



Effects of Family Types, Location and Gender on Students Deviant Behaviour

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Abstract

The study investigated the effects of family types, location and gender on students' deviant behaviour. The study was carried out in Idemili North Local Government Area of Anambra State. 189 participants were used for the study. (67 males and 122 Females.) The age ranged from 18 to 25 years with a mean age of 20.84 and standard deviation of 1.58. 10 government owned secondary schools were randomly Selected from 15 secondary schools and used in the study. Stratified random sampling was used in selecting the students from their various schools. A 72 item psychopathic deviate scale (PDS) was the instrument used. Three research hypotheses were formulated and tested in the study. 3 way analysis of variance was used for the testing of the hypotheses. The results indicated that family types (single parents, nuclear, extended and foster parents) did not differ significantly on students deviant behaviour at $F(3, 175) = 5.87 > .05$ level of significance. The findings indicated that students from urban areas did not differ significantly from students from rural areas on deviant behaviours at $F(1, 175) = .89 > .05$ level of significance. The findings revealed that male students did not differ significantly from female students on deviant behaviours at $F(1, 175) .89 p > .05$ level of significance. There is no significance interaction among gender, family types and location with respect to deviant behaviours. Based on these findings, recommendations and suggestions were made.

Keywords: Family types, location, gender and deviant Behaviour.



Introduction

Human Beings are gregarious and social in nature. They hardly live in Isolation but prefer to live and interact with one another. The urge to interact creates some challenges, which need to be addressed therefore, in order to achieve development, norms are developed to guide human interactions. Although, the norm may vary from one place to the other, there are some commonalities. One of such norms which promotes friendship and discourages aggressive behaviours is positive interpersonal relationship.

However, interpersonal relationship among secondary school students in Nigeria is gradually being threatened by deviant behaviours such as bullying, cultism, truancy etc. All human societies have evolved in instrumentalities for the enforcement of conformity to these social standards of behaviour. This largely the result of a general argument that there could be no coherent social life under the social relationship which builds people together were at least to some degree orderly, institutionalized and predictable.

Psychopath can be viewed as a deviant behaviour which usually erode the norms, values and moral code of conduct in our society. It can also be referred to as a pattern of manipulative callous, erratic, and antisocial characteristics (Visser, 2010).

In addition, Hare (2003), stated that shallowners of emotions has long been considered a hallmark of psychopath, with psychopaths described as lacking in empathy and callous in their evolutionary responses to others. Lemert (1972) as cited in Ugwuja (2007) defined psychopathic behaviour as only behaviour that is not in alignment with the acceptable cultural norms. It is also constructed as a mental disorder roughly 2003).

Deviance is the behaviour which is not generally acceptable and has capacity to irritate or cause discomfort to more people in given environment. Karffam (1989) as cited in Ikedinma (2009) posited that the behaviour characteristics observable in secondary schools include: Hyperactivity and related difficulties, high incidence of disruptive behaviour beyond the young persons control, distractions (attention problems) impulsiveness (action without thinking) behaviour that differs in frequency and intensity from normal behaviour. According to him some of the deviant behaviours are avoidance, substance abuse, withdrawing, converting anxiety to anger and bullying.

The National policy on education (2004) emphasizes greatly on some of the expectations of the society which include achievement of “egalitarian society”. The expectations may not be achieved where the institutions experience instability as a result of maladaptive behaviours amongst the secondary school students. It is evident that school managers and other stakeholders in education in Idemili North Local government of Anambra state would be worried where maladaptive behaviours among students assume alarming proportion.

Moreover, the family is the foundation of human society. Families are the strongest socializing forces of life. They teach children to eschew unacceptable behaviour. Conversely, families can teach children aggressive, anti social and violent behaviour.

According to this research, four family types were used. These include: Two Parents arrangements, single parent equivalent to antisocial personality disorder, but, with emphasis on effective and inter personal traits such as superficial charm, pathological lying,



egocentricity, lack of remorse and callousness that have traditionally been regarded by clinicians as characteristics of psychopaths (Colman, arrangements, extended family members arrangements and adoptive / foster family arrangements. Two parents means when two parents in the household are responsible for child nurturing. These arrangements include intact families, parents in the household. However, this can include a step parent residing in the house hold.

A second family type is the single parents family arrangement, which consists of a household in which a child resides with one of the parents due to separation, divorce, sudden death of parent. etc.

The third type is extended family type or arrangement which a child resides with any relative – grand parents, aunts, uncles, cousins or older siblings, other than biological parents. The last family arrangement is the foster / adoptive family arrangement in which neither birth parent is present. In this adoption family arrangement, the family does not have blood ties to the child, but the child is legally adopted.

Thoraberry et al (1999), found that children who live in homes with only one parent or in which marital relationships have been disrupted by divorce or separation are more likely to display a range of behavioural problems including delinquencies than children who are from two parents.

Location plays an important role on students deviant behaviour It has been observed that students from urban areas are more prone to deviant behaviours than their counter part from rural areas.

Asalu (2010) observed that in rural areas, the students know themselves and their families name. This in turn promotes we feelings in them. Contrary to the above notion Eke, (2004) is of the opinion, that students from rural areas, will not behave differently from students from urban areas believing that the whole world is a global village because of the availability of computer and internet services.

Bingham et al (2006) generally observed that men had greater numbers of offence than women. The outcome of their behaviour also shows that men had lower parental monitoring and greater parental permissiveness, less parental monitor must increase men's deviant behaviour.

Finally, this research is carried out in Idemili North Local Government Area of Anambra State. The rural areas include: Abacha, Abatete, Eziowelle, Ideani, Oraukwu, Uke and Umuoji while Ogidi, Obosi and Nkpor are classified as Urban towns.

Statement of the Problem:

Deviant behaviours have been a major source of concern to Nigerian education system especially in secondary schools. Based on the above problems, this research wish to find out the family type that influences deviant behaviours more, and also to investigate if area of domicile (location) can influence deviant behaviour. Gender that influence deviant behaviour more will be investigated.

Finally, management and strategies of controlling deviant behaviours among secondary school students will be investigated.

Purpose of the Study:



The purpose of this study is to find out if deviant behaviour of students are influence by the type of family the student is from. This study aims at comparing rural and urban students on deviant behaviours.

Finally, the study will find out the gender that is highly involved in deviant behaviours.

Significance of The Study:

The research will assist teachers, school psychologists and educators on how to identify the causes, consequences and management of deviant behaviours. This will greatly enhances learning ability of the students. Those distractions on learning will be identified and therefore, adequately tackled.

The schools in the Local government area of the study will be equipped with the findings of this paper to guide against deviant behaviours among students in secondary schools.

The guidance and counseling services will be intensified to remove all distractive elements in the school.

Review of Related Literature

Deviant is the behaviour which is not generally acceptable and has the capacity to irritate or cause discomfort to more people in a given environment.

Family types and Deviant Behaviour:

Researchers indicated that various exposures to violent within the family or outside the family are important sources of deviants. Family behaviours particularly parental monitoring and disciplining seem to influence association with delinquent peer through the juvenile period. (Cashwell and Vale, 1994).

In most cases, delinquent have been viewed as individuals who come from less intact families often referred to as “broken Homes”. The term broken home is defined to mean children residing in single parent households or any type of household other than a household in which both biological parents are present. In contrast, an intact family usually refers to a nuclear family arrangement in which both biological parents reside with their biological children.

Demith and Brown (2004) observed that levels of deviant behaviours were much higher in teenagers residing with single fathers and lowest among teenagers who were part of a two parent household.

Thornberry (1999) found that children who live in homes with one parent or which marital relationships have been disrupted by divorce or separation are more likely to display a range of behavioural problems including delinquencies than children who are from two parent families.

Wright and Wright (1994) study shows that single parent families produce more deviant behaviour children than two parent families.

Muclenberg (2002) stressed based on research findings that the very absence of intact families makes gang membership more appealing.

According to Wright and Wright (1994) two parent families provide increase supervision and surveillance on property while single parenthood increases the likelihood of delinquencies



and victimization simple by the fact that there is one less person to supervise adolescents behaviour.

Gender, Locality and Deviant:

There is the general notion that school location may predict adolescent delinquency. The environment influences the behaviour of adolescent (Eke, 2004). The implication of the above is that the students from rural schools would behave differently from students in urban location. But, the whole wide world is a global village.

The adolescent in the two categories behave in the same manner because of the availability of computer and internet services.

It seems that adolescent boys in urban areas have higher tendency of showing deviant behaviour. A recent study conducted by Pan Job University (PU) has shown that among urban boys and girls, while 48% of boys showed deviant behaviour only 4% of girls in the same category.

In an attempt to find out reasons for an increasing prevalence of deviant behaviour among adolescents according to PU, revealed that parent – child relationship was one of the major causes of this behaviour. Comparing rural boys with rural girls, while 52 percent boys showed very good behaviour, 68 percent girls were found in the range of very good behaviour. Deviant behaviour was found in 28 percent boys and 8 percent girls. Among urban boys and girls no single girl showed poor relationship with her mother. The impact of relationship among children and parents resulting in deviant behaviour was found highest among boys particularly, relationship with their fathers had a high degree of negative impact on their behaviour according to Sween.

Rural and urban settings might affect the family characteristics slinked with child oppositional and aggressive behaviours in home settings, in general, aggressive behaviour at home is associated with low socio-economic status SES, (Aarnish, Dodge, Valente and Conduct problems prevention Research Group 1995; Offord et al 1991, Marital Discord and instability (Rutter and Giller, 1983) and insularity and single parent status (Dumans and Wanler, 1983).

Families in both rural and urban settings may experience these types of adversity. Rates of unemployment, low educational attainments, insularity, marital discord and economic stress occur at equivalent rates in rural and urban settings (Sherman, 1992). To the extent that these contextual factors increase the risk for the development of child behavioural problem at home, one would expects few rural and urban differences in home based behaviour problems.

Although, rural school districts face disadvantages when compared t o urban districts, such as lower per pupil school expenditures, a narrower curriculum, and more poorly paid and less trained teachers (Sherma, 1992) they are at an advantage in terms of school characteristics with child aggression, indeed, urban schools report significantly more severe violence than rural schools, even when differences in socio – economic and ethnic / racial status are controlled. (Quinton, 1980, Kutter, 1982, Sherman, 1992).

Empirical research conducted by Kudirat et al (2010) from the 200 participants from 5 pubic secondary schools in Uyo metropolis, they observed that 32% of the respondents that showed symptoms of delinquency are from intact families as opposed to 15% from single parent families and 53% from non intact family arrangements. Thus, it is clear that family stability has a significant influence on deviant behaviour among secondary school students.



Kudirat et al (2010) showed that out of 114 respondents that have symptoms of delinquency 42 or 41 percent of the participants never spent valuable time with their parents, while, 98 or 86 percent never enjoyed close association with parents and other family members.

A similar study by Okorodudu (2010) investigated the influence of parenting styles on adolescents delinquency. 404 sample size were used for the study, irrespective of gender, location and age, the results of the analyses show that less + air fair parenting style effectively predicts adolescents delinquency while authoritarian did not. Parents who are positively oriented in their styles (demandingness and responsiveness) will make their adolescents socially competent and goal directed. Parents who exerted control and monitored adolescent activities and promote self – autonomy were found to have the most positive effect on adolescent behaviour uninvolved parents and also non responsive to adolescents needs had negative impacts on their behaviour.

Elliot (2001) research indicated that about 5% each age cohort from ages 12 to 17 years who are yet to get married were classified as serious violent psychopaths who had engaged in three or more major offences had no official arrests or crime records . chronic offenders are characterized by early onset of conduct disorders and crimes before the age of 12 that doubles in frequency between 15 and 14 years but then begin to decline.

Hindiya (2003) used a non random sample of college undergraduate students majoring in a variety of disciplines to examine the trends and pattern of crime and deviant behaviour, the result indicated sex differences in the frequency and intensity for crime and deviant behaviour. Specifically men engage in crime with greater frequency and intensity than women.

Research Hypothesis:

- 1) Students from single parent, nuclear, extended and foster parents will differ significantly on deviant behaviours.
- 2) Students from urban areas will differ significantly on deviant behaviours.
- 3) Male Students will differ significantly from female students from student from rural areas on deviant behaviours.

Method

Participants:

189 (67 Males and 122 Females) participants were used for the study. The participants were randomly selected from rural and urban areas of Idemili North Local Government Area of Anambra State. The classification of rural and urban was based on Anambra state of Nigeria extra-ordinary Gazette no 7, vol. 8, dated August, 1998 part B.

Out of 15 government owned secondary schools in the area, 10 were randomly selected. 5 from urban areas and remaining 5 from rural areas – Urban areas include two schools from Ogidi, two schools from Nkpor and one school from Obosi.

They are:

Boys Secondary School, Ogidi Girls Secondary School, Ogidi

Technical College Nkpor

Girls Secondary School Nkpor (Urban) Girls Secondary School Obosi.

Rural areas include: Abacha, Abatete, Eziowelle, Ideani, Oraukwu, Uke and Umuoji. Out of the 7 towns, 5 were randomly selected.

Netre deme Secondary School, Abatete Girls Secondary School Eziowelle



Oraukwu Grammer School, Oraukwu Community secondary school,
Umuoji. Girls secondary school, Uke.

The researcher wrote down the names of 15 government owned secondary schools on a paper and folded it and separated according to the areas. He randomly picked five from both areas. Stratified random sampling was adopted in selecting participants from their schools. This ensured that every participant was represented. 20 students were selected from each school making it 200 while 11 questionnaire were invalid. The students age ranged from 18 to 25 years with mean age of 20.84 years and standard deviation of 1.58.

Instrument:

The instrument for this study is psychopathic deviate scale (pds) developed by S.R. Hathaway and J.C. Mekinley (1967) and validated by Omolubi (1992). The instrument was divided into two sections. Sections A elicited information on family types, age, location and name of the school. Section B: Comprises of 72 items of true or false. The 72 item inventory is the scale 4 of the Minnesta Multiphasic personality inventory (MMPI). It is administered as an independent test because of its multiple values in assessing different population.

Procedures:

200 copies of the questionnaire were produced. Four research assistants were trained and used for the administration of the questionnaire. The research assistants went round the 10 selected secondary schools in the area of the study. A letter of permission was written and sent by the research assistants to the form mistress / masters of the various classes.

The research instrument were administered to the participants on the sport at various schools with the assistance of the school staff personnel. In addition to instructions written on questionnaire, the participants were given verbal instructions and clarifications where necessary. Copies of questionnaire were retrieved after completion without subjecting the respondents to time constraint. Out of 200 administered questionnaire, 189 were properly filled according to instructions and collected by the research assistants.

Design / Statistics:

The research design was 4 x 2 x 2 factorial design. That is 4, family types (single parent vs nuclear vs extended vs foster parents) x 2, location (urban vs Rural) x 2, Gender (Male vs Female) factorial design. Based on the research design, three way analysis of variance was adopted as statistical tool to test the research hypotheses after data collection.

Result

The analysis were presented in the order in which the hypotheses were tested.

Table 1: Summary table of mean & standard deviation of family types with respect to deviant behaviour.

Family Types	Mean	N	Std. Deviation
Simple parent	11.3	73	83.1
Nuclear	11.6	80	19.4
Extended	11.7	20	10.1
Foster	11.8	16	26.4
Total	11.4	189	15.3



The above table one indicated no significant mean differences among the family types with regards to deviant behaviour.

Table 2: Summary table of mean and standard deviation of location with regards on deviant behaviour.

Location	Mean	N	Std. Deviation
Urban	11.5	98	15.7
Rural	11.2	91	11.1
Total	11.4	189	15.4

The second table showed no significant mean difference between urban and rural students on deviant behaviour.

Table 3:

Summary table of mean and standard deviation of gender with respect to deviant behaviour.

Gender	Mean	N	Std. Deviation
Male	11.1	67	79.2
Female	11.6	122	18.0
Total	11.4	189	15.4

The table three above indicated no significant mean difference between male and female students on deviant behaviour.

Table 4: Summary table of three – way Analysis of variance (3 – WAY ANOVA) on the effect of family types, location and gender on students deviant behaviours.

Source	Type III sum of squares	DF	Mean Square	F	SIG
Gender	20.9	1	99.5	.427	.734
Family	29.9	3	13.5	.581	.227
Location	13.5	1	20.9	.899	.344
Gender x Family	56.3	3	34.5	.148	.701
Gender x location	.000	1	28.1	1.21	.301
Family x location	34.5	3	47.1	.343	.794
Gender x family x Location	.000	1	15.1	1.09	.296
Error	41.7	175	23.3		
Total	25.1	189			



The above table four indicated no significance main effect of family types on students deviant behaviours at $F(3,175) = .58$ $P > .05$ level of significance. Therefore, the hypothesis one which stated that students from single parent, nuclear, extended and foster parents will differ significantly on deviant behaviour was not confirmed. In addition, the second hypothesis stated that there will be a significant difference between urban and rural students on deviant behaviour was not confirmed at $F(1,175) = P > .05$ level of significant. The findings also indicated no significant main effect of gender on deviant behaviour among students. Therefore, the third hypothesis which stated that there will be significant difference between male and female students on deviant behaviour was not confirmed at $F(1,175) = .43$ $P > .05$ level of significance.

Finally, the findings showed that there was no significant interaction among gender, family types, and location with respect to deviant behaviour at $F(1,175) = 1.09$; $P > .05$ level of significance.

Discussion

The study investigated effects of family types, location and age on students deviant behaviours. The study was carried out in Idemili North Local Government Area of Anambra State. Primarily, three research hypotheses were formulated to guide the study. From the data analyzed, the result revealed that single parent, nuclear parents, extended and foster parents did not differ significantly on deviant behaviours. This disagrees with the findings of Thornberry et al (1999) who found that children who live in homes with one parent or in which marital relationship been disrupted by divorce or separation are more likely to display a range of behavioural problems including delinquencies than children who are from other family types. This finding is inconformity with the findings of Gorman – Smitt and Tolan (1998) that parental conflict and parental aggressiveness predicted involvement in property crimes. In another study showed that children are likely to resort to violence if there is violence within the relationship that may share with their family types.

The result of hypothesis two showed that students from urban areas did not differ significantly from students from rural areas. This is in agreement with the findings of Eke (2004) the implication of the above is that the students from rural schools would behave differently from students in urban location, but, according to him, the whole wide world is a global village. The adolescent in the two categories behave in the same manner because of the availability of computer and internet services. The findings may be in line with the trend of development in Idemili North Local Government. All most all the rural areas have electricity and accessible road network, this may have influence the change from previous findings.

Hypothesis three stated that male will differ significantly from female students on deviant behaviour. The findings are in line with Onyechi and Okere (2007) their research shown that gender is not a significant factor in adolescents deviant behaviour and subsequent effect on academic achievement.

Implication of the Study

The result of the study based on the data obtained and analyzed have a far reaching implications on the causes and management of deviant behaviours among students in secondary schools. One of the educational implications is that students take to deviant behaviour as a result of interviewing factors against acceptable behaviour, considering the fact that guidance services are of importance to students in secondary schools, teachers counselor should be up and doing



with the intent of extending guidance services to all students especially on deviant students. Revisitation of the educational curriculum is necessary to accommodate those activities relevant to the management of deviant behaviour revealed in the study.

Recommendations

Based on the findings, the research recommends that:

- i. Guidance and counseling services should be intensified in the secondary schools to prescribe more acceptable behavioural models to the students and inspire them to imbibe positive behaviours and also provide necessary information,
- ii. Managers and other support staff in the schools should emphasize good behaviour and virtues and administer right punishment openly with every fairness and impartiality to delinquent acts in order to discourage deviant behaviours among students.
- iii. Parents should be educated on strategies of dictating and management of deviant behaviour on time.
- iv. Provision should be made to enable students report deviant behaviours on time and necessary protection arrangement made to shield those who volunteered to report cases of deviant behaviours among students in school.
- v. Finally, excursion, workshop and seminar should be organized to imbibe values and morals to shape negative behavioural conditions among the students in secondary schools.

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