



RESEARCH ARTICLE

IMPACT ASSESSMENT OF DEVIANCE BEHAVIOUR ON ACADEMIC PERFORMANCES OF STUDENTS IN SECONDARY SCHOOLS OF KOGI EAST EDUCATION ZONE OF KOGI STATE, NIGERIA

JONATHAN ANTHONY OCHEJE, CELINA EDEGBO, JOSEPH EMMANUEL

¹Department of Educational Foundations and Management, Kogi State College of Education, Ankpa; ²Department of Primary Education, Kogi State College of Education, Ankpa; ³Department of Social Studies, Kogi State College of Education, Ankpa

ABSTRACT

The purpose of education among others in Nigeria is to train youngsters to become useful and functional members of the society, therefore education become one of the powerful instruments for inculcating desirable behaviours, positive values and attitudes, skills and knowledge into learners. Students learning become more effective and impactful when the learning environment is calm and devoid of distractions. This study was to assess the impact of deviant behaviours on academic performances of secondary school students in Kogi East Education Zone of Kogi State. The study used a descriptive survey design for the research. Sampling technique was used to draw a sample population of fifty (50) SS1 and SS2 teachers in both public and private secondary schools and ten (10) principals of the schools sampled where data was administered. The instruments used for data collection were questionnaire and interview techniques, the data were analysed using simple percentages. Fifteen (15) secondary schools were selected from public and private secondary schools for the study. After careful study and analysis, it was discovered that deviant behaviour has a very detrimental impact on students' academic performances. The impact was more in public schools than the private schools. It also revealed that most teachers used punishment as a means of managing deviant behaviours in private schools. The study concluded by recommending the adoption or constitution of counselling service in school to effectively combat deviant behaviours for optimum students' performance.

Keywords: Impact, deviance behaviours, academic performances, students.

Corresponding Author

JONATHAN ANTHONY OCHEJE: Email Address: joeocheje@gmail.com.
Telephone Numbers: +2348035423760 & +2348154244367

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1.0. INTRODUCTION

One of the major purposes of education is to instill national consciousness, National Commitment and belongingness. It is the training of moral mindsets whose aim is to incorporate human being to be human in its rational sense, it is an indispensable tool that mode the character and behaviour of human being to act according to the desirable behaviour in the society they belong. It is also a parameter to determine the true mature of desirable behaviour, positive values, skills and knowledge needed to make one functional and contributive numbers of the society.

Students/ learners went to school to learn behaviours and morals that will be of help to them throughout their life but in the process, they learn characters that are contrary to the desire of their parents who sent them to school, thereby putting on behaviours that will at end ruin their academic life, this act may be as a result of peer group influence, bad company, family background and the learning environment. Students also learn behaviours that do not tally with the norms of the school or society; they became deviant to the school and the society.

Deviant behaviour impacts negatively on the academic performance of students who are into it. It could be described as behaviour that is different from the norms of the society which has become a major global problem. The word ‘deviant’ according to Hanmoglu (2018) was derived from a latin words “deviato” and it means an abnormal behaviour and the number of learners involved continue to multiply geometrically on yearly basis. The author also described deviance in school as any act of students’ attitude disposition that tends to deviate from the acceptable rules and regulation guiding the operation of the school. Any acts that disrupt the smooth functioning and survival of an established place of learning can be termed deviant act.

The cause of deviant behaviour in schools have not been completely determined to date therefore, this study set out to identify types of abnormal behaviour exhibited by students of Kogi East education zone, the impact it has on their academic performances in school setting and to recommend measures to curb these behaviour to make them adapt adequately to the society for their survival and in the interest of their future careers.



1.1. Statement of the Problem

Deviant behaviour generally is against the norms of any society or institutions. One of the disturbing issues is the rising rate of deviant behaviour in secondary schools and this act damage school reputation. Schools where disruptive behaviours pre-dominate become ineffective, making it difficult for teaching and learning to go on adequately. Students who exhibit behaviour deviation are often prone to poor academic performances than others that are in conformity to the school norms.

Students sometime resort to deviant behaviour when they are unable to withstand academic rigours. Deviant behaviour short chains the purpose of education by impacting negatively on teaching and learning in school. Without proper handling, school teachers will find it very difficult to teach and students cannot learn effectively. Kogi East education zone is experiencing poor performances of students in both public and private secondary schools in the area and the education stake holders are worried about the remote cause of this poor performance hence the need to investigate whether the poor output of students was as result of deviant behaviour of students.

1.2. Purpose of the Study

The research study seeks to investigate and assess the impact of deviant behaviour on academic performances of students in Kogi East Education Zone of the State.

1.3. Research Questions

1. What types of deviant behaviours are prevalent among secondary school students in the Kogi East Education zone?
2. How do the deviant behaviours affect students' academic performances in public examination in the Kogi East Education zone?

2.0. CONCEPTUALIZATION AND THEORETICAL FRAMEWORK

2.1. Conceptualization of Deviant Behaviours

Deviance in school can be referred to any act of student's behaviour that tends to deviate from the laid down rules and regulations guiding an institution. Any act of bad manner that disrupt the general welfare, security and survival of an established institution can be termed a deviant act (Akpehi, 2019).



Any traits according to Groode (2016) that do not conform to officially established generally accepted social norms is an act of defiance. Students don't behave in the way the teachers want them to behave. When the students don't listen to their teachers, refused to do what they are told to do, defy or ignore instructions, it is a very easy way for teachers to become annoyed and frustrated. To deal with these traits or challenges there is need for the teachers to adopt positive disciplinary measure to avert these unwelcome and undesirable behaviours.

Deviant behaviour according to Asiyai (2019) is any behaviour exhibited by members of a group or society which is at variance with established rules of the group or society. Hanimoglu (2018) stresses that deviant behaviour can short chain the purpose of education by impacting negatively on learning and teaching in school. Without good discipline in school, teachers will find it difficult to teach and students cannot learn effectively.

Deviant behaviour is a common feature of secondary school students across the globe. In Britain, Naill (2005) and Harden in Asiyai (2019) reported that deviant behaviour was high among students as some brought dangerous weapon to school. They went further to express that the numbers of physical assaults on teachers have escalated and that some students have been bullied by fellow students thereby causing misery on those students' bullied and disrupting learning.

Social norm can be interpreted as the limit or measures of conduct permissible within the society that ensure society functions as it should and most importantly help to preserve societies. Human behaviour according to Lapinski and Rimal, 2005, Steinberg and Morris, 2001 in Hanmoglu (2018) may deviate either positively or negatively from socially acceptable norms. Negative deviance according to them disorders established social systems and usually result in violence and crime. Positive deviance on the other hand relates to creativity that brings about positive changes to the society. The positive aspect of deviance should have been the concern of students but rather most of them toiled the negative aspect which at the end ruined their academic endeavours. Deviant behaviour by students, include anti-social delinquent, wrongful, aggressive, self-destructing and suicidal acts. The highlighted acts may lead to various abnormalities in personal development as these deviations often will lure them to difficult life circumstances. (Crossman, 2018)



Deviant behaviour is posing a serious threat to learning in most schools, school violence is a serious problem especially in public schools regardless of how knowledgeable or good the teachers might be or a curriculum are, anti-social behaviour makes it difficult for students to learn and these behaviours include bullying, extortion, insubordination, physical fighting, aggression sexual assaults resulting from indecent dressing and any other violence act against fellow students and teachers. Other potable behaviour like stealing, truancy, and smoking also constitute dangers to their academic pursuit (Oluwagbohunmi, 2019).

The causes of Deviant Behaviour may be related to conditions of upbringing, parental background, peculiarities of physical development or inferiority. Most homes no longer play their traditional function of training the child in an upright manner, this is because many parents are so pre-occupied with duties outside the homes that they have little or no time to keep watch over the actions and behaviours of their children who are unfortunate to fall into bad groups, copy their bad behaviour and became deviant in school.

There are considerable evidences that students that are deviant no longer pay attention to studies in school for reason best known to them, they have limited time and the consequences will be academic failure, unemployment, underemployment and long term dependency. There are strong association between deviant behaviours like truancy, exclusion, crime and high students' achievement in school (McCarthy, 2016).

Recently, there have been increasing concerns across secondary schools in Kogi East Education zone that students' behaviours have deteriorated. The most concerning behaviour according to Adams (2021) are those that involves in minor violations of rules and regulations, disruption to the smooth running of the school, poor attendance to classes etc are the major source of discontent among teachers and it hinders teaching and learning. Teachers are often frustrated by the persistent non-attendance of certain students to classes. This particularly constraint them to catch-up, takes time, and distracts them from teaching the remainder of the class. Students who are deviant in school fall behind in their work and frequently have difficulties within friendship.

It has become a common feature in Nigeria today to hear from one media or the other about secondary school students both public and private that engaged in crimes such as drug abuse,



or addictions, sex offences, smuggling, armed robbery, yahoo, snatching of call phones, cybercafé crimes, rapping, truancy and theft of all kinds. These no doubt are heights of deviant behaviours and its resultant affect has been maladjustment of students and consequently the dismal failure or downward performance of students in our schools (Ngnokabuenue, 2015).

2.1. Theoretical Framework

Deviance is any behaviour that violates social norms and is usually of sufficient severity to warrant disapproval from the majority of society. Functionalist believes that deviance plays an important role in the society and can be used to challenge people's views. Sociologists who follow the functionalist view deviance as the key component of functioning society. Emile Durkheim (1893) believed that deviance is a necessary part of a successful society because it challenges people's present views.

Conflict theorists argue that crime stems from a system of inequality that keep those with power at the top and those without power at the bottom. Symbolic interactionist focus attention on the socially constructed nature of labels related to deviance. Crime and deviance are learned from the societal environment and enforced or discourage by those around them. deviant behaviour according to Micheal, Branner, Sayelte and Gaimes (2015) is relative to time and place because what is considered deviant in a social context may be non-deviant in another. Mueller (1995) coined the phrase differential associate to address the issue of how people learn. According to this theory, the environment plays a major role in deciding which norms people violate. The theory states that people learn deviance from the group they associate with.

Robert Merton's Anomie's theory of deviance is based on the idea that deviance is a natural occurrence with societies but, it is not natural in nature. Merton believed that the dominant culture of a society may set norms and goals that a person is expected to reach; else they are seen as slackers or failure. According to Walter Reacless's control theory, both inner and outer controls work against deviance tendencies. People may want at least some of the time to act in deviant ways but most do not; they have various internal and external restraints.



Specifically, the internal controls that restraint deviant behaviours encompasses conscience, values, integrity, morality, and the desire to be a good person. Similarly, the outer controls to deviant behaviour include police, family friends, and religious authorities. Travis and Hirschi as cited in Akpehi (2019) noted that these inner and outer restraints form the person's self-control which prevents acting against social norms. The key to developing self –control is proper socialization especially in early childhood. Children who lack self-control may grow up to commit crime and other deviant behaviour.

Morrish (1978) on his part suggested that deviant behaviour was not necessarily delinquent or criminal in nature, it may be the first step to some anti-social behaviour which may come within the sanction of the law and therefore irrevocably delinquent. According to him; deviancy was relative as well as contextual.

3.0. METHODOLOGY

This study investigates the effect of deviant behaviours and how it affects the academic performance of students in senior secondary schools. Both public and private secondary schools in three (3) local government areas were sampled from Kogi East Education Zone. These three local government areas are Ankpa, Omala and Olamaboro.

Descriptive qualitative research survey was adopted in order to gather information from senior secondary schools teacher of SS 1 and SS 2 students in both public and private secondary schools in the zone. Five secondary schools each were sampled from each of the local government areas making a total of 15 schools. That is, three (3) public schools and two (2) private schools were systematically selected from each Local Government Area.

The population of the study consisted of fifty (50) teachers. Thirty (30) teachers were drawn from public secondary schools and twenty (20) teachers from private secondary schools each. Instrument for data collection was the use of questionnaire and interview techniques. These instruments were validated by three (3) experts in research methodology to avoid errors of ambiguities before it was distributed. The teachers were randomly selected to answer the questionnaires and the questionnaires was personally distributed and collected to ensure hundred percent return.



Interview were also conducted with the head teachers of the schools visited one on one to ascertain the true nature of the deviant behaviour exhibited by the students and how it actually affected their performances. The data collected was analysed using percentage score and the result was obtained and presented in table.

4.0. PRESENTATION OF RESULTS AND DISCUSSIONS

The evaluations of the prevalence of effects of deviant behaviours among secondary school students in Kogi East Education Zone are quantitatively executed and the results presented are thematically summarized in the discourses that follow.

4.1. Evaluation of the Prevalent of Deviant Behaviours in Public Secondary Schools

In respond to research question one based on the type of deviant behaviours that are prevalence among students in secondary schools in Kogi East education zone are presented in Tables 1 and 2 for public and private secondary schools respectively, depict disparities based on items.

Tale 1: Descriptive Analysis of Prevalent of Deviant Behaviours in Public Secondary Schools

S/N	Types of Deviance Behaviours	Total Number of Respondents	Number Responded	Percentages
1.	Dishonesty	30	26	85
2.	Disobedience	30	25	83
3.	Truancy	30	28	93
4.	Assault and insult	30	15	50
5.	Stealing	30	20	63
6.	Smoking	30	10	33
7.	Cheating	30	28	93
8.	Noise making	30	30	100
9.	Lateness to school	30	20	63
10.	Sexual Immorality	30	25	83

Source: Author's Analysis (2025).

The table above actually displayed the true nature of deviant behaviours of respondents in public secondary schools as it is on the high side, the table showed that deviant behaviour common in public secondary schools in Kogi East Education Zone of Kogi State are dishonesty, 85 percent, disobedience 83 percent, truancy 93 percent, stealing 63 percent, cheating 93 percent, noise making takes the lead 100 percent, sexual immorality 83 percent



and lateness to school 63 percent while those that are forty common are assault and insult 50 percent smoking 33 percent.

On the basis of private secondary schools, the results summarized in Table 2 reveal that noise making attracted the most dominant deviant behaviour prevalence among the respondents with a highest proportion of 90 percent in the series. The proportion are closely followed by stealing, and cheating exhibiting a homogenous high responses of 16 respondents and a corresponding high uniform proportion of 80 percent on the results. On the contrary, dishonesty and fighting among students in schools were supported by 15 respondents each as among the prevalence deviant behaviours with a uniform proportion of 75 percent among students in private secondary school.

In the dimension of low prevalence, the results show that disobedience, lateness, truancy which recorded 40 percent each, while sexual immorality 35 percent and smoking 35 percent recorded lowest responses. However, those who responded when asked revealed that private school heads pay special attention to their students and sanctioned those who publicly misbehaved and sometime reported them to their parents. The diversities in the use of punitive measures partly explain why the prevalence of deviant behaviours are more dominant in public schools than their private secondary school counterpart in Kogi East Education Zone of Nigeria.

Tale 1: Descriptive Analysis of Prevalent of Deviant Behaviours in Private Secondary Schools

S/N	Types of Deviance Behaviours	Total Number of Respondents	Number. Responded	Percentages
1.	Dishonesty	20	15	75
2.	Disobedience	20	8	40
3.	Truancy	20	8	40
4.	Lateness to school	20	8	40
5.	Stealing	20	16	80
6.	Noise making	20	18	90
7.	Fighting	20	15	75
8.	Cheating	20	16	80
9.	Sexual immorality	20	7	35
10.	Smoking	20	7	35

Source: Authors' Analysis (2025).



4.2. The Extent deviant behaviours Affect Students Performance

Nine (9) principals of public secondary schools were interviewed, comprising three (3) each from the three (3) local government areas sampled and similarly, two (2) principals from private secondary school from each local government areas were equally interviewed. There was a significant similarities from the responses of the nine (9) principals from the public secondary schools as most of them revealed that students who exhibited deviant behaviours performed poorly in both internal and external examination and the poor performances are common with students who are disobedience, dishonest, those who play truancy, attended classes late, making noise while lesson was on, those students are perpetual cheaters because most of them pay less attention and does not take their studies seriously because of their nefarious attitudes. These acts of deviance behaviours according to the principal were due to peer group influence, irresponsible parents and lack of proper disciplines in schools. The findings is in consonance with the findings of Chikwature, Oyedele and Ganyans (2016) that identified cheating, stealing, dishonesty, disobedience and other related deviant behaviours have some measure of impact on student's academic performances.

According to the principals of private secondary schools, the six (6) principals that was interviewed revealed that deviant behaviours in actual sense as shown on their record books did affect their academic performances and its effect is more on students who were not honest to their teachers and school rules, those that play truancy, come late to classes and some perpetual noise makers performed very poor in their termly examinations in schools, most principals interviewed revealed that most parents were aware of these deviant acts as some parent do join hands with them to curtail these misbehaviours because of the consequences it will have on their academic performances. This has helped them to record some measure of improvement and has limited or reduced the numbers that perform poorly.

The finding agreed with the findings of Asiyai (2019) that deviant behaviours like noise making impacts negatively on student's learning. Similarly, Appelbaum, Laconi and Matousek (2007) averred that deviant behaviour whether minor or major, overt or covert, impedes students learning and limit the school in achieving the goals and objectives.



Additionally, the finding also agreed with Bhagav and Caeiro (2017). They maintained that deviant behaviour impacted negatively on students leading to failure and drop out schools.

4.3. Summary of Major Findings

The preceding discourses on the results clearly reveal findings from this study revealed that:

1. The deviant behaviours common in most senior secondary schools in both public and private schools in the zone are disobedience, dishonesty, truancy, noise making, cheating, and lateness to school. In support with these findings, Chikwature, Oyedele and Ganyani also identified similar types of deviant behaviour in their study.
2. Deviant acts perpetrated by students in secondary schools in Kogi East Education Zone are likely to be responsible for the downward turn in their academic performances. This observation is similar with the findings of Watanbe (2008) that there is a statistically significant differences between deviant and non-deviant students in test scores where the means test score shows that deviant students achieve lower test scores.
3. The cause of deviant behaviour was as the result of peer group influence, irresponsible, parents, lack of discipline in schools.
4. The effects of poor performances of students are high in public secondary schools than private secondary schools.

5.0. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

From the finding of this study, it could be concluded that there was prevalence of deviant behaviours among senior secondary school in Kogi East Education Zone in Kogi State. It could also be concluded that the extent of deviant behaviours in public schools is high than that of private schools. That act of deviant behaviours actually affects the level of their academic performance in school.



5.2. Recommendations

Based on the findings, the following recommendations were made.

- ❖ Effort should be made by school principals to constituted counselling services in schools to effectively combat deviant behaviours for students' optimum performances.
- ❖ Deviant behaviours should always attract punishment to serve as a preventive measure for others.
- ❖ Teacher should ensure that moral teachings and acceptable norms of the society should be their priority in most cases in order to minimise the urge for deviant acts.

Competing Interest

The authors have declared that no conflicting interest exist in this manuscript.

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