Deviant Behaviour and Students' Academic Activities in Oyo State, Nigeria

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Abstract

Education remains one of the tools for the transformation of individuals and society. It is a powerful instrument of social change, which also plays a crucial role in nation-building. The rate of involvement of in-school adolescents in deviant behaviour is however of great concern to stakeholders. Indiscipline in schools has reached an alarming rate; a situation which could be traced to the home, society and the attitude of students towards schooling. The result is poor academic performance of many in-school adolescents. This study becomes necessary in the light of anti-social deviant behaviours among in-school adolescents in Nigeria. The main purpose of the study was to investigate the influence of deviant behaviour on academic activities and identify the strategies for managing deviant behaviour among in-school adolescents using Oyo State, Nigeria, as a case study. The findings show that there was a significant relationship between deviant behaviours and students' academic activities. There

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was also a common consensus of high incidences of physical, verbal, and academic related deviant behaviours. Results of the study revealed three factors- parent, society and school- that contribute to deviant behaviour. To address the effect of deviant behaviour affecting the educational system in Nigeria therefore, the study identified administrative advancement, parental influence/control as well as counselling as measures that government, parent and other stakeholders can adopt to improve educational outcomes.

Keywords: Deviance, Educational System, Academic Activities, Oyo State.

Introduction

All over the world, education is seen as important because of the role it plays in enhancing human development and in increasing the capabilities of citizens and consequently enhancing national productivity. Thus, governments across the globe constantly make investment into the education sector by increasing the percentage of money allocated to education in the budget to meet up with United Nations' Educational, Scientific and Cultural Organisation's (UNESCO) standard. UNESCO's benchmark requires that nations dedicate between 15% to 20% of their annual budget to the furtherance of education (UNESCO, 2017). In 2017, therefore, Nigeria's president, President Muhammadu Buhari dedicated 7.04% of the budget of 8.6 trillion naira to education for the year 2018, and 7.02% of 2019's budget (Ameh and Aluko, 2018).

Although the funding might not have measured up to international standards, yet it is important to ensure that the little resources allotted to education is appropriately used to meet its targeted goal of ensuring that Nigerians receive commensurate quality education. The inability to achieve this, and not attaining other desired goals, will amount to waste of state resources. This, however, should not be tolerated in a country that has not been able to accommodate all children into school. This is because Nigeria is one of the nations with the highest number of out-of-school children, with statistics revealing that Nigeria's number of out-of-school children rose from 10.5 million to 13.2 million (UNESCO, 2017). The implication of this

is that Nigeria needs all the available meagre resources directed to education to produce desired results for those who are already in school; while ensuring that more resources are mustered to get more out-of-school children into school.

However, it is obvious that the investment made into education in Nigeria is not producing the desired results. This is so because one of the problems bedevilling Nigeria's education today is the problem of failure in prescribed examination at the secondary level and consequently a reduction in the number of students who are able to proceed to the tertiary level of education. There are obviously so many factors leading to this, among which is poor preparation of students for examinations, examination malpractice, reduction in education standard, students poor orientation to studying, poor reading habit and deviant behaviour.

To ensure that investment into education in Nigeria yields desired results, one of the issues that need to be addressed is that of deviant behaviour. This is because it has been identified as a leading factor for destabilising the learning process of students across the globe. As things stand, deviant behaviour is a daunting problem for learning as more students are displaying abnormal behaviour which destabilises learning process within school settings (Hanimoglu, 2018). Deviant behaviours and attitudes towards academic activities may hinder the ability of schools in achieving desired goals. Students may skip classes or may commit acts that will lead to suspending them from school, as well as commit crimes in the society, which may have grave consequences. Deviant behaviours may increase the cost of running a school as well as stress teachers who dedicate their lives to moulding students positively. Thus, the effect of deviant behaviour, on the part of the student, will ultimately manifest, not only on the school itself, but also on teachers, fellow students and the student involved in the act of deviance. Effects of deviance may also tell on the government, parents and the larger society. Deviant behaviours in the classroom increase the stress level of teachers and at the same time changes the classroom dynamics (Bolu-Steve and Esere, 2017).

In addition, deviant behaviour may affect the academic activities of the student themselves resulting in poor academic performance. Consequently, it is important to explore how students' deviant behaviours and attitude

affect academic activities of students, with the aim of investigating the relationship between the two variables so as to proffer solutions that will be of help to the concerned students, parents of affected students and parents generally, as well as government in its effort to improve the overall performance of students in the country.

Methodology
This study adopted the quantitative research method. It specifically engaged the quantitative descriptive survey design using questionnaires. The survey design was used considering that the study was aimed at determining the effect and relationship of the independent variables (Deviant Behaviour) on the dependent variable (students' academic activities). Descriptive survey enables researchers to gather information from a representative sample (Mohajan, 2020). The group of respondents was engaged from public secondary schools in Ibadan North and Akinyele Local Government Areas (LGAs) of Oyo State, i.e Methodist Grammar School, Bodija, Ibadan and Orogun Grammar School, Orogun, Ibadan respectively. The purposive sampling technique was used to select the two (2) LGAs used for the study. The same technique was used to select the two (2) public secondary schools used for the study, based on their location within the selected LGAs. The Krjcie and Morgan (1970) table for determining sample size was applied to the actual population figures of students in both selected schools for the study. The number of questionnaires administered was 400, while the number returned was 395**.** Data collected was analysed using Statistical Package for Social Scientists (SPSS).

Conceptual Discourse
Deviant Behaviour
 The word deviate is implied in the notion of deviance or deviant behaviour. This makes a deviant someone who deviates from the accepted path of social norms. This way of understanding deviance is central to many sociological definitions of deviance as many of these definitions merely elaborate upon the idea that deviance means deviating from a socially approved path. Thus, deviant behaviours are acts that do not conform to the norms and expectations of a particular social group (Haralambos and

Holborn; cited in Dalhatua and Yunusa 2013). They are anti-social behaviours and attitudes. They are behaviours that violate social norms, or behaviours that differ from the norms. Norms are expected behavioural patterns, which are based on predetermined standards widely consented upon by society (Nabiswa, Misigo, and Makhanu, 2016). Social norms set the limits for actions, or they serve as measures of conduct permissible within a society, which enable societies to function as they should (Hanimoglu, 2018).

These conceptions reveal that deviance is not a private matter but a social phenomenon. The term suggests judgement passed by the society on how one behaves or ought to behave. Usually, members of a society will subscribe to some moral codes and values, which are important for the sustenance of social order (cf Oladipo, 2015). When anyone breaks a moral code or shows disregard for social values, such an individual has shown deviance to laid-down principles or norms of the society. In some cases, because disregard for shared norms and values is a threat to social order and to society, societies create institutions for dealing with non-conformity of shared norms. These accounts in many communities, for one form of policing or the other that is meant to prosecute deviant acts that are criminal in nature. Hence, the social nature of deviant behaviour is why it is conceived as acts that will get one into trouble because they are behaviours that are outside the boundaries set by society.

The term deviant behaviour is also used to refer to actions that some people in society find offensive and which excites, or would excite, if it were discovered, punishment, condemnation, or hostility (Banda and Mweemba, 2016). However, even though the society is the one that decides what a deviant behaviour or attitude is, sometimes certain individuals occupying some key positions may be more influential in deciding what is deviant behaviour or attitude. This is so because some individuals in the community have more power than others to define deviance. For instance, people who occupy high positions within economic, religious and political sectors are in a better position to determine what laws are enacted and to enforce their own definition of deviance (Banda and Mweemba, 2016).

It is also important to point out that before an individual is called a deviant such a person must have consistently exhibited acts that are incompatible with the norms of a society over a period of time. Deviant behaviours are

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characterised by persistence and repetition (Hanimoglu, 2018). This caveat is needed in order to distinguish between a "deviant act" and "deviant behaviour." A deviant act is a once and for all act being performed by an individual, while a deviant behaviour involves acts that have been performed over and over again. It is also important to maintain this distinction because labelling an individual as a deviant because of just one action may in fact make the individual become deviant. What labelling does is that it makes some of those being labelled to internalise the belief that they are one and search out others who are deviants and this ensures that they are further pushed into the precipice (Banda and Mweemba, 2016). Constant negative labelling of students by teachers may lead to low self-esteem on the part of the student and this can affect the performance of the student in the particular course taught by the teacher (Ngwokabuenui, 2015).

The term deviant behaviour may be employed to encompass anti-social behaviours, crimes, delinquencies, juvenile/youthful delinquencies and other activities that break the law or morals of the land. But, deviant behaviours vary according to epochs and time. This means that what is obtainable as a deviant act may, with the passage of time, not be seen any longer as a deviant behaviour or attitude. Likewise, because moral rules are relative, varying from one community to another, what is perceived to be a deviant behaviour in one place may not be seen as a deviant act in another. This shows that deviant behaviour is "culturally determined" (Haralambos *et. al.* as cited in Dalhatua *et. al.,* 2013); Banda and Mweemba, 2016). Goode (2007), for instance, averred that a behaviour that is deviant in one society may not be in another. Even within a society, what is deviant today may not be deviant tomorrow. For example, in many Western societies, behaviours like homesexuality are now tolerated, or even legal; although, this is not widely welcomed in many African societies. This is so because standards of antisocial behaviours in societies are different and rapidly changing. Since deviance is relative to place and time, therefore, it may be defined as those activities that do not conform to the norms and expectations of members of a particular society at a particular time.

Due to the relative nature of deviant behaviours and attitudes, it is important to note that some deviant behaviours, which drastically disagree with social norms, laws and values, challenge society to be better, fairer, or

just. Thus, deviant behaviours or attitudes may become tools in enhancing social change. In this regard, deviant behaviours exhibited by the likes of Mahatma Ghandi, Martin Luther King (Jr.), and Nelson Mandela as well as other non-violent change advocates pull the strings of the conscience of societies in which they lived to open up for more inclusiveness to other races and classes. This is why functionalists believe that deviant behaviours and attitudes have some usefulness in the society, even though such changes may also be negative. In cases where negative deviant behaviour is not checked and is allowed to spread through rank and file, society may be wasting away over time.

Types of Deviant Behaviours

At least three different types of deviance have been identified and these varieties have consequences for how deviance is defined. The first set of deviant behaviours point to those that are positively sanctioned or rewarded. Deviant behaviours in this category may attract praise as a result of the good consequences that accompany them. They are those acts that do not harm anyone, even though they are acts of non-conformity; but because they are acts of creativity that bring positive changes to society, they are dubbed positive deviant behaviours (Hanimoglu, 2018). Acts of bravery or courage may appear to be deviance, but when such acts are able to save lives, society may not perceive them as deviance but as positively sanctioned deviance. For instance,

> soldiers on the battlefield who risk their lives above and beyond the normal call of duty may be termed deviant, as may physicists who break the rules of their disciplines and develop a new theory. Their deviance may be positively sanctioned: a soldier may be rewarded with a medal, and a physicist with a Nobel Prize (Haraklambos and Holborn 2008:321).

The second set of deviant behaviours, which is what we are mainly concerned with in this paper is termed "negatively sanctioned" deviance. This is used to capture deviant behaviours that a particular society detests and disapproves of and thus find hard to tolerate. They cause disorder to

established social systems and often result in violence and crime. They are destructive in nature and do not bring anything positive to society (Hanimoglu, 2018).

The third type of deviant behaviour elicits tolerance from the people. This form consists of acts which though depart from the norms and expectations of a community are nevertheless accepted and tolerated. Those who exhibit this character trait may be seen as odd but harmless. Someone "with a house full of cats or someone with an obsession for collecting clocks would fall into this category. Usually, their eccentricities are neither rewarded nor punished by others" (Haralambos *et. al.*; cited in Dalhatua et al 2013).

Theoretical Framework
Differential Association Theory
Differential association theory was developed by Edwin H. Sutherland. He developed this theory in his book, *Principles of Criminology*, written in 1939 (Vinney, 2019). Succinctly put, this theory holds that deviance is a "learned behaviour" gathered from the associations one forms in one's environment. The environment, according to this theory, plays a major role in deciding the norms people violate; and the various socialisation agents like parents, teachers, family and friends, among others, influence the deviant behaviour or attitude that an individual exhibits. The core of this theory centres around the belief that it is through the interaction one has with others that individuals learn the values, beliefs, attitudes, techniques, and motives for criminal behaviour. Consequently, individuals who are exposed more to law-breaking associates than law-abiding ones will more likely tread the path of deviance. For instance, if one grows up with abusive parents, one may develop attitudes that make one behave in an aggressive manner (Hanimoglu, 2018).

The position of the differential association theory suggests that deviant attitude and behaviour are learned. In this regard, the theory shares something in common with the social learning theory. This theory holds that "learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction" (Ogunsola, Osuolale and Ojo 2014; cited in Ayinde and Olasehinde-Williams, 2020). By sharing this

view, the differential-association theory holds that individuals learn through association the deviant behaviour or attitude that they display. What this position counters is the belief that people are innately bad or good. The individual is not born with a predisposition for evil, or good, rather it is the process of social interaction through communication that makes an individual good or bad and thus to be deviant or not.

Presentation of Data
The results obtained from the quantitative data of the study are presented in this section. The analysis and interpretation of test items are based on the quantitative instruments administered to the students and staff of Methodist Grammar School, Bodija, Ibadan and Orogun Grammar School, Orogun, Ibadan in Oyo State, Nigeria.

Table 1: Frequency Counts for Schools, Staff and Students Status, and Gender

Schools	Staff (%)	Students (%)	Total	Gender of Staff and Students (%)		Total
				Male	Female	
Methodist	30 (6.7%)	220 (49.4%)	250	119 (26.7%)	131 (29.4%)	250
Orogun	20 (4.4%)	175 (39.3%)	195	87 (19.5%)	108 (24.2%)	195
Total	**50**	**395**	**445**	**206**	**239**	**445**

Table 2: Frequency and Percentages of Response Ratings for Deviant Behaviours on Academic Activities

S/N	Items	Resp.	NRS	SDA	DA	ND	A	SA
1.	Students with anti-social behaviour do not perform well in their academics	Staff	-	6 (1.3%)	7 (1.6%)	6 (1.3%)	12 (2.7%)	19 (4.3%)
		Students	13 (2.9%)	49 (11%)	32 (7.1%)	37 (8.3%)	100 (22.4%)	164 (36.8%)
2.	Few students with unsocial behaviour participate in academic activities in class	Staff	3 (0.7%)	6 (1.3%)	2 (0.4%)	8 (1.8%)	22 (4.9%)	9 (2%)
		Students	21 (4.7%)	50 (11.2%)	36 (8%)	54 (12.1%)	141 (31.7%)	93 (20.9%)
3.	Students who exhibit unsocial behaviours distract other students while lessons are going on	Staff	-	3 (0.7%)	4 (0.9%)	8 (1.8%)	24 (5.4%)	11 (2.5%)
		Students	17 (3.8%)	40 (8.9%)	43 (9.7%)	56 (12.6%)	110 (24.7%)	129 (28.9%)
4.	Students/my class mates including those who exhibit unsocial behaviours participate actively in academic activities	Staff	3 (0.7%)	2 (0.4%)	10 (2.2%)	13 (2.9%)	11 (2.5%)	11 (2.5%)
		Students	19 (4.2%)	37 (8.3%)	58 (13%)	67 (15%)	111 (24.9%)	103 (23.1%)
5.	Majority of students/my classmates who exhibit deviant behaviours are usually irregular at classes and in school.	Staff	1 (0.2%)	3 (0.7%)	6 (1.3%)	14 (3.1%)	20 (4.5%)	6 (1.3%)
		Students	19 (23.6%)	40 (4.2%)	25 (8.9%)	80 (5.6%)	116 (17.9%)	105 (26%)

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S/N	Items	Resp.	NRS	SDA	DA	ND	A	SA
6.	Deviant behaviours do not affect class attendance and other related activities	Staff	1 (0.2%)	3 (0.7%)	13 (2.9%)	9 (2%)	13 (2.9%)	11 (2.5%)
		Students	19 (21.6%)	57 (4.2%)	71 (12.8%)	53 (15.9%)	99 (11.9%)	96 (22.2%)
7.	Deviant behaviour affects other students negatively apart from those who exhibit them	Staff	2 (0.4%)	4 (0.9%)	4 (0.9%)	13 (2.9%)	20 (4.5%)	7 (1.6%)
		Students	25 (5.6%)	51 (11.5%)	45 (10.1%)	91 (20.4%)	107 (24%)	76 (17%)
8.	Deviant behaviours do not affect other students negatively except the perpetrators of the act	Staff	-	6 (1.3%)	4 (0.9%)	22 (4.9%)	15 (3.2%)	3 (0.7%)
		Students	23 (5.2%)	51 (11.5%)	25 (5.6%)	93 (20.9%)	101 (22.7%)	92 (20.7%)
9.	The school authority has the right strategy for helping students with deviant behaviours	Staff	1 (0.2%)	3 (0.7%)	6 (1.3%)	17 (3.8%)	15 (3.2%)	8 (1.8%)
		Students	15 (24.3%)	55 (3.2%)	61 (12.3%)	70 (13.7%)	86 (15.7%)	108 (19.3%)
10.	The school authority has not been able to help students with deviant behaviours	Staff	1 (0.2%)	6 (1.3%)	8 (1.8%)	17 (3.8%)	14 (3.1%)	4 (0.9%)
		Students	21 (18.4%)	76 (4.7%)	47 (17%)	76 (10.6%)	93 (17%)	82 (20.9%)

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S/N	Items	Resp.	NRS	SDA	DA	ND	A	SA
11.	Students/my classmates with unsocial behaviour fail to do their homework/assignments thereby affecting their academic performance.	Staff	1 (0.2%)	3 (0.7%)	4 (0.9%)	9 (2%)	22 (4.9%)	11 (2.5%)
		Students	20 (28.5%)	33 (4.5%)	34 (7.4%)	65 (7.6%)	116 (14.6%)	127 (26%)
12.	Group work is affected by unsocial behaviour because students/classmates with unsocial behaviour do not participate	Staff	1 (0.2%)	4 (0.9%)	8 (1.8%)	9 (2%)	15 (3.2%)	13 (2.9%)
		Students	19k (24.3%)	31 (4.2%)	48 (6.9%)	63 (10.8%)	126 (14.2%)	108 (28.3%)
13.	Participation in class activities by students with unsocial behaviour is low.	Staff	-	2 (0.4%)	6 (1.3%)	12 (2.7%)	21 (4.7%)	9 (2%)
		Students	16 (3.6%)	41 (9.2%)	47 (10.6%)	76 (17%)	107 (24%)	108 (24.3%)
14.	Project works done by those with unsocial behaviour is always poorly done	Staff	16 (3.6%)	41 (9.2%)	47 (10.6%)	76 (17%)	107 (24%)	108 (24.3%)
		Students	18 (4%)	42 (9.4%)	52 (11.7%)	62 (13.9%)	98 (22%)	123 (27.6%)
15.	Students/my classmates with unsocial behaviour do not make use of the library to read.	Staff	-	5	12 (2.7%)	11 (2.5%)	15 (3.2%)	7 (1.57%)
		Students	20 (4.5%)	45 (10.1%)	42 (9.4%)	74 (16.6%)	99 (22.2%)	115 (25.8%)

Table 2 presents the response ratings of respondents to the 15-item rating scale. The scale consisted of items in relation to academic activities and classroom interaction; class and school attendance; management of deviant behaviours by school authorities; participation in group activities, protection of school property as well as use of educational facilities provided by the school. For all the items, the majority of the respondents (i.e. both staff and students) rated the items as Agree (A), and Strongly Agree (SA). The range of the rated responses of 'A' for staff is 11 (2.5%) to 22 (4.9%); while for 'SA' the range is between 7 (1.57%) and 13 (2.9%). For students, the ranges of ratings for the same items are 86 (19.3%) to 141 (31.7%) for 'A' (Agree) and 76 (17%) to 164 (36.8%) for 'SA' (Strongly Agree).

For the items that covered management of deviant behaviours by school management i.e. items 9 and 10, there was a wide margin of difference between strongly disagree (SDA) and strongly agree (SA) for both categories of respondents on school authority having the right strategy for helping students with deviant behaviours (i.e. item 9); while the margin of difference on school authority not being able to help students with deviant behaviours (i.e. item 10) was not too wide. The contradictory response rating on item 10 as against item 9 implies that if indeed there are processes in place for the management of deviant behaviours among students, the processes or strategies may be inadequate, or inappropriate, and therefore not achieving the desired results.

Table 2.1 Descriptive Statistics for Deviant Behaviours and Students' Academic Activities

	Mean	Std. Deviation	N
DevBehv	27.8180	14.70492	445
DevBevSAA	49.9978	13.35120	445

Table 2.2: Correlations for Deviant Behaviours and Students' Academic Activities

		DevBeh	DevBevSAA
DevBeh	**Pearson Correlation**	1	.264[**]
	Sig. (2-tailed)		.000
	N	445	445
	Pearson Correlation	.264[**]	1
	Sig. (2-tailed)	.000	
	N	445	445

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2.1 presents the descriptive statistics for deviant behaviours and students' academic activities. Mean score for Deviant Behaviour was 27.81 (SD = 14.70), while the mean score for Students' Academic Activities was 49.99 (SD = 13.35).

Table 2.2 presents a Pearson correlation coefficient calculated for the relationship between deviant behaviours and students' academic activities. A weak correlation was found ($r(443) = .264$, $p < .001$), indicating a significant relationship between the two variables. The observed result is an indication that exhibition of deviant behaviours can significantly influence students' academic activities.

Discussion of Findings

Effects of Deviant Behaviours on Academic Activities of Secondary School Students in Oyo State

Results from the description of Table 2.1 are a clear indication that deviant behaviours definitely do have adverse effects on academic activities of students, as well as their academic performances. Further quantitative analysis on the relationship between variables of deviant behaviour and academic activities and performance showed a significant relationship. Therefore, deviant behaviours which are negatively sanctioned ultimately influence academic activities and performances negatively. From all indications, as inferred by several scholars (Hall, 2016; Mizelle and Irvan,

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2000), deviant behaviour is synonymous to adolescence stage, which is characterised by mood disruptions, conflict with parents and risk taking behaviours such as withdrawal from school.

In addition to adolescence related issues which are considered as a main facilitating factor for exhibition of deviant behaviours, the American Observer (2007) identifies the following as additional causes: lack of proper interaction between teachers and students, inefficient school administration, unqualified teachers, large and oversized schools, overcrowded classrooms and supply of poor instructional materials**.** These causes can be labelled as school related causes. With these identified school related causes, this may be a good explanation for the contrasting views on management of deviant behaviours by school management and ability of school authority to help students with deviant behaviours. From all indications, with factors such as school related factors facilitating exhibition of deviant behaviour, constant negative labelling by teachers inclusive **(**Ngwokabuenui, 2015; Banda and Mweemba, 2016**)** as well as students' adolescence and risk-taking tendencies, there is a high probability of students using opportunities of school management's inadequacies negatively. This invariably affects their involvement in academic activities and performances.

In relation to the Differential Association Theory (Sutherland, 1939), it is obvious that the relationship between deviant behaviours and academic activities and/or performance is made possible due to the learned behaviours within the environment in which an individual resides as well as the socialisation agents which adolescents interact with. The poor moral conduct of parents can negatively influence students' behaviour. According to Goode (2007), many parents have lost their leadership roles in the home and poor home training causes students to engage in deviant behaviours. Hence, interaction with socialisation agents with positive values, beliefs and attitudes, facilitates positive behaviour, while techniques, and motives for criminal behaviour result in deviant behaviours due to interactions in the environment with law-breaking associates who have imbibed negative values, beliefs, and attitudes (Ogunsola, Osuolale and Ojo 2014; Ugwu and Diamond 2017).

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Measures for Addressing Deviant Behaviours in School Settings in Nigeria

From the findings of this study, it is clear that the relationship among learners and between learners and teachers can be affected by factors that are home related, school related and peer pressure among others. All these result in one form of deviance or the other, which result in disruption of academic activities. It is also influenced by how learners get along among themselves. To address issues affecting the educational system in Nigeria, therefore, the government, parents and other stakeholders need to be cognisant of the points made below.

School Related Causes

The school is a major and important environment where a child develops during the formative years (Ardoin & Bowers 2020). Inefficient school administration, unqualified teachers, large and oversized schools, overcrowded classrooms and supply of poor instructional materials are some of the issues identified by the findings of this research. The school has to facilitate students' school success by employing competent staff members, conducting regular review of instructional materials, ensuring optimal learning conditions, and combating and preventing the adoption of deviant behaviours within the school. The establishment of counselling centres in every school should be complemented by training and curriculum reviews of techniques of managing deviant behaviour. The training of teachers and counsellors on emergent strategies to manage deviant behaviour should also be recurrent. The school administrators should also clearly spell out the rules and regulations guiding the expected behaviour of students within the school environment. This will enable teachers and counsellors to apply an appropriate strategy to manage deviant behaviour. A regular reminder of these rules is expected to further reinforce compliance. Harsh school rules and practices such as corporal punishment, restraint, and seclusion can promote deviance so they should be checked. Offences should also be commensurate with punishments. Other forms of sanctions a school might consider could include reprimanding, writing a letter to parents or carers, removal from a class or group and loss of privileges. Students with difficulty adapting to school requirements and curricula- difficulties which may be

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arising from school results and inability to adapt to school rules- require increased attention from the school. This may require the development of special and individualised psycho-pedagogical requirements aimed at restoring the balance between student and school and, of course, preventing the adoption of deviant behaviour.

Negative Labelling

A smooth teaching-learning process is highly dependent on how the learner and the teacher relate. Lack of proper interaction between teachers and students are some of the causes of school failure or the causes that lead to the emergence of deviant behaviours in the school environment. The labelling theory notes that people are made to act in negative ways because of the label they are given by the society (Link & Phelan, 2013). They become deviant based on society's opinion of them. It will be very helpful if constructive confrontation is engaged rather than constant negative labelling by teachers. Teachers or counsellors can confront the student about a particular negative behaviour in a way that transforms the situation (Bolu-Steve & Adeboye 2016). Reinforcement can also be used to help curb undesired behaviour among school children. It involves reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. The teacher or counsellor can praise those who obey rules and regulations, thereby ignoring those that are found guilty. Psychologists have affirmed that the use of reinforcement helps to provide an explicit model of what is expected among in-school adolescents (Asonibare 2016). Garber (2006) opined that reinforcement strategy in classroom instruction also promotes academic achievement.

Youthful Exuberance

The adolescence period is accompanied by various changes that are significant in physical, intellectual, social and emotional areas. Adolescence, from a psychological point of view, is a period dominated by stress and tensions, due to inner emotional instability and as a result of conflicting external influences (Oni, 2010). At this stage, the adolescent engages in activities that are perceived to be contrary to the norms and values of the societies. Many of these students cope with their problems by getting involved in behaviours like deviance in the form of vandalism, stealing, involvement

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in illicit sex activities, drug abuse etc. To combat this, it is important to note that students need to be assisted in handling contemporary challenges. Assertive training which is also known as resistance training should be introduced earlier on in the preteen stages. There is a high probability that non-assertive students that are trained to be assertive may not get involved in deviant behaviours (Asonibare, 2016). Introduction of peer group cluster involvement through organising peer group counselling in the school will be of help. The clubs and societies within the school can engage peer clusters to modify norms and attitudes of students (Adegoke, 2020). Goode (2007) noted that the psychological and social experiences of the child during this transitional period call for the attention of the counsellor. The professional counsellor should be ready to identify students who have behavioural problems in order to expose them to these strategies for behavioural change. The counsellor is in a position to teach the students life skill strategies; this will help to enhance positive behaviour among in-school adolescents. The counsellor should also orientate the teachers on the importance of using different management strategies to reduce deviant behaviour.

Parental Influence
The home is an agent of socialisation. The environment in which adolescents live can influence them, especially when there is lack of parental guidance. This is the place where values and morals are usually transmitted. When parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviours in the school (Suleimen, 2020). Parental support is therefore the largest influence on creating preferable behaviour in adolescents. Along with the direct influence from parents, the parents have indirect control over the community through which the adolescents live in and socialise with peers. Parents should be sensitised about their influence on their wards through regular parent-teacher meetings, outreach programmes and other forms of media outlets. The school should not be viewed as a mere dump yard where all manner of uncouth behaviours will be tolerated.

These aforementioned measures if put in place will help to ensure that educational activities bring learners closer in a positive manner, teaching them to work as team members and developing them attitudinally and

emotionally. It will also facilitate cooperation among the government, school administrators and concerned parents/guardians in finding solutions for developing better attitudes to academic activities.

Conclusion

Deviant behaviour is one of the causes of mass failure in prescribed examination at the secondary school level, leading to reduction in the number of students who are able to proceed to the tertiary level of education in Nigeria and able to contribute positively to the society. The adolescent stage in the life of a student is one when they go through a lot of challenges as they engage in behavioural experimentation, sometimes leading to unruly behaviour and consequently disruption of school academic activities. This group of students will most likely have difficulties asserting themselves in academic activities, and their academic performances may be adversely affected.

The confirmation of deviant behaviours among secondary school students with high occurrence of specific behaviours also implies that appropriate reorientation as well as correctional strategies need to be put in place by the school management and other stakeholders. Therefore, reinforcement strategies suggested in the study such as administrative advancement, parental influence/control as well as counselling should be used to address the effect of deviant behaviours on the educational system in Nigeria.

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