

**STUDENTS' AND LECTURERS' PERSPECTIVES OF CAUSES AND
MANAGEMENT OF DEVIANT BEHAVIOURS AMONG UNIVERSITY STUDENTS
IN KWARA STATE, NIGERIA**

By

O. P. Akinnubi

Department of Educational Management and Counselling,
Faculty of Education, Al-Hikmah University, Ilorin, Kwara State
08167659879, akinnubipaul@alhikmah.edu.ng

A. T. Alabi

Department of Educational Management,
Faculty of Education, University of Ilorin, Ilorin, Nigeria
08033733745, alabiafusat@yahoo.com

&

R. M. Oladimeji

Department of Educational Management and Counselling,
Faculty of Education, Al-Hikmah University, Ilorin, Kwara State
08056679375, rashdupe@gmail.com

ABSTRACT

This study is a report on causes and management of deviant behaviours among students in universities in Kwara State, Nigeria. The research design for this study was a descriptive survey. Thirty lecturers and 150 final year students were selected as participants in the study. An instrument validated was used to elicit relevant information from the participants. Descriptive statistics of frequency, percentage, rank ordering and mean were used to answer the research questions raised in the study. The findings of the study showed that examination malpractice was ranked the most prevalent deviant behaviour among students in the universities. The major cause of deviant behaviours was peer influence. It was agreed that there were strategies put in place by the university management to curb deviant behaviours among the students. It was recommended that parents should inculcate right moral/religious values in their children while at home. Also, the university authority should ensure that all activities relating to examinations are handled with a high sense of responsibility by those concerned, and educate students on sex education so that they would not fall victims of health risks such as HIV/AIDs.

Keywords: *Deviant behaviours, Causes, Management, University students*

INTRODUCTION

Education remains a veritable tool on which every society hinges. It brings about the holistic development of an individual in terms of cognitive, affective and psychomotor domains. Any nation of the world that takes education with levity is

toying with her future. Education is now universally recognised to be the prime key of moral, cultural, political and socio-economic development of a nation. The nations, that had taken major initiatives, made revolutionary advances and performed "miracles" in the last two decades through their effective educational

system (Ahmad, 2001). Educational system of any country can provide a guarantee of success and prosperity for such a nation. The achievement of a comprehensive and effective educational system is necessary for the survival of a nation (Saeed, 2001).

Universities are statutorily charged with the responsibility of producing high level manpower. Learning at the university level is effective if it results in bringing about the expected transformation in the attitudes, skills and knowledge of the students over time. Moreover, effective learning should result in producing graduates who are adequately informed, technically equipped and morally prepared to become responsible parents, good citizens and selfless leaders, who can handle the menace of health risks, such as HIV/AIDS in the 21st Century (Babalola, 2008; FRN, 2013).

Fehnel (2000) noted that for centuries, the principal mission of higher education has been the creation and dissemination of new knowledge. A critical challenge for contemporary university education, then, is how to create the commitment and capacity to observe, analyse and understand environmental forces and to act in response to them. Therefore, to meet this challenge, many institutions of higher learning are putting various measures in place to address deviant behaviours among students. Management is an act of harmonising both human and material resources to achieve institutional goals and objectives at a given point in time. It involves planning, organising, controlling, directing, coordinating, supervising, staffing and budgeting. Effective management of deviant behaviours among the students will not only benefit the concerned students but also the entire institution.

According to Pearson (2006), deviant behaviour is a term of comparative condition. In all societies, it occurs to some extent. There is no society which is free

from any deviant behaviour. The meaning of normative system is changing according to the needs of the society. There was a time when disobeying the rules of caste was considered as deviant behaviour; however, now in the age of equalisation, norms of caste are valueless. Furthermore, to purposely violate any law which exists in the society such as the university is called a deviant behaviour. The university environment is indispensable in moulding the lives of the students while on campus. Effective provision of students' personnel services tends to reduce the breaking of institutions' rules and regulations at a given point in time.

Every institution has a standard way of behaviour that students are expected to abide by. Code of conducts is made available to students at the point of registration. Any behaviour contrary to the established university conduct is referred to as deviant behaviour. According to Gomme (2003), deviance refers to behaviours that do not conform to social norms and values, and in doing so elicit a negative response. Deviance encompasses both crime and otherness. Otherness is non-conformance with both formal and informal norms and values, whereas a crime is specifically an infraction against norms and values that have been codified into law. The former type of deviance is based on the interpretation of the observer, unlike the latter which is based on the established criteria.

Pearson (2006) opined that deviant behaviour in school can quickly foster additional problems for students, including ostracism, lower rates of interaction with teachers, less supportive interaction with teachers, and therefore lower academic achievement. In consequence, these students may begin to act out which produces a vicious cycle of increasing anti-social behaviours and increasing social rejection. This conduct may yield adverse changes in the attitude of the students as they do not gain the respect of teachers and

DEVIANT BEHAVIOURS AMONG UNIVERSITY STUDENTS

later do not receive respect from more socially conventional persons (perhaps peers, family, and potential employers) in their adult life. Examples of deviant behaviours in institutions of learning range from simple offences such as lateness, truancy, immodest dressing to serious crimes such as examination malpractice, cultism, rape, violence/destruction of property and murder.

Behaviour is a response which an individual show to his environment at different times. The environment has a great role to play in the behaviour of an individual. Das (1993) identified seven categories of behaviour to include response, association, multiple-discrimination, chains, class concepts, principles and strategies. He further stated that both good standards set by the institution and good behaviour models provided by the teachers had positive effects on students. Ahire (1990) noted that personality disorders and socio-economic environment are the major determinants of the victim's involvement in drug abuse.

Delinquent behaviour or a crime is likely to occur if the motivations of deviant acts are strong and containment is weak (International Encyclopaedia of Justice Studies, 2007). Similarly, environmental factors such as schools and neighbours still exercise relatively strong control over juveniles. Furthermore, strong conformist traditions and relatively higher levels of religiosity are other factors that contribute to preventing juvenile delinquent acts (Ozbay & Ozcan, 2006). This problem on the conduct of young adults has long been a concern for different societies. Their challenges to tradition and violent behaviour have often been attributed to the declining influence of the family (Popenoe, 1993). The family's declining influence has been associated with shifting cultural values as well as disintegrating societal standards (Adams, 1995).

An examination is known to be a very strong tool for an appointment, promotion and selection to various positions - including political (Salami, 1994, Nwadiae, 2003 and Olanipekun, 2003). The value attached to the examination has made learners see it as a matter of life and death. Since a certificate is the only valid document for appointment in nearly all places, without good result or certificate, one cannot be admitted into a higher institution or be gainfully employed (Fasakin, 2012). As a result of all these, learners can be so desperate that they seek any means to have good results; some of the means get them indulged in examination malpractice. Examination malpractice has constituted a great threat to the educational system not only in Nigeria but also in developed countries. Examination malpractice, therefore, is the act of omission or commission intended to make a student pass examination without relying absolutely on his/her independent ability or resources (Anwuluorah, 2008). This paper, therefore, examined causes and management of deviant behaviours among university students in Kwara State.

STATEMENT OF THE PROBLEM

In recent times, lawlessness and negative attitudes exhibited by university students on campuses have become major concerns to the institutions and the society at large. Disciplinary problems engulf precious times of the university life and examination malpractices which often lead to rudeness and the breakdown of law and order. Akinboye (2003) observed that prostitution, cultism, lesbianism and indecent dresses among students on campuses affect the quality of graduates produced in Nigerian universities every year.

RESEARCH QUESTIONS

The following research questions were raised to guide the conduct of the study:

- i. What deviant behaviours are prevalent among students in the universities in Kwara State?
- ii. What are the major causes of deviant behaviours among students in the universities?
- iii. What are the strategies put in place to curb deviant behaviours among students in the universities?

METHODOLOGY

The research design for this study was a descriptive survey. Three Universities, Al-Hikmah University, Kwara State University and University of Ilorin were used in the study. Thirty lecturers, that is, 10 from each university and 150 students, (that is, 50 from each university) were selected for the study through the purposive random sampling technique. Thus, a total of 180 participants were used as sample for the study. A research instrument entitled “Causes and Management of Deviant Behaviours Questionnaire” (CMDBQ) was used to elicit relevant information from the participants (lecturers and final year students). Lecturers in the Department of Educational Management and experts in the area of Measurement and Evaluation at Al-Hikmah University and University of Ilorin validated the questionnaire designed for this research work. These four experts who

were senior lecturers, readers and professors examined the questionnaire to determine whether it was suitable for the information required. In so doing, these professionals assessed the face and content validity of the questionnaire by ensuring that irrelevance and ambiguous items were eliminated. A test re-test method was applied through a pilot test undertaken to ascertain the reliability of the questionnaire and this yielded 0.87 coefficient of reliability. This was considered reliable and usable for the study. The researchers administered 180 copies of CMDSQ to participants in the sampled universities. One trained research assistant was used to complement the efforts of the researchers in the institutions. Statistical Package for Social Sciences (SPSS) version 20.0 was used for data analysis. Descriptive statistical techniques of frequency, percentage and rank ordering were used to answer the research questions raised in the study. Mean rating was also used, that is, the means from 0.00 to 2.49 represented “disagree” while those from 2.50 to 5.00 meant “agree”.

RESULTS AND DISCUSSION

Research Question 1: What deviant behaviours are prevalent among students in the universities in Kwara State?

Table1: Deviant Behaviours among Students in the Sampled Universities

S/N	Items	Frequency	Rank
1.	Bribery and corruption	121	4
2.	Cultism	24	8
3.	Drug abuse	132	3
4.	Examination malpractice	175	1
5.	Lesbianism	85	6
6.	Prostitution	168	2
7.	Smoking	52	7
8.	Theft	107	5

Table 1 shows responses to deviant behaviours prevalent among students in the universities. Examination malpractice (with a total count of 175) was ranked the most

prevalent deviant behaviour often exhibited by students in the universities, while cultism (24) was ranked the list. Prostitution and drug abuse were ranked

DEVIANT BEHAVIOURS AMONG UNIVERSITY STUDENTS

second and third respectively, while bribery and corruption, theft, lesbianism and cultism were not too popular among deviant behaviours exhibited by students of Al-Hikmah University, Kwara State University and University of Ilorin.

Deviant behaviours such as examination malpractice will not only truncate the future of the culprits, but also adversely affect the nation. Examination malpractice, according to Nwadiae (2003), is in the form of examination leakages, cheating, impersonation, bringing foreign materials into examination venues, collusion, giraffing, aiding and abetting, machinery or 'Ecomog'. Other forms are forgery; throwing prepared answers; hiding of answers inside wig and shoes; verbal insults or assault on invigilators or supervisors, tampering with the work of

others, fabrication of results and showing disregard to academic ethics (Adeyegbe and Owokade, 2003). It is also regarded as an academic misbehaviour capable of truncating an educational system. Examination malpractice has also been described as dishonesty in examination (Omotoso, 1992,). Prostitution, drug abuse and lesbianism are capable of shifting students' attention from their studies. Anti-social behaviour among the young population has become a global concern in developed and developing countries, including Nigeria (Fatoki and Kobiowu, 2020)

Research Question 2: What are the major causes of deviant behaviours among students in the universities?

Table 2: Causes of Deviant Behaviours among Female Students in the Universities

S/N	Items	Frequency	Percentage
1.	Adolescent age	14	8
2.	Economic factor	42	23
3.	Environmental factor	22	12
4.	Parental upbringing	30	17
5.	Peer influence	72	40
Total		180	100

As shown in Table 2, the major cause of deviant behaviours among students was peer influence with 72 (40 %) frequency counts. Also, 42 (23%) of the respondents indicated that economic factor was one of the causes of deviant behaviours in the sampled universities. Other causes of deviant behaviours among the students included economic factor, parental upbringing and adolescent age with 30 (17%), 22 (12%) and 14 (%) frequency counts respectively.

Peer group has a strong impact on the lives of students while on campus because they can rub minds and discuss life issues. A child that can survive peer influence while in the university is likely to stand a better chance of achieving his/her goals in

life. Ugbuegbu (1995) and Fasakin (2012) concluded that lack of confidence as a result of the inadequate preparation, peer influence, social influence, parental support and poor facilities in schools are the causes of deviant behaviours among students. Badmus (1992) and Agbo (2005) identified school programmes, teaching/learning environment, the teacher, the student, over value of the certificate, decadence in the society and parental support as some of the factors responsible for the phenomenon. One of the possible factors affecting effective learning in schools is the divorce of the two parents of a child. Such a child in this circumstance may easily be influenced by peers.

Research Question 3: What are the strategies put in place by the university

management to curb deviant behaviours among students in the universities?

Table 3: Strategies Put in Place by the University Management to Curb Deviant Behaviours

S/N	Items	SA	A	D	SD	Total	Mean
1.	Students reside on campus.	44	78	32	26	180	2.78
2.	All students involved in examination malpractice are expelled from the university.	12	52	82	34	180	2.23
3.	Seminars and workshops are constantly organised for students on the danger of unprotected sex.	30	99	24	27	180	2.73
4.	Scholarships are granted to indigent students by the school authority.	18	62	77	23	180	2.42
5.	Dress code is mandatory on campus.	65	92	16	7	180	3.19
6.	Lecturers do not compromise during invigilation of examinations.	42	123	11	4	180	3.13
7.	Male students are allowed into female hostels.	73	89	12	6	180	3.27
8.	Students are allowed to leave the campus at will.	27	135	10	8	180	3.01
9.	Students have access to the university counsellors.	34	92	30	24	180	2.76
10.	There is adequate security for the students on campus.	10	126	12	32	180	2.63
11.	The university authority does not restrain the students from attending religious activities on campus.	39	92	29	20	180	2.83
12.	There are adequate health facilities for the students.	38	66	42	34	180	2.60
13.	Parents often visit their children while on campus.	45	96	22	17	180	2.94
14.	The students are not allowed to live their hostels at night.	68	104	6	2	180	3.32
15.	There is adequate provision of water in students' hostels.	16	102	44	18	180	2.64
	Overall mean						2.83

Mean < 2.5 = Disagree, Mean > 2.5 = Agree

Table 3 shows responses to strategies put in place by the university management to curb deviant behaviours among students. The overall mean is 2.83 which implies that there are measures put in place at Al-Hikmah University, Kwara State University and University of Ilorin to curb deviant behaviours among the students. With the means of 2.3 and 2.42, the

respondents disagreed that not all students involved in examination malpractices were expelled from the university and scholarships were granted to indigent students by the university authority respectively. The respondents agreed that students resided on campus; seminars and workshops were constantly organised for them on the danger of unprotected sex;

DEVIANT BEHAVIOURS AMONG UNIVERSITY STUDENTS

dress code was mandatory on campus and lecturers did not compromise during invigilation of examinations. The university authority did not restrain the students from attending religious activities on campus and there were adequate health facilities for the students. Students get involved in deviant behaviours due to poor academic performance; a poor attitude of teachers to work; and a low education level of parents (Jacob and Adegboyega, 2017).

CONCLUSION

It is a truism to assert that deviant behaviours among students cause havocs not only to the students themselves but also to the institution. The prevalent deviant behaviours among university students included examination malpractices, smoking, lesbianism, prostitution, theft, bribery and corruption, drug abuse and cultism. Peer influence often makes some students exhibit certain deviant behaviours. Various measures are put in place to curb deviant behaviours among the students by the university authority.

RECOMMENDATIONS

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

REFERENCES

- Adams, B. N. (1995). *The family: A sociological interpretation* (5th Ed.). New York: Harcourt Brace.
- Adeyegbe, S. O. & C. O. Owokade (2003). *Forms, Causes and Effects of examination Malpractice*. A paper presented at the Workshop Organised by Oshodi- Isolo Local Education District of the Lagos State Ministry of Education, Lagos
- Agbo, A. (2005). How to Tackle the Fraud Stars". *TELL Nigeria's Independent Weekly*. No 25. June: 28 – 29.
- i. Parents should inculcate the right moral values in their children while at home. This could be achieved through proper religious orientation.
- ii. The government should checkmate film industries on what they produce to the public to curb deviant behaviours among students.
- iii. The university's management should lay more emphasis on scholarships for the indigent students.
- iv. Dress code should be enforced on all students to prevent them from wearing clothes that show sensitive parts of their bodies.
- v. Students should be well educated about sex education so that they would not fall victims of health risks such as HIV/AIDs.
- vi. The university management should encourage the students to consult counsellors on issues bordering them concerning their academic and personal life.
- vii. Lecturers should ensure that they expose the students to all the necessary course contents they need to know to reduce examination malpractices among the students to the barest minimum.
- Ahire, P. T. (1990). *Drugs Abuse, in Nigeria Facts, Causes and Remedies". A Paper presented at the National Seminar on Drug Abuse Enforcement, Lagos.*
- Ahmad, M. (2001). To investigate the Causes of Dropout at Higher Level. (Unpublished M. Phil. Education thesis), AIOU, Islamabad, Pakistan. P. 174, 185.
- Akinboye, D. (2003). The Education Consequences of street trading for secondary schoolstudents in students in Lagos. An unpublished M.Ed. Thesis University of Lagos.

- Anwuluorah, O. P. (2008): *Ethical Investigation of Examination Malpractice in Senior Secondary School Certificate Examination in Onitsha and Ile Ife, Nigeria*. Unpublished Ph.D. Thesis University of Ibadan, Ibadan, Nigeria.
- Babalola, J. B. (2008). *Curriculum development for effective learning in higher education during knowledge and digital revolutions: The Nigerian experience*. Ibadan: Awemark.
- Badmus, G. A., (1992): *Setting of Objectives Questions to Beat Examination Malpractices*. A Paper Presented at the University of Benin National Workshop on Exam Malpractices 23rd – 26th November
- Das, R. S. (1993). *Educational Technology*, Sterling Publishers. New Delhi. India
- Fasakin, M. O. (2012). Management of examination malpractice and students' performance in West African senior school certificate examinations in Ghana and Nigeria. *Unpublished Ph.D. Thesis University of Ilorin, Ilorin*.
- Fatoki, F. T. & Kobiowu, S. V. (2020). Factors Associated With Deviance among Secondary School Students in South Western Nigeria. *Gender & Behaviour, 18(3), 16483-16491*
- Federal Republic of Nigeria (2013). *National Policy on Education (revised)*. Abuja: Federal Government Press.
- Fehnel, R. (2000). *Strategic planning and the Nigerian university system innovation project*. www.ask/freearticle/education.
- Gomme, S. (2003). Deviant behaviour. www.deviantbehaviour/Deviant_behavior.htm
- Jacob, O. A. & Adegboyega, L. O. (2017). Perceived Causes and Incidences of Deviant Behaviour among Secondary School Students in Kwara State. *Journal of Science, Technology & Education (JOTE)*, 5(2), 41-49.
- Nwadiae, I. (2003). *Passing Examination with Moral Integrity: A critical Appraisal of Students Activities at Secondary Schools*. A Paper delivered on Vices Educational Institutions at Church Seminar 13th December, 2003.
- Olanipekun, N. O. (2003). *Examination Malpractices in Nigeria Schools: An in-depth Analysis*. Royal Prestige Venture, Atari Omo-owo area Offa.
- Omotosho, H. M. (1992). 'Examination Malpractices in Nigeria: Causes, Implications and Solutions'. A paper presented at WAEC Monthly Seminar Lagos.
- Ozbay, O., & Ozcan, Y. Z. (2006). A test of Hirschi's social bonding theory juvenile delinquency in the high schools of Ankara, Turkey [Electronic version]. *International Journal of Offender Therapy and Comparative Criminology, 50*, 711-726.
- Pearson, A. D. (2006). Media influence on deviant behaviour in middle school students. M. Sc. Thesis, Watson School of Education, University of North Carolina at Wilmington.
- Popenoe, D. (1993). American family decline, 1960-1990: A review and appraisal [Electronic version]. *Journal of Marriage and the Family, 55*, 527-542.
- Saeed, M. (2001). A Study of Principal as Instructional Supervisor. Taleemi Zaviyay; Pakistan Education Foundation. Lahore, Pakistan.
- Salami, B. A. (1994). *Examination Malpractice and the Integrity of*

DEVIANT BEHAVIOURS AMONG UNIVERSITY STUDENTS

Educational Credentials. Paper presented at the 12th Annual Conference of the Association for Educational Assessment in African (AEAA) September 19th – 21st, Accra Ghana.

Ugbnegbu, D. C. E. (1995). High School Students Attitudes towards unethical behaviour in WASSCE. *Journal of Educational Research*, 2(1) 49 – 62.