



PERCEIVED INFLUENCE OF DEVIANT BEHAVIOR ON THE ACADEMIC PERFORMANCE OF STUDENTS AMONG SENIOR SECONDARY SCHOOLS, NIGERIA

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AUTHORS' CONTRIBUTIONS

This work was carried out between authors AG and AUCB. Author AG wrote the background to the study and analysis while author AUCB helped in collection of data and in the concluding parts. Both authors read and approved the final manuscript.

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ABSTRACT

The study investigated perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area of Anambra State. The study adopted descriptive survey research design and was guided by four (4) research questions. The population of the study comprised 12,813 secondary school students in 26 public and private approved schools in Awka South Local Government Area of Anambra State. Sample size of 200 was used for the study. Multi-stage sampling procedure was used. The instrument used for data collection was a structured questionnaire titled PIDBAPQ with 4 points Likert scale. The reliability index was obtained using test re-test method and scores collected were subjected to Pearson product moment correlation and a value of 0.75 was obtained, showing that the instrument is reliable. The results reveal that secondary school students perceive that there are deviant behaviors exhibited by students of senior secondary schools in Awka South Local Government Area, students perceive that there are many causes of deviant behavior among senior secondary schools, students perceive that deviant behaviors have effects on the academic performance of students among senior secondary schools, students perceive that there are different strategies for managing deviant behaviors in order to improve students' academic performance among senior secondary schools. Recommendations made included; Principals and teachers should device appropriate punitive measures in controlling deviant behaviour in schools, teachers are urged to also seriously consider some form of interactionist approaches like guidance and counseling when dealing with cases of students' misbehavior. Principals should also ensure that they regularly admonish students during morning assembly on good conduct as school authorities should occasionally invite moral transformation agents to school to give talks to students on good moral behaviour.

Keywords: Deviant behaviour; academic performance; student's progress.

1. INTRODUCTION

“The school is a place where students acquire needed competencies for various vocations. Parents send their children to school so that they learn good morals and

acquire skills and knowledge needed for them to be able to make maximum contribution to the development of themselves and their society. While at school, students build relationships with their peers and their teachers. The kind of relationship that exists

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between students and their teachers can foster their development of strong bonds that enhances their development of good character. The level of connectedness among students and other people they interact with at school can help provide warm support around the students and thus prevent them from indulging in deviant behaviour” [1]. “Educationists are seriously concerned about producing graduates that are capable of eliciting behaviours that are desirable” [2].

“Education remains one of the tools for the transformation of an individual and society at large. It is one of the most powerful instruments for social change, which plays a crucial role in nation-building. According to Idowu and Esere [3], education helps to develop people’s intellectual and functional capabilities.” Education is an effective instrument for transmitting worthwhile knowledge, actualizing social integration and ensuring economic survival of any society, region, state or country. This is the reason why developing nations like Nigeria cannot afford to toy with the education of its citizens as this could result in a snail speed development (Azikiwe, 2010). This implies that, education also has an overriding influence on the dynamics of a society. The secondary school level for instance is not only a bridge between the primary and the tertiary level of education but also a means where individuals who may not aspire further in their academics can fit well into the society. The secondary school educational system has always played an indispensable role in shaping the morals, academics, economic, social and cultural needs of any society (Orukotan, 2007).

Senior secondary school age is a time of change. The students of secondary schools are in their adolescent stage of life. This adolescence stage is as a generationally patterned stage of life that is characterized by a gradual transition from childhood dependency to the autonomy typical of adult roles. Adolescence comprises ages (12 to 22 years), this is a critical and vulnerable stage of human development, during which males and females experience different biological, social and cognitive changes [4-9]. It is a period of human life characterize by crisis, confusion and youthful exuberance. Most senior secondary school student’s fall within this age group as such they are likely to exhibit deviant behaviors as a part of normal developmental behavior. Deviance in this context refers to behavior that is sharply different from customary, traditional or generally accepted standard. It simply means any behavior that is different or unacceptable by convention. It is also regarded as repelling and offensive from the perspective of social operation [10-14]. By inference, adolescents are more prone to rebellious attitudes due to the characteristic feature of their developmental

stage, or when they have too much work to be done, or when they encounter boredom. Most senior secondary level students are adolescents in pursuit of education and are subjected to activities oriented toward working hard to pass well. However, the level of academic performances is affected by several factors which may limit their attainments in education.

Academic performance is defined as student’s progress, understood as the level of learning comprehension and consolidation of the school curriculum [15]. In the context of this study it is used to refer to the assessment made on student’s capacities as displayed in test or exam results. Academic performance is influenced by many psychological, family, school and social factors. The most prominent school factors are general school climate, comprehensive curriculum plans, school-wide assessments, specific school-based programmes, social skills interventions, school-based social services, teacher’s pedagogical skills and teacher’s beliefs/attitudes, study habits, effective use of time and utilization of leisure time. Senior secondary school students that are not well engaged in school work may be involve in deviancy and are not likely to perform well academically. Since senior secondary school students are given tasks that they haven’t flair for, it therefore make them prone to deviant behavior and failure [16-19].

“Consequently, the environment in which a student lives can influence them, especially when there is lack of parental guidance. The school is a major and important environment where a child develops during the formative year” [20-29]. When parents do not consistently react to the undesired behaviour of their wards, the student might continue to engage in more deviant behaviours in the school [30]. “Poor academic performance also predisposes youth to deviant behaviours.” Babatunde [15] noted that “some students resort to antisocial behaviour due to their inability to cope with the academic rigours of the school. Also, the home is an agent of socialization. This is the place where values and morals are transmitted. The poor moral conduct of parents can result in broken homes which negatively influence the students’ behavior as well as their academic performance.” According to Goode [31], “many parents have lost their leadership roles in the home and poor home training causes students to engage in deviant behaviours in their schools. The causes of deviant behaviour are linked to faulty curriculum plans, administrative deficiency, inadequate school facilities, harsh school rules and societal problems. Individual differences in personality and psychological problems encountered by students are believed to be some of the reasons some senior

secondary students engage in deviant behaviours [32-38]. Many of these students cope with their problems by getting involved in behaviours like vandalism, stealing, involvement in illicit sex activities, drug abuse. All these risky behaviours negatively affect public order and the sense of safety of youths” [39].

Finally, a healthy school atmosphere is critical for meaningful learning and quality assurance for children. Highly performing schools, as observed by Akomolafe [40], are dedicated to desired student behavior as well as explicit behavioural expectations for all students. Furthermore, senior secondary school principals ensure that students are properly controlled by informing them of school rules and regulations and admonishing them on a regular basis to be of good behavior, as proper control of students' activities is necessary to prevent an increase in indiscipline in the school. In order to ensure that pupils' learning is not disrupted, discipline is maintained in the school. In order to maintain effective school administration, the principal must ensure that students, teachers, and other school personnel are well-checked through a robust disciplinary policy [41-44]. It is against this background that the study will look into the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South L.G.A.

1.1 Statement of Problem

Handling students' aberrant behavior is one of the issues of global concern in effective school management. Teachers, parents, and the general public have complained about deviant behavior of students in Nigerian secondary schools, particularly in the Awka South L.G.A. of Anambra State. These complaints include noise making, inattention, fighting, loitering, molesting fellow students, threatening and intimidating, and waylaying classmates. Cultism in the classroom has the potential to harm the school's reputation locally and internationally. A school with a high level of disruptive behavior becomes dysfunctional, making it difficult for teaching and learning to take place [45-49]. An unsafe school environment is an eye sour to any visitor and an inhibitor of effective learning and teaching.

Secondly, senior secondary students' unruly behaviour has continued to disrupt school academic programmes to the extent that teachers are unable to cover the contents of the school curriculum. This has often resulted into turning out half-baked graduates. The rate of indiscipline in senior secondary schools has reached an alarming rate; this could be traced to the home, society and the attitude of students towards

schooling. These in turn have contributed to poor academic performance of many senior secondary students especially in the study area. In order for these students to perform well in external examinations, they resort to examination malpractices. It is important to mention here that the high incidences of deviant behaviour among secondary school students in Nigeria have become public concern and despite government intervention, they are yet to resolve the problem.

Furthermore, managing a student's behavioral problem is a significant difficulty for any secondary school administration in terms of achieving goals and objectives. As a result of pupils' aberrant behavior, the dynamics of any classroom might shift, putting instructors and school officials under more stress. The ability of the teacher to successfully manage classroom behavior problems is critical for achieving goals and increasing students' learning and academic achievement. This observation informed the focus of this study. Though literature abounds on studies which examined deviant behaviour in secondary school, none of the studies covered “perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South L.G.A. in Anambra State, Nigeria to the best of knowledge of the researcher. In line with all these, the researcher seeks to find out how deviant behavior affects students academic performance among senior secondary schools in Awka South Local Government Area.

1.2 Purpose of the Study

The purpose of the study is to examine the “perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area of Anambra state”.

The study is specifically designed to:

1. identify deviant behaviors exhibited in senior secondary schools in Awka South Local Government Area.
2. ascertain the causes of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area.
3. determine the effects of deviant behaviors on the academic performance of students among senior secondary schools in Awka South Local Government Area.
4. examine strategies for managing deviant behaviors on the academic performance of students among senior secondary schools in Awka South Local Government Area.

1.3 Significance of Study

The study will be beneficial to students, educational Administrators and teachers, school counselors, parents, society, government and future researchers.

First and foremost, this study will also be of great benefits to the students especially students with various deviant behaviors as it will enlighten them more on best ways of handling these disadvantages in order not to be distracted in their academic endeavors. They will also through this study discover the consequences/negative effects of deviant behaviors in schools and various ways they can avoid and overcome these negative behaviors among their classmates in various schools. This study will also propel and develop student's study habit, positive self-esteem and self efficacy belief when undergoing offline and online digital classes especially by preparing and equipping students on the best means of handling various off-class academic activities.

Secondly, this study will help educational administrators and teachers to easily identify deviant behaviors among their students, the causes, the damaging impacts they have on students academic performance, their future endeavors and the various strategies to employ in tackling these unacceptable and rudely behaviors among students of senior secondary schools in Awka South Local Government Area, entire Anambra State, Nigeria and the world as a whole.

To the school counselors, this study will equip them with the right knowledge and strategies in handling students with diversified deviant behaviors and on how to encourage such students in adjusting their ways and overcoming their challenges which will have long future positive effects in relation to their academic performance in internal and external exams.

Parents through this study will be encouraged and properly equipped to contribute their own quota to the academic development of their wards, parental academic guidance, better disciplinary and correctional measures, use of recommended strategies in checkmating their ward's deviant behaviors at home, better parent-student relationship, good parental support, encouragement and many more.

Furthermore, this study will be beneficial to the society as it will help the society to be able to understand the importance and functioning of the education in every life out there, best ways of handling student's deviant behaviors outside the four-

walls of the classrooms, interpreting and enhancing not only students behaviors in the society, good behavioral impacts, instilling right character and lifestyles in them as this will lead to a better, functional, peaceful, livable, corrupt and crime-free society.

Consequently, the government especially in Awka South LGA, government of Anambra State and Nigeria as a whole will through the recommendations made in this study learn the right techniques, principles and skills to assist and support the educational sector in every way possible as "the state of the nation today and in the future is solely depended on the caliber of students graduating in our various senior secondary schools nationwide".

Finally, the future researchers will use the findings of this study as reference material for related studies. The study will benefit researchers by tapping into the pool of knowledge provided in the study. Researchers will be motivated by the findings of this study to carry out research on the grey areas suggested for further studies.

1.4 Scope of the Study

This study focuses on the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area of Anambra state.

The study intends to discover the perceived influence of deviant behaviors prevalent in senior secondary schools, the causes of the perceived influence of deviant behaviour on the academic performance of students, the impact of perceived influence of deviant behaviour on the academic performance of students and to also examine strategies for managing perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area.

1.5 Research Questions

The following research questions guided this study:

1. What are the deviant behaviors exhibited in senior secondary schools in Awka South Local Government Area?
2. What are the causes of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area?
3. What are the effects of deviant behaviors on the academic performance of students among

senior secondary schools in Awka South Local Government Area?

4. What are the strategies for managing deviant behaviors in order to improve students' academic performance among senior secondary schools in Awka South Local Government Area?

1.6 Empirical Studies

Various studies had been carried out on deviant behaviours among secondary school students by several authors.

Romina [50] conducted "a research on deviant behavior in schools and how it impacts on students' learning. The study drew its sample from a population of public secondary schools in Edo State, Nigeria. The sample comprised 500 teachers selected through random sampling techniques from twenty secondary schools in the state. The questionnaire was the instrument for data collection from the respondents. Descriptive statistics were employed in the analysis of data. The findings revealed that deviant behaviour was prevalent in urban and rural schools but was more prevalent in urban schools than in rural schools. The findings further revealed that the extent of prevalent of deviant behaviour in large schools was more than in small schools. Deviant behaviour severely impacted on students' learning. The study concluded by recommending the adoption of appointing two principals to head large schools. Principals of large schools should employ collaboration with school management team to effectively combat deviant behaviours. The study of Romina [50] is related to the present study in the sense that both sought to determine the influence deviant behaviors on academic achievement secondary students. Both also used descriptive survey research design and questionnaire for data collection. However, they differ in the sense that the work of Romina [50] did not cover the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area which the current study did. In addition, they differ on the area and scope of the study."

Mary (2002) investigated "strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counselors in Kwara State. The study adopted the descriptive survey research design method. The target population for this study consisted of secondary school counsellors in the state. Purposive sampling technique was used to select 70 respondents from each of the three senatorial districts in Kwara State. The questionnaire titled

"Strategies for Managing Deviant Behaviour Questionnaire" was administered to the school counsellors. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by a lack of effective parental upbringing. Also, the major strategy employed by counsellors in handling behavioural problems is the reinforcement technique. The findings revealed that there were no significant differences in the counsellors' perception on the strategies for managing deviant behaviour among in-school adolescents on the basis of years in service, religion and type of school. The study of Mary (2002) is related to the present study in the sense that both sought to determine strategies for managing deviant behaviors among students. Both also used descriptive survey research design and questionnaire for data collection. However, they differ in the sense that the work of Mary (2002) did not cover the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area which the current study did. In addition, they differ on the area and scope of the study."

Also, in the work of Oluwagbohunmi et al. (2014) "on the influence of deviant behaviour on academic performance of students in selected junior secondary schools in Ondo State, Nigeria. The study was carried out to determine whether deviant behaviours would have negative influence on students' academic performance or not. Descriptive survey was adopted for the study. The population comprised all junior secondary school students in Ondo State while the sample consisted of 500 students drawn from ten public junior secondary schools selected from two local government areas using simple random sampling technique. A self-designed questionnaire titled 'Influence of Deviant Behaviours on Academic Performance Questionnaire (IDBAPQ)' and an inventory of students results were the instruments used for the study. The questionnaire was validated and reliability test carried out yielded 0.85 coefficients. Data were analysed with frequency and percentages while Pearson Product Moment Correlation was used for the hypothesis at 0.05 level of significance. The study showed that there was no statistically significant relationship between deviant behaviour and academic performance of secondary school students. It was therefore recommended that effort should be made by teachers to intensify teaching of morals and acceptable norms of the school and society in order to ensure that deviant behaviour is minimised. The study of Oluwagbohunmi et al. (2014) is related to the present study in the sense that both sought to determine the influence of deviant

behaviour on academic performance of students. Both also used descriptive survey research design and questionnaire for data collection. However, they differ in the sense that the work of Oluwagbohunmi et al. (2014) did not cover the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area which the current study did. In addition, they differ on the area and scope of the study.”

Furthermore, in a research conducted by Nicholas I. et al., (2018) “on factors promoting deviant behavior among public secondary school students in Rivers state. The study was guided by three research questions and three hypotheses. Sample of 300 students were drawn through simple random sampling technique from three secondary schools in Obio Akpor LGA. Data was collected through questionnaire titled “Factors Promoting Deviant Behaviour Questionnaire” (FPDBQ) developed by the researchers. Reliability coefficient of 0.89 was obtained through test re-test. Mean and standard deviation was used to answer the research questions while t-test was used to test the null hypotheses. The results revealed that poor family background, media and societal influence promote deviant behaviour among secondary school students. The study recommended that family counseling should be taken seriously by all practicing counsellors in Nigeria and parents should regulate what their children watch on televisions and cables. The study of Nicholas I. et al., (2018) is related to the present study in the sense that both sought to find out factors promoting deviant behavior among students. Both also used simple random sampling technique and questionnaire for data collection. However, they differ in the sense that the work of Nicholas I. et al., (2018) did not cover the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area which the current study did. In addition, they differ on the area and scope of the study.

It has also been observed by the researcher that deviant acts perpetrated by students in the secondary schools in Nigeria may likely to be responsible for the downward turn in their academic performance.” In support of this observation.

Watanbe (2008) found that “there is a statistically significant difference between deviant and non-deviant students in test scores where the mean test scores show that deviant students achieve lower test scores than non-deviant students.” In a study conducted by Chikwature et al., [51], “it was revealed that deviant behaviour has a very detrimental effect on

academic performance of students. Rise in destructive acts among students can affect the quality of teaching and learning in most schools.” Agboola and Salawu [52]; Torrente and Vazsonyi [53] were of the view that “deviant behaviours negatively influence the learning and teaching process as they undermine the purpose of education. Apart from this, most of the observed deviant behaviours attract punishment can range from kneeling down, taking some strokes of the cane, suspension, manual labour among others. Such punishments waste students time and stop them from participating in learning or other classroom activities.” In view of this, it was deemed necessary to find out if deviant behaviour would have any significant influence on the students’ academic performance in senior secondary school especially in Awka South Local Government Area.

2. METHODOLOGY

2.1 Research Design

The research design adopted for this study was descriptive survey research design. Descriptive survey enables researchers to gather information from a representative sample (Daramola, 2006). The design was considered appropriate for this study as the researcher seeks to elicit information on the perceived influence of deviant behavior on the academic performance of students among senior secondary schools.

2.2 Area of the Study

The study was carried out in Awka South Local Government Area of Anambra State. It is location is latitude $6^{\circ}12'25''N$ and longitude $7^{\circ}4'4''E$ with an elevation of 95 metres (312 feet). The study area is located at the heart of the state. It is bounded in the South by Enugu state. Awka South is an Igbo community of the present-day Anambra State. It houses the administrative headquarters of Awka South Local Government Area and the capital of Anambra State. It is made up of many towns namely: Nibo, Nise, Okpuno, Amawbia, Mbaukwu, Umuawulu, Awka town among others. Nibo town which is situated at the south east end is the closest town to Awka and separated by obibia stream. Okpuno and Isu-Aniocha towns in Awka south local government area are the nearest western neighbours.

The study area is situated 22 miles from Onitsha and 45 miles to Enugu. It is the largest town between Onitsha and Enugu. Awka is in the rain forest region, having two seasonal climatic conditions which are the rainy and dry seasons, with a short period of

harmattan. The period of many trends to be the hottest during the hot climate condition and the town experiences very cool climate between December and January, during which the atmosphere generates a scorching cold weather in the afternoon and misty weather in the early morning hours. Though it has no major river, there are a number of streams and springs which supply water for household chores to the inhabitants. The pipe-borne water system that was in use since the colonial times is no longer in existence, in its place people now sink bore holes for both private and commercial purposes. There are divergences in the composition of the soil ranging from loamy soil with immense agricultural potentialities in the north and north-east, to the sandy soil in the south and south-west, where corn and vegetable can be cultivated. Generally, agricultural communities around the area supply the town with food all year round. The topography of the area presents a panorama of scenic beauty consisting of vast lowlands, western and northern plains and hills which traverse the other parts of the area. The ingenuity, creative skill and expressive style of the Awka wood carver are exhibited by the design and texture given the wood in the final finishing process. Lastly, the decision to use the area for the study was informed by the fact that they appear to be no extensive study on the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area of Anambra state.

2.3 Population of the Study

The population of the study comprised 12,813 secondary school students in 26 public and private approved schools in Awka South Local Government Area of Anambra State (Source: Post-Primary Service Commission, Anambra, 2021). The study covered the seven traditional quarters/sections of Awka South LGA namely; Ayonma Okpala, Nkwelle, Amachalla, Ifite, Amikwo, Ezi-oka and Agulu where these schools are located.

2.4 Sample and Sampling Techniques

In this research, Random Sampling Technique was employed. A sample was drawn from Public and Private approved schools in the Local Government Area under study. Sample size of 200 was used for the study. First, purposive sampling technique was used to obtain SSII students as SSII and III students exhibited most of these deviant behaviors which affected their academic performance but the latter were not well disposed as they were writing MOCK examination in preparation to their forthcoming

NECO and WAEC examinations. Secondly, simple random sampling technique was used to obtain ten secondary schools for the study out of 26 public and private secondary schools in Awka South Local Government Area. Lastly, 20 SSII students were obtained through simple random technique from each of the 10 schools which gave rise to a total sample size of 200 students.

2.5 Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled "Perceived Influence of Deviant Behavior on the Academic Performance questionnaire" (PIDBAPQ). The instrument was developed based on information gotten from the review of related literature. The PIDBAPQ consist of Section A and B. Section A comprises personal/demographic data while Section B comprised 33 items on various deviant behaviors exhibited by senior secondary schools, causes, effects and strategies for managing deviant behaviors in order to improve students' academic performance. Four point rating scale of Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with assigned weight of 4, 3, 2, and 1 were used.

2.6 Validation of the Instrument

To ensure that each item selected for inclusion in the questionnaire was capable to eliciting responses needed to measure the set objectives for the study, the items were submitted to my supervisor, an expert and including two other lecturers in the Department of Educational Foundation of the Faculty of Education, Nnamdi Azikiwe University. They were implored to objectively and constructively examine the appropriateness of wordings and suitability of the instrument to ensure its validity for the study. The experts' input were used in modifying the items to the required standard as edited and approved by the researcher's supervisor.

2.7 Reliability of the Instrument

In order to establish the reliability of the instruments, pilot test was conducted using test re-test method to estimate the degree to which the same results can be obtained with a repeated measure of accuracy. Copies of questionnaire were administered to 20 SSII secondary school students outside the study area in Njikoka LGA of Anambra State twice, 2 weeks after the first administration of the instrument. The choice of this location was because they possess similar characteristics with the sample. The scores collected from two administrations were subjected to Pearson

product moment correlation. A value of 0.75 was obtained and this pronounced the instrument as reliable.

2.8 Method of Data Collection

The researcher used direct delivery method to administer the copies of the questionnaire, carefully read out and explained to the understanding of the respondents. The researcher after administering copies of the questionnaire to the respondents, then collected the copies back immediately on completion. The procedure resulted in a high response rate, as all the copies were duly completed, retrieved and this exercise lasted for two week.

2.9 Method of Data Analysis

Data were analyzed using weighted mean. Therefore, criterion mean for decision making was 2.50. The decision rule is as follows:

- 3.50 - 4.00 Strongly Agreed
- 2.50 - 3.49 Agreed
- 1.50 - 2.49 Disagreed
- 1.00 - 1.49 Strongly Disagreed

3. PRESENTATION AND ANALYSIS OF DATA

3.1 Research Question 1

What are the deviant behaviors exhibited in senior secondary schools in Awka South Local Government Area?

The data in Table 1 show that most of the respondents agreed that noise making is a major deviant behavior exhibited by senior secondary students as indicated by a mean score of 3.46. This is followed by lateness to school with a mean score of 3.44. Others include; gossiping and stealing with a mean score of 3.14, fighting in school with a mean score of 3.09 while being absent from school (truancy) is also another deviant behavior ravaging our schools as indicated by mean score of 3.07. Furthermore, engaging in examination malpractice as well as engaging in drug abuse and related offence have the least number of respondents as indicated by mean scores of 2.87 and 2.61 respectively. Lastly, the data representations above have a grand mean score of 3.09 which revealed that respondents agreed that there are different deviant behaviors exhibited by students of senior secondary schools in Awka South Local Government Area.

Table 1. Respondents’ mean rating on the perception of deviant behaviors exhibited by students of senior secondary schools in Awka South L.G.A

S/N	Deviant Behaviors Exhibited by Students	Mean	Remark
1	Fighting in school	3.09	Agree
2	Lateness to school	3.44	Agree
3	Engaging in examination Malpractice	2.61	Agree
4	Gossiping & stealing	3.14	Agree
5	Bullying fellow students	2.87	Agree
6	Being absent from school (Truancy)	3.07	Agree
7	Engaging in drug abuse and related offence	3.04	Agree
8	Noise making	3.46	Agree
Grand Mean		3.09	Agree

3.2 Research Question 2

What are the causes of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area?

The data represented in Table 2 show that item 9 has the highest mean score of 3.64 which indicated that most of the respondents strongly agreed that peer group pressure is the major cause of deviant behavior among students of senior secondary schools. This is followed by item 12 with a mean score of 3.53 which indicated that a good number of respondents strongly agreed that lack of parental guidance is another major cause of deviant behavior in our schools. Also mean score of 3.52 from the data representation above show that poor teaching method is among the major causes of deviant behaviors among senior secondary school students. Furthermore, other respondents agreed that cultism with a mean score of 3.31, decayed society with a mean score of 3.31, poor home background with a mean score of 3.27 and re-admission of school dropouts with a mean of 3.07 are also causes of deviant behaviors among students of secondary schools. Lastly, lowest number of respondents agreed that easy access to illicit drugs is also among the causes of deviant behaviors in our schools as indicated

by mean scores of 2.86 in the table above. From the Table 2, the grand mean score of 3.30 therefore revealed that respondents agreed that there are many causes of deviant behavior which influence the academic performance of students among senior secondary schools in Awka South Local Government Area.

Table 2. Respondents’ mean rating on the perceptions of the causes of deviant behavior on the academic performance of students among senior secondary schools in Awka South L.G.A

S/N	Causes of Deviant Behavior	Mean	Remark
9	Peer group pressure	3.64	Strongly Agree
10	Cultism	3.31	Agree
11	Poor home background	3.27	Agree
12	Lack of parental guidance	3.54	Strongly Agree
13	Poor teaching method	3.53	Strongly Agree
14	Re-admission of school dropouts	3.07	Agree
15	Negative effect of social media	3.20	Agree
16	Decayed society	3.30	Agree
17	Easy access to illicit drugs	2.86	Agree
Grand Mean		3.30	Agree

3.3 Research Question 3

What are the effects of deviant behaviors on the academic performance of students among senior secondary schools in Awka South Local Government Area?

Table 3. Respondents’ mean rating on the perceptions of the effects of deviant behaviors on the academic performance of students among senior secondary schools in Awka South L.G.A

S/N	Effects of Deviant Behavior	Mean	Remark
18	Reduces my academic performance	3.80	Strongly Agree
19	It leads to my school producing half-baked secondary school graduates	3.62	Strongly Agree
20	Contributes to the massive failures in external exams in my school	3.60	Strongly Agree
21	It increases my rate of indiscipline	3.95	Strongly Agree
22	It prevents me from coming to school regularly	3.74	Strongly Agree
23	Inculcates noise making habit in me	3.78	Strongly Agree
24	Leads to increase in the number school drop-outs in my school	3.83	Strongly Agree
25	Increase the suspension and expulsion of students in my school	3.45	Agree
Grand Mean		3.72	Strongly Agree

Data in Table 3 showed that item 21 has the highest mean score of 3.95 which indicated that most of the respondents strongly agreed that deviant behavior among senior secondary students increases rate of indiscipline among these students followed by item 24 with a mean score of 3.83 which indicated that a good number of respondents strongly agreed deviant behavior among senior secondary students leads to increase in the number school drop-outs in schools. Other effects of deviant behaviors in our senior secondary schools include; reduces students academic performance with respondents’ mean score of 3.80, inculcates noise making habit with respondents’ mean score of 3.78, prevents students from coming to school regularly with respondents’ mean score of 3.74, contributes to the massive failures in external exams with respondents’ mean score of 3.62 and leads schools producing half-baked secondary school graduates as represented by mean scores of 3.60. Item

25 has the lowest mean score of 3.45 which indicated that the least number of respondents agreed that increase in suspension and expulsion of students in schools is another effects of deviant behaviors on the academic performance of students among senior secondary schools. Therefore, Table 3 has a grand mean score of 3.72 which showed that respondents strongly agreed on the perceived effects of deviant behaviors which influences academic performance of students among senior secondary schools in Awka South Local Government Area.

3.4 Research Question 4

What are the strategies for managing deviant behaviors in order to improve students’ academic performance among senior secondary schools in Awka South Local Government Area?

Table 4. Respondents’ mean rating on the Perceptions of the strategies for managing deviant behaviors in order to improve students’ academic performance among senior secondary schools in Awka South L.G.A

S/N	Strategies for Managing Deviant Behavior	Mean	Remark
26	There should be a Guidance and Counseling Unit for students	3.17	Agree
27	There should be good teacher-parent relationship	2.85	Agree
28	There should be the creation of a caring school environment	3.08	Agree
29	The school prefects should be effective and functional	3.42	Agree
30	School student disciplinary committee should be set-up	3.70	Strongly Agree
31	Teachers should make use of corporal punishment	2.26	Disagree
32	Teachers should give manual punishment when needed	3.53	Strongly Agree
33	Teachers should adopt written apologies in order to serve as correctional measures to students	3.34	Agree
34	School management should always recruit capable, professional and qualified teachers	3.84	Strongly Agree
35	Students with outstanding character should be rewarded on regular basis	3.75	Strongly Agree
Grand Mean		3.29	Agree

On the strategies for managing deviant behaviors in order to improve students’ academic performance, the data representation above depicts that a good number of the respondents strongly agreed the following; that school management should always recruit capable professional and qualified teachers which have a mean score of 3.75, a school student disciplinary committee should be set-up which have a mean score of 3.70 and teachers should give manual punishment when needed with a mean scores of 3.54. Other respondents agreed that the school prefects should be effective and functional with a mean score of 3.42, teachers should adopt written apologies in order to serve as correctional measures to student having a mean score of 3.34 and also, there should be a Guidance and Counseling Unit set-up for students with a mean score of 3.17 as well as the creation of a caring school environment which have a mean score of 3.08. Item 35 have the lowest mean score of 2.85 which indicated that respondents agreed there should be good teacher-parent relationship. Few respondents disagreed that teachers should make use of corporal punishment as indicated by a mean score of 2.26. From Table 4 therefore, the grand mean score of 3.29 showed that respondents agreed on the perceived strategies for managing deviant behaviors in order to improve students’ academic performance among senior secondary schools in Awka South Local Government Area.

4. RESULTS AND DISCUSSION

The following are summary of major findings of this study, which seeks to examine the perceived influence of deviant behavior on the academic performance of students among senior secondary schools in Awka South Local Government Area of Anambra State;

1. The result reveals secondary school students perceive that there are deviant behaviors exhibited by students of senior secondary schools in Awka South Local Government Area.
2. Secondary school students perceive that there are many causes of deviant behavior among senior secondary schools in Awka South Local Government Area.
3. Secondary school students perceive that deviant behaviors have effects on the academic performance of students among senior secondary schools in Awka South Local Government Area.
4. Secondary school students perceive that there are different strategies for managing deviant behaviors in order to improve students’ academic performance among senior secondary schools in Awka South Local Government Area.

The results were discussed under the following subheadings:

1. Secondary school students’ perceptions of deviant behaviors exhibited in senior secondary schools
2. Secondary school students’ perceptions of the causes of deviant behavior on their academic performance.
3. Secondary school students’ perceptions of the effects of deviant behaviors on their academic performance.
4. Secondary school students’ perceptions of the strategies for managing deviant behaviors in order to improve students’ academic performance

4.1 Secondary School Students' Perceptions of Deviant Behaviors Exhibited in Senior Secondary Schools

The findings of this study reveal major deviant behaviors exhibited by students of senior secondary schools. The findings helped to single out the most spread forms of deviant behavior among students which included fighting in school, lateness to school, engaging in examination malpractice, gossiping & stealing, bullying fellow students, engaging in drug abuse and related offence, noise making and also being absent from school (truancy). Noise making in the classroom, lateness to school as well as gossiping and stealing were the most prevalent forms of deviant behaviour revealed by this study. This finding is similar to the work of Amini-Philips et al., (2017) and Whawo (2015) that noise making in the classroom, fighting, stealing and not obeying class rules was common among students. In addition, Chikwature et al., [51] found that bullying, noise making and stealing were disruptive behaviours among students in Urban Port-Harcourt.

4.2 Secondary School Students' Perceptions of the Causes of Deviant Behavior on Their Academic Performance

Findings of the study revealed the causes of deviant behavior among students of senior secondary schools which influences their total academic performance. It is evident that the causes of deviant behavior among students lie in peculiarities of interconnection and interaction of the person with his or her surrounding world, and social environment (Lewis & Frydenberg, 2004). The main causes of deviant behavior revealed in this study are; peer group pressure, cultism, poor home background, lack of parental guidance, poor teaching method, re-admission of school dropouts, negative effect of social media, decayed society and easy access to illicit drugs. The findings of the causes of deviant behavior among senior secondary students are related to the work of Smith and Smith (2016), that causes of deviant behavior among adolescent include; peer group pressure, cultism and negative effect of social media which manifests gradually in their lifestyles, academic performance and general conducts. He further stressed that this behaviour of high school students leads to rampant cases of violence which have led to exodus of urban school teachers to rural schools. The finding of this study is also similar to that of (Mezrigui, 2015) who opined that a single act of unruly behaviour can have a lasting impact on student learning which are caused majorly by poor home background, lack of parental guidance and negative effect of social media on these students. The work of Ali, and Gracey [54] is also related to the

present study as they noted that improved teacher-student relationship is important for building a noise-free classroom learning environment. Therefore principals and teachers have major roles to play in ensuring that a trouble-free school environment is created for improved connectedness, security and safety of student and better learning outcomes by making efforts in limiting the various causes of deviant behavior within in and outside the school premises by the school authorities.

4.3 Secondary School Students' Perceptions of the Effects of Deviant Behaviors on Their Academic Performance

The findings of the study revealed the effects of deviant behaviors on the academic performance of students among senior secondary schools. It was revealed in this study that deviant behaviours exhibited by secondary school students affects their academic performance, leads to schools producing half-baked secondary school graduates, contributes to the massive failures in external examinations, increases their rate of indiscipline, causes truancy among students, inculcates noise making habit in the students, leads to increase in the number school drop-outs as well as increases the rate of suspension and expulsion of students in our schools. Furthermore, findings of this study showed that deviant behaviours like fighting in school, lateness to school, engaging in examination malpractice, gossiping & stealing, bullying fellow students, engaging in drug abuse and related offence, noise making and being absent from school impacts negatively on students' learning by making them inattentive and loss of concentration on topics taught. Noise making for instance; attract flogging by the teacher which can result to injury on student's body. Students who come late to school are often subjected to punishment which makes them to miss the first lesson of the day. In some cases, the student can miss the first and second lessons which are usually mathematics and English. Students therefore lose the instructional time and knowledge of key subjects. Such students may find it difficult to cope academically in the subjects. The punitive measures used by teachers and school authority to control deviant behaviour could cause severe impacts on the students too. Most times, deviant behaviors makes the school authority to use negative labels on students which can make them to dislike school, develop low self concept and drop out of school. The findings of this study lends credence with Chikwature et al., [51] that students find it difficult to concentrate and fully absorb topics taught in a classroom dotted with deviant behaviours. Similarly, the finding has the support of Morris (2005) that deviant behaviour frustrates teachers and students efforts at teaching and

learning thereby hindering the attainment of the goals of education. Agreeing with the findings of this study, Appelbaum et al., (2007) averred that deviant behaviour whether minor or major, overt or covert, impede students learning and limit the school in achieving the goals and objectives. Additionally, the findings agreed with Bhagavi and Caeiro (2017). They maintained that deviant behaviour impacted negatively on students, leading to failure and drop out from school.

4.4 Secondary School Students' Perceptions of the Strategies for Managing Deviant Behaviors in Order to Improve Students' Academic Performance

The findings of the study identified strategies for managing deviant behaviors in order to improve students' academic performance among senior secondary schools. It was noted in the findings of this study that school management should always recruit capable, professional and qualified teachers, school student disciplinary committee should be set-up and teachers should give manual punishment when needed. Also, school prefects should be effective and functional, teachers should adopt written apologies in order to serve as correctional measures to student and there should be the creation of a caring school environment as well as good teacher-parent relationship. The findings of this study concurs with the work of Coogan et al. (2007) who revealed that "there are various strategies which can be used by the counselors in public and private schools in enhancing positive behaviour among in-school adolescents. These strategies of behavioral management and self-monitoring skills give the students the opportunity to reflect on their own behaviour." Ojo (2009) explains that "school administrators assist students to improve their wellbeing, alleviate distress, resolve crises and apply counselling strategies in correcting maladjusted behaviour." Also, each school must have a strategic management and development plan which focuses on dealing with and solving all issues of discipline, classroom management, academic and technical performance, security and other operational matters [55-59]. Our mothers, fathers, grandparents, aunts, uncles and other family members are the persons who must first educate, discipline and nurture each child in Godly love at home.

5. CONCLUSIONS

From the findings of this study, it can be concluded that deviant behaviour is prevalent in senior secondary schools in Awka South Local Government Area of Anambra State, Nigeria. It can also be concluded that there are many causes of deviant

behaviour in senior secondary schools. Another conclusion that can be drawn from the findings of the study is that deviant behaviour has impacted negatively on the academic performance of senior secondary schools. Lastly, the study shows that there are many strategies for managing deviant among senior secondary students.

6. IMPLICATIONS OF FINDINGS

The findings of the study indicated that secondary school students perceive that deviant behavior has negative effects on the academic performance of students among senior secondary schools in Awka South Local Government Area of Anambra state. First, findings show that the standard of education presently has been affected by students' exhibition of deviant behaviors. The implication of this finding is that students will always perform poorly in internal and external examinations, they will be disrespectful to the normal societal behaviors, will not regard the instructions of their parents, teachers and adult members of the society which shows they will hardly make it in life. Also our schools will always produce half-baked graduate which will limit their lifetime opportunities, socially, professionally and economically. It implies also that these students after graduating from schools including tertiary institution level are more likely going to experience unemployment, underemployment, and long term dependency. Additionally, they will become nuisance, criminals, cultists, drug addicts, terrorists, smugglers etc which will eventually sky-rocket high crime rate in the communities and country at large. Lastly, the implication of findings from this study implies that parents, teachers, government and educational authorities are not living up to expectations in combating deviant behaviors prevalent among students' of senior secondary schools as these issues may at the long run lead to decay and total collapse of our educational system thereby affecting the general public socially, politically, economically, culturally, psychological and otherwise.

7. RECOMMENDATIONS

Based on the findings, the following are recommended:

1. Principals and teachers should device appropriate punitive measures in controlling deviant behaviour in schools.
2. Teachers are urged to also seriously consider some form of interactionist approaches like guidance and counseling when dealing with cases of pupils' misbehavior as these are equally good and effective measures in the

attainment and maintenance of discipline among pupils and students.

3. Principals should ensure that they regularly admonish students during morning assembly on good conduct.
4. The school authority should occasionally invite moral transformation agents to school to give talks to students on good moral behaviour.
5. Schooling experience of the senior secondary student in term of punctuality and attendance should be improved so as to have very high academic achievement through parent-teachers association.
6. Effort should be made by teachers to intensify teaching of morals and acceptable norms of the society in order to ensure that deviant behaviours are minimized in schools.
7. Deviant behaviours should always attract punishment to serve as preventive measure for others.

8. LIMITATIONS OF THE STUDY

In the course of this research, the researcher encountered certain limitations. The first limitation was that the towns in which the schools were located were not linear but dispersed settlement, sometimes with difficult terrains (geography and the nature of the place) leading to high transport fares. Also, the research was carried out close to their third term examinations, which made teachers initially apprehensive of making students available for the study. However, despite these difficulties, the researcher was able to complete the study.

9. SUGGESTIONS FOR FURTHER STUDIES

The following are suggested for further studies:

1. The present study could be replicated in another area, using a larger population and a wider scope.
2. A study can also be conducted on the dangers of deviant behavior in the in a named basic school in Awka South Local Government Area of Anambra State.
3. There should be further research on perceived influence of deviant behavior on the academic performance of university students in Awka South Local Government Area of Anambra State.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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