



TEACHERS' PERCEPTIONS OF DEVIANT BEHAVIOURS PREVALENCE IN SENIOR SECONDARY SCHOOLS IN MAINLAND ZONE TWO, LAGOS.

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Abstract

Deviant behaviours in schools are behaviours that do not conform to the school norms, culture, rules and regulations. This study is about the teachers' perceptions of the prevalence of deviant behaviours among the senior secondary two students in mainland zone two. The target population was all the senior secondary teachers in Mainland zone two, with 128 males and 152 female teachers. Data was collected using a self-structured questionnaire divided into two sections. Section A comprises the demographic data, while section B has 16 items. The items had subheadings, namely deviancies due to attack on school authority, deviancies relating to attacks on persons or properties, deviancies due to student's gang attacks and deviancies relating to the poor reading study. The study was guided by one research question and two hypotheses. Mean and standard deviations were used to analyse the data while t-testing the null hypothesis at a 0.05 level of significance. Results showed no statistically significant difference between the perceptions of male and female teachers on the prevalence of deviant behaviours in schools. Still, there was a statistically significant difference in perception based on teachers' age group. Recommendations were made, including provisions for counsellors, and regular seminars/workshops on deviant behaviours to students, school authorities, teachers and parents.

Keywords: Deviant behaviours, teachers, perceptions, prevalence, secondary schools.

Introduction

Education is generally a service provided in all countries with varied objectives. This implies that education is fundamental for National development. What goes wrong in

the school system affects the objectives of education. Deviant behaviours among secondary school students have become a worrisome issue globally. This is of concern to educators, parents, counsellors and psychologists. In our society today, the

teachers, school administrators, researchers, guidance counsellors, psychologists and social workers attest to the increase of deviant behaviours in school (Ekundayo, Ayorinde and Salami, 2008). Agboola & Salami (2011) say that deviant behaviours could negatively influence learning and teaching, rendering education's purpose ineffective. Hossain (2014) says deviance can be described as the difference between what is considered acceptable, appropriate or normal, while the behaviour is the way a person, an animal, a plant, or a chemical acts or functions in a particular situation. Rebellow (2015) defines deviance as non-compliance with society, organisation, institution and legislation norms and regulations.

Deviant behaviour is any behaviour that lacks conformity and acceptability in society. Deviant behaviour is behaviour that violates the laid down rules and regulations of a given organisation or group. It follows that the violation of any school rules and regulations, no matter how simple it looks, is deviance. Studies by Adekeye et al. (2016) and Okorie (2012) shows the prevalence of various forms of deviant behaviours such as a high prevalence of truancy, bullying, fighting, lateness, lying in secondary schools and society. It could also be as simple as marching on the lawn, leaving the class without permission, chewing gum in the school, eating in the class outside the agreed time, adjusting the uniform or hairstyles to suit your taste, undone assignments etc.

As the world is dynamic, the norms and values which check certain behaviours become outdated, and man considers a change in behaviour that goes against the existing norms of the society to be deviant (Salinger, 1998). Norms and values of the

society that had sustained them become ignored, particularly by the young generation. New ways of behaving and acting in public or private settings have evolved. Deviant behaviours could be positive or negative. Deviance may vary from culture to culture. What is considered deviant in one culture may not be deviant in another. For instance, in some girls' secondary schools in Sokoto, female students wear blouses and wrappers as uniforms, whereas in Lagos, it is a deviant way of dressing. For this study, deviant behaviours are regarded as negative or inappropriate behaviours. All forms of deviant behaviour are overtly or covertly harmful to the school and students. Several studies have been done worldwide, showing the prevalence of various problem behaviours. A study by Clarke (2002) in America reveals that students' indiscipline is a serious problem facing the education system. Mrug, Liosier and Windle (2008) found high violent exposure in schools. Nansel, Overpeck, Pilla, Ruan, Simons – Morton and Scheidt (2001) also discovered the substantial prevalence of bullying among United States of America youths.

In America, Reimer and Smink (2008) found that absenteeism within public schools has reached a crisis point and has been linked to school dropouts. In Malaysia, Yahaya and Sidek (2005) observed different perceptions about the prevalence of bullying among secondary school students. Teachers reported the overall bullying rate to be low, while students reported it to be moderate. In South Africa, Weeks (2012) believed that irregular school attendance, substance and alcohol abuse, vandalism, violence and criminality are the common deviant behaviours among secondary school students. In the Dar Es Salaam region of Tanzania, Ndibalema (2011) found physical bullying to be

perceived as the dominant element of bullying.

In Kenya, the extent of problem behaviours has been shown by a number of studies; Oriya (2005), Mkula (2005) and Ndeti, Ongecha, Khasukala, Syanda, Mutiso, Othieno (2007) all found bullying to be indeed prevalent in public secondary schools. Mutisya (2003) and Oriya (2005) found fighting among students was frequently reported in secondary schools. Nabiswa, Misigo, and Makhanu (2006) found theft to be most prevalent in 21% of schools in Bungoma County in Kenya, while bullying was least prevalent at 3%. In Nigeria, Okorie (2012) researched the use of behaviour modification techniques for managing classroom disruptive behaviours by teachers in the Afikpo Education Zone. Questionnaires were used to elicit information. The population of her study was 729 teachers. The sample comprised 321 teachers. The results of her research showed that 15 items were prevalent in different degrees in schools while only one was not prevalent. She listed the following disruptive behaviours according to the descending order of occurrence; truancy, bullying, fighting among students in the classroom, lateness by students, lying, slandering among students, noise-making, chorus answers, conversing in the classroom, quarrelling among students, cheating during examination or test, moving out during a lesson, eating and chewing gum in class, wearing a dirty uniform to be prevalent in schools. It was only daydreaming that was absent.

The different forms of indiscipline in Nigerian schools, according to Ojo (2017), are truancy, late coming, absenteeism, insubordination in the classrooms, teasing the teachers, assaults, rape attempts and protests.

Afe (2017) observes that substance abuse is increasing among Nigerian youths, which threatens the education objectives in Nigerian schools. He says that societal values are essential for the continuation of any society and adds that this importance is reflected in the national policy on education, which has, among the objectives, the inculcation of values and attitudes for the survival of the Nigerian society. He also discovered that “indiscipline works against effective teaching and learning and producing quality graduates. However, according to him, repeated subject studies revealed that some other factors are responsible. Whisman & Hammer (2014) pointed out some factors such as exposure to unpleasant experiences like violence and substance abuse in economically distressed neighbourhoods, the need to grow above violent threats coming from low-income families, living among them and attending the same school with students from such backgrounds.

In Cameroon, Ngwokabuenui (2015) studied ‘on students’ indiscipline: types, causes and possible solutions; the case of secondary schools in Cameroon’. The study's target population was 16,532, made up of 10,000 students, 6, 132 teachers, 200 disciplined masters and mistresses, and 200 school administrators. He discovered that the prevalent indiscipline acts were speaking pidgin English, vernacularism, assaults on prefects, chewing gum in the class, mass protests, wearing dirty and wrong uniforms, and assaults and insults on teachers and non-teachers. He reports that some of the causes of indiscipline in schools in Cameroon include teachers’ lateness and absenteeism, overcrowded classrooms, unconducive school environments, harsh school rules and regulations, poor teachings by some teachers,

poor leadership styles, and parental styles of bringing up children, mass media etc.

Deviant behaviours can be learned. The implication is that decent children may be influenced by the indecent behaviours of their peers, classmates, schoolmates or other environmental factors. This can be explained by the social learning theory, which Albert Bandura propounded in 1977. This theory posits that behaviours can be learned through observations, imitations and modelling. It says that rewarded or reinforced behaviours are repeated, while those punished or not reinforced may not be repeated. For example, a hailed student for raping a girl may tempt others to rape girls to earn the name or position among peers. Agi (2017) supports this view by giving an example of a child who shoplifted and was not caught or punished but enjoyed the stolen items that might prompt others to shoplift. It is widely believed that social learning theory explains how individuals learn deviant and criminal behaviours (Ngwokabuenui, 2015; Adeusi et al., 2015).

Teachers play a vital role in maintaining discipline in schools. They are responsible for transforming the predetermined educational goals and objectives into practical terms. Teachers are role models as well as educators in the classrooms and even outside the classrooms (Green, 2010). In other words, teachers' actions, beliefs, sense of humour, self-discipline, and bearing are all lessons presented to students throughout the education experience (Ebert & Culyer, 2012). Teachers' perceptions of the prevalence of deviant behaviour refer to how teachers think, view, opine, and understand the true nature of the students' behaviours that violate the laid down rules and regulations in schools.

Teachers' perceptions greatly affect the prevalence of deviant behaviours in school, causes, effects and methods of handling them. There is a strong like between deviant behaviours and teachers' perceptions of them. This is in line with Jayaram and Caeiro's (2017) line of thought since students are more frequently among school teachers. The researcher agrees because most students do not spend less than eight hours daily in most schools. Hence, teachers' perceptions of students' behaviours should be taken seriously by the school authorities, parents and even education policymakers. In Scotland, Munn, Johnstone, Sharp & Brown (2005) researched 'violence in schools; perceptions of secondary teachers and head teachers over time. They reported that the study focuses on the Scottish context drawing on the survey data collected at three points during a fourteen-year time frame (1990, 1996 and 2004). To date, over three thousand teachers have participated in the research. The paper presents that there have been obvious changes in teacher perceptions of the nature and frequency of pupils 'disruptive behaviour in Scottish schools. They reported that increasing numbers of secondary school and head teachers say a wide range of potentially disruptive behaviours in and around the school. As well as presenting a challenging environment for learning and teaching some of the time, the percentages reporting pupil-to-pupil verbal and physical aggression are troubling. Public relations are undoubtedly a cause for concern, given schools' important socialising role. However, teachers and head teachers consistently identify a small number of pupils as causing problems and stress that most of their pupils are well behaved.

In India, Jayaram & Caeiro (2017) studied teachers' perceptions about students

indulging in deviant behaviours. According to the survey, 96% of the respondents state that school students will indulge in deviant behaviours. The researcher used 50 teachers between the ages of 34 -65 years. Teachers' qualifications were BSc., B.Com, M.Sc and M. Ed. Then teaching experiences varied from 9 years to 29 years. Teachers perceived that the most seen deviant behaviours are disobeying elders, stealing, bunking classes, drug abuse, etc., and these behaviours will greatly impact their studies. The researcher went on to say that the impact, i.e. either in the form of failure in the studies, they may drop out of school, they can seclude themselves from other classmates, etc. he found out that 40% of the students get in deviant behaviours due to improper parenting style, 26% due to family background, 22% of the students gets influenced by the media and the remaining 12% due to peer pressure and environment. He recommended that deviant behaviour be prevented by showing much love and care from parents, teachers, and society should treat them equally instead of punishing them.

Headteachers identified lower attaining 15 - 16 years old boys as the most troublesome. A sub-set of studies has focused on particular strategies to promote positive behaviour, including praise and reward systems, peer support (Naylor and Cowic 1999), assertive discipline (Kavangh 2000, Swinsun and Cording), a framework for intervention (FFI), (Davids and Williams 2000) and restorative practices (Mccold & Wachtel 2003; Hopkins 2004).

Some of the effects of deviant behaviours on schools include adulteration of culture. The Nigerian education system should be culturally enriched as it is developing. This would help citizens acquire the right

knowledge, attitudes, manpower, skills and societal experience (Jaiyeola & Olajide, 2017). They say that deviant behaviour disrupts teaching and learning, eventually affecting the educational system. Students may even lose interest in education. The researcher added her opinion that deviant behaviours could lead to rioting and unscrupulous unrest, which in most cases lead to deformities or death. A parent-child relationship could be jeopardised as parents may withdraw love and care from deviant children as they have disappointed them at least temporarily. Deviant behaviours are contagious. Other well-behaved children could be influenced negatively. The dangers of deviant behaviours in society and the increasing trend have necessitated this study. Though many studies have been done on this topic, I have not come across any on schools in the Mainland Zone of Education District (IV) of Lagos State. I hope that this study will provide leadership to many discoveries.

Statement of Problem

Deviant behaviours among students are on the increase. Students violate school rules and regulations by coming late to school, being absent from school without reason, and jumping walls to leave the school compound. Examination malpractices of different kinds are practised in schools. Objects like wrist watches, calculators, pens, artificial nails, and attachments are used. There is the proliferation of special centres where students pay to get assistance to pass examinations. Some students call teachers names and even go to the extent of beating them. Some come to school with dangerous weapons. Sexual deviant acts take place in classrooms, toilets, libraries etc. If these behaviours are not checked, they will disrupt teaching and learning. The innocent and good

ones will be corrupted. The school may turn into the breeding place for hooligans and criminals instead of creative, well-educated graduates that will accelerate the nation's economic development. If the behaviours are not curbed, the nation's educational system will be damaged, leading to chaos. Government Educational administrators, teachers, counsellors, parents, students, and society at large would be disenchanted, worried, disorganised, confused, sad and disappointed.

Many works have been done and researched, but the behaviours persist. This study attempts to determine teachers' perceptions of the prevalence of deviant behaviours in schools. Deviant behaviour disrupts smooth teaching and learning processes, leading to poor academic performance (Mariene, 2012; Kabiru, 2007).

Objectives of Study

The objectives of the study are to ascertain;

- The teachers' perceptions of the prevalence of deviant behaviours in senior secondary schools.
- Whether there are age group differences in teachers' perceptions of the prevalence of deviant behaviours in schools.
- Whether there are differences in male and female teachers' perceptions of deviant behaviours in schools.

Research Question

To what extent are teachers' perceptions of deviant behaviours prevalent in schools?

Research Hypotheses

H01: There will be no significant difference in teachers' perceptions of the

prevalence of deviant behaviours in secondary schools based on age group.

H02: There will be no significant difference in teachers' perceptions of the prevalence of deviant behaviours in secondary schools based on gender.

Method

The researcher adopted a descriptive survey design for this study, conducted in senior secondary schools in Mainland zone two of Education district four, Lagos. Two hundred eighty teachers participated. The instrument for data collection was a structured questionnaire titled 'teachers' perceptions of deviant behaviours prevalence in Secondary Schools' (TPDBPSS), divided into sections A and B. Section A dealt with demographic data of the respondents, while B contained 16 items. The questionnaire items were weighted using a four-point Likert scale VLE (Very Large Extent) – 4 points; LE (Large Extent) – 3 points; SE (Small Extent) – 2 points and VSE (Very Small Extent) – 1 point.

The respondents were expected to tick against the option that suited them. Two experts from the psychology department validated the instrument to ensure both face and content validity while its reliability was established. The result gave a positive reliability coefficient of 0.81. The research questions were analysed sequentially using frequencies, mean and standard deviation. A mean value of 2.5 was obtained by adding all the points in the Likert scale and dividing by 4; thus, $(4+3+2+1) / 4 = 2.5$ standard deviation was used to determine the level of agreement or disagreement of the respondent to each questionnaire item. A t-independent

test was used to test the null hypothesis at a 0.05 statistical significance level.

Results

The results of the analysed data are presented in tables sequentially, based on the research questions and null hypothesis:

Question 1: To what extent are teachers' perceptions of deviant behaviours prevalent in schools?

Table 1: Mean ratings of teachers' perceptions of deviant behaviours prevalence in secondary schools.

S/N	Deviance due to an attack on the school authority	Score	Mean	SD	%
1	Lateness	933	3.33	.790	80.8
2	Unapproved leave from school premises	899	3.21	.739	82.5
3	Inappropriate dressing	827	2.95	.646	78.3
	Deviances relating to bad Habits				
4	Theft	764	2.73	.891	63.9
5	Default in school attendance	867	3.10	.714	80.4
	Deviances relating to attacks on persons or properties				
6	Sexual harassment/molestation	821	2.93	.846	80.0
7	Defacing the school walls	891	3.18	.580	91.4
8	Vandalism	873	3.12	.696	82.5
	Deviances due to student's gang attacks				
9	Cultism	890	3.18	.584	91.0
10	Riots	884	3.16	.571	91.1
11	Noise and classroom disturbances	974	3.48	.598	95.4
	Deviances relating to the poor reading study				
12	Examination malpractice	889	3.17	.594	80.0
13	Fighting	971	3.47	.708	89.0
14	Drug abuse and alcohol	801	2.86	.784	72.2
15	Undone assignments	891	3.18	.757	80.4
16	Bullying	891	3.18	.580	91.4

Source: Computed from field survey. 2017.

From table 1, the deviant behaviours of students in secondary schools are grouped into five. The cases of deviance due to attack on school authority include

Lateness, unapproved leave from school premises and inappropriate dressing. Deviances relating to bad habits include theft and default in school attendance. Deviances relating to attacks on persons or properties include sexual harassment/molestation,

defacing the school walls and vandalism. Deviances due to student gang attacks include cultism, rioting, noise, and classroom disturbances. Deviances relating to poor reading study include examination malpractice, fighting, drug abuse and alcohol, undone assignments and bullying.

Results in Table 1 showed that all the items have mean scores between 2.73 and 3.48. These mean values are greater than 2.5,

which is the mean value of the four-point scale used for the study. This shows that all the teachers agreed that all the deviant behaviours listed above are prevalent in secondary schools.

H01: There will be no significant difference in teachers' perceptions of the prevalence of deviant behaviours in secondary schools based on age group.

Table 2: Independent t-test and descriptive statistics of the mean scores of teachers' age group perceptions of deviant behaviours prevalence in schools.

Age Range	No of Cases	Mean	SD	df	t	p
22 – 31 years	160	25.61	3.85	278	20.41	0.001
32 years and above	120	34.80	3.55			

Table 2 shows an independent t-test conducted to compare the teacher's age group perception of prevalent deviant behaviours in schools. There was a significant difference in scores for younger teachers (M=25.61, SD=3.85) and older teachers (M=34.80, SD=3.55; $t(278) = -20.41$, $P=.001$, two-tailed). The magnitude of the difference in the means (mean difference

= 1.77, 95% CI: -10.07 to -8.30) was large (eta squared = .60). From the independent t-test, there is a significant difference in teachers' age group perception of prevalent deviant behaviours in schools.

H02: There will be no significant difference in teachers' perceptions of the prevalence of deviant behaviours in secondary schools based on gender.

Table 3: Independent t-test and descriptive statistics of the mean scores of the male and female teachers' perceptions of deviant behaviours prevalence in schools.

Gender	No of Cases	Mean	SD	df	t	p
Male	128	29.94	4.90	278	1.02	< 0.05
Female	152	29.22	6.59			

Table 3 shows an independent t-test to show gender differences in teachers' perception of prevalent deviant behaviours in schools. There was no significant difference in scores for male (M=29.94, SD=4.90) and female teachers (M=29.22, SD=6.59; $t(278) = 1.02$, $P=.313$, two-tailed). The magnitude of the

difference in the means (mean difference = -1.42, 95% CI: 0.68 – 2.10) was very small (eta squared = 0.003). The independent t-test shows no significant gender difference in teachers' perception of school prevalent deviant behaviours.

Discussion

The findings of this study based on research question 1 show that deviant behaviours are prevalent in schools to a large extent. All the 16 item deviant behaviours exist in schools,

the most common ones being riots, noise-making, cultism, examination malpractice, defacing the school walls, lateness, bullying e. t. c. This supports Okorie (2012), who reported high truancy, bullying, fighting,

lateness, lying e. t. c. This is also in agreement with the study of Nwokabuenui (2015), who discovered prevalent deviant behaviours in schools in Cameroun as vandalism, examination malpractice, drug abuse and alcoholism at 79%, 74%, and 74%, respectively. Assault on prefects is about 71%, while fighting, assault and insult on teachers and non-teachers are 68%. The study also supports Ojo (2017), who listed the different forms of indiscipline in schools as truancy, late coming, absenteeism, insubordination in the classroom, teasing the teachers, assaults, rape attempts and protests.

Table 2 shows the independent sample t-test analysis of the mean responses of two different age groups of teachers' perceptions of prevalent deviant behaviours in schools. There was a significant difference in their perceptions; hence the null hypothesis is rejected, and the alternate is accepted. This may be explained by Salinger's (1998) view, which demonstrates that as societies move through constant evolution, the important things that used to act as means of behavioural control and regulation mechanism slowly becomes irrelevant due to the changing of circumstances; he also considered a change in behaviour that goes against the existing norms of the society to be deviant behaviour. Jaiyeola and Olajide (2017) further explain that norms and values of societies that had sustained them become ignored, particularly by the young generation, and new ways of behaving and acting in public or private settings begin to evolve. Table 3 shows the independent sample t-test analysis of the mean responses of the male and female teachers' perceptions of deviant behaviours in schools. Their responses show no significant difference, so the null hypothesis is accepted.

Conclusion

Conclusively, the studies discovered that deviant behaviours are largely found in senior secondary schools in Mainland Zone 2 of Education District (IV) Lagos State. Noise and classroom disturbances were the most prevalent, with a mean of 3.48. This was followed by bullying and defacing of the school walls, and the least prevalent was theft. The degree was high, and it was also concluded that the extent of perceptions of older teachers of deviant behaviours was less than that of the younger teachers. So there was a significant difference in the age of the teachers' perceptions of deviant behaviours prevalence in schools. There was no significant difference in the teachers' gender perceptions of deviant behaviours in secondary schools. The author believed that the high rate of prevalent behaviours in schools calls for immediate intervention of the educational bodies and the stakeholders.

Recommendations

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

1. Education stakeholders, not politicians, should implement educational policies.
2. Trained counsellors, qualified teaching staff, and adequate and relevant infrastructural financial and material resources should be available and accessible in all secondary schools.
3. Subjects like civic education, security education, and moral instruction should be enriched with curricula that discourage and eradicate deviance.
4. Strong P.T.A meetings should be held at least once a term in all schools, and attendance of the stakeholders should be highly compulsory.
5. Regular seminars and workshops on deviant behaviours will also involve

students, school authorities, teachers and parents.

6. Teachers should undergo training in multicultural education.
7. Activities that promote culture should be adopted in schools, and this should be made compulsory.
8. Lastly, teachings on godliness should be given regularly in schools.
9. The school authorities and parents should show love and care to the deviants.

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