

**FAMILY TYPE AND DEVIANT BEHAVIOUR OF SECONDARY
SCHOOL STUDENTS IN UYO SENATORIAL
DISTRICT, AKWA IBOM STATE**

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ABSTRACT

This study was to investigate the effect of family type on the deviant behaviour of secondary school students in the Uyo Senatorial District of Akwa Ibom State. An Expost-facto research design was used for the study. The study area was Uyo Senatorial District. The population of the study comprised of all secondary school students in the study area. Cluster and random sampling techniques was used to select 1 teacher and 20 students each from 4 schools selected from each of the 5 local government areas, giving a total of 400 respondents that comprised the sample size used for this study. The instrument used for data collection was a researcher-developed questionnaire titled "Family Type and Students Deviant Behaviour (FVSDB)". Face and content validation of the instrument was carried out by a supervisor and a lecturer in test and measurement in the Faculty of Education, University of Uyo, Uyo. Instrument reliability was tested using the Cronbach Alpha technique. The reliability coefficient obtained was 0.94. The data obtained was analyzed using descriptive statistics and independent t-test used to analyse the hypotheses. The result was tested for significance at 0.05 alpha levels. The data obtained was analyzed using descriptive statistics and independent t-test used to analyse the hypotheses. The result was tested for significance at 0.05 alpha levels. The study concluded that family type has significant influence on deviant behaviour of secondary school students in Uyo Senatorial District, meaning that secondary school students in Uyo Senatorial District who are from polygamous family are associated with more deviant behaviour of than their counterparts in monogamous families. One of the recommendations made in the study was that the government should regularly organize workshops or seminars for parents to teach them the various ways they can use to bring up their children, especially in polygamous families.

KEYWORDS: Family type, deviant behavior, secondary school, Uyo Senatorial District and Akwa Ibom State

INTRODUCTION

Education not only provides knowledge and skills, but also inculcates values, trains instincts and fosters the right attitude and habits. According to Muhammed and Muhammed (2010), they are of the opinion that cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies in the hands of the parents. This is congruent with the common assertion by sociologists that education can be an instrument of cultural change, which is being taught from home, which is relevant in this discussion. Most secondary school students in general and those in the Uyo Senatorial District in particular are in the adolescent stage. Adolescents have needs and problems that arise from organic, psychological, and social pressures. These pressures in turn exert influences on them, which make them exhibit behaviors that are not in consonance with societal norms, leading to delinquency. According to Isangedighi (1998), deviant behavior is a behavior that involves withdrawal from rules that govern behavior among adolescents. In a study carried out by Ajake, Etuk, and Omori (2010), it was shown that there is a high rate of school complaints about students' deviant behaviours. At this juncture, the family has the enormous task of ensuring that the adolescent grows appropriately in this regard. The manifestation of deviant behaviour among secondary school students has remained an age-old problem in the Nigerian secondary school system.

In a study carried out by Ajake, Etuk, and Omori (2010), it was shown that there is a high rate of school complaints about students' deviant behaviours. At this juncture, the family has the enormous task of ensuring that the adolescent grows appropriately in this regard. The extent to which parents and other adults in the family make provision for the holistic growth of their adolescents with the view of curbing societal ills has generated a lot of concern in contemporary Nigeria as a whole and in the Uyo Senatorial District in particular. Increased attention is being given to the ability of an individual and their family to successfully remedy the negative impact of deviant behavior. Any behaviour that deviates from societal norms, values, beliefs, and expectations is considered undesirable (Okorodudu and Okorodudu, 2003). Onyechi and Okere (2007) identified the following as deviant behaviors committed persistently in the classroom: walking out on the teacher, noise making, cheating, immorality, examination malpractice, etc. Edwards and Shane (2006) emphasized the importance of extended family ties in Latino culture as well as the strong identification and attachment of individuals with extended families. In Africa, parents expand beyond the immediate mother and father to include members of the extended family, neighbours, and every other person who, in one way or another, is involved in the upbringing of the child (Okpako, 2004).

STATEMENT OF THE PROBLEM

In recent years, instances of deviant student behavior have become more serious. Past studies on deviant behavior have mostly referred to cutting classes, using filthy language, stealing, smoking, and drinking. However, instances of students bullying others and threatening teachers in public have become common. It seems that schools are helpless regarding students with deviant behavior, and the educational authorities do not have effective measures in place to deal with these problems. Some teachers attribute the above problems to teachers' lacking the right to use physical punishment, as it is forbidden in the current educational regulations. In addition, physical punishment violates students' human rights and only temporarily curbs students' surface behaviour. Parenting is one of the most complex tasks every parent hopes to succeed in.

For all social and educational development, the family plays an important role. These developments have heightened the need for a study on children's school achievements. Since family type is the first characteristic of the child, it could greatly affect their understanding, attitude, and school achievements.

OBJECTIVE OF THE STUDY

The main purpose of this study was to investigate the influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District of Akwa Ibom State. The specific objectives were as follows:

1. To examine the influence of family type on deviant behaviour among students in Uyo Senatorial District.

RESEARCH QUESTION

The following research questions will be answered:

1. What is the influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District?

HYPOTHESIS

1. There is no significant influence of family type on the deviant behaviour of secondary school students in Uyo Senatorial District.

LITERATURE REVIEW

CONCEPT OF DEVIANT BEHAVIOR

Deviant behavior refers to behavior that is not approved by society. For students, this includes cutting classes or not following class and school regulations, etc. Some researchers intend to find out if schools are effective in modifying deviant behavior. They have probed teenagers with deviant behavior in correctional schools, demonstrating that their behavior significantly improves (Shirasa & Azuma, 1961:291 in Jambunathan & Counselman, 2002). This shows that teacher discipline can improve deviant behavior. However, the findings only refer to the difference in the means of deviant behaviors in self-reported questionnaires, and many other factors are not considered. Thus, it only indicates the meaning and value of school education on students' deviant behaviour. However, some studies have demonstrated that family is an important factor for students' deviant behavior. The loss of parental attachment will lead to deviant behavior. In addition, students from broken families tend to have anti-social behavior (Murray & Farrington, 2005:1269).

According to Cheng (2001:246), some research has indicated that family factors significantly influence the deviant behavior of teenagers. In addition, research has demonstrated that deviant behavior is related to parental supervision (Laser, Luster, & Oshio, 2007:1463). Research conducted in Boston, U.S., supports the above finding. Deviant behavior is associated with a lack of parental attachment and supervision (Sampson & Laub, 1994: 523; Jambunathan &

Counselman, 2002). Generally speaking, teacher discipline and the parent-child relationship are all related to deviant behavior (Cauffman, Farruggia, & Goldweber, 2008:699). In such a way that studies in Taiwan have demonstrated that family is the main factor in individual misdeeds. Negative parent-child relationships have an influence (Hsieh, 1996:139 in Boroffice 2004, Hyssong, 2000). Hsieh treated normal and criminal teenagers as subjects, and demonstrated that positive parental discipline and a positive parent-child relationship reduce deviant behavior and that improper parental discipline is the most important factor in deviant behavior (Hsieh, 1996: 141; Jeynes, 2003).

CONCEPT OF FAMILY TYPES

Marriage is the recognized union of a man and a woman for the primary purpose of procreation. Marriage is a cultural and social institution. Thus, different communities and countries have different restrictions placed on the type of person they can marry or not marry. The nature of restrictions depends on the particular area where the marriage is contracted. However, the marrying of blood relatives is prohibited in all human services. According to Klein and James (1999), the family is one group over which we, as individuals, have some control. It is the family that co-operates with the school throughout the education of the child, and the child's achievement is not only influenced by the school but also by the family of which the child is a member. In Nigeria, the marriage institution is found in a variety of forms which fall into two broad categories: monogamy and polygamy. Our culture does not yet permit other forms of marriage. Monogamous marriage is common in western countries, and any individual who takes two or more wives is prosecuted by the state. Monogamy (with a small family size) is practiced among the Christian groups in Nigeria. Polygamous marriage (which usually has a large family size), on the other hand, is marriage between one man and two or more women and living with them at the same time, as practiced in Nigeria.

Denga (2000) concluded that there is a higher rate of indiscipline in polygamous families than in monogamous families. Also, Lamb (1990) indicated that societies with predominantly monogamous families tend to be rated high in the rate of theft and personal crimes among secondary school students, whereas societies with predominantly polygamous family structures tend to be rated high in both theft and personal crimes among secondary school students. Smith (2006) agreed with Trevas (1993) that students from broken homes are emotionally affected by the break-up of their parents' marriage. They find it difficult to sustain close human relationships and hence are predisposed to undisciplined acts since they have more emotional problems than students from intact families. In their study, Doherty et al. (2001) argued that in a plural family, two or three children are responsible for the upbringing of their younger brothers and sisters, which may interfere with their academic pursuits. Daramola (1994) attributed the downward trend in the academic achievement of secondary school students to the students' background, that is, the type of home environment where the child was raised. They stressed that the environmental conditions and the nature of social interaction that go on in the family may have some positive or negative influence on the academic achievement of a child. Daramola (1994) further stated that the factors affecting a child's educational achievement include the occupational status of the parents, the attitude of the parents towards their children's education,

and the values transmitted by the parents. According to Smith (2000), in their research, the family, as the child's primary institution, to reason abstractly and negatively, the child's academic pursuit or hope is affected and later becomes a failure to the family and society as a whole. Individual differences between students in the school may sometimes be due to the family background of the learner. Hence the teachers' effort to understand each child's family background through constant meetings with parents so that the child's education can be successful.

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Furthermore, Rubin (1973) in his study points out that it is the home and not the school that exerts the real prime and lasting influence on the child's character and asserts that if there is deprivation at home, material, mental, or spiritual. In another study, Sigelo (1980) assumed that at this time, with increased education and the cost of living, a large family is no longer desirable. The author is also of the view that children who range from 2–3 tend to be more intelligent than children from a larger family of about fifteen to twenty children. This is because children from larger homes frequently lack socioeconomic and other educational advantages enjoyed by children from smaller families. Hence, he reported that there is a correlation between family size and intelligence. In the same vein, Ndu (1979) in his study observed that when an individual feels caught in a web of misfortunes, he may be driven to adopt attitudes and standards that perpetuate their conditions. When children in large families feel frustrated as a result of a lack of parental interaction and parental care, they lose hope of higher attainments in life or getting the better things in life and have a lower interest in probable educational achievement or schooling. He notes that children who come from small families are more likely to adopt adult values and attitudes than those who come from larger families. Thompson (1957), in his study, points out that parents who have fewer children tend to devote more time and attention to each individual child. They may also tend to expect more from each child than parents who have many children. Adeyomo (1977) discovered that the environment has a strong influence on students. These parents, who are called "educable" by their children, can express themselves in such practical ways as helping their children. This invariably goes a long way in helping their children to develop intellectually more than those children who have been denied these great opportunities. A well-behaved parent may likely produce a well-behaved student. The use of filmstrips, televisions, and radio talk is important in assisting the child in acquiring language skills as well as cognitive skills that may aid him in improving his language abilities.

Tyler (1979) discovered that children of educated parents adopt their parents' better thoughts and language, which helps them to succeed and fit well in school. When a child finds himself miserable in a school, eventually he will prefer to stop schooling and thereby drop out. The child will do the work of a mother for a time before they are ready for school. It will be late for them. This contribution makes academic work difficult. The National Policy on Education (2004) states that the primary school level is the key to the success or failure of the academic system. The chief concern here is how to achieve qualitative academic standards for all the future leaders of our country. In an oral interview with one of the village chiefs, he confirmed that in polygamous homes (with a large number of children and wives), there is always a beloved wife whose children are also loved more than those of the other wives. In that case, there is always the tendency of the rest of the wives to put more effort into seeing that their own children are not left behind. This helps those women to work harder and contribute towards the management of their

children. The man of the house is unable to properly train all of the children, so the rest of the children are cared for and trained by their mothers.

One problem that contributes to large families in Africa, especially Nigeria, is gender. In most of our villages, male children are being reverend to the detriment of female children, so families with no female keep looking for more in anticipation of a male. Even polygamous homes increase the number of children without caution. As Iwundu (1996) observed, though the "Bible says, be content with what you have". But every normal man or woman will obviously need boys and girls to complete the family make-up. According to Udenga (1983), no matter how well educated the Nigerian husband is, he refuses to accept responsibility for the genes that resulted in female children. The woman is always made to feel miserable and the next course of action by the man is to go out and find his "boy" from some other woman. Some go to the extent of marrying another, thereby promoting polygamy in their quest to find the "boy" from so many women, until they achieve their aim. Having gone through the above views, one will understand that the home has a significant role to play in the formation of a student's character.

METHODS

An Expost-facto research design was adopted for the study. The study was carried out in Uyo Senatorial district of Akwa Ibom State. The population of the study comprised of all secondary school students in the study area. Cluster and random sampling techniques was used to select 1 teacher and 20 students each from 4 schools selected from each of the 5 local government areas, giving a total of 400 respondents that comprised the sample size used for this study. The instrument used for data collection was a researcher-developed questionnaire titled "Family Type and Students Deviant Behaviour (FVSDB)". Face and content validation of the instrument was carried out by a supervisor and a lecturer in test and measurement in the Faculty of Education, University of Uyo, Uyo. Instrument reliability was tested using Cronbach Alpha technique. The reliability coefficient obtained was 0.94. The data obtained was analyzed using descriptive statistics and independent t-test used to analyse the hypotheses. The result was tested for significance at 0.05 alpha levels.

RESULT/DISCUSSION

Research Question: The research question sought to find out the influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District. To answer the research question, descriptive analysis was performed on the data (see table 1).

TABLE 1: Descriptive analysis of the influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District

| Family Type | N | X | Mean Difference | Remarks |
|-------------|-----|---------|-----------------|--------------------------|
| Polygamous | 76 | 39.75** | 9.62*** | ***Remarkable Difference |
| Monogamous | 324 | 30.13* | | |

** The highest mean score

* The least mean score

Source: Field Survey

The result of the above table 1 presents the descriptive analysis of the influence of family type on deviant behaviour among secondary school students in Uyo Senatorial District. From the result of the analysis it was observed that students from polygamous family type (39.75) were remarkably higher than that of their counterpart from a monogamous family type (30.13) with remarkable mean difference of (9.62). The result therefore means that there is remarkable influence of influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District, meaning that students from monogamous families have less deviant behavior than their counterparts from polygamous family.

HYPOTHESIS TESTING

Hypothesis: The null hypothesis states that there is no significant influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District. In order to test the hypothesis, independent t-test analysis was used to analyze the data in order to generate the t-value (see table 2).

TABLE 2: Independent t-test analysis of the influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District

| Family Type | N | \bar{X} | SD | t |
|--------------------|----------|-----------------------------|-----------|----------|
| Polygamous | 76 | 39.75 | 2.29 | 16.19* |
| Monogamous | 324 | 30.13 | 5.06 | |

***Significant at 0.05 level; df =398; critical t-value 1.960**

The above table 2 presents the obtained t-test-value as (16.19). This value was tested for significance by comparing it with the critical t-value (1.960) at 0.05 level with 398 degree of freedom. The obtained t-value (16.19) was greater than the critical t-value (1.960). Hence, the result was significant. The result therefore means that there is significant influence of family type on deviant behaviour of secondary school students in Uyo Senatorial District. The result therefore is in agreement with the research findings of Klein and James (1999), who stated that the family is one group in which we as individuals have some control. It is the family that co-operates with the school throughout the education of the child and the achievement is not only influenced by the school but also by the family which the child is a member. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

CONCLUSION

1. Secondary school students in Uyo Senatorial District are associated with deviant behaviours at different levels.
2. Secondary school students in Uyo Senatorial District who are from polygamous family are associated with more deviant behaviour of than their counterparts in monogamous families.

RECOMMENDATIONS

1. Government should regularly organize workshops/seminars for parents to teach them the various ways they can use in bringing up their children, especially in polygamous families.
2. Enlightenment programmes on good parenting should be organized for the parents to expose them to different ways to relate, treat and how they have contributed or influenced the behavior and academic performance of students.

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