information from literature on family size revealed that children from large families are found to do worse than children from small families (Iacovou). Studies have also shown that Parental attention to children declines as the number of sibling's increases.

Children's attainment depends on inputs of time, attention, resource and money from their parents: therefore the more children there are in the family the less of these inputs. This tends to put children from larger families to have lower levels of education (Booth and Kee). Parents' behavior in the family could also have a great impact on the child's performance in school. Parental support is one of such behavior pattern in which a parent invests time and energy in feeding and protecting the children. Adequate parental support means to provide

the child with basic needs like food, clothing and shelter. It also ensures the child's health and physical safety as well as the child's mental, emotional and moral values is adequately taken care. Ogunshola and Adewale stated that other support of the parents lies in the responsibility of training a child. Ogunshola and Adewale further indicated that families, who were involved in their children's education through homework, monitor their performance in school and ask questions have their children achieve success in school.

Durojaiye, in Adejumo and Ayodele, opined that many African homes do not emphasize the value and language of the school. Also, parents see the need to send their children to school, but do not often see the need to encourage them to do well in neither school nor do they often see the need to provide facilities for the child to support what he/she has learnt at school. While some parents are too busy to get involved in what their children are doing in school.

The family, as an institution, provides for the rearing, socializing and education of the child. It is a forum for the child's initial contact with the society. It is the basic group for an individual's social identity. The stability and quality of family interactions have important associations with children's motivation to learn and academic achievement (Kellaghan,) the reason is that there are different supportive learning environments which have love, time and finance for satisfying required school needs for children respectively. Different types of families and marriages make up family structure. These include nuclear and extended families, single parenting, monogamous, polygamous, multiple transition, monoandrous and polyandrous family structures.

Nuclear family structure is a group of people consisting of a pair of adults and their children (US NHI, 2007). Nuclear family is a group of people consisting of mother, father and their children living together or apart. Extended family structure is a family that is beyond the nuclear family, consisting of grandparents, aunts, uncles, and cousins all living nearly or in same household (US NHI, 2007). Extended family is a combination of both the nuclear family and other relatives associated with the nuclear family members.

Single parent refers to the parent who has most of the day to day responsibilities in the raising of the child or children, which would categorize him or her dominant caregiver being the parent with which the child has residency, majority of the time (Down, 2000). White and Cherlin, found out that children from single parent family structure tend to have lower levels of psychological well being. Single parenthood involves a situation where everything needed in the child's upbringing is given by the custodian parent who lives with the child (Berokraitis, 2012). The desire to succeed in single parenting, according to Wiley (2004) leads to anxiety which has influence on the child's motivation to learn and academic achievement.

Monogamous family structure is a form of relationship in which an individual has only one partner during their lifetime or at any one time as compared to polygamy (Barash, David and Lipton, 2001). Monogamy holds the family together as an entity. Children from monogamous family structure have been proven to have less risk of psychological and cognitive problems (White, 2004). Children whose parents practice monogamy seem to be motivated to learn better than those whose parents practice polygamy.

Polygamous family structure comprises of a man and multiple simultaneous wives while polyandry is where a woman has multiple simultaneous husbands or group marriage, where the family unit consists of multiple husbands, a woman married to more than one husband at the same time. Family can have a strong influence on children's academic achievement. According to research (Renniger & Hidi, Lipslein & Renniger, Jamila,), when parents believe in their children's competence and have high expectations for them, provide the right environment for them to learn, then they get motivated which can in turn boost their academic achievement.

In addition, there have been unresolved claims on the influence of gender in relation to family structure on children's achievement. Gender is a process of socialization or the process whereby a child learns the norms and roles that society has created for him or her (Maccoby). This plays a significant role in the establishment of his or her sense of femaleness or maleness. It has been demonstrated that girls are often found to be more affected in their development by the quality of interaction with their family members. They are higher in their need for affection, seek to satisfy their affection needs more from family members and place greater importance on family evaluation. Parents should be fully involved in the education of their wards by assisting them in their home work and getting other relevant materials ready for them. Pupils should be properly guided at home by members of the family in order to enhance their achievement of students.

Summary

In recent times, deviant behavior, which could be described as behavior that is different from the norm, has become a daunting global problem. In general, the word "deviant" (from Latin *deviatio*) means an abnormality (Collinsdictionary.com). Each year, the number of pupils with deviant behavior (also known as aberrant behavior) in general education schools steadily increases (Hayden and Damron-Bell). Aberrant behavior may not only lead to problems that include peer-pressure, bullying, and violence right within a school setting, but to also more serious consequences such as social maladaptation and crime (Rodger, and Furniss)

Deviant behavior has become a daunting problem lately. More pupils are displaying abnormal behavior and thus destabilizing learning processes within school settings. It is a well-known fact that teenagers usually learn how to adapt to society and that aberrant behavior may lead to problems with conformity to societal values. Although the main causes of deviant behavior have been elucidated, the problem, despite numerous studies, deviant behavior has not been fully understood by scholars. The notion of deviance is closely related to the definition of the social norm which was defined almost a hundred years ago. Students come to school to acquire knowledge, skills, positive behavior and values for good citizenship. Students learning become more effective and meaningful when the classroom and school environment is calm and devoid of distractions.

Correction of deviant behavior among teenagers ought to be carried out both by parents, and professional psychologists in individual or group settings using various methods

e.g. destruction of a negative type of a character, adjustment of a motivational sphere and self-consciousness, stimulation of positive behavior, etc.

Progressive increase in deviant behavior, and the inevitability placed on society, prompt social service and social teachers to search for forms, methods and technologies to work with teenagers who fail to socialize. Efforts are usually directed to both rehabilitation of the child and prevention of deviation from social norms, i.e. the elimination of conditions that directly or indirectly negatively impact on the actions of the minor. Therefore, in science and in practice, the basic technology for prevention of formation of deviant behavior among teenagers is largely preventive. The causes of aberrant behavior have not been completely determined to date. Therefore, this study set out to determine reasons for abnormal behavior exhibited by senior secondary school students, the impact of deviant behavior on the school setting, and to recommend measures to children with aberrant behavior to adequately adapt to the society, and to teachers and parents measures to address the issues.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods and procedures that was adopted for this study.

These method are discussed under the following sub-heads

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

Research Design

A descriptive survey research design will be adopted for this study. This design was chosen because it involves the collection and analyzing of data collected from a group of people considered to be a representation of the entire population. This study will be design to investigate into the influence of family background on the behavior of the students in secondary schools.

Population of Study

The population for this study includes students from fifty (50) private senior secondary school in Oredo Local Government Area of Edo State with a population of eight thousand and nine (8009) students.

Sample and Sampling Techniques

The sample size for this study consist of twenty percent 20% of the fifty (50) private Senior Secondary School in Sapele Local Government which is ten (10 schools) and also two(2) percent 2% of the total population of students which is one hundred and forty (140)students. A simple random sampling technique will be adopted for this study.

Instrument

The instrument that will be for the collection of data for this study is a structured questionnaire designed by the researcher. The instrument was divided into two sections, A & B.

Validity of Instruments

The instrument of this study will be given to the project supervisor and two other experts in the department for validation.

Reliability of Instrument

The reliability of the instrument use in this study will be determined through the test-retest method of reliability and 0.72 was realized from the reliability test.

Method of Data Collection

The researcher proceeds to administer the instruments to the sampled respondent, for their responses, retrieved them for analysis.

Method of Data Analysis

The data collected will be analyzed using the frequency count and simple percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter concentrates on the data analysis of the response of the respondent to the item in the questionnaire answering the research questions, and discussion of the results and findings, the simple percentage and frequency will be used to evaluate the means response of the respondents.

Table 1: Distribution of Respondents According to Sex

S/N	GENDER	NUMBER	FREQ. %
1.	MALE	60	43
2.	FEMALE	80	57
	Total	140	100%

Table 1 above shows the sex distribution of the respondent. It shows that 60 respondents that are (43%) are males while 80 respondents (57%) are female.

Table 2: Distribution of Respondents According to Class

S/N	LEVEL	FREQ	%
1	SSI	85	61
2	SSII	55	39
	Total	140%	100%

SS1 level and 55 (39%) of the respondent were a student in SSII.

Table 3: Distribution of Respondents According to Age

S/N	AGE	Number	FREQ%
1.	9-11	5	4
2.	12-14	75	53
3	15 AND ABOVE	60	43
	Total	140	100%

From the table above it was discovered that 5(4%) of the respondent are between the age of 9-11 years, and 75(53%,) of the respondent are between the age of 12-14 and lastly, 60(43%) of the respondent are between the age of 15 and above.

Table 4: Distribution of Respondents According to Family Structure

S/N	Family structure	Number	FREQ%
1.	Single parent	40	28.5
2.	Both parents	90	57.3
3.	Others	20	14.2
	Total	140	100%

From the table above 40 (28.5%), respondents agree that they have a single parent while 90 (57.3) of the respondent say that they have both parents and 20(14.2) respondents agree that they don't have parents.

Research Question 1: How does Family size influence deviant behavior among secondary school students?

Table 4:

S/N	ITEMS	Yes	%	NO	%
1.	Do student from small size families behave well in school?	65	46.4	75	53.5
2.	Do you think the size of the family can influence the deviant behaviour of the students?	90	64.2	50	35.7
3.	Does a broken home postulate these deviant behaviours in the child?	20	14.2	120	85.7
4.	Do student living with their parents behave well than those with their extended families?	50	35.7	90	64.2
5.	Do student from small size family enjoy more parental attention than those from large size families?	85	60.7	55	39.2

From Table 4, it could be observed that 65 (46.4%) of the respondents agreed that students from small size families behave well in school while 75(53.5%) respondents disagreed. Going by the opinion of the respondents, we can conclude that students from small size family do not behave well in school. Also, 90 (64.2%) of the respondents agreed that the size of the family can influence the deviant behavior of the students. while 50(35.7%) of the respondents disagreed, this shows that the size of the family cannot influence the deviant behavior of the students.

20 respondents (14.2%) agreed that broken homes give rise to these deviant behaviors in students, while 120 (85.7%) disagreed with this. This shows that students from broken homes do not give rise to deviant behaviors in student. 50 respondents (35.7) affirmed that students living with their family behave well than those living with their extended family while 90 respondents (64.2) disagreed. Lastly, 85 respondents (60.7%) agreed that students from small-size families enjoy more parental attention than those from large-size families while 55 (39.2%) of the respondents disagreed.

Research Question 2: How does family structure influence deviant behavior among senior secondary school students

Family structures like; monogamy (nuclear), polygamy, divorced parents, re-married parents, single parents, or blended parents. The nuclear family consists of two parents and a child or children. Students in this family type have been perceived to be more stable and stronger in character formation. Single parent family consists of one parent raising one or more children. It involves a mother with her children or the father. Some students from such homes are easily delinquent because they are most often deprived of security and love that should come from both parents and this impacts negatively on their behavior formation. Some children from a single parent are more likely to show to a great extent, the effect of undernourishment, illness, insufficient rest as well a negative attitude towards school, which is a factor that can influence deviant behavior. Some children who are from single-parent homes have excelled academically and in their professional pursuits without showing to a

great extent, the effect of undernourishment, illness, insufficient rest as well a negative attitude towards school. Parents who divorce most times choose to remarry. This type of family constitutes two separate families merging into one unit (a new husband or new wife and their children from previous marriage or relationship). Some students from this kind of family most often become depressed and may want to compensate for themselves through deviant activities. This is not unconnected with the fact that the home atmosphere is not likely conducive. Children of female-headed families (single mothers) are at a greater risk of deviant behavior because some mothers have very low incomes and inability to provide for the basic needs of the students. A conducive environment is necessary to engender good behavior formation.

Family size significantly influences deviant behavior among secondary school students in Oredo Local Government Area, Nigeria. The study recommended among others that Families should have several children they can cater to prevent students' vulnerability to deviant behavior.

Research Question 3: Does divorce rate have an effect on delinquencies among the senior secondary school students in Oredo Local Government Area

The family plays a huge role in shaping a child's character. The family surroundings that is; Father, Mother, and other siblings will greatly have an impact on the creation of a juvenile delinquent.

Good parenting strategies reduced the chances of their kids being juvenile delinquents while parents who were never keen on the development of their kids usually in their adolescent stage had a high tendency of turning into juvenile delinquents.

The main cause of the increase in the number of Juvenile delinquencies can be attributed to the increase in the number of divorces being witnessed in the whole world. For a child to grow up with upright morals he has to be fully guarded by both of his parents. Both the Mother and Father of a given child have particular roles that they have to play to ensure that they bring up morally upright children. The mother plays the largest role in the upbringing of a kid; she can develop the kid in whatever way she may want. "This is the reason why a child has to have proper guidance because as he grows up into an adult he has to have the right aspects in mind. The mother is responsible for instilling values such as kindness and humility into the child by being kind and supportive to the child; if she is harsh to the child, then he/she tends to emulate the harsh behavior from her. Harsh behavior is known to be a catalyst for delinquency. The mother will influence the child's behavior, such as habits, worries, and the way the child move, act, and feel. If a mother has attitude problems she will instill them in the kid, and in turn, the kid will be vulnerable to exhibit delinquent behavior. Many mothers are raising their children as single parents due to divorce. This leads to many problems which may arise with time. Kids raised in such families lack fatherly instincts and this makes them become personality-wise as they rely on one direction. This would damage their character as they are growing up.

Another problem that may affect children affected by divorce which may lead them to adopt delinquent behavior is the numerous fits of abuse and criticism they are subjected to by their fellow students in school. The children face these insults mainly in elementary and middle school where students develop the behavior of criticizing others.

The criticizing students tend to bully and even make fun of the single-parent kids. Such attacks damage kids and they tend to develop the habit of being harsh or even develop the habit of developing anger toward their mother. Women who are divorced tend to work hard to support their families and spend less time with their children; this makes it very hard for them to detect any behavioral changes in the kids. Such kids tend to develop delinquent behavior since they lack proper guidance from their parents.

The father also plays an important role in the child's development stage. The child needs a father figure in his/her life. If such a figure does not exist in their lives then they will lack certain values in life that a father is supposed to provide. One of the values a father provides in Kids is security; children feel secure when their father is around that is they feel they have someone to turn to in case of any problem.

The child's mother also needs assistance in raising the kids and sharing the responsibility with the child's Father makes life easier for the entire family. The comfortable atmosphere in the Family impacts the Child's behavior in the right direction and prevents him from developing delinquent behavior. Children whose parents have divorced are immensely affected by the lack of proper Mother care and Fatherly security and they tend to develop delinquent behavior. This is why the rising divorce rate witnessed in the whole world is

considered to be the main contributor to the immense increase in the number of delinquent juveniles in most parts of the world today

Research Question 4: Does Spending Quality Family Time amongst Children help in Correcting Deviancy

Research has shown that it's very important for parents to spend time with their children.

In this global world, people are acting like machines. The daily routine of most people is going to work, doing their job, coming home, preparing meals, and sleeping. They haven't enough time to be with their children. Most children spend their time in daycare homes.

The main problem with this is, children are addicted to social media, games, and other things, that harm their minds. The result of this is children become rappers and drug addicts. So, this is the most common problem at the present.

On the other hand, children haven't any idea about, how to spend their leisure time. So normally, they spend their leisure time, sitting in front of the television or the computer.

The parents can easily avoid these problems. They can find a little time per day, to spend with their children. By doing this, they can listen to their child's thoughts, and also, they can share their feelings.

Secondly, the parents can teach the children, how to spend their leisure time without the television or the computer and also, how can they enjoy being in the environment. There are so many things in the environment that they can learn.

By helping to do their homework, parents can build up a strong bond between the child and the parent. So this helps the child to share his or her thoughts with the parent.

By doing this, we can make a pleasant and nice person in the world. Nowadays people become a little bit rude for others. By helping children with their work, we can teach them to think about others also.

Meaningful connections are about the quality of time, not the quantity of time. Keep it simple and connect with your child in ways that make sense for your lifestyle and relationship. Each connection has a lasting impact and provides the support and reassurance that your child needs.

Research Question 5: How can teachers assist in the problem of deviancy among senior secondary school students in Oredo Local Government

Teachers can make a difference. Teachers are seen as a leader and also conflict resolvers.

For many teachers, the problem of deviant students is the sole domain of the counseling department. And these teachers are quite correct because they are neither trained to detect the tell-tale signs of such behavior to refer students to trained counselors nor trained to deal with such students. For some teachers, by the time they link up deviant students with trained counselors, it is often too late to change these students' behavior and retain them.

Since students interact with teachers more frequently than they do with other personnel at their institutions, teachers are therefore in a better position than other personnel

to identify and help change students' behavior before they drop out. The least teachers can do when they detect tell-tale signs of alcohol and/or drug abuse is to ensure that the students concerned see counselors as soon as possible.

Yet, it is impossible to expect everyone to abstain from alcohol and drugs or to conform totally to every social expectation at every point in their lives. Instead, a certain amount of deviance is inevitable in any social system. This is especially the case in a complex social system such as an educational institution where many different agents socialize with one another, and individuals play multiple and sometimes conflicting roles. Thus, each individual is always under some degree of role.

As teachers, we are the first line of defense against our students' drunken behavior. And one thing we should be cognizant of is that alcohol and other drugs just do not mix at all! When communicating with students, we must always do so with the following truism in mind.

Don't impose or distance.

This term refers to the separation that exists between interactants or between speakers and their hearers. It typically applies in formal settings. It is how one can choose an indirect expression of preferences not to impose one's will on other people. For example, when a teacher asks her/his student "Would you like some assistance with your research project?", the student who replies "Thank you, that would be nice" will be using this strategy. This approach, however, can at times be seen as quite friendly in interaction by those who expect devices associated with it.

Give Options or Deference.

Deference defines a style that seems hesitant. It involves, for example, the use of euphemisms, which allow the hearer to choose not to understand what they mean. When a teacher asks a student "Which math problems do you need help with," the student replies "Whichever you can assist me with" is using the deference principle. The student is indecisive by simply giving the option of decision to the teacher. Be Friendly or Camaraderie. This principle conventional

Be friendly

This principle conventionalizes equality as an interactive norm in establishing and maintaining friendly relationships. This is the approach used by the teacher who calls his/her students by their first names and vice versa. The student walks into your classroom and says "Hey Karim, I need some assistance with my research project. Do you have some time?" is using camaraderie. Your student may be assuming you will be pleased by his/her testament to the closeness of your relationship. If you share his/ her strategies, you will agree. If not, you may find the student quite pushy.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This study examines family background as a determinant of deviant behaviour among secondary school students in Oredo Local Government Area, Nigeria.

This study seek to find: The extent to which Family size and structure influence the deviant behaviour of secondary school student, the effect of divorce to the child's emulating several delinquencies.

A descriptive survey research design was adopted for this study. The population of this study consist of fifty (50) private senior secondary schools in Oredo Local Government Area of Edo State with Eight thousand and nine numbers of students, out of which one hundred and forty (140) students from ten (10) schools was used as sample.

The instrument was validated and administered to one hundred and forty students. A simple random sampling technique was use to select the sample for this study. The questionnaire was collated, coded, and analyzed using a simple percentage and frequency count. The findings of the study revealed that: Student's family size and structure influences their deviant behaviour. As the structure and size of a child's family can greatly influence is behaviour negatively. It was discovered also that quality family time helps in correcting deviancies in children as some parents do not give the quality time to attend to their children.

It was discovered that parental level of education can also influences the child behavior positively. Most educated parents assist their children with their assignment and can

help children improve on their education since they are educated. An educated parent encourages their children to study.

Lastly, parental motivation also influences the child by helping child with their work, we can teach them to think about others also.

Meaningful connections are about the quality of time, not the quantity of time. Keep it simple and connect with your child in ways that make sense for your lifestyle and relationship. Each connection has a lasting impact and provides the support and reassurance that your child needs.

Conclusion

Sociologically, deviant behaviour is viewed as violation of both formal and informal social norms that characterized a certain culture or a certain environment.

Norms in this context are rules set by members of a given society, either in formally or informally, to guide their day to day lives. These norms guide on what is good and what is bad. Deviance is regarded as an aspect that may change time and place. Deviance is an aspect that relies on the reward or punishment that follows after the behavior. It tends to increase where the behavior does not attract any punishment or comment. On the other hand, if the surrounding environment reacts unfavorably to the behavior, it tends to subside.

When one is a child, they are under full custody of their parents. Therefore, they follow what the elders say as they see them as role models. Psychologists have established that parents form a foundation of their children's behaviors as most of the children's

behaviors are adapted through emulation of the behaviors of the parents. At this stage of life, deviance is hardly seen in a person since he or she views the parents as the most perfect people. However, there is some form of deviance in children. Though this might go unnoticed by the parents or other elderly people in their environment, they tend to do some things that their parents warn them against. At this point, it can be concluded that deviance is driven by curiosity and not outright violation.

As people grow to become adolescents and young adults, deviance increases. According to psychiatry, it is at this stage of a person's life where thought are starting to get wild and broad. Adolescents have a narrow ideological line and therefore they tend to think that whatever they think is always right. In a normal child's life, adolescents mark the onset of deviance. There is a tendency of freedom and independence among this group. Most of them feel that the provisions provided to them by their parents are a right and not favors. It is evident in high school students who change their behavior towards the teachers and other school staff members. Unlike childhood where school is seen as an obligation, adolescents see school as a favor to the parents. It is at this point where many children will start engaging in substance abuse. Unlike in childhood where simple violation is driven by mere curiosity, adolescent deviant acts are driven by curiosity as well as the need to show parents that they are independent and free. It is not surprising that adolescents cherish freedom and independence so much. Ironically, they do not use this freedom for good purposes. This is where narrow thinking differs from reflective thinking. Unlike adults who think reflectively, adolescents do not give enough room for adjustments. It increases the deviance level in this

age group. As one grows both mentally, emotionally and physically, deviance reduces. This is because they try to engage in dialogue and consider other people's ideas. This is what characterizes an adult, and differentiates an adult from a young adolescent.

After several researches, it is pertinent to conclude that parental motivation is an important influence on the child.

Recommendations

Based on the findings of the study and the various implications which have been highlighted, the following recommendations were made:

- That norms and rules be created by members of a given society to guide the child on what is good and what is bad. Deviance tends to increase where the behavior does not attract any punishment or comment. On the other hand, if the surrounding environment reacts unfavorably to the behavior, it tends to subside.
- Parents form a foundation of their children's behaviors as most of the children's behaviors are adapted through emulation of the behaviors of the parents. When one is a child, they are under full custody of their parents, they tend to do some things that their parents warn them against, though this might go unnoticed by the parents or other elderly people in their environment. It becomes the duty of the parents to watch out for signs of deviant behaviours in children and correct them before they get out of hand.

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QUESTIONNAIRE

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS (DEF)
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY**

Dear respondents,

This questionnaire is purposely designed to find out your opinion on "Family background as a determinant of deviant behavior among Senior Secondary School students, Oredo Local Government Area". This study is purely for academic purposes and any information supplied by you will be treated with the utmost confidentiality.

Thanks for your anticipated cooperation.

Onobere Moses LAWANI
Researcher.

Section A: Demographic Data

Instruction: Please tick (✓) in the appropriate box, for the responses that you consider to be most appropriate to each item.

Sex: Male [] Female []

Class: SSI [] and SS II []

Age: 9-11 [] 12-14 [] 15 and above, indicate []

Family structure: Single parent [] Both parents []

Others please specify _____

Parent Occupation Status: Civil Servant [] self-employed [] Professionals [], others, please specify: _____

SECTION B

S/N	ITEMS	YES	NO
1.	Do you think the nature, and structure of the family has a way of making secondary School children develop Deviant characters?		
2.	Do you think students from small-size families enjoy more parental attention than others from Large size family?		
3.	Do broken homes cause deviant behavior in Secondary school Children?		
4.	Do your parents spend quality time with you?		
5.	Do you think children whose parents are uneducated have caused their children deviancies?		
6.	Do you think the child's environment influences his/her upbringing?		
7.	Do children emulate deviant characters from their peer group?		
8.	Is the mother a major cause of the child's deviance?		
9.	Does corporate punishment help to correct children delinquency		
10.	Does parents' consumption of alcohol affect children delinquency?		