FAMILY STRUCTURE AND SOCIO-ECONOMIC WELLNESS AS DETERMINANT OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN SAGAMU LOCAL GOVERNMENT AREA OGUN STATE, NIGERIA

Onogwu, Raphael Sunday & Bello, Alice A; PhD
Department of Education, Babcock University, Ilishan-Remo, Ogun State, Nigeria
Onogwu.Raphael@gmail.com belloal@babcock.edu.ng

Abstract
This study examines the family structure and socio-economic wellness as determinants of deviant behavior among secondary school students. Participants consist of 356 randomly selected in equal proportion from 10 secondary schools in Sagamu LGA. Survey research design was adopted for the study. The instrument used was Self-structured questionnaire with four sections. Section I was on demographic information of the respondent, section II was on family structure section III was on family socio-economic wellness and section IV was on deviant behaviour. The instrument has a reliability score of 0.808. Percentages and tables were used to analyze demographic data. The first hypothesis was tested using multiple regression analysis at 0.05 level of significance while the second, third, fourth, fifth and sixth hypotheses were tested using simple linear regression analysis at 0.05 level of significance. The result of the analyses rejected all the null hypotheses at 0.05 level significance which means the family structure and family socio-economic wellness were found to have collective contribution on students' deviant behavior. Based on the result findings, it is recommended among others, that families should strive to improve their socioeconomic wellness by being resourceful and engaging in entrepreneurial ventures to boost their income. Parent enlightenment programme should be initiated by government with the help of family counsellors whereby parents would be empowered with skills needed in solving their family problems, improve their relationship with their wards and also improve their parenting practices in the families.

Key Words: Deviant Behaviour, Family structure, family socio-economic wellness,
Introduction

Contemporary Nigerian society is beset with low moral standards in all facets. The much talked of students' behaviour in our educational institutions is not only the naughty behaviour of the students but also of the behaviours that disturb the effective teaching and learning process which include cheating in examination, bullying of fellow students, threaten to murder, belonging to a gang, taking part in school riot, telling lies, fighting, raping, stealing, indiscriminate sexual intercourse, homosexuality, smoking, truancy, disobedience to school authority, destruction of school properties; that are basically a reflection of the upward turn of indiscipline evident in Nigeria society (Nwankpa, 2017), which encompasses families within family. According to Chikwature, Oyedele and Ganyani (2016), good behaviour is essential in a school if students are to be able to fulfil their learning potential.

Deviant behaviour according to Angel (2015) and Bolu-Steve, (2017) is any behaviour exhibited by members of a group or society which is at variance with established rules of the group or society. Hastings and Thomas, (2009) describe 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). They further describe deviant behaviour in another word “as an action or behaviour that significantly contravene from the accepted or prescribed norms of a given society” (p. 128). Agboola and Alawa (2011) also suggest that deviance is a behavioural disposition that is not in conformity with an institutionalized set-up or code of conduct. From these definitions, deviant behaviour means behaviour that violate rules and norms.

The manifestation of deviant behaviours among secondary school students in Sagamu Local Government Area of Ogun State and the country at large have been a cause for grave concern judging from the high rate of indiscipline within the school system. While buttressing this point, various studies had been carried out on deviant behaviours among secondary school students by several researchers. In a study conducted in Zambia, Banda and Mweemba (2016) reveal the prevalence of deviant behaviours such as school riot, smoking, bullying, beer drinking, fighting, destruction of school properties, teacher assault, examination malpractice, improper dressing, theft and girl/boy intimate relationship among students. While Ngwokabuenui (2015) in his study also reveals disobedience to school authority, assault on teachers, violence and insubordination as indiscipline behaviours among secondary school students in Cameroun. The question arising from the researcher's observation is how are family contextual variables and peer influence students' likelihood of engaging in deviant behaviour? Hence, the
rationale for studying family structure and socio-economic wellness as determinants of deviant behaviour among secondary school students not farfetched. Since the family and peer group are the two most important social units to which adolescents belong. Family, being one of the most fundamental units of the society, is regarded as the first institution in the history of human existence that helps in character formation of the child and moulding of behaviour of the individual in the society. This is because family is the basic social unit for human development and also primary agent for socialization of children. Hence, family contextual variables refer to the entire home setting within which the child is brought up and socialized (Santrock, 2008). Thus, family contextual variables according to Santrock (2018) include: family socio-economic wellness, family structure, parent-child relationship and parenting style. However, another variable that could as well contend rigorously with family contextual variables in moulding students' life is peer group.

Family socioeconomic wellness according to Nezhad, Rahmati and Nezhad (2012) is the house hold income and whether the parent is employed or not. A person is considered poor when his measured standard of living in terms of income or expenditure is below the poverty line (Uyang, Festus & Bassey, 2016). The level of poverty in the country has escalated so much that the poor families struggle to get the very basic needs. These economic constraints have devastating effects that spill over to the parent-child relationship and consequently affect the behaviour of the children. When we think of parent-child relationships, the first few things that comes to our minds is some type of bond that hold parents and child relationship together. Family structure according to Nkhata and Mwale (2016), is the structure that determines the family type and membership such as extended, nuclear, single parent, biological two-parent and grandparent families. While parenting style according to Baumrind (1991), is the construct used to capture various ways parents attempt to control their children. He further explains parental control as “the claims parents make on their children to become integrated into the family as a whole, by their maturity demands, supervision, and disciplinary efforts and willingness to confront the child who disobeys”.

Peer group is an association of people sharing certain characteristics such as age and or social status. Peer group has an important influence throughout one's life especially during the developmental years of an individual (Ryan, 2001). A peer is an individual with whom an individual shares a common interest. It can as well refer to individuals who share maximum common interest. They tend to influence each other thereby creating an irresistible impact called peer influence. Hence, Santrock (2001) opined that as the child grows older, peer influence becomes powerful in his or her life.
Bandura (1977) in his social learning theory emphasizes on social contacts with others. The direct influences of parents and peers are considered the primary social factors for adolescent exhibition of deviant behaviour. Adolescents are viewed as being most likely to imitate the behaviour of those with whom they have the greatest amount of contact. In similar vein, Cherlin (2008) notes that habitual behaviour and life style that led to deviant behaviour are instilled through the primary social groups (family and peers). In view of the importance of these family contextual variables (family socioeconomic wellness, parenting style, parent-child relationship and family structure) and peer influence to students' likelihood of engaging in deviant behaviour as well as scanty literature on these variables especially in Nigeria, this study focused on investigation of some selected family contextual variables (family socioeconomic wellness, parenting style, parent-child relationship and family structure) and peer influence on secondary school students' deviant behaviour potential in Sagamu Local Government Area of Ogun State, Nigeria.

Research Hypotheses
The following null hypotheses were formulated to guide this study:

H0₁: There is no significant composite contribution of family structure, family socio-economic wellness, parenting style, parent-child relationship, and peer influence to secondary school students' deviant behaviour potential in Sagamu Local Government Area of Ogun State.

H0₂: There is no significant influence of family structure on secondary school students' deviant behaviour potential in Sagamu Local Government Area of Ogun State.

H0₃: There is no significant influence of family socio-economic wellness on secondary school Students' deviant behaviour potential in Sagamu Local Government Area of Ogun State.

Method
This study was carried out using the survey research design. This design was adopted by the researcher to examine the influence of family contextual variables and peer on students' deviant behaviour potential. The target population is all senior secondary school students in Sagamu Local Government Area of Ogun State Nigeria who have the potential to engage in deviant behaviour. The proportional sampling technique was adopted to arrive at the sample for each school based on the population of students in each of the school. Participants were then selected from each school through the simple random sampling technique according to the stated sample. In all, 356 participants participated in this study. Moreover, two valid and reliable instruments were used.
Family Context and Peer Influence Questionnaire (FCPIQ)
This research instrument was a 29-item questionnaire constructed by the researcher. It was organized into sections A and B. Section A consisted of Bio-data of respondents while Section B is designed to measure family socio-economic wellness, parenting style, parent-child relationship, family structure, and peer influence. Section A required the respondents to respond by ticking in the appropriate spaces while section B required respondents to give their opinions under a four-scale rating. Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). Numerical values from 1-4 were attached to the responses from SD-SA, to guide their decisions. FCPIQ revealed test-retest reliability coefficient of .774, .795, .726, .808, and .656 for the family socio-economic wellness, parent-child relationship, parenting style, family structure, and peer influence sub-scales respectively. The test-retest reliability coefficient for the scale as a whole was .783.

Students' Deviant Behaviour Potential Scale (SDBPS)
The Students' Deviant Behaviour Potential Scale (SDBPS) was adapted by this researcher to measure deviant behaviour among secondary school students. The SDBPS was a 22-item Likert-type scale having four points and responses ranging from 1 = SD to 4 = SA. The developer of the SDBPS reported a Cronbach's alpha reliability co-efficient of 0.72 for the scale. In this study Cronbach alpha of 0.76 was obtained.

Data Collection Procedure
Consents of the participants were sought first through their various school principals before the administration of the instruments. None of the participants declined to participate in the study. All the instruments were administered at the same time in all schools with the assistance of research assistants purposefully trained for the exercise. On the spot assessment method was adopted, this made the collection of the instruments easy and immediate.

Data Analysis
The demographic data of participants were analyzed by means of descriptive statistical techniques of frequency distribution, and percentages. The first hypothesis was tested using the multiple regression analysis because it investigates the influence of more than a single independent variable (family socio-economic wellness, parenting style, parent-child relationship, family structure, and peer influence) on the dependent variable (deviant behaviour potential). The second, third, fourth, fifth and sixth hypotheses was subjected to simple linear regression analysis because each of them tested the influence of a single independent variable on the dependent variable. All statistical analyses were carried out at the .05 level of significance.
Results

**Test of Hypotheses**

**H1:** There is no significant composite contribution of family structure, and family socio-economic deviant behaviour among secondary school students in Sagamu Local Government Area of Ogun State.

Table 1: Model Summary and coefficients for the Multiple Regression Analysis for the combined contribution of family structure and family socio-economic wellness to deviant behavior

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>18172.848</td>
<td>5</td>
<td>3634.570</td>
<td>41.657</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>30537.174</td>
<td>350</td>
<td>87.249</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48710.022</td>
<td>355</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model summary: R = .611, R² = .373 Adj. R² = .364 Std. Error = 9.34072

Dependent Variable: Deviant Behaviour Potential
Predictors: (Constant), family Structure, and family socio-economic wellness

Table 1 showed significant results (F(5,350) = 41.657, p < .05). This implies that there is a significant combined contribution of family structure, and family socio-economic wellness, to deviant behaviour among secondary school students' also that family structure, and family socio-economic wellness, jointly contributed 36.4% of the variance in deviant behavior (Adj. R² = .364).

**H2:** There is no significant influence of family structure on secondary school students' deviant behaviour potential in Sagamu Local Government Area of Ogun State

Table 2: Coefficients of the simple Linear Regression Analysis for the Influence of Family Structure on Deviant Behaviour Potential

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>49.659</td>
<td>1.770</td>
<td>-.171</td>
<td>28.056</td>
<td>.000</td>
</tr>
<tr>
<td>Family structure</td>
<td>-.415</td>
<td>-.127</td>
<td>-.3.272</td>
<td>.001</td>
<td></td>
</tr>
</tbody>
</table>

Dependent variable: Deviant Behaviour potential
Table 5 revealed significant results (Beta = -.171, t= 3.272, P<.05). The null hypothesis which stated family structure will not significantly determine deviant behaviour among secondary school students therefore rejected, leading to the conclusion that family structure can determine deviant behaviour among secondary school students.

**H3:** Family socio-economic wellness will not significantly determine
deviant behaviour among secondary school students' in Sagamu Local Government Area of Ogun State.

Table 3: Coefficients of the simple Linear Regression Analysis for the Influence of family socioeconomic wellness on deviant behavior potential

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>56.251</td>
<td>2.191</td>
<td>-1.006</td>
<td>2.191</td>
<td>.176</td>
</tr>
<tr>
<td>Family socio-economic wellness</td>
<td>-1.06</td>
<td>.176</td>
<td>-290</td>
<td>-5.704</td>
<td>.000</td>
</tr>
</tbody>
</table>

Dependent Variable: Deviant Behaviour Potential

Table 3 revealed significant results (Beta = -.290, t= 5.704, p<.05), that is family socio-economic wellness can determine the engagement in defiant behaviour of secondary school students in Sagamu Local Government Area of Ogun State.

Discussion of Findings
The first hypothesis was tested using the multiple regression analysis. With regard to the first hypothesis, the analyses revealed that family contextual variables and peer influence are jointly significantly contributing to secondary school students' deviant behaviour potentials. Although, both family and peer play an influential role in adolescent live. Hence, in Sagamu Local Government Area of Ogun State Nigeria, family socio-economic wellness, parenting styles, parent-child relationships, family structure, and peer were all significant at 0.00. Meaning that these variables were collectively contributes to deviant behaviour potential among secondary school students. This finding is consistent with previous study by Laird et al. (2008) who reported in their findings that power of peer influence becomes more important when family socio-economic wellness is low, parenting style is lacking in monitoring, family relationships is neither supportive nor cohesive.

The second was tested using simple linear regression analysis to find out if the independent variable (family structure) can determine the dependent variable (deviant behaviour). The finding of this hypothesis demonstrated that family structure can determine deviant behavior among secondary school students. This agrees with the findings of Moore (2001) who says the kind of family structure a child lives-in, would determine his likelihood of engaging in deviant behaviour. The finding revealed that family socio-economic wellness has significant influence on secondary
school students' deviant behavior potential in Sagamu Local Government Area of Ogun State Nigeria. This agrees with the findings of James (2001) who says that family socio-economic wellness encourages adolescents' attitudes towards deviant behavior.

Conclusion
Based on the findings of this study, it is hereby concluded that family structure, family socio-economic wellness, jointly significantly contributed to secondary school students' deviant behaviour potential in Sagamu Local Government Area of Ogun State. It could also be inferred that from the study most family contextual variables and peer as individually considered in the study, directly influence secondary school students' deviant behaviour potential.

Recommendations
The following recommendations were proffered based on the findings of this study.
1. Families should strive to improve their socio-economic wellness by being resourceful and engaging in entrepreneurial ventures to boost their income.
2. Parent enlightenment programmes should be initiated by government with the help of family counsellors. The primary goal of this programme is to empower parents with skills necessary to solve their family problems, improve their relationship with their wards, and improve their parenting practice in the families. This can be done through extension services, community seminars/workshops, radio and Television programs.
3. Punishing, threatening, blaming, and criticizing our children and students as a way of influencing their behaviour can only works within short term, instead, parents and teachers should use token systems, timeout, contingent reinforcement, and response cost to reinforce appropriate behaviours.

References


Luyckx, K., Tildeley, E. A., Soenens, B., Andrews, J. A., Hampson, S. E.,


