

**CAUSES AND EFFECTS OF DEVIANT BEHAVIOUR AMONG STUDENTS OF
NASARAWA STATE UNIVERSITY, KEFFI, NASARAWA STATE**

BY

AMALI SANDRA

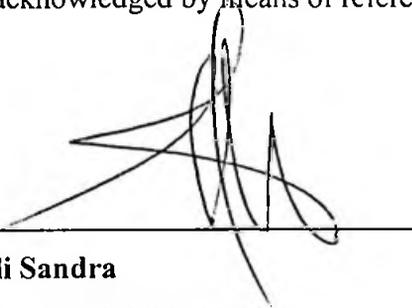
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**BEING A PROJECT SUBMITTED TO SCHOOL OF POSTGRADUATE
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OF POSTGRADUATE DIPLOMA (PGD) IN SOCIOLOGY**

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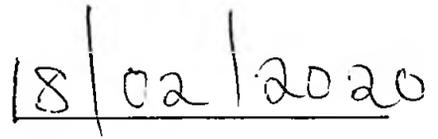
DECLARATION

I hereby declare that this dissertation titled “**Causes and Effects of Deviant Behaviour among Students of Nasarawa State University, Keffi, Nasarawa State**” has been written by me and it is a report of my research work. It has not been presented in any previous application for M.Sc. All work consulted in the course of this study have been duly acknowledged by means of reference



Amali Sandra

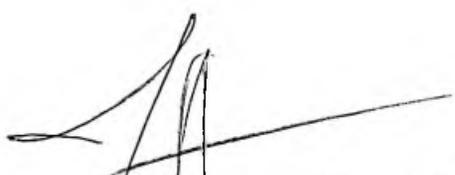
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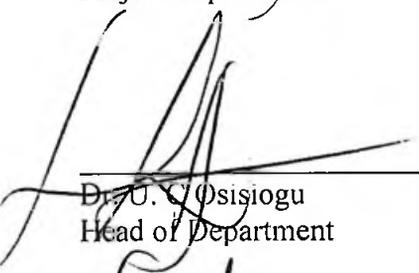
CERTIFICATION

This is to certify that this dissertation titled “**Causes and Effects of Deviant Behaviour among Students of Nasarawa State University, Keffi, Nasarawa State**” meets the regulations governing the award of Postgraduate Diploma (PGD) Degree in Sociology, School of Postgraduate Studies, Faculty of Social Sciences, Department of Sociology, Nasarawa State University, Keffi and is approved for its contribution to knowledge.



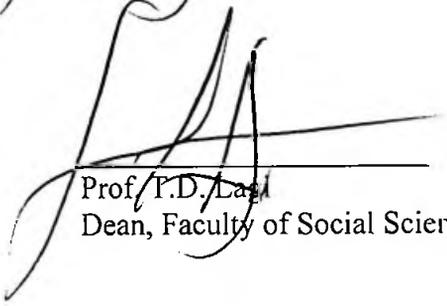
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DEDICATION

This research work is dedicated to Almighty God and also my Late father Mr. Jacob Amali

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Abstract

Deviant behaviours among students have been on the increase over the years and this have resulted in the emergence of certain obnoxious behaviours even now than previously. This study sought to examined the causes and effects of deviant behaviour among students of Nasarawa State University, Keffi, with a view to ascertain its prevalence and effects of deviant behaviour among students of Nasarawa state University with corresponding research question. The study would stimulate parents, lecturers and other stakeholders. The problem of the study is such that deviant behaviour has been seen as a normal way of way which is not supposed to be so. A social survey design was adopted. A sample size of 383 of undergraduates' students was drawn using simple random sample technique which allows for equal opportunity of the population to be selected as respondents. The Primary and secondary sources of data were employed in the study. The strain theory was employed in the study. The results show that deviant behaviour in most cases start from the home which is the first agent of socialization and that the media is yet a strong agent of socialization that if not properly handled will have negative effects on the children. The study recommends that Parents need to inculcate family values on their children and there is the urgent need to enlighten and counsel relevant individuals within the university on measures for handling deviant students. The study also recommends that the University should regularly organise workshops, and seminars on effective management of deviant acts among studentsin the University.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Deviant behaviours among children have been on the increase over the years. There seem to be an emergence of new obnoxious behaviours now than what it used to be. Researchers have also observed that good number of students especially belong to one cult or another hence the incessant violence and fight in most schools. Hastings and Thomas, (2009) defined deviant behaviour as any behaviour that is recognized as violating expected rules and norms. It is a behaviour that departs significantly from social expectations (Akers, & Sellers. 2004).

Social deviance means those behaviours or characteristics that violate significant social norms and expectations and are abhorred by a large number of people. We can also look at deviance simply as those behaviours that breach commonly held norms, values and expectations of a society. Andersen and Taylor (2009) stated that those that depart from conventional norms are called deviants. In a related development, Steven (2013) opined that deviance is seen by lots of people as a bad behaviour because it constitute a social problem. This is because deviant behaviour affects the smooth flow of social interaction and impairs social organization. Some deviant behaviours to be reviewed in this study include lying, bullying and fighting.

Lying is the act or practise of telling or speaking falsehood. It is an act which when repeated often becomes a habit. Quite often, lying is resorted to as a cover up for some

misdeeds or prank. Possible reasons why students in higher institutions engage in lying as identified by Edo-Olotu (2006) include avoiding a painful experience, to avoid undesirable consequence for one's action or punishment for homework not done, afraid of parents or teachers' reaction to a given situation. Some use it as tool to deceive while others use it as a cover up.

Fighting is the act of expressing ones anger through the use of fist, weapon and other violence means. Teens who are frequently involved in fight often do not know how to control their anger or how to prevent or avoid conflict. Others who are predisposed will get into fighting easily. They always believe that fighting is the acceptable solution (Heckert, 2002)

The causes of deviant behaviour in tertiary institutions are most attributed to students' poor family backgrounds, effects of mass media and societal pressure/influence. Echebe (2010) asserted that students who come from abusive parents display characteristics of abusive persons. Such children for instance end up beating their fellow playmates without feeling any kind of remorse. On the other hand, students brought up by uncaring parents usually portray delinquent behaviours (Simourd, & Andrews 1994). They resort to criminal activities to achieve what they could not get from their parents. Charon (2007) is of the view that such students take part in criminal activities such as stealing, rioting/rebellion among others. In the same vein, mass media has a negative effect on school children, more specifically the violent content that are aired in the television or in cinemas. It is believed that children believe what they see in the media more than what happens in the real life (Dibia & Nicholas 2017).

Students who frequently watch films relating to deviant acts in the television and often exposed to pornographic materials on the Internet are prone to behavioural traits that affect the people around them. The society also models the behavioural of people (Nicholas, Ubani & Amadi-Wali 2015). The attitude that other people have concerning their fellow human race leads to rebellion from the marginalized groups. Such people who are neglected by the society, and whose needs are not looked into by the people in authority end up engaging in activities or behaviour that contradicts the requirements of the society. Frustration from these is now being expressed through hostage-taking, vandalism and kidnapping (Nicholas, Ubani & Amadi-Wali 2015). More so, thefts, drug addiction, truancy, cultism, rape and gambling as the case may be as other forms of deviant behaviour common among students of tertiary institutions

The school learning environment is a place where students acquire education and to learn all sorts of good mannerism. It however turns out that children get negatively affected by their fellow children in school. Some develop deviant behaviors after watching the way their peer behaves (Monnelly, & Elderkin, 2012).

Nevertheless, all humans have criminal tendencies. These tendencies are curbed, however, through the process of socialization. A child that is improperly socialized could develop a personality disturbance that causes him or her to direct anti-social impulses either inward or outward. Those who direct them inward become neurotic while those that direct them outward become criminal. Hence, this study will be anchored on the causes and effects of deviant behavior among students of higher institution of learning using Nasarawa State University, keffi as a case study.

.2 Statement of the Problem

Deviant behaviour in most cases is considered as a way of life, depending on the social environment the individuals find themselves. Deviant behaviour in all ramifications is not accepted on a global setting but the society at times ignores the signs of this at the early stage of the individual's life and interaction with other peers (Amali, 2019). Educational institutions are fundamentally expected to assist in building up the character of the leaders of tomorrow for a better society are now perceived by some educational stakeholders as breeding ground for social vices. There are various factors responsible for the display of deviant behaviours among undergraduates which cannot be overemphasised due to the level of accepted values in the environment and this goes a long way to affect the This problem constitutes a source of worry and a serious challenge to families and the society at large. With all these, students hardly have time to study their books, hence the current state of perpetual academic decline in tertiary institutions. It is against this backdrop that it is necessary to ascertain the causes and effects of deviant behaviour among students of higher institutions of learning.

Deviant behaviour such as stealing, dishonesty, examination malpractices, rape, disobedience, truancy, drug addiction, violence and assault, riot and demonstration, indecent, dressing offences are still common in educational institutions today. Not to forget those deviant behaviours as providing a cue in the society; where behaviour of student at resumption of school truant synchronized with adults refusing to report for work after certain public holidays. Hence, the modern society is guilty of increased permissiveness, especially in immorality, portrayal of violence in literature and cinemas

(2001) asserts that students in higher institutions are more deviant in behaviour than those in junior classes. However, it is the peer group that can influence behaviour and not class (form). More so, the uniqueness and individual difference of a child will influence his/her behaviour and not class; thus the researcher agrees with these views because of much decline in morality in our society these days.

It is also a common knowledge that members of society ascribe more criminal tendencies to males than females. Hence, the society see sex and deviant behaviours from the angle of cultural background where some acts are termed to be deviant if committed by girls. Most often, deviant behaviours are learnt through exposure to various media platforms like the (internet television) watching of violent films, pornographic materials and possibly peer pressure or desire to experiment what they have been exposed to. Conversely, this study examines the causes and effects of deviant behaviours among students of higher institution of learning.

1.3 Research Questions

This study was guided by the following research questions:

- i. How does family background influence deviant behaviour among undergraduate students of Nasarawa State University, Keffi?
- ii. How do media influence deviant behaviour among undergraduate students of Nasarawa State University, Keffi?
- iii. What are the causes of deviant behavior among undergraduate students of Nasarawa State University, Keffi??

- iv. What are the effects of deviant behavior among undergraduate students of Nasarawa State University, Keffi??
- v. What are the strategies for managing deviant behaviours among undergraduate students of Nasarawa State University, Keffi?

1.4 Objectives of the Study

The main objective of this study is to examine causes and effects of deviant behavior among students of Nasarawa State University, Keffi?. The main objective of this studies is pursued through the following specific objectives:

- i. To examine the influence of family background promote deviant behaviour among undergraduate students of Nasarawa State University, Keffi
- ii. To ascertain the role of the media in promoting deviant behaviour among undergraduates of Nasarawa State University, Keffi
- iii. To identify the causes of deviant behavior among undergraduate students
- iv. To ascertain the effects of deviant behavior among undergraduate students.
- v. To identify the measures to ameliorate deviant behaviours among undergraduates of Nasarawa State University, Keffi

1.5 Significance of the Study

Findings from this study will serve as secondary data for students, social workers, health workers, corporate organizations, relevant governmental agency/institutions and non-governmental organizations that are likely to harness the data for further researches in this area of study.

The study will provoke further research on this area and consequently lead to the production of more empirical data that would be of benefit to prospective researchers in the future. It would stimulate parents, teachers and stakeholders to watch out for the early signs and symptoms of deviant behavior among their children by making sure that appropriate guidance, moral training are made available for them to stay away from any activities that would encourage such behavior like exposure to violent movies and television programmes. This research can be used to benefit society in a number of ways. It may be used to create educational programs. These programs can educate parents on how large a role they have in their children's life.

The relevance of deviant behaviour among students in tertiary institution have been identified as a major factor for poor academic performances

.6 Scope of the study

The study is limited to the causes and effects of deviant behavior among undergraduate students in Nasarawa State University, Keffi. Nasarawa State University is one of the tertiary institutions presently having Eight (8) faculties that includes Faculty of Arts, Faculty of Agricultural Studies, Faculty of Natural and Applied Sciences, Faculty of Administration, Faculty of Law, Faculty of Environmental Sciences, Faculty of Education and Faculty of Social Sciences as at the time of this study. The study would engage students of the institution in various departments.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

.1 Conceptual framework

Deviance is generally defined as any behaviour that does not conform to the established rules of a group of individuals or the society (Idris, 2016). Deviant behaviours are actions which conflict with the societal norms. Hirschi (1995) It could also be referred to as the engagement of people in criminal offences, illegal, antisocial and unethical behaviour. Any behaviour that violates the norm or social standard of the society is deviant. Once a particular people no longer consider such an act to be seriously deviant, such laws are often removed from the books. or are simply not enforced. In fact, there are many laws still on the books in the states that were once deemed by society to be necessary to prevent deviant behavior, which seem absurd by modern standards (Wilcox, and Clen, 2010)

Sociologically, behavior that violates social norms, including a formally enacted rule (Macionis, & Gerber, 2010). Deviance is a behavioural disposition that is not in conformity with an institutionalized set-up or code of conduct.(Akarowhe, 2018) Although deviance may have a negative connotation, the violation of social norms is not always a negative action; positive deviation exists in some situations. Although a norm is violated, a behavior can still be classified as positive or acceptable.(Heckert, 2002)

Social norms differ throughout society and between cultures. A certain act or behaviour may be viewed as deviant and receive sanctions or punishments within one society and be seen as a normal behaviour in another society. Additionally, as a society's understanding of social norms changes over time, so to does the collective perception of

deviance.(Doug, 2014). Deviance is relative to the place where it was committed or to the time the act took place. Killing another human is generally considered wrong for example, except when governments permit it during warfare or for self defense. There are two types of major deviant actions. mala in se and mala prohibita.

1.1.2 Deviant Behaviour

Deviant behaviour could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment. Some researchers have identified the different types of deviant behaviour among in-school adolescents; these include truancy, examination malpractice, substance abuse, bullying, vandalism, and sexual immorality (Ogunmuyiwa 2001; Esero 2008). Goode (2007) further stated that behaviour that is deviant in one society may not be in another. Even within a society, what is deviant today may not be deviant tomorrow. Suleiman (2011) noted that a particular behaviour is antisocial if any of these three criteria are seen; when behaviour does not allow a person to function effectively with others as a member of the society, when such behaviour does not permit the person to meet his or her own needs and when behaviour has a negative effect on the wellbeing of others.

Deviance has a place in statistical examination of events or actions, meaning that, when looking at how often a thing is done in any given society, one can see that a specific event deviates from the most common. For instance, when a nation which espouses freedom and welcomes people from all walks of life becomes fearful and locks up all people of a given nationality for a period, it could be seen as an example of deviant behavior. In the U.S., this occurred following the attack on Pearl Harbor by the Japanese, when the government set up internment camps in which to confine Japanese Americans.

Boyd (2015) reported that a lot of youths are involved in the use of tobacco, amphetamines, barbiturates and heroin. In the same vein, Gordon (2001) revealed that smoking and drug use are basically societal problems among in-school adolescents. Gordon also recorded that 90% of adolescents who are involved in smoking started at an adolescent age. Idris (2016) explained that there are many cases of cultism, sexual abuse, and acts of vandalism, blackmail, threats and intimidations reported by classroom teachers as well as school principals. Idris (2016) affirmed that there is an increase in the rate of moral decadence among youths as a result of the lack of discipline. Such indiscipline acts among students have culminated in juvenile delinquency. Many researchers have identified some causes of deviant behaviour among in school adolescents (Idris, 2016)

Psychological approaches to deviance all have some key things in common. First, the individual is the primary unit of analysis. This means that psychologists believe that individual human beings are solely responsible for their criminal or deviant acts. Second, an individual's personality is the major motivational element that drives behavior within individuals. Third, criminals and deviants are seen as suffering from personality deficiencies, which means that crimes result from abnormal, dysfunctional, or inappropriate mental processes within the personality of the individual. Finally, these defective or abnormal mental processes could be caused by a variety of things, including a diseased mind, inappropriate learning, improper conditioning, and the absence of appropriate role models or the strong presence and influence of inappropriate role models. (Ashley, 2019)

The environment in which adolescents live can influence them, especially when there is lack of parental guidance. The school is a major and important environment where a child develops during the formative years. When parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviours in the school (Suleimen 2011). Poor academic performance also predisposes youth to deviant behaviours. Olawale (2001) emphasized that behavioural problems are common among children of lower intelligence. Babatunde (2016) noted that some children resort to antisocial behaviour due to their inability to cope with the academic rigours of the school.

.1.3 Causes of Deviant Behaviours among Youths

In the school situation, following school timings, teaching classes regularly and behaving properly with students and colleagues are basic expected school norms. Merrell, Ervin & Gimple-Peacock (2012) highlight that, individuals' anti-social behaviours are shaped by the influence of their co-workers as they found significant relationship between the level of anti-social behaviour exhibited by newly inducted individuals, and that which was exhibited by their co-workers. They visualized that the newly recruited teachers usually work honestly in the beginning of their career but after some time they also indulge in the same type of deviant behaviour. Weak monitoring system in education does facilitate continuity in deviant behaviour. Professional training and due incentives do play important role to develop an important role in promoting positive behaviours and desired practices. This is in line with Amanuel (2009) who states that profoundly ill discipline and violent student's behaviour -teacher contributed -are detrimental and disturbing not only to an individual or students, but also to effective learning and teaching in the

classroom. Students who present uncontrolled violent anti-social behaviour lack exhibiting of self discipline. Merrell, Ervin & Gimple-Peacock (2012) also argued that from his research evidence, commitment to school or its teachers is even stronger than that with the family in predicting delinquency. Poor school performance, not liking school or being weakly attached to school, low educational and occupational aspirations have a strong association with delinquency.

The home is an agent of socialization. This is the place where values and morals are transmitted. The poor moral conduct of parents can result in broken homes which negatively influence the students' behaviour. According to Goode (2007) many parents have lost their leadership roles in the home and poor home training causes students to engage in deviant behaviours. On the other hand, Gbadamosi (2003) observed that the causes of deviant behaviour are linked to faulty curriculum plans, administrative 89 Inkanyiso, Jnl Hum & Soc Sci 2017, 9(1) deficiency, inadequate school facilities, harsh school rules and societal problems. Individual differences in personality and psychological problems encountered by students are believed to be some of the reasons some in-school adolescents engage in deviant behaviours. Many of these students cope with their problems by getting involved in behaviours like vandalism, stealing, involvement in illicit sex activities, drug abuse. All these risky behaviours negatively affect public order and the sense of safety of youths (Ibrahim 2012).

According to Robins (2015) It is the failure of learning of norms which creates Deviance. Socializing institutions fail to perform their roles. The learning of norms is the basis of obedience to norms. The following are institutions of socialization of norms in which the personality of individual develops. These are also the agencies of social control.

- i. **Broken Family and Improper Socialization:** Family is the first institution teaching norms of social life. Parents play important role in this process. Siblings are the second to socialize their members of family. If both or one of the parents is absent by death or other reason, the child fails to get proper learning, required affection and 'needs satisfaction' in the family. He becomes disturbed emotionally and seeks protection in the company of others outside the family. He learns anti-social activities like smoking, gambling, pick pocketing, abusing, telling lie and deviating others in association of bad neighborhood. He gets into the habit of Deviance and becomes delinquent. Delinquency enters into his social life. He becomes criminal in adulthood and gets into the company of big Lack of interest in Education: School and college are the next socializing institutions of education. If he does not take interest in study, it means his attention has been diverted toward anti-social activities. His associates are not good citizens. The family training has not been effective upon him. He needs correction by persuasion and by force.
- ii. **Lack of Religious Education and Morality:** Mosque, religious education of the Holy Quran and the Sunnah create moral values in the individual. Manners of social life based on good and bad, right and wrong develop during social relations in these institutions. Norms of good conduct forbid man from wrong doings. Delinquency is hated by the one who acts upon the norms of these religious teachings. Failure to seek religious education paves way toward delinquency. Door of moral value closes opens the door to delinquency. If morality fails to direct toward normative way of life the way to delinquent behaviour becomes

easy. Failure of religious and moral values is the main cause of deviant behavior and delinquency (Haris, 2010)

- iii. **Rejection by Neighborhood:** Neighborhood consists of a number of houses adjoining together to meet the needs of collective living. It is great .socializing institution by frankly living with security and service together. A cluster of families in street line provide social education to the members of neighborhood. All live an informal life. What was to be learnt in this settlement if remains without learning creates a gap in socialization and the personality? This gap leaves defects in the learning process of the individual. Socialization of social norms remains incomplete with the result of abnormal activities. Such actions are deviant with a violation of social norms (Lyke, 2014)
- iv. **Lack of Basic Facilities:** Humans strive for attaining peace and ease in social life. This objective is achieved through having basic facilities i.e. electricity, gas, telephone, air condition. better health opportunity, schooling of children etc. There are many who use wrong ways like crime, robbery, theft, dacoit, selling of drugs just to have access to modern facilities. This desire to have facilities at any cost cause social deviance (Masson, 2014)
- v. **Parentless Child:** Absence of parents is chaotic for children. Parentless children are vulnerable by four corners. Their needs like education, food, socializations are not properly met and hence they become deviant.
- vi. **Mass Media:** Mass media is the main force of making public opinion and socializing people. We get guidance from it in every walks of life. Negative use of it is harmful for youth and especially for teenagers. Usually, those teens and youth

who misuse it are found in drug addiction, immoral and unethical activities. Teenagers learn new techniques of crime from movies, dramas and other related programs.

2.3 Empirical Studies

2.3.1 Family Background and Deviant Behaviour

A parent is a model towards their children. Research on modeling has shown that when parents are held in high esteem and are the main sources for reinforcement, their child is more likely to model them (Simons, Whitbeck, Conger, and Conger 2011). If a parent acts in a negative way, the child is more likely to follow their parent's negative attitude. They are also more likely to generalize this attitude to the rest of society. Thus, parents have much influence over their child's behavior. From birth, a parent will mold and shape behaviors suitable to the norms of society through childrearing. However, there are certain parenting techniques that have a greater impact on a child's behaviors. The largest is parental support (Barnes et al 2016).

Parental support is behaviors toward the child, such as praising, encouraging, and giving affection. They show the child that he or she is valued and loved. In multiple studies, it has been found that support from parents bonds the adolescent to institutions and builds their self control (Barnes et al 2016). This building of self-control will hinder deviant behaviors from forming.

To prevent deviant behaviors from appearing, parents must use effective discipline, monitoring, and problem solving techniques (Crosswhite and Kerpelman 2018). Effective discipline is recognizing deviant behaviors and keeping track of when they occur.

Consistent discipline must be insured at the sighting of these behaviors in order to prevent the development. However, overly harsh punishments will not stop the behavior; it will enhance it (Simons et al 2011). The child may view the punishment as unfair and unjust and this can cause them to act out. Monitoring involves the awareness of where their child is, who their friends are, and what they do in their free time. In a study performed by Barnes et al in 2006, it was found that monitoring is a strong predictor for adolescent's deviant behavior, after peer deviance was controlled for. This illustrates how important parents are in a child's life and how their involvement can make a difference in deviant behavior. Problem solving skills are important in a child's development of communication (Crosswhite and Kerpelman 2018). A lack of communication can cause a child to be defensive, reject their responsibilities, and increase their anger. These traits can influence delinquent behaviors and the association with deviant peers.

Coercive parenting exacerbates the negative traits influencing delinquency. This type of parenting is characterized by explosiveness and threats that are normally coupled with little consistency or follow-through (Simons et al 2011). Parents should instead engage in positive parenting by continually supporting their child's pro-social behaviors. Parents who do not reinforce positive behaviors and who do not effectively punish deviance are more likely to experience weak bonds with their child (Crosswhite and Kerpelman 2018). It is through these weak bonds that a child is more likely to participate in deviant behaviors.

Weak bonds between a parent and their child can also be explained through strain theory. Strain theory suggests that individuals become deviant because of their inability to achieve, "positively valued goals" (Hollist et al 2010). The valued goals for a child are

the feeling of being loved and supported. This is their expectation from the parent. When the child does not experience these expectations, they are likely to experience anger and frustration, which can lead into deviant behaviors. Glueck and Glueck (2011) performed a study in 1950 and found that juvenile offenders were more likely to come from homes where parents used coercive parenting, where did not feel love or support. Sixty years later, this study remains true. Coercive parenting that consists of low monitoring and support and ineffective discipline with overly harsh punishments, influences deviant behavior among adolescents (Hollist et al 2010)

The quality of parenting affects peer associations. Parents have the ability to directly influence whom their child associates with. Through effective monitoring and discipline, a youth's access to an affiliation with deviant peers is affected (Simons et al 2011). Through effective monitoring, a parent keeps track of their child's whereabouts. In doing this a parent can limit where the child goes and who they associate with. Along with monitoring and disciplining, a strong parent-child bond is also influential. An adolescent who is closer to their parents is more likely to care about their parent's opinions regarding their friends. Coercive parenting can weaken this bond. When this bond is weakened through parental conflict, there are higher levels of the youth externalizing their problems (Buehler 2016). A youth externalizing a problem may occur after a parent's divorce, in which the child causes a fight at school because of the anger they feel from their parents. Externalizing troubles leads the adolescent down a path of deviant behavior, beginning with parenting.

Divorce is becoming a commonality in our society. Many children are experiencing their parents fighting and later divorcing. This can cause direct stress to a child (Amato and

Cheadle 2008). Children may blame themselves for the conflict, leading to feelings of guilt and low self-esteem. The conflict between parents may also spill over and decrease the quality of parenting, weakening the bonds between the child and the parents. With these bonds weakened, self-control decreases, causing the adolescent to act out and engage in deviant behaviors. Once the parents are divorced, the child may live in two separate households. This cannot only weaken the child's bonds to each parent, but it can also result in ineffective parenting (Dornbusch, Carlsmith, Bushwall, and Ritter 2015). This can be an effect of the difficulty in monitoring and supervision of the child. Krohn et al performed a study in 2008 showing that adolescents living in families who experience more transitions, such as divorces or economic hardships, experience lower levels of parental attachment and supervision, as well as less consistent discipline, and more hostile family environments (Krohn, Hall, and Lizotte 2018). A child will be more likely to turn to deviant behaviors when their parents utilize coercive parenting techniques or when their techniques are lacking and ineffective.

Parents directly and indirectly affect their adolescent's deviant behaviors. From the enlarging crime rates to the rise in secure detention facilities, juvenile crime is increasing. Three factors have been found that have the ability to aid in decreasing these rates. These factors are the adolescent family, community, and peers, with an overall factor of parenting. Parents directly influence deviant behavior in their children through their parenting techniques and the family structure. Effective monitoring and support, as well as consistent punishments are vital to raising a child. When these areas are lacking an adolescent is more likely to turn to deviant behavior. Parents directly affect family structure. Divorces are a large transition and they cause adolescents to experience a low

level of parental attachment and supervision, thus leading toward deviant behaviors. Once a divorce is finalized, a child will then move to living in a single-parent home. Single-parent living environments reduce social control and lead to an increase in delinquency. A parent indirectly influences deviant behavior through a community. A single-parent community holds a greater number of opportunities to take part in deviant behaviors. Part of a child's community is their school. A parent will teach values to their children that are accepted in school. When these values are not taught, an adolescent's school bond is broken, causing their academic performance to suffer. Without a strong bond to school, an adolescent will begin to associate with deviant peers. Deviant friends pressure the adolescent to begin or continue partaking in deviant actions. The underlying theme of social control theory and social disorganization theory further explains parents and juvenile deviant behaviors. When a child has a weak bond with their parents or the community, their self-control is decreased and social disorganization results.

2.3.2 Influence of the Mass Media on Deviant Behaviour

There is growing concern regarding the relationship between exposure to media and deviant behaviour. The younger generation is too much passionate in imitating heroes of movies and blindly accepting deviant cultural and social interactions in media. Knowingly or unknowingly today's adolescents are following it without any concern about our attitude, tradition and social interaction.

Historical perspective of violence in media reveals several changes, including increasing explicitness (e.g., clear visual and auditory presentations), intensity (killing), and moral ambiguity (no longer presented as socially deviant and pathological, but acceptable, or at least explained by social factors (such as poverty) (Freedman, 2012). There has been a

growing concern regarding the relationship between the various types of media and deviant behaviour among young people. There appears to be a correlation between exposure to violent forms of media and violent acts by the senior year in high school and early collegiate years (Boehm, 2010). If these are valid and generalizable findings, then children need to be protected from exposure to violence and need immediate help from adults (e.g., to protect students or to remedy the negative effects of exposure). In recent years, the entertainment industry, particularly the video game industry, has been reaping profits from the sale of violent imagery to children. Hypothetically, by instilling violent attitudes and behaviour patterns in young people (e.g., such that students regard each other as targets of aggression and sexual predation), makers of violent imagery undermine values that are perhaps essential to civilized society (e.g., respect, self-control), and make it difficult for schools to achieve their social expectation and civic aspiration.

Kaplan and Haenlein (2010) defined social media as the interaction among people, through which they create, share, and/or exchange information and ideas in virtual communities and networks via social media sites. According to Bertot et., al (2010) the concept of social media is based on four main pillars covert strengths: partnership, participation, enablement, and time. Through the use of social media, users achieve some form of sanctioning that allows a free forum for interactions (Duggan & Smith, 2013).

Social media networks are designed for the intention of communal acquaintance (Eijkman, 2009). Today's students are accessing Facebook and Twitter to connect and share information with those around them (Virkus, 2018). Social media encompasses a wide range of tools and apps such as wikis, blogs, video sites and other forms of online

interactions. The widely used social media channels in Kenya are Twitter, Facebook, LinkedIn, Instagram, WhatsApp, Snap chat, online dating sites, Youtube and Viber (Social Bakers, 2013).

There is evidence that while social media is used as means of communication it can also be used to propagate deviant behavior among young people. Deviant behaviour is considered to be abnormal or antisocial if it is uncommon or different from the norm and does not conform to what society expects (Thio, Taylor, & Schwartz, 2012). Deviant behaviour among young people can be attributed to a combination of several generalized factors (Hinduja & Patchin, 2013). Ogidefa (2008) argues that leading contributing factors of youth deviant behaviors in America include the social media, the influence of family life, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment that exists for juvenile offenders. He further states that if this rise in aggressive acts is to be stemmed, the causes of youth violence must be determined and analyzed to determine which ones, if any can be affected by change.

Chen, Ho, and Lwin, (2016) conducted a meta-analysis of factors predicting cyber bullying perpetration and victimization in China among the youth and found out that the frequency of social media usage has had the highest influence on cyber bullying and violent acts among youth. A study by Udris (2014) on cyber bullying and online disinhibition among Japanese high school students found out that, students had a tendency to cling onto social media sites and this seems to have contributed significantly to cyber-bullying.

A survey carried out by Philista and Arne (2015) in Kibra informal settlement found out that most of the youths in Kibra informal settlement in Nairobi, Kenya, especially boys

are being recruited into criminal gangs just after completing primary school. The report further showed that due to the abject poverty in this settlement, most of the young adults start living in streets where they engage in criminal activities as well as being recruited into street gangs. According to the report, drug abuse among secondary school students within Kibra is a common occurrence. Further, sexual immorality has been propelled by the poverty in the slum and intolerant sexual behavior has been favored by the availability of sexual imagery online. Hence, this study will contribute to the body of knowledge by establishing if any the association between social media usage and violent behavior, sexual immorality within the Kibra informal settlement.

1.2.3 Measures to Ameliorate Deviant Behaviour in Tertiary Institutions

Deviant behaviour in the class room increases the stress level of teachers and at the same time changes the classroom dynamics. The use of the psychological principles are the various ways in which deviant behaviours are managed in schools. This approach is based on some systematic application psychological principles. Behavioural modification can simply be defined as the systematic application of principles derived from learning theories and experience in psychology (Asonibare 2016). The techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours. It can also be used to teach new behaviour patterns. In extinguishing unwanted deviant behaviour among in-school adolescents, there are many strategies that can be employed

The use of reinforcement can help curb undesired behaviour among school children. Winkielman (2005) defines reinforcement as a stimulus that strengthens behaviour and increases the frequency of its occurrence. It involves reinforcing one's positive response

which in turn blocks the appearance of undesirable behaviours. There are different types of reinforcement; these are intrinsic reinforcement (that is when a behaviour strengthens itself e.g. eating and playing music), extrinsic reinforcement (this is when the behaviour is strengthened by external consequences), primary reinforcement (things that are important to life such as food, water) and secondary reinforcement (things like money and praise). Counsellors help in improving students' behaviour by also using some certain verbal reinforcement principles. The counsellor can praise those who obey rules and regulations, thereby ignoring those that are found guilty. Psychologists affirmed that the use of reinforcement helps to provide an explicit model of what is expected among in-school adolescents (Asonibare 2016). Okobiah and Okorodudu (2006) noted that disruptive behaviour can persist if only verbal reinforcement is used by the counsellor on the management of deviant behaviour. Garber (2006) opined that reinforcement strategy in classroom instruction promotes academic achievement.

Other strategies for behaviour modification include:

- i. **Premack Principles.** This can also be called “grandma’s rule”. This is when the counsellor uses preferred behaviour to reinforce less preferred activity.
- ii. **Token Economy.** This is when positive behaviour is reinforced with an exchange for goals.
- iii. **Contracting.** Behaviour contract is a negotiated agreement between two parties. In signing this contract, the counsellor states clearly the purpose of the contract (Alao 2000).

The reward is carried out immediately the counsellor observes the positive change. Punishment can also be used in reducing deviant behaviour. Punishment refers to the use of aversive stimuli to decrease undesirable behaviour. This is often used when all other techniques have failed. There are two major types of punishment: positive punishment (when the counsellor applies aversive consequences like kneeling down and flogging) and negative punishment (this involves the withdrawal of certain privileges) (Asonibare 2004). Adesina (1984) explains that punishment must be retributive; it should serve as a deterrent and must be reformative.

Punishment should be applied immediately after a negative behaviour. Other forms of punishment are;

- i. Satiating: This is a way in which the counsellor allows the student to continue with negative behaviour until they are tired of doing it. For example, a child who likes stealing students' underwear in the hostel can be helped by encouraging the parents to buy more than enough underwear for the student until it pisses the student off (Alao 2000).
- ii. Reprimand: This is when a student is rebuked for misbehaviour. Soft, private reprimands are done quietly while a loud public reprimand is when the counsellor or the teacher speaks to the offenders loudly in the presence of others.
- iii. Social Isolation: This is often used to decrease undesirable behaviour. The counsellor might decide to set the student aside for the meantime as a result of a particular misbehaviour. The counsellor must be careful when using this method so that other negative behaviours are not strengthened (O'Leary, Kalfman, Kass & Diabman 1970).

- iv. Constructive confrontation: this is a way in which the counsellor confronts the client about a particular negative behaviour (Bolu-Steve & Adeboye 2016).

Life skill training involves self-management procedures programmes that can be used by the counsellors in managing deviant behaviour. These include:

- i. Assertive training: Non-assertive students that are trained to be assertive may not get involved in deviant behaviours. Assertive training can also be called resistance training (Asonibare 2016).
- ii. Decision-making strategies: It is important for in-school adolescents to develop appropriate decision-making strategies. This will help them choose the right alternatives.
- iii. Peer group cluster involvement: This can be in the form of organising peer group counselling in the school. The clubs and societies within the school can engage peer cluster to modifying norms and attitudes (Adegoke 2003).

2.4 Theoretical Framework

2.4.1 Strain Theory

In sociology and criminology, strain theory states that social structures within society may pressure citizens to commit crime. Following on the work of Émile Durkheim, strain theories have been advanced by Robert King Merton (1938), Albert K. Cohen (1955), Richard Cloward, Lloyd Ohlin (1960), Neil Smelser (1963), Robert Agnew (1992), Steven Messner and Richard Rosenfeld (1994). Strain theory states that social structures within society may pressure citizens to commit crimes. Social strain theory: Social strain theory was developed by famed American sociologist Robert K. Merton who, in his

discussion of deviance, proposed a typology of deviant behavior. Social strain theory was developed by famed American sociologist Robert K. Merton. The theory states that social structures may pressure citizens to commit crimes. Strain may be structural, which refers to the processes at the societal level that filter down and affect how the individual perceives his or her needs. Strain may also be individual, which refers to the frictions and pains experienced by an individual as he or she looks for ways to satisfy individual needs. These types of strain can insinuate social structures within society that then pressure citizens to become criminals.

In his discussion of deviance Merton proposed a typology of deviant behavior that illustrated the possible discrepancies between culturally defined goals and the institutionalized means available to achieve these goals. A typology is a classification scheme designed to facilitate understanding. In this case, Merton was proposing a typology of deviance based upon two criteria: (1) a person's motivations or his adherence to cultural goals; (2) a person's belief in how to attain his goals. According to Merton, there are five types of deviance based upon these criteria: Conformity involves the acceptance of the cultural goals and means of attaining those goals. Innovation involves the acceptance of the goals of a culture but the rejection of the traditional and/or legitimate means of attaining those goals. For example, a member of the Mafia values wealth but employs alternative means of attaining his wealth; in this example, the Mafia member's means would be deviant. Ritualism involves the rejection of cultural goals but the routinized acceptance of the means for achieving the goals. Retreatism involves the rejection of both the cultural goals and the traditional means of achieving those goals. Rebellion is a special case wherein the individual rejects both the cultural goals and

traditional means of achieving them but actively attempts to replace both elements of the society with different goals and means.

What makes Merton's typology so fascinating is that people can turn to deviance in the pursuit of widely accepted social values and goals. For instance, individuals in the U.S. who sell illegal drugs have rejected the culturally acceptable means of making money, but still share the widely accepted cultural value in the U.S. of making money. Thus, deviance can be the result of accepting one norm, but breaking another in order to pursue the first. In this sense, according social strain theory, social values actually produce deviance in two ways. First, an actor can reject social values and therefore become deviant. Additionally, an actor can accept social values but use deviant means to realize them.

Critics point to the fact that there is an ample amount of crime/delinquent behavior that is "non-utilitarian, malicious, and negativistic" (Grady, 2011), which highlights that not all crimes are explicable using Merton's theory. Crimes such as vandalism, for example, can't be explained by a need for material acquisition. Strain theory has received several criticisms, such as:

- i. Strain theory best applies only to the lower class as they struggle with limited resources to obtain their goals.
- ii. Strain theory fails to explain white collar crime, the perpetrator of whom have many opportunities to achieve through legal and legitimate means.
- iii. Strain theory fails to explain crimes based in gender inequality.

- iv. Merton deals with individual's forms of responses instead of group activity which crime involves.
- v. Merton's theory is not very critical of the social structure that he says generate the strains.
- vi. Strain theory neglects the inter- and intra-personal aspect of crime.
- vii. Strain theory has weak empirical evidence supporting it.

Following the theory above it can be likened to the case of cultism in the higher institution where students are forced to join a gang of deviant as they called in some cases to terrorize other students, taking their belonging forcefully and even leading to death. Most cases they are more afraid of being killed than killing an innocent man into bending to their will and giving up all he has. Same story goes for bullying and much other deviant behaviour among students of higher learning as there seem to be a thin line between cultism and armed robbery. A vast majority of the students who join cultist activities in higher institution see it as a way out of their poverty stricken life as the use of force in getting what they need for the period of their study in the school system.

CHAPTER THREE

RESEARCH METHODOLOGY

.1 Introduction

This chapter presents the methodology that was applied in carrying out the research. It also discusses the research design, the target population, sample size and sampling procedures, research methods, method of data collection, method data analysis.

.2 Study Area

Nasarawa State University, Keffi, was established under the Nasarawa State Law No. 2 of 2001 as passed by the State House of Assembly. The University came into being under the visionary and dynamic administration of Governor (Dr.) Abdullahi Adamu (Sarkin Yakin Keffi, Aare Obateru of the source, Ile-Ife), the first democratically elected Governor of Nasarawa State. The aim of establishing the University was, fundamentally, to provide an avenue for the indigenes of Nasarawa State to pursue and acquire University education, which in the long run, would prepare the graduates, and equip them with adequate skills needed for the development of the state and the country at large. Consequently, Governor Adamu was then “propelled by the burning desire to proffer solution to the subsisting problem of grave dearth in the supply of human endeavor that confronts our young states.”

Accordingly, the Nasarawa State government then organized an education summit on the desirability or otherwise of a state University. The educational summit came out with a conclusion that a Nasarawa State University is not only desirable, but also timely. Furthermore, Governor Abdullahi Adamu also set up a Technical Advisory Committee of experts on tertiary education to advise the government on a State University. The report

of the committee was quite instructive and, which indeed, buttressed the unwavering conviction of the Administration for a State University.

Finally, in February 2002. after all ground work was concluded and logistics were put in place, the Nasarawa State University was born and sited in Keffi at the defunct College of Arts, Science and Technology (CAST). The University officially took off for effective academic activities following the appointment of an interim administrator (Vice Chancellor), Professor Adamu Baikie. Today, despite all odds associated with the take-off of a University, Nasarawa State University is on a solid foundation.

Accordingly, the vision that propelled the establishment of Nasarawa State University is the greatest historical milestone in the educational evolution of Nasarawa State and its people. It is, therefore, the most laudable and everlasting legacy the Abdullahi Adamu-led Government has bequeathed to its people.

.3 Research Design

Descriptive Survey describes without manipulation hence it is appropriate since the study seeks to describe the characteristics of a certain group, estimate the proportion of people who had certain characteristics and made predictions (Merriam & Tisdell, 2015).It is basically applied to the different cases of examination malpractice in Nigeria Universities. This survey research is a useful way to assess the view or status of one or more groups of people at any giving point in time in cases of Deviant Behaviour among undergraduates of Nasarawa State University, keffi. This is done by collecting relevant information from the respondents (Students of Nasarawa State University, Keffi) based on the objectives of the study as outlined above.

4.4 Study Population

The population for the study involved undergraduate Students in Nasarawa State University, Keffi numbering about 28,313 which consists of Eight Faculties (Administration (5597), Environmental Science (1491) Agriculture (1980), Arts (4288), Education (5251), Natural and Applied Science (3708), Social Sciences (4609) and Law (1602). (Nsuk Students Affairs. 2019)

4.5 Sample Size and Sampling Technique

The sample size (400) was taken from 28313 undergraduate students of Nasarawa State University, Keffi. The sample size was calculated using 95% confidence interval.

According to Yamane, (1967):

$$n = \frac{N}{1 + N(e)^2}$$

Where:

N = Total population,

n = Sample size

e = margin of error allowed (5%)

Hence

$$e = (0.05)^2,$$

$$N = 28,313$$

$$n = \frac{28313}{1 + 28313 (0.05)^2} = \frac{28313}{28314 (0.0025)} = \frac{28313}{70.785}$$

$$n = 399.9 \text{ (Approximately 400)}$$

The sample consists of undergraduate students, Lecturers and other officials who were systematically selected using simple random sampling techniques. Questionnaires was constructed and distributed to all the Faculties in Nasarawa State University. The

Faculties include: Administration (74), Environmental (78), Agriculture (22), Arts (51), Education (60), Law (26), Natural and Applied Sciences (36) and Social Sciences (53).

3.6 Methods of Data Collection

Data will be generated through primary and secondary sources. The instrument that will be used in the collection of primary data is questionnaire. The questionnaires are self-administered. A questionnaire is a survey instrument containing a number of well-structured questions designed specifically to gather primary data from the field. Its results are, thus, used to answer already formulated research questions, as well as test appropriate hypotheses. Questionnaire is the most appropriate instrument for this study because of its general simplicity and has a wider reach of the respondents. It provides a standard form of responses for the generality of the target respondents which also makes it easier for analyses. In this study, opened and closed questionnaire was designed to generate quantitative data from the respondents. They contain closed ended questions. While the Secondary data are second hand information, that is data already collected and presented in a particular form and which would be useful to interested researchers. It was used to complement the primary data. Secondary sources of data included published materials such as books, journals, bulletins, governments gazettes, monograph, newspapers and magazines; unpublished materials, papers presented at conferences, workshops, symposia, and consultation fora.

3.7 Methods of Data Analysis

The responses to the questionnaire will be presented in tables as frequency distribution in the analysis of data the techniques of frequency and percentages are applied. Hence, simple percentage Test will be employed to analyse the data generated from the

respondents. Data gathered from the respondents (students) will be presented in frequency and Simple Percentage Tables.

$$Y/N \%$$

Where: Y = Total response for each variable obtained from the question

N = Total responses for all the variables obtained from each question.

% = Percentage value, which is 100.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

This section of the study is focused on the analysis of data gathered from the respondents on the subject of the study with a total of 383 questionnaire filled and correctly returned out of a total of 400 that was administered.

4.1 Section A: Socio-demographic Characteristics of Respondents

The data presented in this chapter are is strictly based on the number of correctly completed questionnaires from respondents. In the preceding tables, the socio-demographic characteristics of respondents from the survey instrument will be analyzed using simple statistical tables categorized in blocks and calculated in Percentages.

Table 4.1: Sex of the Respondents

Sex	Frequency	Percentage (%)
Male	210	54.8
Female	173	45.2
Total	383	100

Source: Field Survey, 2019

Table 4.1 shows sex distribution of the respondents. Data from the study indicates that 54.8 percent of the respondents are male while 45.2 percent are female in the sample population of the study. This implies that majority of the respondents are males.

Table 4.2: Age of the Respondents

Age	Frequency	Percentages (%)
16 – 20yrs	80	20.8
21 – 25yrs	75	19.5
26 – 30yrs	68	17.7
31 – 35yrs	70	18.3
Above 36yrs	90	23.4
Total	383	100

Source: Field Survey, 2019

The table 4.2 above is a presentation of responses based on the age brackets of respondents with age brackets of 15 – 20yrs of the respondents represents 20.8 percent , 19.5 percent of the respondents are between 21 – 25yrs, 17.7 percent of the respondents are between 26 – 30yrs while 18.3 percent of the respondents are between 31 – 35 yrs and 23.4 percent of the respondents are from 36yrs old and above respectively. This implies that respondents' age is considered in the study.

Table 4.3: Nature of Residence of Respondents

Resident	Frequency	Percentages (%)
Off - Campus	100	26.1
On – Campus	283	73.8
Total	383	383

Source: Field Survey, 2019

Table 4.3 is a representation of the nature of respondent's residence showing that 26.1 percent of the students are residing outside the school campus while 73.8 percent of the respondents are residing inside the school campus areas. This shows that a higher percentage of the students are residing outside the school campus and hence the tendency to engage in deviancy.

Table 4.4 Respondents Faculty

Faculty	Frequency	Percentage (%)
Arts	40	10.4
Administration	70	18.3
Agriculture	13	3.4
Natural and Applied Sciences	55	14.4
Social Sciences	65	16.9
Education	80	20.8
Environmental Sciences	45	11.7
Law	15	3.9
Total	383	100

Source: Field Survey, 2019

Table 4.4 is an indication of the respondents faculties with a score of 10.4 of the respondents who are in Faculty of Arts, 18.3 percent are in Faculty of Administration, 3.4 percent of the respondents are in faculty of Agriculture, 14.4 percent of the respondents are in Faculty of Natural and Applied Sciences, 16.9 percent of the respondents are in Faculty of Social Sciences, 20.8 percent of the respondents are in faculty of Education while 11.7 percent of the respondents are in Environmental Sciences faculty and 3.9 percent of the respondents are in the Faculty of Law respectively. This implies that all the faculties in the Institution are herein represented.

Table 4.5 Respondents Department

Faculty	Frequency	Percentage (%)
Fishery	13	3.4
Geography	45	11.7
Guidance and Counseling Education	80	20.8
Civil Law	15	3.9
Linguistics	40	10.4
Micro Biology	55	14.4
Public Administration	70	18.3
Sociology	65	16.9
Total	383	100

Source: Field Survey, 2019

Table 4.5 is an indication of the respondents department with a score of 3.4 percent of the respondents from Department of Fishery, 11.7 percent of the respondents from Geography department, 20.8 percent of the respondents from Guidance and Counseling, 3.9 percent of the respondents from department of Civil Law, 10.4 percent from Linguistics department, 14.4 percent of the respondents from Microbiology department while 18.3 percent of the respondents from Public Administration department and 16.9 percent of the respondents from sociology respectively. This implies that various department were herein represented which affirms that the respondents were randomly selected for the study.

Table 4.6: Respondents Level

Response	Frequency	Percentage (%)
100	180	46.9
200	100	26.1
300	80	20.8
400	20	5.2
Total	383	100

Source: Field Survey, 2019

Table 4.6 indicates the various level of the respondents with a score of 46.9 percent of the respondents in 100 level, 26.1 percent of the respondents in 200 level, 20.8 percent of the respondents in 300 level while 5.2 percent of the respondents in 400 level respectively.

This shows that various level of study were included in the study

Table 4.7: Family Background of Respondents

Response	Frequency	Percentage (%)
Single Parent	100	26.1
Married	120	31.3
Separated	60	15.6
Divorced	53	13.8
Widow/Widower	50	13.1
Total	383	100

Source: Field Survey, 2019

Table 4.7 indicates the family background of the respondents with a score of 26.1 percent of the respondents who have single parents, 31.3 percent of the respondents whose parents are married, 15.6 percent of the respondents are separated, 13.8 percent of the respondents are divorced while 13.1 percent of the respondents are are widow/widowers respectively.. This shows that the family background of the respondents was also considered in the study.

Table 4.8: Respondents Religious Affiliation

Religious Affiliation	Frequency	Percentage (%)
Islam	110	28.7
Christianity	188	49.1
Traditionalist	85	22.2
Total	383	100

Source: Field Survey, 2019

Table 4.8 indicates the respondent's religious affiliation which affirms that Religion of respondents was represented. Result shows that Christianity is 49.1 percent, Islam is 28.7 percent and Traditional religion represents 22.2 percent. This implies that Christianity is the most dominant religion within Nasarawa State.

Table 4.9: Respondents Ethnic Affiliation

Religious Affiliation	Frequency	Percentage (%)
Hausa/Fulani	70	18.3
Alago	65	16.9
Mada	45	11.7
Egbira	29	7.5
Gwandara	33	8.6
Afo	27	7.1
Migili	25	6.5
Eggon	50	13.1
Others	40	10.4
Total	383	100

Source: Field Survey, 2019

Table 4.9 indicates the respondents ethnic affiliation with a score of 18.3 percent of the respondents who are Hausa/Fulani, 16.9 percent of the respondents are Alago, 11.7 percent of the respondents are Mada, 7.5 percent of the respondents are Egbira, 8.6 percent of the respondents are Gwandara, 7.1 percent of the respondents are Afo, 6.5 percent of the respondents are Migili, 13.1 percent of the respondents are Eggon while 10.4 percent of the respondents are from other ethnic affiliation such as Edo, Igbos, Yoruba, Idoma, Igala and many more who have made it a point to study in Nasarawa State University, Keffi. This implies that the respondents ethnic affiliations were considered in the study.

4.2 SECTION B: Causes and Effects of Deviant Behaviour among Students in Nasarawa State University, Keffi.

Table 4.10: Causes of Deviant Behaviours

Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD)Disagree (D)

Causes of Deviant Behaviour	SA 4	A 3	SD 2	D 1	N	F _x	\bar{X}
Poor parental upbringing	150	100	80	53	383	1033	2.6
Family instability	143	123	82	21	383	1126	2.9
Over-pampering of children	109	170	61	43	383	1111	2.9
Learning environment	189	90	64	40	383	1104	2.8
Media Exposure	212	100	60	11	383	1279	3.3
Negative peer group influence	150	120	63	50	383	1136	2.9

Source: Field Survey, 2019

Table 4.10 is an indication of the respondents view on the causes of deviant behavior among undergraduates of higher institution with a score of 150 of the respondents who strongly agrees that poor parental upbringing is certain a cause of deviant behavior, 100 respondents agree while 80 of the respondents strongly disagree and 53 of the respondents disagree as well. This affirms that poor parental upbringing is among the causes of deviant behaviour among Students in Nasarawa State University, Keffi. Family instability was also listed among the causes of deviant behaviour with 143 of the respondents who strongly agree, 123 of the respondents agree while 82 of the respondents strongly disagree and 21 of the respondents disagrees accordingly. This shows that any

form of instability in a family has the tendency to encourage deviant behavior among the children.

Over pampering of the children by the parents was also listed and 109 of the respondents strongly agree, 170 of the respondents agree as well while 61 of the respondents strongly disagree and 43 of the respondents disagree accordingly. This goes to show that over pampering of the children tends to move the child into deviant behavior. Learning environment is yet another of the various causes of deviant behavior among children of higher institution with 189 of the respondents who strongly agree and 90 of the respondents agree while 64 of the respondents strongly disagree and 40 of the respondents disagree accordingly. This shows that the learning environment is among the agents of deviant behavior among students of higher institution of learning.

Media exposure to violent or immoral pictures is also listed among the causes of deviant behaviour as 212 of the respondents strongly agree, 100 of the respondents agree while 60 of the respondents strongly disagree and 11 of the respondents disagree as well. This affirms that media exposure is yet another means that encourages deviant behaviour among students of higher institution of learning. Peer pressure or rather negative peer group influence is yet another factor considered among the causes of deviant behaviour among students of higher institution of learning with a score of 150 respondents who strongly agree, 120 of the respondents agree while 63 of the respondents strongly disagree and 50 respondents disagree accordingly. This implies that

Table 4.11: Effects of Deviant Behaviour**Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) Disagree (D)**

Effects of Deviant Behaviour	SA 4	A 3	SD 2	D 1	N	F _x	\bar{X}
Poor academic performance	163	103	80	23	383	1224	3.1
Nonchalant attitude of the students	129	150	64	40	383	1134	2.9
Loss of interest in the school activity	199	80	60	44	383	1200	3.1
Bad influence on others	212	100	60	11	383	1279	3.3
Frequent disruption of the teaching process	109	170	61	43	383	1111	2.9
School drop out	143	123	82	21	383	1126	2.9

Source: Field Survey, 2019

Table 4.11 is an indication of the effects of deviant behaviour on students of higher institution of learning with 163 of the respondents who strongly agree that it leads to poor academic performance of the students, 103 of the respondents agree while 80 of the respondents strongly disagree and 23 of the respondents disagrees accordingly. This shows that deviant behaviour has a negative side effect on the students. The nonchalant attitude of the student is obviously noted as 129 of the respondents strongly agree, 150 of the respondents agree while 64 of the respondents strongly disagree and 40 of the respondents disagree respectively. This implies that deviant behaviour leads to nonchalant attitude of the students. Loss of interest in school activity is yet another side effect of deviant behaviour among students of higher institution of learning with 199 of the respondents who strongly agree, 80 of the respondents agree while 60 of the

respondents strongly disagree and 44 of the respondents disagree. This indicates that the students interest in school activities will be negatively affected.

Increased bad influence of peers or other is yet another effect of deviant behaviour with 212 of the respondents who strongly agree, 100 of the respondents agree while 60 of the respondents strongly disagree and 11 of the respondents disagree accordingly. This implies that deviant behaviour will be rubbed off other peers in the school, hence bad influence is at stake. Frequent disruption of the reaching and learning process is yet another effect of deviant behaviour among students of higher institution of learning with 109 of the respondents who strongly agree, 170 agree while 61 of the respondents strongly disagree and 43 of the respondents disagree accordingly. This shows that the learning process will be disrupted whenever the students are around for learning. Increased probability of school drop among the students of higher institution of learning with 143 of the respondents who strongly agree, 123 of the respondents agree while 82 of the respondents strongly disagree and 21 of the respondents disagree accordingly. This implies that dropout rate is imminent

Table 4.12: Control of Deviant Behaviour**Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) Disagree (D)**

Control of Deviant Behaviour	SA	A	SD	D	N	F_x	\bar{X}
	4	3	2	1			
Reduction of class size	130	100	90	60	383	1060	2.7
Value re-orientation	140	110	80	50	383	1150	3.0
Counseling	140	100	70	70	383	1070	2.7
Effective use of punishment and discipline	135	125	75	45	383	1110	2.8
School authorities to be of good models	145	115	70	50	383	1115	2.9
Positive teacher/students relationship	143	123	82	21	383	1126	2.9

Source: Field Survey, 2019

Table 4.12 is an indication of the respondents view on the measures to control deviant behaviour among students of higher institution with a score of 130 of the respondents who strongly agree that the reduction of the class size will be a good way to start, 100 of the respondents agree, 90 of the respondents strongly disagree while 60 of the respondents disagree respectively. Value re-orientation is yet another way to education the need to desist from deviant behaviour among students of higher institution with 140 of the respondents who strongly agree, 110 of the respondents agree while 80 of the respondents strongly disagree and 50 of the respondents disagree respectively. This implies that value reorientation is another way to instill the right values into the students. Counseling is also listed among the measures to controlling deviant behaviour among students of higher institution with 140 of the respondents who strongly agree, 100 of the respondents agree while 70 of the respondents strongly disagree and 70 of the

respondents disagree accordingly. This shows that counseling will be helpful in controlling deviant behaviours.

Effective use and application of punishment and discipline among the students is yet another means to controlling students in higher institution with 135 of the respondents who strongly agree, 125 of the respondents agree, 75 of the respondents strongly disagree while 45 of the respondents disagree respectively. This implies that punishment and disciplinary actions will also help to control deviant behaviour among students of higher institutions. Being a good model to the students by the authorities, lecturers and cohorts will be a good way to showing the students and discouraging acts of deviancy among the students of higher institution with 145 of the respondents who strongly agree, 115 of the respondents agree while 70 of the respondents strongly disagree and 50 of the respondents disagree accordingly. Nevertheless, positive teacher –student relationship is a good way to handling deviant behaviours among students of higher institution of learning with 143 of the respondents who strongly agree, 123 of the respondents agree while 82 of the respondents strongly disagree and 21 of the respondents disagree respectively. This implies that a cordial relationship between the teachers and the students will discourage any act of deviancy among the students

Table 4.13: Mass Media and Deviant Behaviour**Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)**

Mass media and Deviant Behaviour	SA 4	A 3	SD 2	D 1	N	F _x	\bar{X}
It encourages spread of violent messages	130	100	90	60	383	1060	2.7
It is addictive	120	110	80	70	383	1040	2.7
It encourages students towards a better self understanding	150	100	70	60	383	1100	2.8
It encourages sexting among undergraduates	150	90	65	75	383	945	2.4
It encourages learning	140	120	90	40	383	1140	2.9
It discourages social interaction among students	150	110	85	35	383	1135	2.9

Source: Field Survey, 2019

Table 4.13 indicate views the influence of media on deviant behaviour with a score of the respondents showing that 130 of the respondents strongly agrees that it encourages the spread of violent messages, 100 of the respondents agree while 90 of the respondents strongly disagree and 60 of the respondents disagree. This implies that mass media helps in the spread of violent messages. Mass media is addictive in nature and this is bad for students with 120 of the respondents who strongly agree, 110 of the respondents agree while 80 of the respondents strongly disagree and 70 of the respondents disagree respectively. This implies that the addictive nature of mass media is a negative influence as this affects their learning abilities. The constant use of social media encourages students towards a better understanding of self as affirmed by 150 of the respondents who strongly agree, 100 of the respondents agree while 70 of the respondents strongly

disagree and 60 of the respondents disagree accordingly. This implies that mass media is yet another form of self awareness measures for students as this could be positive and negative as well.

Sexting is a negative means of conversation among students which is among the forms of deviant behaviours with 150 of the respondents who strongly agrees, 90 of the respondents agrees while 65 of the respondents strongly disagree and 75 of the respondents disagree respectively. This implies that sexting is a deviant behaviour common among undergraduates of higher institutions. Mass media has also been known to encourage learning to a point where it is accepted as 140 of the respondents strongly agree to this statement, 120 of the respondents agree while 90 of the respondents strongly disagree and 40 of the respondents disagree respectively. This implies that mass media is yet another means that encourages learning of both good and bad values. Conversely, mass media discourages social interaction among students of higher institution of learning with 150 of the respondents who strongly agree, 110 of the respondents agree while 85 of the respondents strongly disagree and 35 of the respondents disagree accordingly. This implies that social interaction is yet another form of learning and when it is not feasible, it becomes a problem.

Table 4.14: Family background and Deviant Behaviour

Key: Strongly Agree (SD), Agree (A), Strongly Disagree (SD), Disagree (D)

Family background and Deviant Behaviour	SA	A	SD	D	N	F_x	\bar{X}
	4	3	2	1			
Coercive parenting influences delinquency	150	100	80	53	383	1033	2.6
Weak bond between parents and children influences deviant behaviour	189	90	64	40	383	1104	2.8
Divorce influences deviant behaviour	199	80	60	44	383	1200	3.1
Poor parenting technique	212	100	60	11	383	1279	3.3
Proper use of punishment and motivation discourages deviant behaviour among children	109	170	61	43	383	1111	2.9
Poor Economic status of parents influences deviant behaviour	143	123	82	21	383	1126	2.9

Source: Field Survey, 2019

Table 4.14 indicates the influence of family background on deviant behaviour with a score of 150 respondents who strongly agree that coercive parenting influences delinquency among children or higher institution of learning, 100 of the respondents agree while 80 of the respondents strongly disagree on this note and 53 of the respondents disagree as well. This implies that parenting style has a role to play on deviant behaviour among children. The form of relation between parents and children has a part to play as well. 189 of the respondents strongly agree that weak bond between parents and children influences deviant behaviour, 90 of the respondents agree while 64 of the respondents strongly disagree and 40 of the respondents disagree respectively. This implies that parent – children bond influences deviant behaviour. Marital status has strong influence with deviant behaviour and as such 199 of the respondents strongly agrees on the statement, 80 of the respondents agree while 60 of the respondents strongly

disagree and 44 of the respondents disagree accordingly. This implies that divorce, separation has negative influence on deviant behaviour.

Parenting technique cannot be overemphasized with respect to deviant behaviour among children of higher institution of learning as 212 of the respondents strongly agree, 100 of the respondents agree while 60 of the respondents strongly disagree and 11 of the respondents disagree respectively. This shows that parenting technique is vital towards ameliorating deviant behaviours. Proper use of punishment and motivation discourages deviant behaviour among students of higher institution of learning as 109 of the respondents strongly agree, 170 of the respondents agree while 61 of the respondents strongly disagree and 43 of the respondents disagree accordingly. This implies that motivation and punishment can be used to control and minimize cases of deviant behaviour among children. Parents economic status is yet a strong ties with deviant behaviour as 143 of the respondents strongly agree, 123 of the respondents agree while 82 of the respondents strongly disagree and 21 of the respondents disagree accordingly. This implies that poverty is another culminating factor with respect to deviant behaviour

4.3 Discussion of Findings

The above analysis made it obvious to note that family background influences deviant behaviour among undergraduate students of Nasarawa State University, Keffi considering the fact that Coercive parenting influences delinquency, Weak bond between parents and children influences deviant behaviour, Divorce influences deviant behaviour, Poor parenting technique, Proper use of punishment and motivation discourages deviant behaviour among children and Poor Economic status of parents influences deviant behaviour. Hence, Barnes (2016) asserts that if a parent acts in a negative way, the child is

more likely to follow their parent's negative attitude. They are also more likely to generalize this attitude to the rest of society. Thus, parents have much influence over their child's behavior. From birth, a parent will mold and shape behaviors suitable to the norms of society through childrearing. However, there are certain parenting techniques that have a greater impact on a child's behaviors. The largest is parental support

The above table analysis shows that the media is yet a strong agent of socialization that if not properly handled will have negative effects on the children. The media influences deviant behaviour among undergraduate students of Nasarawa State University, Keffi as It encourages spread of violent messages, It is addictive, It encourages students towards a better self understanding, It encourages sexting among undergraduates, It promotes learning and It discourages social interaction among students. Freedman (2012) affirms that historical perspective of violence in media reveals several changes, including increasing explicitness (e.g.. clear visual and auditory presentations), intensity (killing), and moral ambiguity (no longer presented as socially deviant and pathological, but acceptable, or at least explained by social factors (such as poverty)

Following the above analysis, it was gathered that the causes of deviant behavior among undergraduate students of Nasarawa State University, Keffi ranges from Poor parental upbringing, Family instability. Over-pampering of children, Learning environment, Media Exposure and Negative peer group influence. Amanuel (2009) who states that profoundly ill discipline and violent student's behaviour -teacher contributed -are detrimental and disturbing not only to an individual or students, but also to effective learning and teaching in the classroom. Students who present uncontrolled violent anti-

social behaviour lack exhibiting of self discipline. Robins (2015) affirms that it is the failure of learning of norms which creates Deviance

The findings on the effects of deviant behavior among undergraduate students of Nasarawa State University, Keffi affirms that Poor academic performance, Nonchalant attitude of the students, Loss of interest in the school activity, Bad influence on others, Frequent disruption of the teaching process and School dropout are among the various effects deviant behaviour has on the students of higher instituting of learning.

The findings of the above analysis on this matter showed that the measures to ameliorating deviant behaviours among undergraduate students of Nasarawa State University, Keffi includes Reduction of class size, Value re-orientation, Counseling, Effective use of punishment and discipline, School authorities to be of good models and Positive teacher/students relationship. This is in line with Okobiah and Okorodudu (2006) that disruptive behaviour can persist if only verbal reinforcement is used by the counselor on the management of deviant behaviour. Garber (2006) opined that reinforcement strategy in classroom instruction promotes academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study examined the causes and effects of deviant behaviour among students of Nasarawa state University, Keffi. with a view to ascertain the influence of family background on deviant behaviour among undergraduate students. The study also ascertained the role of the media in promoting deviant behaviour among undergraduates, to identify the causes of deviant behavior among undergraduate students, to ascertain the effects of deviant behavior among university students and to ascertain the strategies for managing deviant behaviours among undergraduates of Nasarawa State University, Keffi with corresponding research questions

The study employed simple random sampling technique in the selection of respondents out of the population of the study while using simple percentage test as a method of analysing the data gathered from the respondents. The analysis data was analysed and interpreted according while the study shows that there are series of factors responsible for deviancy among undergraduates which ranges from parental background, parental marital status, media effects and many others. The study also went ahead to suggest strategies that will help ameliorate the devastating effects of deviant behaviour among undergraduates which conclusions were made based on the findings and recommendations accordingly.

5.2 Conclusion

Thus, taking into account multiple views, deviant behavior is thought of as a result of social processes between society and a certain personality. On the one hand we see that there are serious causes for deviant behavior in the society itself, for example, social disorganization and social inequality. On the other hand we naturally come to understanding the role of individuality of certain person in the socialization process of his personality and under the conditions of a certain situation. In the end, deviant behavior is represented as a complex social and psychological phenomenon, associated with interrelations of biological prerequisites, personality development and its interrelation with social milieu and environment. In this sense, deviant behavior as a phenomenon should be considered through a social and psychological approach.

Social and psychological aspect of studying deviant behavior is referred to a subject of social psychology. Firstly, the problem of deviant behavior depends on the interrelation between the personality and society, their interaction. Secondly, deviant behavior depends on the position of a personality in a group –dynamics of interpersonal relations development in deviant groups. on the character itself of joint activity of deviant persons in groups and forms of communication and interaction that are being built up. And finally, the peculiarities of deviant behavior depend on the formation of personal characteristics of an individual.

Taking the above mentioned into account, we determine deviant behavior as a complex range of acts, actions of a person who is formed in ontogenesis under the influence of social milieu, social relations and on the whole, social experience. That is why a teenage

and adolescent age becomes a very important period in this process. Further, in the process of socialization personal peculiarities modeling deviations from social norms develop and as a result the behavior with deviations is formed as an outcome of interrelation of social factors and peculiarities of a personality. Thus, deviant behavior is a complex range of acts, actions of a person who forms personal attitude to social norms in the process of socialization. This personal attitude consists in the fact that under certain social situations the choice in favour of deviation from social norms takes place.

5.3 Recommendations

- i. Parents need to inculcate family values on their children and these includes humility, hard work, obedience, honesty and more of which will go a long way to discourage them from engaging in deviant behaviour within and outside their homes and university environment.
- ii. There is the urgent need to enlighten and counsel Lecturers on measures for handling deviant students by organising regular workshops, seminars on effective management of deviant acts in the University.
- iii. Lecturers are urged to also seriously consider some form of interactionist approaches like guidance and counseling when dealing with cases of deviant as these are equally good and effective measures in the attainment and maintenance of discipline among students.
- iv. Relevant authorities within the University should discipline every student that engage in deviant acts.

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APPENDIX

School of Postgraduates Studies
Nasarawa State University, Keffi,
Faculty of Social Sciences
Department of Sociology

Dear Respondent

COMPLETION OF QUESTIONNAIRE

I am a Postgraduate Diploma Student of the above institution conducting a research on the topic **“Causes and Effects of Deviant Behaviour Among Students of Nasarawa State University, Keffi”**

Attached to this letter is a questionnaire designed to obtain first-hand information from respondents.

I will appreciate your understanding and cooperation as you provide answers to the questions by ticking (✓) the appropriate box against each question.

All information provided shall be treated with utmost confidence and for the purpose of this project in keeping with the tenet of academic exercise.

Thanks.

Yours faithfully,

Sandra Amali

Questionnaire

Answer all the Questions to the best of your knowledge

Section A: Socio-Demographic Characteristics of Respondents

1. Sex: Male () Female ()
2. Age: 16 – 20 (), 21 – 25 () 26 – 30 () 31 – 35 () Above 36years ()
3. Residence: Living on campus (), Off Campus ()
4. Faculty: _____
5. Department: _____
6. Level: _____
7. Ethnic Affiliation: _____
8. Religious Affiliation: _____
9. Family Background: _____

SECTION B

Key: Strongly Agree (SA), Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD)

Causes of Deviant Behaviour	SA	A	U	SD	D
Poor parental upbringing					
Family instability					
Over-pampering of children					
Learning environment					
Media Exposure					
Negative peer group influence					
Effects of Deviant Behaviour	SA	A	U	SD	D
Poor academic performance					
Nonchalant attitude of the students					
Loss of interest in the school activity					
Bad influence on others					
Frequent disruption of the teaching process					
School drop out					
Control of Deviant Behaviour	SA	A	U	SD	D
Reduction of class size					
Value re-orientation					
Counseling					
Effective use of punishment and discipline					
School authorities to be of good models					
Positive teacher/students relationship					

Mass media and Deviant Behaviour	SA	A	U	SD	D
It encourages spread of violent messages					
It is addictive					
It encourages students towards a better self understanding					
It encourages sexting among undergraduates					
It promotes learning					
It discourages social interaction among students					
Family background and Deviant Behaviour	SA	A	U	SD	D
Coercive parenting influences delinquency					
Weak bond between parents and children influences deviant behaviour					
Divorce influences deviant behaviour					
Poor parenting technique					
Proper use of punishment and motivation discourages deviant behaviour among children					
Poor Economic status of parents influences deviant behaviour					