

## **SOCIAL FACTORS AS CORRELATES OF DEVIANT BEHAVIOURS AMONG SECONDARY SCHOOL ADOLESCENTS IN IMO STATE**

**Amaechi, Chidera Emmanuel**

Department of Science Education (Measurement and Evaluation),  
College of Education, Michael Okpara University of Agriculture, Umudike

**Ekeh, Uju Celestina,**

Department Of Life Science Education (Educational Psychology),  
Faculty of Education, Imo State University, Owerri,

&

**Oparaji, Happiness Ukachi O.**

Department of Educational Foundations & Counselling (Sociology of Education),  
Faculty of Education,  
Imo State University, Owerri,

### **Abstract**

*This study examined social factors as correlates of deviant behaviours among secondary school adolescents in Imo State. This study was conducted using correlational research design with two research questions and two hypotheses. The population of the study is made up of 30,430 SS2 students in the 268 public senior secondary schools in Imo State. The sample is made up of 180 SS2 students. The study employed multi-stage stratified sampling technique. Three rating scales titled Deviant Behaviours among Secondary School Adolescent Scale (DBASSAS), Use of Mass Media Scale (UMMS) and Social Support to Students Scale (SSSS) were used to collect data for the study. The instruments were validated and found to be internally consistent with indices of 0.71, 0.71 and 0.78 for (DBASSAS), (UMMS) and (SSSS) respectively using Cronbach alpha statistic. The research questions were answered with Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was found among others that: there is a very high positive relationship between students' use of mass media and deviant behaviours. It was also indicated that there is a moderate positive relationship between social support and deviant behaviours among students. But conclusively, the relationship between the social factors and deviant behaviours are distinctly significant. It was recommended among others that: the government should formulate policies that will promote the elimination of violent scenes in mass media, especially television.*

**Keywords:** Mass Media, Social Support, Deviant Behaviours, Adolescent, Students

### **Introduction**

Adolescence is the transitional period in human life linking childhood and adulthood; while at times it is called the period of teenage which is marked by changes in the body, mind and social relationships (Martins, Carlson & Buskist,

2007; Santrock, 2009). This means that the transition is as much physical, cognitive, social, psychological as it is biological. It is widely believed that adolescence is inevitably a period of storm and stress. Santrock (2009) considers three domains of potentials upheaval during adolescent turbulent time to include conflict, mood swings/disruption and risk behaviour. He further asserts that adolescents are often faced by a number of challenges at that period. These challenges they exhibit in the family, school, society and health related circumstances confronted by adolescent at this transition period, if not properly handled can result in deviant behaviour and affect their learning outcome in any form of examination (Amaechi & Onah, 2016).

Deviant behaviour refers to behaviour that does not conform to the norms and expectations of a given group of people or society (Oghiagbephan & Ikekhua, 2013). Deviant behaviours from time immemorial are attributed mostly to the adolescents and the youths in educational system. However, due to the dynamism of the society, various sorts of deviant behaviours are being exhibited in our present dispensation. In recent times, schools and the society at large have become reservoirs for committing various sorts of deviant behaviours which include theft, rudeness, sexual-harassment, truancy, late coming to school and so on (Oghiagbephan & Ikekhua, 2013). Accordingly, these phenomena have become a destructive approach that marred the growth and sustainability of most schools and societal settings in Nigeria.

A considerable number of factors have been identified by Okorodudu, (2006); Gilford-smith, Dodge, Dishon and McCord, (2009) as being associated with adolescents (students) with deviant behaviour. Factors such as religious, psychological, biological, environmental are accountable for deviant behaviours of students in school. Okorodudu (2006) pointed out some factors that are associated with adolescents' deviant behaviour to include the condition of the home, parental attachment, the social environment of the child, social support, peer group influences, mass media, resilience and biological factors. The social (mass media and social support) factors are considered in this study as some of the contributors of deviant behaviours among adolescents in secondary schools. The reason for considering these factors is because of the nature of the existing environmental dynamism and social problems of human beings.

The influence of mass media on the social and psychological development of the child is profound. It has become something of a cliché to observe that despite many decades of research and hundreds of studies, the connection between people's consumption of the mass media and their subsequent behaviour have remained elusive (Okorodudu, 2006). The mass media has also been mentioned as a causative factor in students' deviant behaviour (Guy, 2006). The mass media include both print and non-print materials. It can also be categorized into Audio, Visual and Audio-visual materials. The mass media include the radio, the television, magazines, facebook, twitter, 2go, whatsapps, yahoo messenger and other print and electronic devices. In television viewing, most war films that show acts of violence, sexual immoralities and pranks attract the attention of children and adolescents which in turn can influence their behaviour. Since most adolescents belong to secondary school age, they seem to be easily influenced by what they see and hear in their environment.

They are a very mobile group gaining access to several news papers, magazines, social networks, online charts, television stations and programmes. By their use of the mass media, there is every likelihood for an increase in their knowledge, career choices, and behaviour through the programmes they watch (Okpala, Awujo & Okpala, 2012). But in the use of media one is to be guided by a relative or other social support groups so that he/she cannot be misled.

Social support is the extent to which individuals feel that provisions of social relationships are available to them. It refers to the physical and psychological comfort provided by friends, family, and other significant people such as pastor, love partner, spouse etc (Salami, 2008). Social support is the acts that show that one is loved and cared for, esteemed and valued, and forms part of a social network of mutual assistance and obligations. Taxonomies of social support have shown that social support can come in different forms. These include affective support (i.e., love, liking and respect), instrumental support (e.g. aid in work, giving information, or money), emotional support (involves providing warmth and nurturance to another individual and reassuring the person that he or she is a valuable person who is cared about), appraisal support, and informational support (Edwards, 2004). Social support enables people to cope with varying life stressors and experience lower levels of strain and burnout but lack of it could lead to deviant behaviours (Onyishi, Okongwu & Ugwu, 2012). This supports the social buffering model that posit that social support have an effect on the individual psychological well-being during stressful life events which may help him to be deviants or non deviants.

Empirically, Okpala, Awujo and Okpala (2012) study also indicated that television viewing can impact both positively and negatively on the behaviour of most adolescents among public secondary school students in Obio Akpor Local Government area. Asekun-Olarinmoye, Asekun-Olarinmoye, Adebimpe and Omisore (2014) study concluded that uncontrolled exposure to mass media and Internet could negatively influence the sexual patterns and behaviour of youths. Cakar (2013) revealed in his study that in children, the social support perceived from the family, peer and teachers significantly predicts the behaviour problems. Also Cheng (2012) indicated that the main factor of students' deviant Behaviour is social control. Could the above situation be prevalent in Imo State secondary school students and her adolescents? Based on the above expositions, the researcher investigates social factors as correlates of deviant behaviours among secondary school adolescents in Imo State.

Deviant behaviour among secondary school adolescents is a concern not only to teachers and parents but also to the government and the society at large. This is because the level of corruption in our society is on the increase, and the adolescents are not left out. The issue of violence in Imo State could be as a result of deviant behaviours and thus has become so alarming that it deserves special attention. The state has however regrettably been noted for kidnapping, militancy and other scourge of violence. If these acts are left unchecked, they could result to violent society tomorrow. One may ask what could really be the cause of these deviant behaviours? Are secondary school adolescents' deviant behaviours influenced by some social

factors like mass media and social support? This problem therefore posed as a question is: what is the relationship between social factors and deviant behaviours among secondary school adolescents in Imo State?

The main purpose of this study is to examine social factors as correlates of deviant behaviours among secondary school adolescents in Imo State. Specifically, the study sought to:-

1. determine the relationship between students' use of mass media and deviant behaviours,
2. find out the relationship between social support and deviant behaviours among students,

The following research questions were posed to guide the study:

1. What is the relationship between the students' use of mass media and deviant behaviours?
2. What is the relationship between social support and deviant behaviours among students?

The following null hypotheses were stated to guide the study and will be tested at 0.05 level of significance.

**Ho<sub>1</sub>:** There is no significant relationship between the students' use of mass media and deviant behaviours.

**Ho<sub>2</sub>:** There is no significant relationship between social support and deviant behaviours among students.

### **Method**

The study is a correlational research design. The population of the study is made up of 30,430 SS2 students in the 268 public senior secondary schools in the 27 LGAs of the 6 education zones that made up Imo State (Source: SEMB; 2015). The sample is made up of 180 SS2 students. The study employed multi-staged stratified sampling technique to select the 180 SS2 students since the study involved a one by one correlational analysis. The researchers selected 12 LGAs (2 LGAs per each zone), they selected 36 schools out of the 268 public secondary schools where she sampled 180 SS2 students (making it 15 students per each LGA and 5 students per each selected school).

Three sets of rating scales constitute the instruments for the collection of information for the study. The research instruments were constructed by the researchers based on findings from the review of the literature related to the study. The rating scales were known as Deviant Behaviours among Secondary School Adolescent Scale (DBASSAS), Use of Mass Media Scale (UMMS) and Social Support to Students Scale (SSSS) for students to rate with ten (10) items each. The items on the scales were constructed, based on four points rating scale which ranges from: Always (4 points), Oftentimes (3 points), Sometimes (2 points) and Rarely (1 point). The instruments were validated by two experts in the field of Education

Measurement and Evaluation and one expert from Educational Psychology. The internal consistency reliability was ensured on one shot basis using Cronbach alpha which gave indices of 0.71, 0.71 and 0.78 for (DBASSAS), (UMMS) and (SSSS) respectively indicating high reliability of the research instruments.

For the purpose of analyzing the data that were collected after the administration, the researcher used Pearson “r” statistic to answer the research questions so as to establish the relationship between the dependent and independent variables in the study. The bases for the decision for the research questions’ conclusion were as follows: 0.00-0.20=very low relationship, 0.21-0.40=low relationship, 0.41-0.60=moderate relationship, 0.61-0.80=high relationship and 0.81-1.00=very high relationship. The hypotheses were tested using t-test of significance of correlation statistic at a  $p < 0.05$  level of significance.

## Results

### Research Question One

What is the relationship between the students’ use of mass media and deviant behaviours?

**Table 1:** Summary of Pearson r correlation coefficient between students’ use of mass media and deviant behaviours.

n	r	r <sup>2</sup>	Decision
180	0.97	0.94 (94%)	Very High Positive Relationship

Table 1 shows the correlation coefficient between students’ use of mass media and deviant behaviours. The result indicated that n was 180 and gave the Pearson r as 0.97 and r<sup>2</sup> as 0.94. The result shows that r of 0.97 is very high and positive relationship, concluding that the correlation coefficient between students’ use of mass media and deviant behaviours is very high and positive. When the coefficient of determination (r<sup>2</sup>) was calculated, the outcome was 0.94, which means 94% of the variation in deviant behaviours of students was accounted for by students’ use of mass media in the correlation. This means that only 94% of the variation in deviant behaviours of students can be explained by students’ use of mass media. The rest (6%) cannot be explained by students’ use of mass media. Nevertheless, the fact that the correlation was positive also means that, as students’ use of mass media increases, students’ deviant behaviours increases as well by 94%. The conclusion is that there is a very high positive relationship between students’ use of mass media and deviant behaviours.

### Research Question Two

What is the relationship between social support and deviant behaviours among students?

**Table 2:** Summary of Pearson r correlation coefficient between social support and deviant behaviours among students.

n	r	r <sup>2</sup>	Decision
180	0.51	0.26 (26%)	Moderate Positive Relationship

Table 2 shows the correlation coefficient between social support and deviant behaviours among students. The result indicated that n was 180 and gave the Pearson r as 0.51 and r<sup>2</sup> as 0.26. The result shows that r of 0.51 is moderate and positive relationship, concluding that the correlation coefficient between students' social support and deviant behaviours is moderate and positive. When the coefficient of determination (r<sup>2</sup>) was calculated, the outcome was 0.26, which means 26% of the variation in deviant behaviours of students was accounted for by students' social support in the correlation. This means that only 26% of the variation in deviant behaviours of students can be explained by students' social support. The rest (74%) cannot be explained by students' social support. Nevertheless, the fact that the correlation was positive it also means that, as students' social support increases, students' deviant behaviours increases as well by 26%. The conclusion is that there is a moderate positive relationship between social support and deviant behaviours among students.

### Test of Hypotheses

#### Hypothesis One

**Ho<sub>1</sub>:** There is no significant relationship between the students' use of mass media and deviant behaviours.

**Table 3:** Summary of t-test significance of correlation analysis for the relationship between the students' use of mass media and deviant behaviours.

n	r	α	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
180	0.97	0.05	178	56.63	1.96	Reject H <sub>0</sub>

Table 3 shows that summary of t-test significance of correlation analysis for the relationship between the students' use of mass media and deviant behaviours. The table indicated that the hypothesis is rejected. This is because, with the degree of freedom of 178, very high Pearson r of 0.97, the t-cal of 56.63 is greater than the t-tab of 1.96 at 0.05 level of significance. This implies that there is significant relationship between the students' use of mass media and deviant behaviours.

#### Hypothesis Two

**Ho<sub>2</sub>:** There is no significant relationship between social support and deviant behaviours among students.

**Table 4:** Summary of t-test significance of correlation analysis for the relationship between social support and deviant behaviours among students.

<b>n</b>	<b>r</b>	<b><math>\alpha</math></b>	<b>df</b>	<b>t<sub>cal</sub></b>	<b>t<sub>tab</sub></b>	<b>Decision</b>
180	0.51	0.05	178	7.96	1.96	Reject H <sub>0</sub>

Table 4 shows that summary of t-test significance of correlation analysis for the relationship between social support and deviant behaviours among students. The table indicated that the hypothesis is rejected. This is because, with the degree of freedom of 178, moderate Pearson r of 0.51, the t-cal of 7.96 is greater than the t-tab of 1.96 at 0.05 level of significance. This implies that there is significant relationship between social support and deviant behaviours among students.

### **Discussion of Findings**

This study revealed that there is a very high positive relationship between students' use of mass media and deviant behaviours. This implies that use of mass media has much influence on deviant behaviours among students. Based on this finding, the study further inferred that there is significant relationship between the students' use of mass media and deviant behaviours. This implies that the relationship between deviant behaviours and students' use of mass media can be felt and is conspicuous. Following this finding, Okpala, Awujo and Okpala (2012) study also indicated that television viewing can impact both positively and negatively on the behaviour of most adolescents among public secondary school students in Obio Akpor Local Government area. Asekun-Olarinmoye, Asekun-Olarinmoye, Adebimpe and Omisore (2014) study concluded that uncontrolled exposure to mass media and Internet could negatively influence the sexual patterns and behaviour of youths. The reason for the agreement in these studies could be that these days, students spend most of their time in the internet with their phone browsing and chatting with friends and families. In the cause of doing this, they may be exposed to different vices that could alter their behaviour, which invariably may lead to deviant acts. Even at home, and in public places they are exposed to movies and shows that could affect their behaviours.

It was also revealed in this study that there is a moderate positive relationship between social support and deviant behaviours among students. This shows that there is a modest association between social support and deviant behaviours among students. One can therefore say that the influence of social support on students' deviant behaviours is moderate. The findings led to the establishment in this study that there is significant relationship between social support and deviant behaviours among students. This implies that though that the relationship/influence is moderate, but the influence can be clearly felt. Congruent to this finding, Cakar (2013) revealed in his study that in children, the social support perceived from the family, peer and teachers significantly predicts the behaviour problems. Also Cheng (2012) indicated that the main factor of students' deviant Behaviour is social control. It is clear that social support affect adolescent deviant behaviour. The reason for the collaboration in

the findings could be attributed to similar characteristics of the adolescents in these areas.

### Conclusion

The study concludes that use of mass media has much influence on deviant behaviours among students. There is also a moderate positive relationship between social support and deviant behaviours among students. This shows that there is a modest association between social support and deviant behaviours among students in Imo State.

### Recommendations

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

1. Mass media stations should be made to provide programmes that serve the educational and informational needs of the adolescents.
2. The government should formulate policies that will promote the elimination of violent scenes in mass media, especially television.
3. The government should organize workshops and seminars for parents where they would be taught the roles they should play towards curbing deviant behaviours among adolescents.

### References

- Amaechi, C.E. & Onah, F.E. (2016). Post-graduate students' perception of innovative practice of open book examination (OBE) in Imo State University, Owerri. *ASSEREN Journal of Education*, 1(1), 67-76.
- Asekun-Olarinmoye, O.S., Asekun-Olarinmoye, E.O., Adebimpe, W.O. & Omisore, A.G. (2014). Effect of mass media and internet on sexual behavior of undergraduates in Osogbo metropolis, Southwestern Nigeria. *Adolescent Health, Medicine and Therapeutics*, 1(5), 15–23.
- Cakar, F.S. (2013). Behaviour problems and social support which children perceived from the different sources. *International Education Research*, 1(2), 50-64.
- Cheng, J. (2012). The effect factor for students' deviant behaviour. *The Journal of Human Resource and Adult Learning*, 26(8), 26-32.
- Edwards, L. (2004). Measuring perceived social support in Mexican American youths: Psychometric properties of the multidimensional scale of perceived social support. *Hispanic Journal of Behavioural Sciences*, 26(1), 187-194.
- Guy, R.L. (2006). *Adolescents*. California: Wardsworth Publishing Company.
- Martins, G.N., Carlson, N.R. & Buskist, W. (2007). *Psychology*. (3rd ed.) England: Pearson.
- Oghiagbephan, D.A. & Ikekhua, A.I.O. (2013). Counselling against deviant behaviours for national development in schools and non-schools settings in Nigeria. *Delta Journal of Guidance & Counselling: A Research Journal*, 1(1), 45-52.

- Okorodudu, R.I. (2006). *Education and reorientation for good citizenship in Nation building (Counselling Psychological Approach)* Benin City, Ethiope Publishing Corporation.
- Okpala, I.M., Awujo, C.G. & Okpala, A.N. (2012). The influence of television viewing on adolescent, behaviour among public secondary school students in Obio/Akpor LGA in Rivers State. *Journal of Education and Practice*, 3(7), 142-150.
- Onyishi, I., Okongwu, O.E., & Ugwu, F.O. (2012). Personality and social support as predictors of life satisfaction of Nigerian prison officers. *European Scientific Journal*, 8(20), 110-125.
- Salami, S.O. (2008). Psychosocial factors as predictors of mentoring among nurses in South-western Nigeria. *Journal of Workplace Learning*, 20(5), 348-363.
- Santrock, J.W. (2009). *Life-span development*. 12ed. Boston, McGraw Hill Pp.