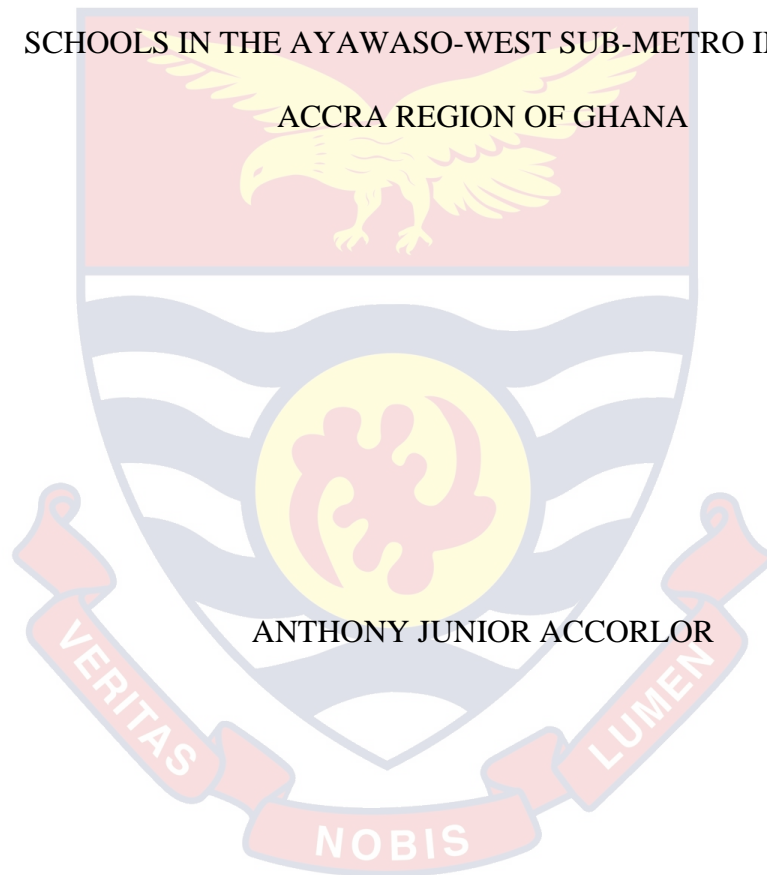


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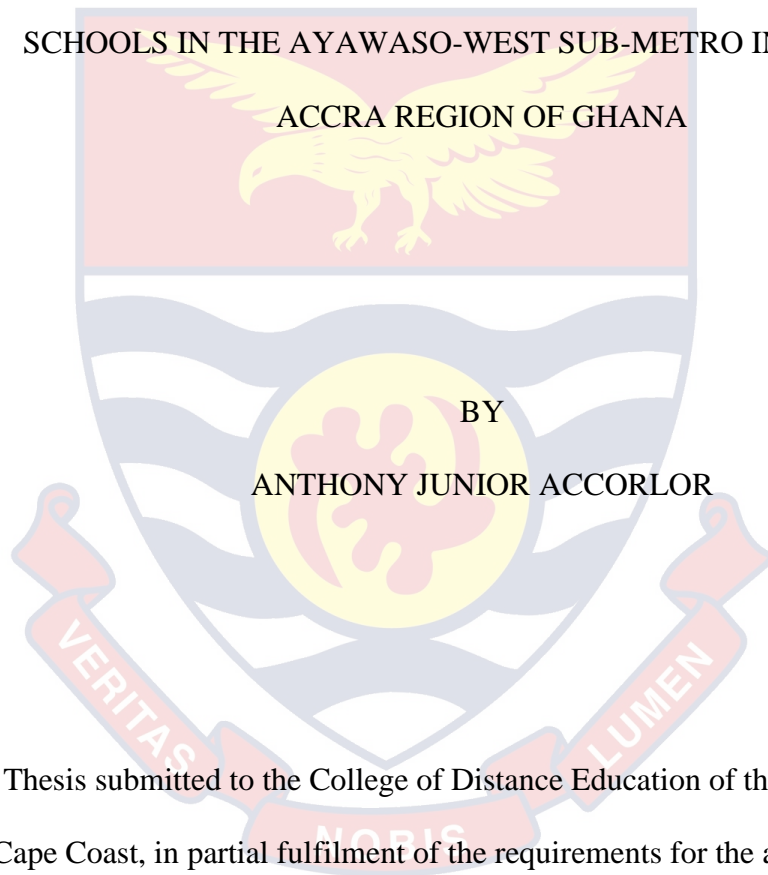
ANTECEDENTS OF DEVIANT BEHAVIOURS IN JUNIOR HIGH
SCHOOLS IN THE AYAWASO-WEST SUB-METRO IN GREATER



2021

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ANTECEDENTS OF DEVIANT BEHAVIOURS IN JUNIOR HIGH
SCHOOLS IN THE AYAWASO-WEST SUB-METRO IN GREATER
ACCRA REGION OF GHANA



BY
ANTHONY JUNIOR ACCORLOR

This thesis submitted to the College of Distance Education of the University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Guidance and Counselling.

AUGUST 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature..... Date.....

Name:

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date.....

Name:

Co-Supervisor's Signature..... Date

Name:

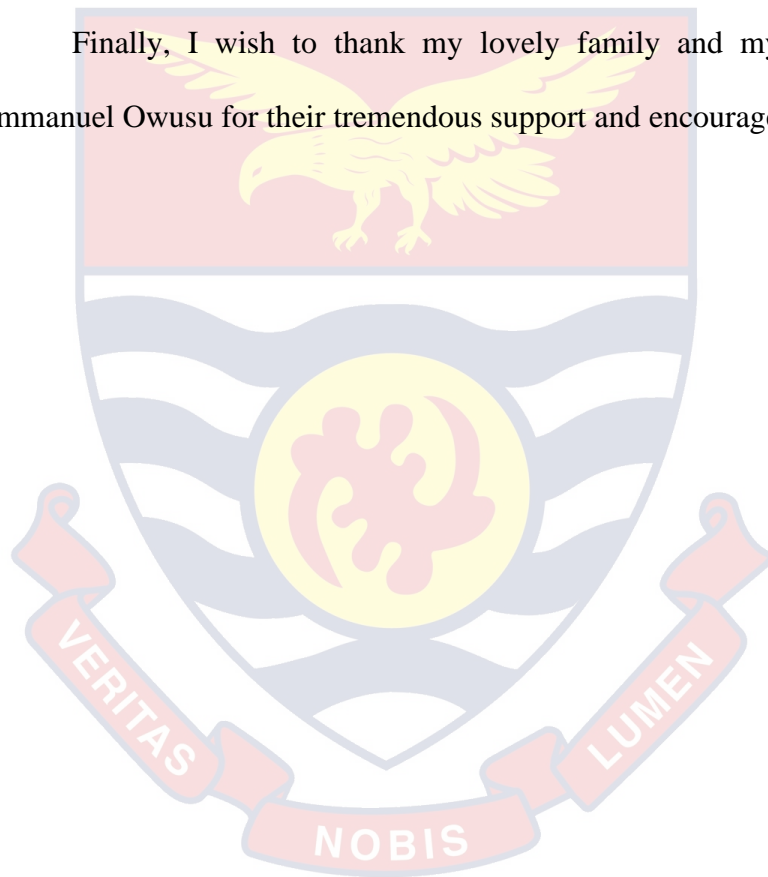
ABSTRACT

Deviant behaviours among students pose a serious threat to teaching and learning in most schools, and has attracted the interest of educators and policy makers globally. The study sought to investigate the factors that contribute to deviant behaviours in Junior High Schools (JHS) in the Ayawaso West Sub-Metro in the Greater Accra Region. The study adopted the descriptive design. The population comprised 600 junior high school students in the Ayawaso West Sub-Metro. A sample of 234 students was selected using simple random sampling technique for the study. An adapted questionnaire was used for the study. Data were analysed using means and standard deviations as well as independent samples t-test. It was found that students engaged in several deviant behaviours such as mocking or teasing, offensive language, excessive noise making, examination malpractices and bullying. The study revealed also that deviant behaviours among JHS students are caused by factors such as disturbed family background, lack of well-structured Guidance and Counselling programmes in Junior High Schools, students' habits of watching indecent or bad films and partiality of teachers. The study also found poor academic performance, lack of interest in school work, and failure in B.E.C.E. as some of the effects of student deviant behaviour. Based on the findings, it was recommended that teachers and school authorities should put in proper disciplinary measures to target specific deviant behaviours in schools.

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Finally, I wish to thank my lovely family and my special friend, Emmanuel Owusu for their tremendous support and encouragements.



DEDICATION

To my wife, Yvonne Adjo Ofori and my lovely children.



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CHAPTER ONE

INTRODUCTION

Researchers recognize the value of discipline as an essential component of human behaviour, stating that without discipline, no organization can fulfill its objectives effectively (Ouma, Simatwa & Serem, 2013). In the school context, the socialisation process is anticipated to be influential in the behaviour of those who encounter it at any level (Alhassan, 2013), for them to live meaningfully in society. However, in schools, there is the tendency for students to engage in deviant behaviours. This study thus sought to find out the antecedents of deviant behaviours among junior high school students in the Ayawaso West Sub-Metro.

Background to the Study

Every society has a system of norms that design acceptable and unacceptable modes of behaviour. These norms regulate all facets of human conduct such as sexual activity, marriage, the ownership of property, division of labour and others. The violation of any of these norms is referred to as deviance (Wairimu, 2013). Sociologists conceive deviance to be those conditions, persons, or acts that are either not valued by society or simply offensive. To deviate means, literally, to stray or move away from set standards in society (Muhammed, 2015).

If behaviour is exceptional, distinct from the norm, or does not go in line with what is expected by society, it is called abnormal or antisocial. According to Wairimu (2013), behaviour is not acceptable or antisocial if it fails to meet any of these three criteria. It prevents a person from functioning

successfully as a member of society, it prevents the individual from meeting his or her own needs, and it has a detrimental influence on others' health.

According to Colman's Dictionary of Psychology, deviant behaviour is defined as a set of behaviours or a single action that violates socially accepted legal and ethical norms (Colman, 2014). Deviant behaviour is defined in the psychology sciences as a series of individual acts that break social and psychological, moral standards and laws imposed by society. It is behaviour that causes physical, psychological, moral and social harm to both individuals and the entire society, and brings about seclusion, management, correction, or penalty for the offender or deviant (Hundert, 2011).

Diche as cited in Agi (2017), posited that deviant behaviour is any behaviour that infringes on the laid down rules and regulations of a given organisation or group. He emphasised that deviant behaviour may be common in the life of every human being but, stressed that it is rampant among students in senior and junior high schools and often leads to joining secrets cults, and other heinous crimes in the school. Deviant behaviour, according to Angel (2015), is any behaviour that lacks uniformity and acceptability among society's members. Deviant behaviour is defined as an activity or behaviour that drastically deviates from a society's recognized or mandated norms. It is a form of deviance that is punished or sanctioned in society or at school. Deviant behaviour as a case study among students have the institutions as a home of thinking among parents and students because of manifestation of crimes being committed by them (Banda & Mweemba, 2016).

Deviant behaviour goes against social systems' rules, understandings, and expectations. All social structures including friendships, marriages, work

colleagues, industries and national communities, are bound by normative norms (Jayaram & Caeiro, 2017). Deviant behaviour is defined as the act of an individual or groups deviating from main and central socio-cultural values and norms, commonly recognized standards of social role fulfillment, bringing harm to the deviant and society's interests, and requiring social accountability. Mendelevich (2015) emphasised that deviation represents the line or border between normality and abnormality. According to Mendelevich, it is an extreme variant of the norm, and this explains why it is impossible to establish deviation without first knowing what constitutes the norm.

Adolescent and young person aberrant behaviour has far-reaching repercussions across the world. There is a rise of social deviance among teenagers, who are the most vulnerable from a social and psychological standpoint which presents special concern nowadays (Vist, 2016). Currently, for a variety of factors, Kazakhstani sociologists have discovered that aberrant behaviour is more frequent among young people than in other age groups. Social immaturity and physiological characteristics of the growing body are two of these factors (Vist, 2016). According to Vist, the adolescent crisis is the most severe of all the pre-adult phases of crisis. During this time, the child's physiological make up, physical body, mental structure, and the nature of his or her interaction with the outside world undergo significant changes. The critical nature of the adolescent stage affects the relationship that the child has with teachers as well as their friends in school (Kumari & Kumar, 2017). Student deviant behaviour encompasses not only actions of non-conformity on the part of the student, but also behaviour that disrupts the teaching and learning process as well as the well-organized and secure school environment

(Schleicher, 2015). Different types of aberrant behaviour exist. Examples are suicide, alcohol abuse, drug use, homosexuality, self-harm and torture, and engaging in fights. The more threatening forms of deviant behaviour are the ones which crime-related and thus go beyond the normal adolescent deviance are gradually increasing at a percentage of 2-3%, according to the UNICEF (Children in Conflict with the Law, 2015). There was an expansion of deviant behaviour in Sweden, evidenced by the increasing incidents of violent behaviour, gambling addiction among the youth and others (Abbot, Romild, & Volberg, 2014).

According to a research conducted in West Virginia in the United States of America (USA), “29.6% of 160,480” kids (grades 3 to 11) received one or more recommendations for improper behaviour (Simba, Agak & Kabuka, 2016). Simba, et al. further revealed that researchers in Africa have noted that there is an increase in offences of deviance among school children. The countries include “Ghana (Gyan, Baah-Korang, McCarthy, & McCarthy, 2015), South Africa (Marais & Meier, 2010), Botswana (Garegae, 2008), Nigeria (Umezina & Elendu, 2012), and Tanzania (Yaghambe & Tshabangu, 2013)”. Simba, et al. further stated that, according to the Kenya National Examinations Council (KNEC), about 90% to 100% of primary school teachers in Kenya have disciplinary issues with their students. In a research conducted by Gakure, Mukuria, and Kithae (2013) in “Gatanga District, Kenya”, 70 percent of 56 instructors said their schools experienced incidents of student aberrant behaviour.

Educators and policymakers in various nations have been interested in students' aberrant behaviour in recent decades (Gyan et al., 2015). The

problem is probably the most challenging aspect of the teaching profession. Although the most often displayed acts of deviance among students are relatively trivial in its nature, the frequency of occurrence makes it a major issue in schools (Gozar, 2017). In Ghana, acts of non-conformity in our junior high schools by students are a major threat to effective education (Boadu, 2013). The degree to which schools are successful in achieving their educational goals is referred to as effective education. A school is regarded as a microcosm of the wider society. Orderliness and strict discipline are usually emphasized in schools. The adoption of rules and regulations is intended to aid in the administration of the school's welfare and the maintenance of a reasonable level of sanity. However, because of the diverse backgrounds of the students, deviant behaviours among them cannot be totally disregarded, necessitating the formulation of strict rules and regulations, as well as various remedial therapies, to assist restore sanity in schools (Banda & Mweemba, 2016).

According to Gyan, Baah-Korang, McCarthy and McCarthy (2015), the major scourges of modern Ghanaian society that are gaining pace among junior high school students are teenage alcoholism, gambling (sports betting), drug addiction and drug abuse (especially Tramadol which is known locally as “Tramol”). Other serious acts of indiscipline are sexting and child prostitution, which are taking a nosedive among Ghanaian youth, especially students in junior and senior high school. Another area of deviance in the Ghanaian society is pervasive display of lackadaisical attitude of the people especially at the various homes and places of work, which also contributes to deviant behaviours experienced in the country on a daily basis (Boadu, 2013).

Despite attempts by stakeholders to address the issue, current trends in Africa show an increase in violence and deviant behaviour among a subset of pupils in public schools, generating a sense of fear among instructors and students (Njoroge & Nyabuto, 2014). Of late deviance has established its firm roots in the education sector (Gyan et al., 2015). Rape, robbery, stealing, drug abuse, occultism, absenteeism, indiscriminate littering of school compound, breaking of bounds, drunkenness, smoking and amorous relationships are some of the many vices prevalent even at the basic level of education in Ghana. According to Jayaram and Caeiro (2017), nowadays, schools are powerless in the face of deviant students, and educational institutions lack appropriate strategies for dealing with these issues. Some instructors blame the foregoing issues on their lack of authority to employ physical punishment, which is prohibited under current educational rules (Jayaram & Caeiro, 2017).

Deviance is a type of human behaviour that is totally immoral and contrary to societal standards and ideals. In fact, it is one of the greatest challenges that have for so long a time existed as a knotty bane in the African society (Boadu, 2013). It is a stumbling block between Africa and her development and has compelled the continent to wallow in abject poverty. The bulk of Africans have to necessarily change their deviant behaviours to make her be at par with the rest of the developed world. Until this is done, everyone on the continent may be educated yet we would fail to develop as a people despite the abundance of natural resources Africans are blessed with (Angel, 2016). Student deviance is not a mere national or continental menace. It is a global problem that is militating against the smooth running of schools all over the world (Boadu, 2013).

The loss of high academic achievement, demoralized teaching staff, and caused sadness and disappointment to many parents has all been attributed to the decrease of discipline in many schools (Njoroge & Nyabuto, 2014). Deviance is a cause of worry to parents, teachers, social workers, the society and the government as a whole. It is against this backdrop that the researcher investigates the contributing factors of deviant behaviour in schools in order to design appropriate mechanisms and programmes to address them.

Statement of the Problem

Deviant behaviour in schools has existed since the dawn of time, but the scale with which it now manifests itself in today's classrooms is frightening. This is causing a lot of anxiety among educators, instructors, and other stakeholders (Gozar, 2017). The learner is the one who is most affected by deviant behaviour. This scenario has caused worry among parents and members of the school community, who have suggested that teachers use more effective disciplinary techniques. The stakeholders also suggest that relationship should be established between students and teachers as an efficient way to help solve the problem (Sowell, 2013). The significant tool used in helping transform individuals in the community is education. Junior high school education in Ghana is to prepare the learners for meaningful life within the society and training for further education. Individuals must be taught the necessary skills, values, attitudes, knowledge, and competences in order to live meaningfully within any given society and contribute to the nation's social, economic, and political growth (Ngwokabuenui, 2015). Stakeholders have experienced a phenomenal increase in students' deviant behaviour in junior high schools in Ghana (Gozar, 2017).

The evaluation of the factors which lead to students' deviant behaviour can assist stakeholders attain the best educational outcomes for students in schools. Many stakeholders including parents, teachers, and circuit supervisors are complaining about the poor academic performance of pupils as a result of indisciplined behaviours.

In Ghana, student demonstrations in some cases have resulted in the destruction of property in schools (Ankamah, 2018). For instance, Owusu (2019) reported destruction of school properties by aggrieved students who engaged in vandalism. More common examples of students' deviant behaviour are fighting in class, stealing, lateness, talking during lessons, absenteeism and bullying. Other acts that violate class and school regulations include violent demonstrations, breaking of bounds and sexual harassment among students (Eshetu, 2014). These behaviours are common in the Ayawaso West Sub-Metro. Because of this, some students drop out and become more deviant in society and engage in several bad behaviours. This is therefore a worrying situation.

Unfortunately, the ability of teachers to maximize instructional time which is essential for high academic achievement is drastically hindered due to students' deviant behaviour, which has taken a meteoric rise in many schools in recent times (Ankamah, 2018). Little is known regarding best ways in which classroom teachers manage deviant behaviour in the Ayawaso West Sub-Metro in the Greater Accra Region and there appears to be no empirical study on deviant behaviours of students in the study area. Since deviance is a multifaceted phenomenon, there is the need for studies to determine antecedents that contribute to deviant behaviour among students in junior high

schools in Ghana. The Ayawaso West Sub-Metro of the Accra Metropolitan Area is not an area to be ignored and it is on this basis, this current study to investigate the antecedents of deviant behaviours in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region was therefore considered urgent.

Purpose of the Study

The purpose of this study was to find out the antecedents of deviant behaviours in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region. Specifically, the study sought to find out the common forms of deviant behaviour, the causes and the effects of students' deviant behaviours. Also, the study sought to identify the difference in the effects of deviant behaviours on the basis of gender, age and school category.

Research Questions

The study was guided by the following research questions:

1. What are the common forms of deviant behaviour in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region?
2. What factors contribute to deviant behaviours in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region?
3. What are the effects of deviant behaviours on students' academic achievement in the Ayawaso West Sub-Metro in the Greater Accra Region?

Hypotheses

The following hypotheses guided the study:

1. H_0 : There is no significant difference between male and female students in deviant behaviours.

- H₁: There is a significant difference between male and female students in deviant behaviours.
2. H₀: There is no significant difference in deviant behaviours of students on the basis of age.
- H₁: There is a significant difference in deviant behaviours of students on the basis of age.
3. H₀: There is no significant difference in deviant behaviours of students on the basis of school category.
- H₁: There is a significant difference in deviant behaviours of students on the basis of school category.

Significance of the Study

The relevance of the study cannot be over-emphasised. It is focused on investigating the factors that contribute to deviant behaviours among junior high school students in the Ayawaso west Sub-Metro in the Greater Accra Region. The study will help school authorities to identify school and home conditions that contribute to deviance in students and help curb or resolve them. The results of the study is also intended to enable all stake holders in the educational enterprise; educators, policy makers, curriculum planners, parents and government identify specific causes of rampant anti-social behaviours among students and deal effectively with them. The findings of the study will also assist educators in developing sufficient measures for reducing and, if feasible, eliminating the growing degree of deviant behaviour among pupils at J.H.S.

For teachers, it will go a long way to help them to adopt appropriate preventive measures to control disruptive behaviours in school and in the

classroom, reduce teacher stress and also to improve teacher-pupil relationship. The study should serve as a document for consultation by educators to acquaint them with the dynamics of school deviant behaviours and the appropriate strategies for dealing with them. The outcome of the study could also help school management to know the common forms of deviant behaviour in junior high schools in order to design appropriate school rules to curb the menace. For parents, it will help them identify some of the home and school conditions that contribute to student deviance and to adopt strategies to reduce the canker both at home and school.

Delimitation of the Study

The study should have covered a wider area beyond the study area, but due to financial and time constraint, it was limited to the Ayawaso West Sub-Metro. It would, however, serve as basis for further research work in managing student deviant behaviour in the Sub-Metro. The study confined itself to deviant acts in junior high schools only. Other acts of non-conformity outside school setting were not considered in the study. In terms of the specific themes, the study focused on the forms of deviant behaviours, causes and the effects.

Limitations of the Study

The study was limited by the following factors:

The study was limited by the number of junior high schools used. Only three schools might have not given the study a fair view. The study focused on the junior high schools. This may have provided result that is only applicable to students within the JHS to the neglect of other students such as those within the primary schools or senior high schools.

The study took place among junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region. This population is less likely to represent Greater Accra come to talk about the whole country. Furthermore, the views for the study were sorted from only the students and did not consider the views of teachers and parents. Further, the use of questionnaire in obtaining self-reported data from the students could affect the extent to which the results could be relied on since it is likely that students may not be completely forthcoming. Despite these developments, the study could still provide a basis for further studies.

Operational Definition of Terms

The following terms have been given operational meaning for the purpose of this study:

- Academic achievement** - Refers to successful accomplishment or performance in a particular subject area. It is indicated by grades, marks and scores of descriptive commentaries.
- Anti-social behaviour** - Any behaviour that violates social norms such as smoking, stealing etc.
- Child prostitution** - The practice of children below the age of 16 years engaging in sexual activity with someone for money
- Delinquency** - Activities by minors that violate accepted behaviour or the law in schools or the society such as late attendance to school and truancy.

- Deviant behaviour** - Behaviour which is against widely accepted norms in groups and societies such as wearing inappropriate dress, fighting etc.
- Discipline** - Discipline is defined in this research as the establishment of systems of rules, penalties, and behavioural techniques that are appropriate for the management of children/adolescents and the preservation of order in schools.
- Disruptive behaviour** - Behaviour that is disturbing / acts of insubordination / atypical behaviour engaged in by students such as talking in class and disobeying orders of teachers.
- Family background** - The environment from which an individual's previous experience or training is acquired that has an influence on his/her present state.
- Maladaptive behaviour** - Behaviour of students that shows poor or faulty adaptation to their environment such as inability to make friends and engaging sexually inappropriate behaviours.
- Sexting** - Sending or receiving sexually explicit photos or videos to and from somebody through a mobile phone or email
- Values** - Beliefs of a social group in which they have an emotional investment (what is good and bad, right or wrong)

Organisation of the Study

The research was divided into five sections. The study's introduction is covered in the first chapter. It addressed the study's background, the problem statement, the study's goal, research questions, the study's relevance, delimitations, limits, term definitions, and the study's organization.

Chapter two deals with the review of literature related to the study. It discusses related materials in respect of the meaning of deviant behaviour, common forms of deviant behaviour among students, the causes of deviant behaviour among junior high school students, effects of deviant behaviour on the academic achievement of students and the measures that can be employed to manage deviant behaviour in junior high schools.

Chapter three is devoted to the methodology of the study. It describes the research design, population of the study, sample and sampling technique used, the instruments for data collection and the data collection procedure. The chapter closes with the data analysis plan.

Chapter four includes research results and discussion, and is devoted to a discussion of findings of the study. Chapter five presents summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this study is to look at the variables that lead to deviant behaviour in junior high schools in the Greater Accra Region's Ayawaso West Sub-Metro. Under the following sub-headings, this chapter examines the theoretical and empirical assessment of various scholarly publications relevant to the study:

1. Theoretical Framework
2. Conceptual Review
3. Empirical Review
4. Conceptual Framework

Theoretical Framework

The present study is explained based on Social Control Theory (Hirschi, 1969; 2002) and the Social Learning theory (Bandura, 1977).

Social Control Theory

The Social Control Theory proposes that people have the ability to stray because of weak ties between them and society. Strong ties, on the other hand, make departure expensive. According to Hirschi (1969), the central concern in this theory is why individuals refrain from aberrant or criminal behaviour rather than why they engage deviant or criminal behaviour. The Control Theory developed when norms were used to deter deviant behaviour. For example, it is generally a quicker and easier way to steal something one wants than to work for the money to buy it. People that engage in illegal, delinquent, or deviant behaviour have a natural desire to pursue self-interest. This is because such behaviour frequently results in the rapid and simple

fulfillment of selfish wants. Crime becomes the most acceptable means to attain wants when there are no clear consequences to restrain them. Deviant behaviour would be more common without this "control." This leads to uniformity and the formation of groups. People will follow a group if they feel they will benefit more from conformity than from deviation, according to Hirschi. There will be less deviation if a strong relationship is formed than if a weak tie is formed. Hirschi claimed that people follow the rules because they are connected to society. Opportunity, attachment, belief, and engagement are four positively connected variables that make up the connection. When one of these ties is made weak or severed, the person is more inclined to act defiantly.

Hirschi's (1969) Social Control Theory both refines and expands Durkheim's theory of anomie. Hirschi reasons that most people are tempted to engage in forbidden behaviour from time to time. The question is why most people conform most of the time but not why people engage in deviant behaviour. Hirschi found that those who are more devoted to their family, friends, and neighbours are more active in socially acceptable activities (such as school and work) and the stronger their belief in legitimate opportunities, the more likely they are to conform. Conversely, deviance is encouraged by a lack of or weak relationships, low levels of commitment and engagement, a lack of possibilities, or the idea that conformity will not be beneficial.

One of Hirschi's primary interests was juvenile delinquency. He identified four controls on youthful deviance. The most important control on delinquent behaviour is the adolescent's attachment to their parents. A second source of control is the school. A third control is the peer group. The fourth

control on delinquency, according to Hirschi, is aspiration to conventional lines of action especially in education and work.

Attachment to Parents

Hirschi's attachment hypothesis test focuses on the importance of a kid's attachment to his or her parents in lowering the risk of delinquency. His initial study looked at three aspects of parental attachment: virtual supervision, communicative closeness with parents, and emotional identification. Hirschi (1969) stated that general monitoring, or the degree to which parents monitored their children's locations, enhanced the overall involvement of parents or they being "psychologically present" for the kid when he or she was tempted to perform delinquent behaviours. For the same reason, it was predicted that a kid's level of closeness with his or her parents, as measured by how often the parent and child addressed important topics, would be adversely associated to delinquency. Self-interest is a natural motivation for those who participate in unlawful, delinquent, or deviant activity. This is due to the fact that such action usually leads to the quick and easy fulfillment of selfish desires. When there are no obvious repercussions, crime becomes the most acceptable way of obtaining desires. Children who believed their parents had awareness of their actions, who communicated with them more frequently, and who identified with them more affectionately were far less likely to report delinquency. Similar findings were found in other study for both black and white men, as well as youngsters from all socioeconomic groups.

The expected link between attachment to parents and delinquency was the most often tested hypothesis on the basis of the Social Control Theory, according to Hirschi and Stark's subsequent research (1969). This link has also

been reinforced by a large amount of empirical support. This conclusion holds true for a range of different methods of assessing parental connection. Some studies, for example, use only one indicator of children getting along with their parents while others use a variety of Hirschi-defined attachment dimensions, and yet others integrate attachment to “parents, peers, and the school in a single score”.

The negative link between parental attachment and criminal acts of delinquency has been documented in a number of studies from various historical eras, according to Costello (2014). These include the “Gluecks' sample of white males gathered in the United States in the 1930s”, “data collected in the Netherlands from boys in four different ethnic groups in the 1990s”, “data collected in the United States from boys in four different ethnic groups in the 1990s and in Ankara, Turkey, in 2001, a group of high school students. In short, almost every study that looked at Hirschi's concept discovered an expected negative link between parental attachment and criminality (Costello, 2014).

Attachment to School

Hirschi (1969) defined school attachment as an analytically distinct aspect of the social connection, while admitting the relationship between a student's attachment to his or her school and his or her desire to commit to studying and participation in school-related events. In general, students who are more attached to school are more concerned about losing instructors' and other school personnel's respect. Hirschi used measurements of academic capacity and outcome, as well as the student's likeness for school, interest in

instructors' views, and willingness to accept the school's power to impose rules for behaviour, to determine attachment to the school.

Hirschi believed that pupils with superior intellectual abilities will do better in school, profit from excellent performance, and enjoy school more than those who do not. Those who like education and care about what their instructors think of them should place more trust in the institution's authority and therefore be less likely to be delinquent. All of these predictions were confirmed by Hirschi's (1969) findings. Academic ability had a lesser influence on delinquency than the other factors, although they were all connected to delinquency in the anticipated manner.

Boys who loved school significantly had the least likelihood to be involved in delinquent behaviours compared to boys who disliked school, and boys who had outstanding marks were also much less likely to be engaged in delinquent behaviours compared to boys who received bad grades. Hirschi also noticed that boys who engaged in delinquency had an indifferent attitude to school instead of being hostile to it, casting doubt on the school's pro-delinquency message encourages rebellion or hostility.

Other research, such as Vowell and Chen (2004), which examined Hirschi's theory of school attachment, have rethought this variable repeatedly. Most frequently, certain components of school attachment are seen as characteristics of dedication to traditional objectives and/or participation in school-related acts such as homework, and in some situations, being attached to school is seen as one facet of broader connection to others. There are studies on the impact of school attachment on delinquent behaviours which have used variables such as likeness for school, high level of academic

capacity, valuing the views of teachers, and a general positive attitude towards schooling in their investigations, in being consistent with Hirschi's proposals. Overall, the data indicates that delinquents are not deeply attached to their schools, and this conclusion is one of the few in the criminological literature that is not hotly debated.

Attachment to Friends (Peers)

Peers serve as a significant source of information from which people learn and embrace diverse attitudes, beliefs, and actions since they constitute a "close primary group" in the lives of individuals. Sutherland (1939) has argued that peer groups can function as facilitators for the formation of ideas and attitudes that promote deviant behaviour. Sutherland claimed that deviant behaviour is learnt in the same way that non-deviant behaviour is learned: via interaction with people in one's immediate core groups. When a person is exposed to too many meanings that favor deviation over definitions that are unfavourable to deviance, they will become deviant. Interaction with deviant peers, according to this theory, does not only create favourable views toward deviation but also makes people engage in behaviours that are delinquent. Some researchers have verified Differential Association Theory's theoretical premises in connection to a range of deviant behaviours, which cover among other things, academic misbehaviour, underage smoking, and drug abuse (Nofziger & Hye-Ryeon, 2006; Rebellon & Van Gundy, 2006).

As can be seen, an individual's activities and the people they engage with have differing degrees of social influence on their attitudes and behaviours, and can be a strong predictor of the likelihood of the individual participating in deviant behaviours (Hirschi 1969; Hirschi & Stark 1969;

Vowell & Chen 2004). Furthermore, views about deviance have been shown to be a key predictor of an individual engaging in deviant behaviour (Hirschi, 1969).

Hirschi (2002) started his examination of the function of friends in causing or preventing delinquent behaviours by pointing out that the link between friends' criminality and the misbehaviour of the individual was extensively documented in the literature. Hirschi also discovered that males who have several friends engaging in delinquencies had a high likelihood of being delinquent, as assessed by police interactions or teacher complaints on these acquaintances. However, there is a fundamental flaw in Social Control Theory since it does not accurately describe the system causing this relationship to exist. Also, "Cultural deviance theories", and to a lesser degree, "strain theories", both imply a substantial causal role for delinquent peers. Thus, peer groups who engage in delinquencies are considered to be closely-shut groups that pass on delinquent values and beliefs to the individuals in the groups.

According to control theory, being a member of peer group which supports and engages in misbehaviours is an outcome and not a causal factor for deviant behaviours, or that there is no relationship between belonging to a delinquent group and engaging in deviant behaviours owing to non-shared conformity's consequences. The latter point is mirrored in the old proverb "Birds of a feather flock together," which indicates that individuals who are alike in some ways are likely to become friends, but that their conduct will not essentially impact one other once they begin to move together. The conventional notion of a delinquent gang as a dominant force in society is

likewise challenged by Control Theory. Rather, according to control theory, individuals in groups which are delinquent are likely to have only weak ties with one another, as well as poor bonds in other ways (e.g. lack of connection to families and school).

Hirschi initially looked at the link between friendship attachment and other aspects of the social connection, and discovered that teenagers who were connected to their parents and devoted to school were also more likely to be attached to their peers. Because being attached to parents and the desire to excel are inversely related to delinquency, Hirschi reasoned that a high degree of being attached to friends is unlikely to develop the sorts of attitudes that may enhance the risk of engaging in delinquent behaviours. Affectionate identification with friends, respect for best friends' judgments on key topics, and two measures of delinquency were used to examine the direct link between attachment to peers and delinquency. These studies corroborated the theory's predictions, demonstrating that males with stronger friendship ties were less likely to participate in self-reported delinquent conduct or see themselves as delinquent. Furthermore, simply being associated with delinquent friends appears to reduce a person's delinquency level. This conclusion contradicted “differential association theory”, which states that the influence of delinquent associates on a person's criminality is larger when the person has a higher level of connection to them.

Hirschi (2002) went on to examine the relative strengths of theories of “Social Control” and “Differential Association”. These studies revealed two major findings: “(1) boys with more social links were less likely to have delinquent friends, and (2) the more the stake in conformity, the weaker the

link between delinquent friends and delinquency”. Hirschi (2002) revealed that having friends who engage in misbehaviours and the link between delinquent friends and delinquency were both reduced when other social ties were robust, despite the fact that being friends with a lot of delinquent people was associated with higher likelihood of engaging in delinquent behaviours. He came to the conclusion that having friends who are deviant is primarily based on a “self-selection” process, in which males who are already prone to participate in deviant behaviours become friends, rather than the friends influencing or impacting negatively on each other.

Hirschi's results concerning a negative link between peer attachment and deviant behaviours have had the least replication of all of his research. Several researchers have found that friendship is weakly but positively linked to delinquent behaviour contrary to Hirschi's expectations. Other studies such as Giordano, Cernkovich and Pugh (1986) and Kandel and Davies (1991) discovered no link between friendship attachment and criminality. According to Giordano et al. studies on the nature of teens' friendships and delinquent behaviour, delinquents' friendships are comparable to those of non-delinquent friendships or less severe delinquent friendships in many respects.

However, they discovered that delinquents were more likely than non-delinquents to report higher degrees of conflict, envy, and competitiveness with friends, indicating that the control theory description of delinquents' friendships may be correct. Kandel and Davies (1991) conducted another in-depth research of adult drug users' friendships and found that the overall patterns of friendship were comparable amongst drug users and nonusers. In criminology, the characteristics of delinquent and nondelinquent friendships,

as well as the reasons for the relationship between delinquent companions and criminality are still fiercely disputed subjects, notably in arguments between proponents of control theories and cultural deviance theories (Warr, 2002).

Commitment to Conventional Lines of Action

Hirschi (1969) concentrated on two components of goal commitment that are considered to be specifically significant in explaining delinquency: educational and vocational goals. Hirschi's findings generally supported the notion that persons who have people who have a defined vocational or academic goal and are actively putting in efforts to achieve it are less prone to engage in risky behaviour. Hirschi's predictions have been backed up by the bulk of studies on the relationship between conventional goals and delinquency. Individuals with high ambitions and students who put in extra effort in school are less likely to be deviant. Traditionally, measures of vocational and educational ambitions, as well as education-related factors such as the perceived significance of earning excellent grades and working hard in school, have been used to assess commitment. Overall, Hirschi's predictions concerning the link between delinquency and commitment have a lot of support.

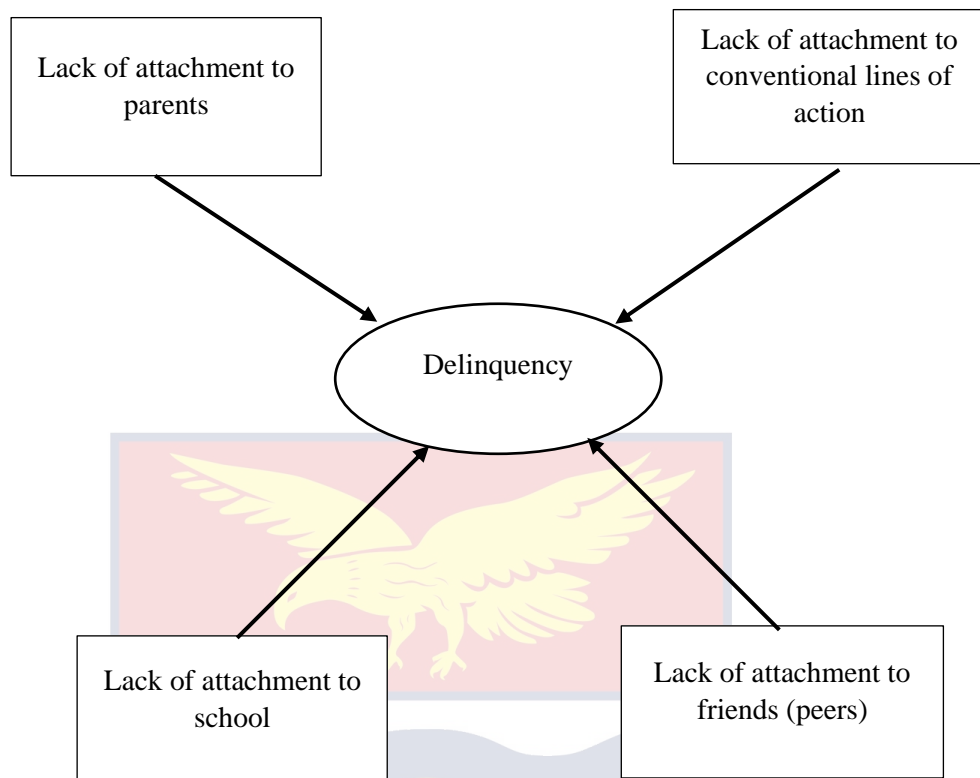


Figure 1: Hirschi's model of control theory and juvenile delinquency.

Relevance of social control theory in study

Overall, the social control theory speaks of how attachment to parents, school and peers can determine the extent to which students are delinquent. On this basis, the theory is relevant to the study because several factors relating to the family, school and peers can contribute to deviant behaviours among students. Thus, the theory helps provide explanation as to what factors could be responsible for deviant behaviours among students.

Social Learning Theory (Bandura, 1977)

The Social Learning Theory stresses exposure to the behaviour of role models. According to this idea, behaviour is learnt by seeing others participate in a certain behaviour and then modeling that behaviour. Adolescents' self-efficacy in their capacity to achieve something or learn something new is

shaped by role models. Observing others execute and succeed, specifically if they have similarities to oneself and instills confidence in the observer to complete the task. When a teenager witnesses his peers buying and smoking cigarettes, for example, he or she acquires the knowledge and skills required to also be involved in smoking. The presence of deviant peers is linked to the development of delinquent behaviour. A rise in a variety of delinquent behaviours, including drug abuse, has been related to exposure to deviant peers. The theory assumes that to learn involves a cognitive process which occurs in a social environment and can only be achieved by direct teaching, observation, or imitation, without the need of “motor reproduction” or “direct reinforcement”.

David (2015) cites Bandura and Walters (1963) who imply that learning involves a cognitive activity that occurs in a social setting rather than a merely behavioural one. The concept of vicarious reinforcement refers to learning that occurs as an outcome of watching behaviour and the consequences of that behaviour. The concept of reciprocal determinism, or how “cognition”, “environment”, and “behaviour” all impact each other, is also clarified by social learning theory. This idea says that just as the environment influences an individual's behaviour, the environment is also impacted by the individual's behaviour. Put simply, an individual's actions, surroundings, and personal characteristics all jointly have an impact.

Relevance of social learning theory in study

The social learning theory emphasises learning from the environment in the sense of observing and imitating deviant behaviours of others. The social learning theory is therefore relevant in the current study because there is

a higher likelihood that students can observe and imitate deviant behaviours in school.

Labeling Theory of Deviance

During the 1960s, the concept of labeling theory thrived in American sociology, due in large part to sociologist Howard Becker (Crossman, 2020). Deviancy, according to Becker (1963), is not a feature of the action an individual performs, but rather a result of others' application of norms and punishments to an "offender." Deviant behaviour is defined as behaviour that is harmful to others.

The theory of labeling however became well established through the ideas of Emile Durkheim and George Herbert Mead. Scholars such as "Frank Tannenbaum, Edwin Lemert, Albert Memmi, Erving Goffman and David Matza" are key figures in the invention and study of labeling theory. According to the labeling hypothesis, individuals identify and behave in ways which depicts how other people tag them (Crossman, 2020). As a result, the idea focuses on how members of society react to aberrant behaviour.

People start to embrace the labels when members of society begin to treat them according to their labels. To put it another way, when someone engages in conduct that others consider to be inappropriate, they are labeled as deviant, which the individual eventually internalizes and accepts (Skaggs, 2020). The labeling theory requires the idea of others' reaction or response to a conduct or an individual. This hypothesis is predicated on the concept that a person's unfavorable reaction to a certain conduct is what causes that behaviour to be classified as "deviant."

In general, labeling theory has been seen as a vital approach to gaining insight into abnormal behaviour (Hall, 2021). It starts with the premise that no action is inherently illegal, but that definitions of criminality are constructed by the people in authority via the creation and interpretation of laws. Deviance is thus a process of interplay between deviants and non-deviants, as well as the environment in which deviance or crime is perceived, rather than a collection of individual or group traits.

Relevance of labelling theory in study

Becker saw deviance as a social construct in which social groupings generate deviation by establishing the rules that describe deviance and the application of those rules to particular individuals, labelling them as outcasts (Skaggs, 2020). According to the view, deviation is beneficial to society because it maintains stability by setting boundaries. The labelling theory is considered relevant in the current study because of how authorities in schools make rules regarding acceptable and unacceptable behaviours in the school.

Conceptual Review

The main concepts in the study are reviewed in this section:

Concept of Deviant Behaviour

The word “Deviant” means a different thing from what most people see to be acceptable and normal. This implies a deviation from clearly defined norms. Non-conformity to a particular standard, or collection of norms, that is accepted by a large majority of people in a group or culture is referred to as deviance. In other words, any idea, sentiment, or action that individuals in a social system consider to be a breach of their values, norms, or group behaviour, as well as anything which violates the members' agreed definitions

of suitable and inappropriate behaviour. It is behaviour that violates generally accepted ideals and standards of a community or organization. Deviant behaviour is defined as behaviour that goes against social systems' rules, expectations, or understandings. Deviant behaviour is defined as a system of behaviours or individual activities that stray from socially accepted legal and ethical norm (Colman, 2014). Deviant behaviour is defined in the psychology sciences as a series of behaviours or individual actions that contradict social and psychological moral standards, laws, and principles adopted in the society; individuals and society as a whole suffer psychological, physical, social, and moral harm as a result of the violator's (deviant's) behaviour, which leads to isolation, treatment, correction, or punishment (Vist, 2016).

Deviant behaviour can also be described as socially disvalued behaviour (Jayaram & Caeiro, 2017). When individuals feel startled, angry, indignant, or intimidated by a breach of what they believe right and appropriate, their behaviour is considered deviant. Deviant behaviour refers to behaviour that is not accepted by the society. For students, this involves absence from school and or classroom, or not following class and school regulations. Deviant behaviour, according to Angel (2016), is any behaviour that lacks uniformity and acceptability among society's members. It refers to an activity or behaviour that deviates considerably from a society's recognized or mandated norms. It is a form of deviance that is punished or sanctioned in society or at school. Banda and Mweemba (2016) also relate that Deviance is behaviour that offends certain members of society and that elicits, or might elicit, condemnation, discovery, punishment, disapproval, or enmity.

According to the experts, deviance is defined as behaviour that is likely to get you into difficulty.

According to Diche, as quoted in Agi (2017), deviant behaviour is defined as behaviour that violates an organization's or group's established norms and regulations. He further stressed that while aberrant behaviour is a frequent occurrence in everyone's life, it is especially prevalent among kids in schools, leading to their joining secret cults and other horrible crimes.

Deviance is a transgression of social standards that happens when someone goes against commonly accepted beliefs and conventions in a community or organization. In a sociological context, deviance refers to acts or behaviours that go against cultural norms, encompassing both legally established regulations (e.g., crime) and informal infractions of social standards (e.g., rejecting folkways and mores). The exact behavioural standards and methods in which people are expected to perform are known as norms. They serve as models for society's predicted behaviour. They aren't inherently moral or even morally founded. They are, in fact, pragmatic while yet being strangely illogical. Norms are norms of behaviour that are never static or universal. They shift as society shifts. They reflect innate prejudices and interests, and they may be quite selfish and one-sided at times. They differ from generation to generation and from class to class. They're situational in nature. A violation of these standards or a failure to comply to culturally reinforced norms is referred to as deviance.

Each culture has its own set of social standards. For example, a deviant behaviour that violates a social norm in one culture or civilization may be regarded acceptable in another culture or community. Deviance is defined as

any idea, sentiment, or behaviour that individuals in a social group consider to be a breach of its values or standards, according to sociologists such as Goode (2015). Conduct that goes against the notion of suitable and inappropriate behaviour shared by members of a social system; violation of a society's or group's standards; breach of certain sorts of group norms when conduct is in an unapproved direction and to a degree that exceeds the community's tolerance limit; and departure from specific types of behaviour from the standards of a given civilization at a particular period (Muhammed, 2015).

Deviance is regarded as the anti-social behaviour. Deviance is used as an umbrella term to involve behaviour such as crime and delinquency. Drug addiction, drunkenness, thievery, bullying, harsh language, rebellion, violence, murder, and homosexuality are examples of these types of behaviour. As a result, deviance is defined as an activity that breaches societal norms, including formally adopted rules by junior high school pupils. It includes a wide variety of other non-conformist behaviours. Because deviance is defined in terms of norms, a more thorough explanation must establish the significance of norms in everyday life. Human social connections and behaviour are governed by social norms (expectations of behaviour in specific contexts). Norms differ in terms of how broadly they are accepted and how much adherence is required. Behaviour that is unconventional or atypical is not necessarily deviant.

Deviant behaviour varies from one society to another. It is obvious that what might be seen normal behaviour in another community might be seen abnormal in another. For example, North Americans who love hamburgers and steak would find the sight of puppies for sale in markets in Southeast Asia,

where dog meat is considered a delicacy, repugnant. To them, dogs are pets not dinner. In Ghana for instance, it is considered out of place for a child or young person to address an elderly person with the left hand, but the same may not be said in some States in America and some other Western countries. Acts that are considered sacred in some cultures may be viewed as sin, sacrilege, or sickness in another. In light of this, one may ask, what then, is deviant behaviour? Deviant behaviour is human behaviour, and it can only be understood when seen in the framework of other human acts and ideas. Deviance is described as any behaviour, belief, or situation that contradicts social standards in a community or group. These forms of behaviour may consist of cultism, armed robbery, abuse of drugs, homosexuality, murder, lesbianism, assault, alcoholism, rap and several others. Acts of non-conformity such as bullying, fighting in class, use of abusive language, theft, absenteeism, truancy, cheating, noise making, mocking etc., are usually prevalent among students in the junior high school in Ghana. The violation of school/classroom norms, including formally enacted rules in a school by students is considered as students' deviant behaviour.

Rubington and Weinberg (2016) have defined deviance as an alleged breach of a social norm. The authors further explained that, there are at least two ways of studying deviance as a social phenomenon. The first is to approach deviance as objectively given, the second as subjectively problematic. Rubington and Weinberg posited that sociologist who treat deviance as defined objectively delineates the rules of the society under investigation and considers any departure from the norms as “deviant”. The authors further opined that sociologists who view deviance as objectively

given are informed by three assumptions. First, they presume that in the area of norms, there is extensive agreement in society; this widespread agreement, they argue, makes it relatively straightforward to detect deviation. Second, they believe that deviation is usually met with negative consequences like gossip or legal action. Third, they believe that the deviant's punishment confirms for the group that is bound by a system of rules.

Sociologists who view deviance as subjectively problematic, focused on social differentiation of deviants, and generally make another set of assumptions (McEwan & Damer, 2000). First, they believe that when people and groups interact, common symbols are used to communicate with one another (verbal and body language, style of dress etc.). It is thought that people may type into one another and develop their actions as a result of such symbolic communication. Second, they believe that deviation is best understood in terms of this process, and that deviant labels are symbols that distinguish and stigmatize those who are subjected to them. Finally, people act on the basis of such constructs, according to sociologists who use this technique (Paschal, 2015). As a result, the accused deviant is treated differently than other people. This term may elicit a response from the suspected deviant.

Sociologists that use this approach focus on social definitions and how they impact social interaction based on these assumptions (McEwan & Damer, 2000). On the one hand, they concentrate on the viewpoints and behaviours of people who label someone as deviant. They look at the circumstances under which a person is most likely to get set apart as deviant, how a person is cast into a deviant role, what actions others take on the basis of that construction of

a person, and the consequences of these actions. On the other hand, these sociologists also focus on the perspective and reactions of the person adjudged to be deviant. They look at how a person reacts to being labelled a deviant, how they embrace a deviant role, how group memberships alter, and how the claimed deviant's self-concept changes. Unlike the objectively given approach, which focuses on the deviant's characteristics or the conditions that lead to deviant behaviour, the subjectively problematic approach focuses on the constructions and actions of both deviants and those who label them deviant, as well as the social interactions between the two.

There's also the structural-functionalist view of deviance, which claims that deviant behaviour is essential in society for a variety of reasons. To begin with, deviation aids in the distinction between what is and is not acceptable behaviour. In some ways, deviation is necessary for individuals to understand what they can and cannot do (Muhammed, 2015). It demarcates borders and draws lines. There's also the structural-functionalist view of deviance, which claims that deviant behaviour is essential in society for a variety of reasons. To begin with, deviation aids in the distinction between what is and is not acceptable behaviour. In some ways, deviation is necessary for individuals to understand what they can and cannot do (Muhammed, 2015). It demarcates borders and draws lines. Finally, and this is a departure from the structural-functionalist perspective, deviance is regarded as a way for society to evolve in the course of time.

Deviant behaviour can throw society's balance off. Society is frequently forced to adapt in the process of restoring societal equilibrium. As a result, aberrant behaviour serves a variety of roles in society. This study aligns

itself with the objectively given approach to the study of deviance, as it will look at conditions that give rise to deviant acts and the possible actions that can be taken to remedy such acts of non-conformity among students in junior high school.

Common Forms of Deviant Behaviour among Students

Deviance has been a frequent part of school life from the dawn of time, with its reasons rooted in the social, cultural, historical, and economic circumstances of the period. Several researches have simplified the list of deviant behaviours to the most common or top 10 shown by pupils due to the vast range of behaviours that are deemed abnormal (McEwan & Damer, 2000).

In their book entitled *Managing Unmanageable Student*, McEwan and Damer (2000), have outlined the most common misbehaviours in schools as follows:

1. Staying away from school.
2. Hitting, choking, hurling stones at someone, shoving, tripping, biting, and pinching are examples of physical violence against another using the hands, feet, and/or object.
3. Disturbing other people using hands, feet, and/or objects with no malevolent desire, such as wrongly touching or stealing other students stuff.
4. Swearing, name-calling, insulting comments, and verbal insults are examples of disrespectful and/or threatening language.
5. Kicking or tossing furniture, writing on the walls, destroying pencils, and stealing and utilizing items from the teacher's desk without permission are all examples of inappropriate usage of school resources.

6. Speaking in front of the class.
7. Moving about for no apparent reason is an example of out-of-seat behaviour.
8. Non-compliance with the demands and directives of the teacher.
9. Being unable to work alone without supervision from an adult.
10. Non-disruptive disorganized behaviour, such as not finishing schoolwork, working slowly, or dawdling excessively.

Bowen, Jenson, and Clark (2004) created a list of the top 10 behavioural problems based on a study of instructors that reflected similar violations to those listed above. There was no evidence of improper use of school resources or threatening language. Deviant behaviours have been categorized into 'levels' by Amado and Freire (2009). The so-called "first level of deviance" refers to incidents of a disruptive character that interrupt classroom functioning. Confrontations between peers are classified as "second level deviance," whereas conflicts between students and teachers are classified as "third level deviance" in schools.

Misconduct is classified into four categories by Charlot (2010). The first category, he says, is violence that causes significant injury and is punished in a court of law. He refers to this as "true violence." Misconduct, contempt for school laws, and rudeness go into the second category, while ill behaviors, such as banging a door on an individual's face, fall into the third. The fourth category, which Charlot claims is exactly as aggressive as the third, is concerned with pupils' apathy.

According to Ndirangu (2010), deviant behaviour can take various forms, including fleeing from home, lying, stealing or playing truant. Use of

obscene language, skipping courses, missing classes on a regular basis, thievery of property, assaulting others in school, creating strikes and unrest, and consuming alcohol in school are all examples of frequent types of deviant behaviour, according to Neaves (2009). Ouma, Simatwa and Serem (2013) have listed types of deviant behaviour among students. Truancy, sexual harassment, stealing, sneaking, cheating, lateness, causing a nuisance, absenteeism, disobedience, drug misuse, failure to finish homework, harsh language, fighting, drug trafficking, bullying, and possession of pornography are among them.

In the United States, the Legal Services for Children (2003) published a report that detailed several forms of student aberrant behaviour in schools. These include inflicting bodily harm on another student, possessing controlled drugs such as alcohol, thievery or stealing school property, using profane or vulgar language on a regular basis, sexually assaulting employees, and making terrorist threats against school authority.

Other acts of non-conformity identified by Karuri (2012) include napping in class, failing to complete homework, failing to complete tasks such as sweeping the classrooms, and dressing inappropriately while in school. As much as rejection of authority, pregnancy among females is a primary kind of deviance.

Agi (2017) examined counselling strategies for curbing deviant behaviour in schools, and outlined examination malpractice, bullying, truancy, stealing, cultism drug abuse, lateness to school, sex offences inter alia as common forms of deviant behaviour among students.

The Causes of Deviant Behaviour among Junior High School Students

Several views have been given concerning the cause of students' deviant behaviour. According to Nkhata and Mwale (2016) students' deviant behaviour can be caused by elements in the school, elements in the society and the psychological or mental state of students. Deviant behaviours thus can be caused by several factors. Some individuals point to students' "home environment (child abuse, neglect, divorce, etc.), peer group or social pressures (gangs, drug use), violence in the media, and other factors outside the school" to be responsible for the deviant behaviours of students. A significant determinant found in the development of individual traits and any deviant propensities is the role performed by parents in terms of aspects such as child-rearing techniques, attachment, supervision, and the parents' own anti-social or deviant behaviour, according to psychological literature (Hossain, 2014). Some of the factors contributing to deviance among students include:

Family background: The home a child is born and brought up can cause a child to exhibit deviant behaviours in school. The home or family background encompasses family socio-economic status, child rearing practices etc. For instance an over permissive home exposes the child to all kinds of behaviours including deviant behaviour. Chuks, as cited in Agi (2017), posited that other factor within the home like broken family, and poor parental relationship are capable of breeding children that misbehave in school. Herrero, Estevez, and Musitu (2006) found a connection between adolescent psychological distress and deviant, aggressive, and anti-social behaviour. They discovered that the home environment influences the amount of psychological discomfort experienced by teenagers, such as depression. Adolescents who are close to

their parents and have little to no conflict with them are better mentally adjusted.

Biological Factors: Misbehaviours, as viewed by the medical or biological perspective, may be traced to hereditary and environmental impacts on bodily operations (Gejman, Sanders, & Duan, 2010). A genetic predisposition is an elevated risk of acquiring an illness or behavioural tendency due to the genes acquired from parents and grandparents. However, psychological factors like how a person responds to stress and social factors like an individual being exposed or not to stress-filled environments during adolescence and the kind and nature of social support available to the individual, all play a role in whether an individual's genetic susceptibility to deviance grows or not (Sawa & Snyder, 2002; Walker, Kestler, Bollini, & Hochman, 2004).

Biological factors leading to deviant behaviours therefore include genetic factors such as psychopath (inherited anti-social behaviour), brain damage. Also, "Attention Deficit Hyperactivity Disorder (ADHD)" is a neuron behavioural developmental disorder mainly caused by the "co-existence of attentional problems and hyperactivity with each behaviour occurring infrequently alone" Agi (2017). This behaviour problem is common with children especially during their school stage and it makes them to exhibit high deviant behaviour in school.

Influence of Mass Media: Exposure to bad television programmes, immoral magazine as well as pornographic films and materials, makes students to be involved in immoral behaviour. Kento cited in Agi (2017) observed that the effects of unwholesome mass media seem to have negative impact on the character development of children than their positive impression. The students

find it difficult to adjust to good personal, vocational, educational and social demands. The link between various forms of media and aberrant behaviour among young people has been an increasing source of worry (Muhammed & Mohamedunni, 2015). By senior year of high school and early undergraduate years, there appears to be a link between exposure to violent types of media and violent behaviour.

School Environment: According to Obediant, as quoted by Njoroge and Nyabuto (2014), underqualified instructors in fully crowded classes can contribute to school violence. Obediant mentions instructors' usage of predefined and rigid curriculum as a cause of distractions in the classroom. Administration and instruction (teaching) duties in classrooms and at school, according to Jones and Jones (2006), should be interconnected. Schools that do not plan or prepare for classroom activities and management, which includes controlling students' conduct, allow children to misbehave and may struggle to respond to disruptive behaviour. When there are no strong and equitable standards of conduct that are routinely implemented, the response to disruptive behaviour may be severe. Fontana (1986), for example, calls attention to the factors bringing about bad behaviour. One of the motivations for bad behaviour is a desire for respect and prominence in the eyes of the class. Children's desires for status and prestige grow as they grow older, which implies they want to be liked by their peers. Children are also attempting to build their own personalities at this period of development. As a result, they get enraged and aggressive against their professors, and they typically desire the support of the entire class. He continues by stating that children are continually criticising adult behaviour. Students always see teachers as people

who are unable to satisfy their requirements. They see teachers as failures who fail to satisfy the pupils' expectations. He argues that all of these factors contribute to classroom behaviour problems. Rwamba is reported by Njoroge and Nyabuto as saying (2014), an absence of democratic leadership, along with a collapse in communication, is a primary cause of disciplinary problems in schools. He claimed that learning and disobedience are intertwined. Cognitive abilities are required for “academic success, self-esteem, coping skills, and overall resilience”. A lack of discipline impedes the teaching and learning processes. Time is spent and energy is misapplied and misused in order to manage and overcome problems caused by the disruption. The prefects must also be taught problem-solving abilities. Unfortunately, they are not given any training; instead, they are just assigned to duties and expected to complete them without any guidance.

Peer Group Influence: Peer group influence is a significant role in teenage aberrant behaviour. According to Gomme, as quoted by Pleydon and Schner (2001), female adolescents comply more to their classmates' expectations than male adolescents. Juliana (2014) emphasized that children choose their settings. According to the writer, children gravitate toward settings, people, and activities that are similar to their own. She went on to say that this type of peer association selection contributes to the early growth of antisocial behaviour. Young people, according to Bwoginda, as mentioned in Kimani (2013), have the desire to engage in shared activities and communicate thoughts and views with their peers. This brings about the development of mutual closeness and the establishment of solid friendship groupings. Junior high school students face demands for personal requirements as well as social

pressures throughout the adolescent era. They are forced to identify with a peer group as a result of this. Inability to go along with the group's norms may end in isolation and loneliness. This might make the kid feel hopeless and sad, which can lead to deviant behaviour at school (Kimani, 2013).

From the foregoing, it is made abundantly clear that deviant behaviours can be caused by a variety of factors. The factors may include biological, family background, peer influence and media influence among others. The current study explores the extent to which these factors influence deviant behaviours among students.

Effects of Deviant Behaviour on the Academic Achievement of Students

In a related study, Chikwature, Oyedele and Ganyani (2016) examined the impact of deviant behaviour on academic performance and contended that, deviant behaviour has a consequence on both the academic performance of students and the school. The researchers reported that pupils with deviant behaviour performed badly, leading to poor academic performance. They went on to say that it causes pupils to lose focus in class and that they would not reach their full potential since learning time is lost when students are punished for disruptive behaviour. In the classroom, poor and disruptive behaviour decreases children's capacity to concentrate and retain information, as well as unsettling them and causing instructors a great deal of stress. *Public Agenda* as cited in Chikwature et al. (2016) stated that, children who are expelled from school due to their behaviour perform poorly and are at danger of dropping out of school and failing to contribute constructively to society. Children's

horizons might be limited by persistent bad behaviour in schools, which can have long term detrimental and negative repercussions.

Teachers spend more time attempting to manage kids than educating them, which has an impact on teaching and learning. Schooling does not help the majority of interested kids. It has an impact on their academic achievement since they are frequently caught up in one deviant behaviour or another, missing out on the most important class lessons.

It causes a deterioration in parent-child relationships since most rational parents withdraw their love and care from deviant children, and most deviant youngsters dislike approaching their parents for fear of being exposed. At home, deviant kids frequently threaten their instructors, school officials, and even their parents. It leads to protests and the damage of school property, and deviant pupils may engage in repeated demonstrations over minor concerns (Agi, 2017).

The effects of deviant behaviours cut across different aspects of the student's life. These effects are explored in detail in the current study. The findings in the current study will be discussed in relation to the literature reviewed.

Managing Deviant Behaviour in Junior High Schools

The problems of student deviant behaviour will always be an integral part of the school management and this could be stopped if only the content of the curriculum support good discipline in the school (Boadu, 2013). By trying to manage behaviour problems, Gnagey (1999b) points out that children's behaviour can be influenced by the use of rewards and punishment. According to several authors (Jones & Jones, 1990; Caffyn, 1989; Fontana, 1986), school

discipline has typically focused on punishment rather than incentives. As a result, it's not unexpected that some teachers believe that a reward-based discipline system will inspire pupils to behave well. According to Mokhele (2006), discipline is the practice of caring for and respecting oneself and others. It's about protecting the rights of those who are subjected to others' uncooperative, hostile, or obstructing replies. According to Deaukee (2010), these methods range from very authoritarian, where parents establish all of the rules and penalize any departure, to extremely liberal, where the kid decides everything on his or her own (Fields & Boesser, 2002). According to Mokhele (2006), authoritarian techniques are compatible with the behaviourist ideology, which emphasizes the use of incentives and punishment to shape behaviour. These methods, according to Kohn, as quoted by Mokhele (2006), are predicated on instant and unquestioned compliance as the desired behaviour. There are no exceptions for situations that need clarifications or evaluations. Due to this, they're frequently linked to rage and can lead to despair and low self-esteem.

Fields and Boesser (2002), on the other hand, linked the permissive approach to the “maturationist philosophy of education”, which is based on the idea that time is the greatest teacher. There is no sense of discipline in this paradigm. This is because children are ignored and made to learn from their errors. According to Baumerind, as quoted by Deaukee (2010), this paradigm overemphasises freedom. According to Fields and Boesser (2002), this leads to poor self-esteem and trouble interacting with others. However, all other theories fall somewhere in between these two extremes on the continuum.

According to Stiles and Wright (2008), the most essential component in learning behaviour is what happens shortly after the behaviour. Positive consequences are more likely to reinforce the behaviour and increase the likelihood of it occurring again. Omazić, Vlahov and Klindžić (2011) defined rewards might be tangible or non-material items that the recipient finds appealing. They said that the worth of a reward is determined by the intensity of the desire held by the person for whom it is meant. Rewards therefore aid in the preservation of discipline by focusing learners' attention to their own particular accomplishments and praising and encouraging them as a result.

Notwithstanding, there are two forms of rewards, material and non-material rewards (Omazić et al., 2011). Non-material rewards mainly cover things such as teacher attendance, praise from teachers and being encouraged by teachers. A material reward on the other hand is made up of good marks, good termly report, special responsibilities and privileges. Rewards help to keep children inward and interested in their tasks and in assisting them to enhance their achievements by boosting their confidence and interest in their own ability. Fontana further stresses the need to emphasise rewards for good behaviour and more or less ignore bad behaviour. But it is of interest to know that, teachers punish for offenders more than they reward for good behaviour even though rewards are believed to be more effective in getting pupils behave well.

According to Emmer, Evertson, Standford, Clements and Worsham (1997), “a reward is something desirable that students receive in return for accomplishment efforts or other appropriate behaviour” (p. 57). For them, “material rewards include food, discarded classroom materials and books” (p.

60). They agreed that though rewards help to motivate appropriate behaviour, it is not sufficient to prevent all disruptive or other inappropriate behaviours”. Again, Emmer et al. (1997) argued that “there is the need to have a penalty available, in case chronic misbehaviour or serious infections occur” (p. 62).

Chikwature et al. (2016) recommended guidance and counselling of students with deviant behaviour. Other findings in connection to the prevention of deviant behaviour in the school were, the creation of a caring school environment, formulating school rules together with pupils and using rewards as a means of instilling discipline.

Charton and David (1993) stated that the use of rewards as a behaviour modification tool would be used on some principles that is, efforts should be made to determine the appropriate rewards for some incorrigible offenders because appropriate or good behaviour are not realized when it is exhibited. In other words, shy and introverted individuals need to be reinforced secretly instead of publicly. Again, effective punishment according to Fontana (1986) is the withholding of rewards or praise and encouragement. He says that the possibility for anything to be used as a punishment is determined by the intensity of the emotion displayed by the person who is intended to be punished. In basic and secondary schools, corporal punishment and other positive tactics are frequently utilized. Buckley and Walken (1970) stated that many teachers believed that corporal punishment is a quick and easy way to restore order in the school. Although it is the most commonly utilized technique of behaviour management, physical punishment tends to be the least effective for them,. Although the offenders get quick results, they tend to be

short-lived with students pretending to behave only in the actual presence of the one imposing the punishment.

Furthermore, in the history of education, corporal punishment was the most prevalent method of ensuring discipline in schools (Boadu, 2013). A teacher had the responsibility to function as a surrogate parent while a kid was in school, and they were given numerous options for parental punishment and incentives. If pupils did anything wrong, they were frequently punished with the “birch, cane, paddle, strap, or yardstick”. Smith and Laslette (1984) similarly observed that punishment creates negative feeling and destroys the interpersonal relationship between the teacher and the pupil. It is therefore important that before using punishment, the teacher, guidance co-ordinator or parent should consider why he or she is punishing the child and focus on the idea he or she hopes to achieve by the end of the punishment.

In addition to this, detention is seen as a significant means of punishing students in several countries like the United States, Britain, Canada, Ireland, Singapore, and Australia. Furthermore, certain US, UK, and Irish schools may force a child to travel to a specific section of the school during a specific time of school-day, either when the school is on break or after school, but may also compel a student to come to school at a specific period on a non-school day, such as "Saturday detention". Students can complete their work, be made to lean against the wall, or simply sit at their desk in a comfortable and quiet environment. The Education Act 1997 in the United Kingdom requires a “(state) school to provide parents or guardians at least 24 hours' notice of a detention outside of school hours so that transportation and/or childcare arrangements may be made”. This should give insight into why detention was

given and the duration for detention, mostly lasting between 10 minutes and 5 hours. If a student skips four detentions in the UK or Singapore, extra detention is added or the person is given far serious punishment. In UK schools, a detention might compel a child to come back to school a couple of hours after school has ended particularly for offenses that are too serious for a regular detention but not severe enough to warrant a non-school day detention (e.g. “Friday Night Detention”).

The reasons that led to a student's permanent expulsion from school were exclusion, withdrawal, and permanent exclusion. After all other types of discipline have failed, this is the last recourse. It may be used for a single crime in severe circumstances. Some school districts have a specialized school where all expelled kids are gathered; this school generally has a significantly greater staffing level than regular schools. Expulsions and exclusions are sufficiently serious in some US public schools that they need a hearing before the “Board of Education”. In the United Kingdom, head teachers have the ability to seclude students, but the parents of such students have the right to seek hearing before the authority in charge of education in the local area. This has been a contentious issue in situations when the judgment of the head teacher's position has been flipped (undermining his or her authority), and there are plans to eliminate the right of parents to seek hearing.

Demographic Variables and Deviant Behaviours

Differences in patterns of engagement in deviant behaviour, such as substance abuse, appear to be gender-related. Sutherland and Cressey (1966) even stated that being a man is the single strongest demographic variable which predicts misbehaviours. Dornbusch, Erickson, Laird, and Wong's

discovery later verified this (2001). Also, boys involve themselves more in risky behaviours than girls, according to the rationale given (Pardini, Loeber, & Stouthamer-Loeber, 2005). Generally, guys of all ages are more prone than girls to participate in most forms of hazardous behaviour (Zuckerman, 2007). This is because during adolescence, the beliefs and views of boys about misbehaviours and violence become more favourable and so they accept and begin to approve more indiscipline behaviours (Zhang, Loeber, & Stouthamer-Loeber, 1997), and this general acceptance of misbehaviours lead to escalation in disruptive, rebellious and violent behaviours (Pardini et al., 2005).

Dowdell (2006) also discovered that guys consume more alcohol than girls. However, in the past, researchers have theorized that rebellious behaviour is more consistent with behaviour acceptable for guys and inconsistent with behaviour deemed fitting for girls (Heimer, 1996). Accordingly, Heimer indicated that such behaviours may be encouraged by boys in a peer group.

Apart from gender, research suggests that teenagers are more prone than children or young adults to participate in mentally harmful behaviours (Loeber & Hay, 1997). Developmental theories have typically described adolescence as a stage of life where people are more likely to be involved in risky behaviours (Arnett, 1999; Steinberg & Morris, 2001). Furthermore, research comparing late teenage problem drinkers to non-problem drinkers and abstainers showed that problem drinkers engaged in more “externalizing behaviours”, such as staying out of school and delinquency (Verdurmen, Monshouwer, Van Dorsselar, TerBogt, & Vollebergh, 2005; Best, Manning,

Gossop, Gross, & Strong, 2006). All these imply that age is significant in predicting deviant behaviours.

Further, delinquent behaviour is less prevalent in early adolescent period (11-14), grows to almost general frequency throughout mid-adolescent period (15-18), heightens during late adolescence (18-20), and gradually declines after late adolescent period (Arnett, 1999). Older adolescents have a lower risk perception than younger adolescents (Gardner & Steinberg, 2005).

The school type and conditions in the school has also been seen as a significant factor in deviant behaviours among students. Adults model behaviours that foster a sense of belonging in schools with a healthy school environment, such as knowing the names of students and identifying them by their names. Adults who genuinely care about kids and who regularly utilize positive reinforcement as well as respectfully respond to bad behaviour enhance the atmosphere (LaRusso, Romer & Selman, 2008).

A good school environment, as previously stated, is one in which professionals in the school model behaviours that foster a feeling of belongingness. As a result, the quality of a student's relationship with an instructor has the ability to impact possible outcomes and lead to a positive or unpleasant experience for the student. As a result, the literature submits that teenagers' strong connections with teachers are linked to a variety of beneficial results, including pro-social behaviour, school engagement, and school belonging.

Empirical Review

There have been some studies conducted on deviant behaviours among students. For instance, Ukpoh (2007) compared how “public and private

school principals in Akwa Ibom State” dealt with teacher indiscipline. A total of 450 principals/vice principals were chosen at random from a population of 1,428, resulting in a sample size of 450 principals/vice principals. In the management of teacher indiscipline, public school principals were shown to differ considerably from their private school counterparts.

Sarwar, Awan, Alam, and Anwar (2010) investigated if there are any differences in organizational and interpersonal behaviour between male and female primary school teachers in rural and urban areas. Organizational deviations were found to be greater among elementary school teachers than interpersonal deviations. Male teachers were found to be more deviant.

Damron-Bell (2011) looked at the impact of individual traits and school climate on deviant behaviour involvement. Using data collected from students in middle and high school who filled out surveys provided by a big, Midwestern metropolitan school system. The findings revealed that gender, ethnicity, and age were significant predictors of risky behaviour participation, with males engaging in risky behaviour more frequently than females, whites engaging in risky behaviour more frequently than racial and ethnic minorities, and older students engaging in risky behaviour more frequently than younger students. It was also discovered that school status and environment were important determinants of hazardous behaviour involvement.

Buening (2014) presented the findings of a survey conducted at “one public and two private high schools” in order to investigate probable variations in school environment. On virtually every question domain, private school students rated school atmosphere higher than students in public schools, indicating substantial disparities. Braun, Jenkins, and Grigg (2006)

found comparable results when comparing fourth and eighth grade students' reading and mathematics outcomes. They discovered that the average disparities between public and private schools were statistically significant in favor of the private schools in both subject areas and grade levels.

Further, Rothstein, Carnoy, and Benveniste (1999) observed that behavioural and value objectives were emphasized to a similar degree in both public and private schools. A survey by Kemerer, Martinez, Godwin and Ausbrooks (1997) found both similarities and differences: respondents from both public and private schools rated nine separate value items as important. However, there were differences as well: private school students reported a higher level of satisfaction with their school climate. Private school students were more likely to say their parents had met with teachers, and private school students reported that democratic values were addressed more often (Kemerer et al., 1997).

Maina (2008) studied the “forms, causes, and consequences of deviant behaviour among secondary school pupils in the Gatanga division of Thika District's Kihumbu-ini location”. The study employed the survey approach. For the study, ten secondary schools were chosen. The respondents were sampled purposively from schools in four sub-locations within the Kihumbu-ini Location. The research included 206 kids, 30 parents, 10 administrators, and 10 guidance and counseling instructors who were chosen at random from the schools. Data were gathered using questionnaires, interview guides, and observation checklist. Basic descriptive statistics, such as percentages and frequencies, were used to analyse the data obtained. Negative peer influence, the effect of hazardous substances, and the turbulent adolescent stage were

shown to be common reasons of deviant behaviour in the study. Dropping out of school, poor academic achievement, and a negative impact on others were all consequences of deviant behaviour, as well as the institution's name being tarnished and a negative tradition developing. Deviance may also be managed, and the following strategies were suggested to do so:- guidance and counseling, including parents, disciplining delinquent pupils, appropriate school administration, open forums and teachers, principals as role models for students, and examining and managing visits to schools are all things that should be considered.

Oluwagbohunmi and Olowosile (2019) examined the influence of “deviant behaviour on academic performance of students in selected junior secondary schools in Ondo State, Nigeria”. For the study, a descriptive survey was used. Students in junior secondary schools in Ondo State took part in the study, specifically selecting 500 students randomly selected from 10 public junior secondary schools in two local government regions. A self-designed questionnaire titled “Influence of Deviant Behaviours on Academic Performance Questionnaire (IDBAPQ)” and a record of students results were the instruments used for the study. Data were analysed with frequency and percentages while Pearson Product Moment Correlation was used for the hypothesis at 0.05 level of significance. It was found that there was no statistically significant relationship between deviant behaviour and academic performance of students in second cycle schools.

Ofori, Tordzro, Asamoah and Achiaa (2018) investigated the impact of indiscipline on the academic achievement of Junior High School (JHS) students in Ghana's Fantekwa District. During the study, a total of 360 people

were surveyed, including students, headteachers, and instructors. The children were randomly chosen using a basic sampling approach, whereas the heads of schools and teachers were purposefully sampled. Data was gathered via a questionnaire. According to the findings, indiscipline begins at home because parents are the primary teachers of children. Difficulty paying attention in class, the loss of teacher-student time and an increase in the incidence of school drop-out rates were also discovered to be impacts of indiscipline on academic performance. The study suggests that, in order to reduce indiscipline behaviours, society's discipline should start at home.

Salify and Agbenyega (2018) examined “discipline issues as one of the major concerns of educators in public schools in Ghana”. Using the Brong Ahafo Region of Ghana, qualitative and quantitative research was conducted on disciplinary issues and how these affect the academic work of students as seen by school administrators. According to the findings, senior high school administrators saw indiscipline as a problem in their administration, and it impeded them from creating an environment suitable for successful teaching and learning. Furthermore, it damaged the schools’ image in the public domain, deterring donors, parents, and other interested parties from supporting them.

Amoah, Adinkrah, Gyamfi-Boadi, Koranteng and Fosu-Ayarkwah (2018) explored how acts of indiscipline can be managed in colleges of education in Ghana. A descriptive survey was adopted basing on a sample of 223 respondents made up of counselors, tutors and pre-service teachers selected from four colleges of education. Both random and purposive sampling techniques were used. Questionnaires were used to gather data. The

analysis brought to the fore the following causes of acts indiscipline: insufficient orientation done for newly college leaders and enlisted pre-service teachers. Some of the effects were poor academic performance and the college becoming unattractive to the public.

Boamah (2010) investigated the causes, effects and how to control indiscipline in the Mampong College of Education. Descriptive survey design was employed for the study. The study involved both students and tutors of Mampong College of Education. The sample size for the study was 220. Students for the research were chosen using a stratified selection approach. 180 students were chosen using a simple random method. The study's 40 instructors were all purposefully chosen. The most common method of data collection was the questionnaire. The major findings were that tutors saw truancy and breaking of bounds as major acts of indiscipline in the college, while students regarded stealing as a major act of indiscipline in the college. Both students and tutors selected poor feeding by school authorities as a major cause of school indiscipline among students. On controlling indiscipline in the college, tutors suggested that getting students involved in the formulation of school rules and regulations was the option, while the students indicated that giving moral and social talks to students was the best option.

Conceptual Framework

The conceptual framework for the study is shown in Figure 2.

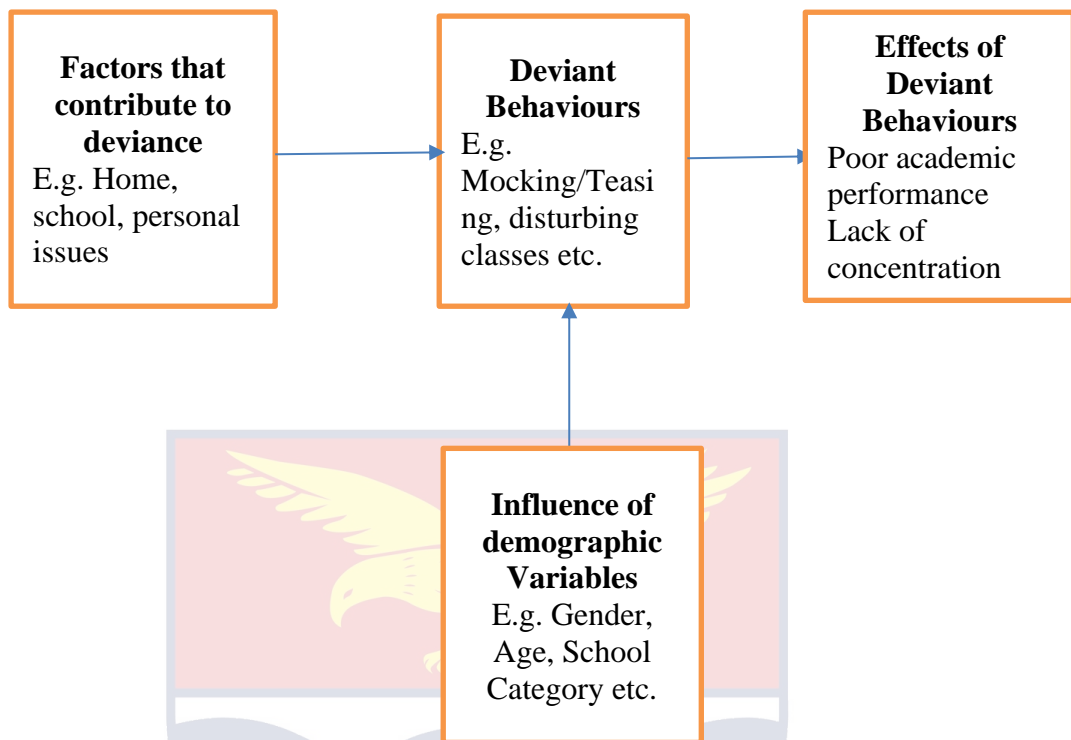


Figure 2: Conceptual Framework

Source: Author's Own

It is shown in Figure 2 that there are some factors that contribute to deviant behaviours among students. Some of these factors can be bad behaviours learned in the home environment and can also be school-related such as lack of enforcement of school rules and weak guidance and counselling programme. There can also be personal issues such as negative peer influence. These factors lead to deviant behaviours which can affect academic performance in a negative way. The framework thus informs the current study.

Summary of Literature Review

The literature study indicated that people's views of deviant behaviour differ. While certain behaviours are universally deemed to be harmful, others

may vary depending on the instructor, researcher, or student's perspective. Also in this second chapter, the concept and the meaning of deviant behaviour by different writers have been dealt with. It came to light that how an individual perceived an event or a condition has an effect on the behaviour of that individual and this situation also affects discipline.

A number of techniques for dealing with behavioural issues were also provided in the literature. However, it is clear that there is currently a move in the approach to managing deviance. While the literature explores conventional techniques of addressing behaviour after it occurs, the study findings indicate a strong preference for proactive methods. Whether one takes the stand of the idealist or the naturalist, there is the need to know the causes of deviant behaviour so as to affect appropriate means of dealing with students' behaviour problems.

The causes of deviant behaviour are as many and varied as the acts of deviance in broad terms. The causes of deviant behaviour can be said to be internal or external to the student. When a disciplinary problem arises and even where the cause has been located, it becomes very important for some means to be adopted to achieve an acceptable result. Many vital suggestions have been put forward in one way or the other to curb deviance in our society. Researchers argue that there is no generally ideal solution to the problem of deviant behaviour in each community and school. Every situation is unique and strategies need to be idiosyncratically designed to meet the specific situation.

However, it could be said that, one method which might be appropriate with some individuals in a particular way might not be suitable to another

groups of persons in a different situation. Hence, measures for dealing with deviant behaviour shall differ from situation to situation and from individual to individual.



CHAPTER THREE

RESEARCH METHODS

The purpose of this study was to investigate the factors that contribute to deviant behaviours in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region. This section describes methods and processes that were used in the process of carrying out this study. The chapter describes the research design, the target population, sample and sampling technique used, the data collection instrument, procedure for collection of data and analysis of data.

Research Paradigm

The positivist paradigm was chosen as the basis for the research. The positivist worldview seeks to explain observations in terms of facts or quantifiable things (Fadhel, 2002). Researchers in this paradigm employ “deductive logic, hypotheses formulation, hypothesis testing, operational definitions and mathematical equations, calculations, and other methods to arrive at their conclusions, extrapolations, and expressions”. A positivist investigator believes that the cosmos or world is governed by constant and unchanging laws and norms of cause and occurrences, with a focus on impartiality, measurement, objectivity, and repeatability (Olesen, 2004; Ryan & Julia, 2007). The positivist paradigm was adopted for the study because the study focused on describing in numerical or quantitative terms the facts regarding the forms, causes and effects of deviant behaviours among students.

Research Approach

The quantitative approach was adopted for the study. According to Bhandari (2020, p. 1), “the process of gathering and evaluating numerical data

is known as the quantitative approach in research”. The approach also searches for patterns and averages, predict, evaluate, infer and generalise results to an entire population. Babbie (2010) stressed that Quantitative approaches place a strong emphasis on objective system of measuring and providing statistical, mathematical, or numerical analysis of data obtained through surveys utilizing computer tools. Quantitative approach therefore deals with numerical data and inferring the results to entire groups of people to be able to describe and provide meaning to specific phenomena. Since the study focused on gathering data from students using questionnaire to describe deviant behaviours in numerical form, the choice of quantitative approach was deemed suitable.

Research Design

The study was a descriptive survey. The aim was to generalise from a sample to a population so that inference could be obtained about some attitudes, features, or behaviours of the population. The descriptive survey design was used because the needed information could be easily obtained since it allows for much information collection from a large sample size and generalisation made for the entire population.

Osuala (2001) noted that “descriptive surveys are versatile and practical, especially to the researcher in that they identify present needs” (p. 35). In this study, the main focus was to examine the factors that lead to deviant behaviours in junior high schools. Thus, the researcher deemed the descriptive design more appropriate as it allowed for investigation into how different factors contribute to deviant behaviour. Gay (2004) postulated that, “the descriptive sample survey involves collecting data in order to test

hypotheses or answer questions concerning the correct status of the subject of study” (p. 187). Babbie (2004) suggests using a descriptive survey to generalize from a smaller group to a larger group, allowing conclusions to be drawn about the same group's traits, qualities, or behaviour.

According to Fraenkel and Wallen (2000), descriptive research has grown in popularity due to its flexibility in a variety of fields. They went on to say that descriptive investigations are useful for policy analysts in terms of planning, monitoring, and assessing. Sincero (2012) postulated that descriptive survey deals with issues such as the amount, cost, efficiency, and sufficiency. Sincero however noted that, because survey results might vary substantially depending on the specific phrasing of questions, it's tough to ensure that the questions to be responded to are straightforward and not deceptive. Obtaining an adequate number of questionnaires filled and returned so that meaningful analysis is made is another weakness of the descriptive study. In order to minimise the aforementioned challenges accompanying descriptive surveys, the items in the questionnaire were made short, unambiguous, focused and simple in nature to suit the level of understanding of the respondents.

The descriptive survey design was chosen for the study with aim of generalising from the sample for the study to the population, so that implications could be made about the same characteristics, attributes or behaviours of the population. Since the study was to explore the factors that led to deviant behaviours in Junior High Schools the design was found appropriate to be used.

Population

The target population for the study was all students in junior high schools in the Ayawaso West Sub-Metro. In all there were six junior high schools in the Sub-Metro. The accessible population was however made up of students in three selected junior high schools in the Ayawaso West Sub-Metro. The schools were Mary Mother of Good Counsel School, Dzorwulu JHS and Abelenkpe JHS. These schools were randomly selected from the six schools in the Sub-Metro. The accessible population was 600 students made up of 356 girls and 244 boys.

Table 1: Distribution of Student Population in the Three Selected Schools

Name of school	Number of students
1. Mary Mother of Good Counsel School	241
2. Dzorwulu Junior High School	182
3. Abelenkpe Junior High School	177
Total	600

Source: Data from Schools (2019)

Sample and Sampling Procedure

The sample for the study was 234. A sample is a part of the population which the researcher is interested in and uses for a study for the purpose of making generalisation about the target population (Creswell, 2003). The sample of 234 was informed by Krejcie and Morgan's (1970) sample size determination table. This was to ensure that as much as possible biasness is minimized and a fair representation is obtained. Simple random sampling technique was used in sampling the students for the study.

In the simple random sampling method, the lottery technique was used. The defining feature of simple random sampling is that each unit in the population has a known, “non-zero probability” of being involved in the sample. “Every topic or unit has an equal chance of being selected” from the population, as it is stated more explicitly (Latham, 2007). Simple random sampling was chosen as the best method for picking students since it gives the researcher an advantage and allows him to determine particular bias and error in the data obtained.

The sample had respondents from all the three named junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region. Sampling frame target was constructed due to the relatively large sample. Numbers were assigned to all the JHS students in the three selected schools from which the required numbers were selected for the study and were picked without replacement. The picking activity continued till the required number of 234 students was selected

Data Collection Instrument

The instrument used for the study was a questionnaire. The questionnaire was adapted from three different authors. These authors were Juliana (2014), Kimani (2013) and Muhammed (2015). The questionnaire comprised close-ended and open-ended items. The close-ended questions required the respondent to give restricted answer, which fell within the scope of the study for which the researcher was investigating. The open-ended questions, however sought to give more room for self – expression. Thus, it captures respondents’ view on a phenomenon. The respondents in the current study however did not give answers in the open-ended section.

The students were provided with a four-point Likert-type scale made up of the following responses: Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (S.DA). The four-point Likert type scale was used instead of the five-point because if an odd number response scale was used, there could have been the possibility of respondents selecting responses in the centre of the scale (Revilla, Saris, & Krosnick, 2013). The questionnaire was chosen because the respondents were literate. Besides, it offers fewer chances for biases or errors. It is a stable instrument that ensures consistency and a uniform measure devoid of variation. Also, it offers an objective picture of the situation on the ground since respondents have ample chance to delve into their archives to offer the needed responses.

Using the research questions as a guide, the questionnaire for the study was split into four pieces. Section 1 dealt with the students' biographical information, including their gender, age, class, and who they lived with, as well as the school type (i.e. Government-public or private). Section 2 looked at common forms of deviant behaviour among junior high schools, and comprised fourteen (14) items. Section 3 considered the causes of deviant behaviour among Junior High School students in school and was made up of ten (10) items. Section 4 also looked at the effects of deviant behaviour on academic achievement of students. The items were made short, unambiguous, focused and simple in nature as recommended by Sarantakos (2005).

Instrument Validity and Reliability

Validity is focused with determining if the content of the instrument is measuring what it is meant to measure, according to Hallinger, Wang, and Chen (2013). It refers to how well the instrument accomplishes the study's

goals. Expert judgment improves the validity of instruments. According to Hallinger, et al, the degree to which a research instrument delivers consistent results or data after repeated trials is known as dependability. Cronbach's Alpha was employed in this study to determine how well items in a set were positively linked. Cronbach's alpha coefficient was a measure of internal consistency, and the closer it was to 1.0, the better the internal consistency of the scale's components. The instrument's dependability coefficient was determined to be .888, indicating that it could be utilized to gather data for the study (Klines, 1999; Samuels, 2019). The reliability co-efficient was for the close-ended data since the respondents did not provide responses for the open-ended section.

The questionnaire was put through its paces to ensure that it was consistent and suitable. It was provided to a few colleagues, education and research specialists, and the supervisor for review and comments in order to determine face validity. This allowed the researcher to exclude things that were deemed unrelated to the topic at hand. The final draft of the instrument includes new ideas and pertinent elements obtained from the exercise. The item (4) in section (3) of the questionnaire, for example, was altered from media influence to watching indecent/bad films. Item (6) was changed from parental separation to being separated from your own parents and item (11), was also changed from lack of clearly defined measures against deviant behaviour in schools to unclear school rules. A reliability co-efficient of 0.813 was obtained. This alpha value was above the minimum threshold of .60 which demonstrated that the scales were reliable and had internal consistency (Chen & Paulrag, 2004). This implied that the instrument was reliable.

Pilot-Testing

At Dworwulu E.P Junior High School, the instrument was piloted. The school was chosen because it had similar features to the schools included in the research. Instrument flaws were quickly found and remedied. For instance, in the first draft of the instrument before the piloting, the instrument did not have open ended sections where respondents could indicate any other issues that were not stated in the tables. Again, some of the technical statements in the instrument were replaced with simple terms. For instance, under section 5(Ways of Managing Deviant Behaviour in JHS), the first statement was 'Time-out for students'. This was replaced after the piloting with the statement 'sending student out of class for about 30 minutes'. This made it easier for the respondents to answer.

The pilot-testing offered a chance to evaluate the data gathering instrument's suitability and feasibility. Furthermore, it evaluated the suitability of the study's methodologies. Furthermore, pilot testing was significant since it improved the instrument's content validity and reliability, as well as questions that were ambiguously designed. The goal of this pilot test was to see how well the research questionnaire would collect data from students for the actual study. The Cronbach coefficient alpha was used to assess the instrument's reliability using the Statistical Package for Social Sciences (SPSS) computer software. A reliability co-efficient of 0.813 was obtained indicating that the instrument was reliable. The reliability co-efficient was for the close-ended data since the respondents did not provide responses for the open-ended section.

Each of the sections on the questionnaire had their own reliability scores. The section of the questionnaire on the common forms of deviant behaviours had a reliability of 0.801 while the section on the factors that contribute to deviant behaviours had a reliability of 0.818. The final section on the effects of deviant behaviours had a reliability of 0.889.

Data Collection Procedure

Permission was sought from the heads of the schools that were involved in the study before the questionnaire was administered. The purpose of the study was clearly stated and the anticipated co-operation sought before the exercise began. The researcher was introduced to the students by the head teachers. After that, the students were briefed on how to answer the questionnaire, and they were assured of the necessary confidentiality. The researcher personally handed the questionnaires and provided some explanations about the study's relevance, which allowed the researcher develop and build rapport with the respondents. The surveys were collected the next day once they had been completely filled out. Two hundred and thirty-four (234) questionnaires were issued out to the respondents. Out of this, one hundred and ninety-three (193) were returned but after a thorough review one hundred and eighty-nine (189) were deemed usable. Thus, 189 questionnaires out of the 234 sample size were used for the study. The response rate was 82.5% but the usable data represented 80.8%.

Ethical Considerations

In the first place, ethical clearance was obtained from Institutional Review Board through the College of Education Review Board. Also, the purpose of the study was explained to the respondents in the study. The

researcher assured all participants that information provided by them was for academic purposes only and will be kept strictly confidential. They were told that the purpose of the study was to learn about their perspectives on deviant behaviour in junior high school without jeopardizing their right to privacy. The schools were given an explanation of the research topic and justification, as well as information regarding the instrument that would be used to collect data for the study.

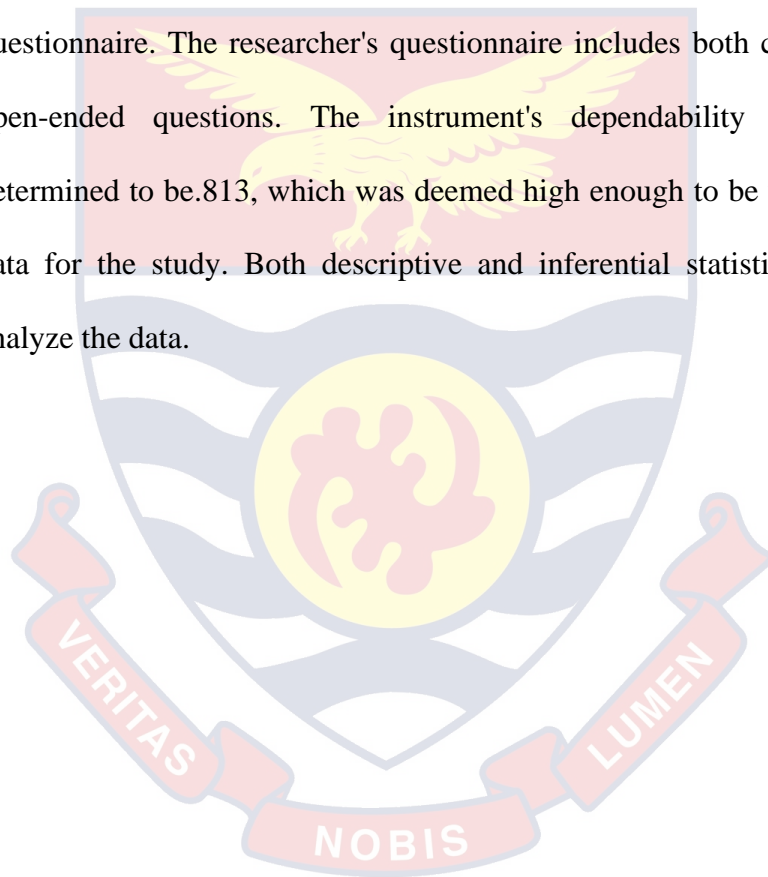
Due to the sensitive nature of the subject matter under study, it was important to show respect towards the participants who willingly allowed themselves to be part of the study. The students and the participating schools gave their informed permission. The confidentiality of the data and the participants' privacy were used to protect the information collected from them. For this reason, names of participants were not included in the demographic data. Participants were given the option to withdraw from the study whenever they wished and all promises were respected.

Data Processing and Analysis

The data collected in this study were checked, edited, coded and statistically analysed with descriptive and inferential statistics. The following scoring key was used to code the items on the questionnaire: Strongly Agree-4; Agree-3; Disagree-2; Strongly Disagree-1; Strongly Disagree-2; Strongly Disagree-1. Means and standard deviations were used to analyze data for research questions 1, 2, and 3, while Independent Samples t-tests were used to evaluate hypotheses 1, 2, and 3. Almost all the respondents did not respond to the open-ended sections of the questionnaire. As a result there was no open-ended data to analyse.

Summary of Chapter

The techniques for gathering data are described in this chapter. It covers the study design, the target population, sampling processes, data collecting methods, research tools, including validity and reliability, and data processing and analysis. The study relied on a descriptive survey. Two hundred and thirty-four people were chosen as part of the sample. The study relied on simple random sampling techniques. The study's instrument was a questionnaire. The researcher's questionnaire includes both closed-ended and open-ended questions. The instrument's dependability coefficient was determined to be .813, which was deemed high enough to be utilized to gather data for the study. Both descriptive and inferential statistics were used to analyze the data.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the result of the investigation of the factors that contribute to deviant behaviours in Junior High Schools (JHS) in the Ayawaso West Sub-Metro in the Greater Accra Region. The chapter starts by describing the demographic characteristics of the students within the selected Junior High Schools (JHS) in the Ayawaso West Sub-Metro in the Greater Accra Region. This is followed by the findings on the common forms of deviant behaviour among Junior High School students, the causes and effect of student deviant behaviour and ways in which classroom teachers manage deviant behaviour in Junior High Schools.

Summary of data collected and response rate

The study focused on examining the factors that contribute to deviant behaviours in Junior High Schools (JHS) in the Ayawaso West Sub-Metro in the Greater Accra Region. In order to meet the study's goals, pupils in the Ayawaso West Sub-Metro were given questionnaires. The questionnaires were distributed to the respondents in a total of 234 copies. 193 were returned, but 189 were judged useable following a comprehensive assessment. The study employed 189 questionnaires out of a total of 234 for the sample size. The response rate was 82.5% but the usable data represented 80.8%.

Demographic Information of respondents

Table 3 presents the result of the background information on the students selected for the study. A little above half (51.3%) of the respondents were female while some 48.7% of the respondents were males. Further results also indicate majority (72.0%) of the respondents were within the ages

of 10 - 14 years. This result suggests that most of the students in the selected schools were less than 15 years of age. This is in line with the demographic data of majority of students in Ghana.

Up to 22.7% of the respondents were in JHS 1 while a little below half (48.7%) were in JHS 2. In addition, majority (80.4%) of the students lived with both parents with 9.0% living with only mother. The result also shows that almost two-third (61.4%) of the students attended private schools.

Table 2: Demographic Information

		<i>n</i>	%
Gender of Respondents	Male	92	48.7
	Female	97	51.3
Age of Respondents	10 – 14 Years	136	72.0
	15 – 19 Years	53	28.0
	20 years and above	0	0.0
Form of Students	J.H.S. 1	43	22.7
	J.H.S. 2	92	48.7
	J.H.S. 3	54	28.6
Whom the students live with	Both Parents	152	80.4
	Father	10	5.3
	Mother	17	9.0
	Guardian	10	5.3
School Category	Government – Public	73	38.6
	Private	116	61.4
Total Respondents	189		

Source: Field Survey, 2019

Research Question 1

What are the common forms of deviant behaviour among J.H.S students?

The research question was to find out the common forms of deviant behaviours among Junior High School students in the Ayawaso West Sub-Metro in the Greater Accra Region. The data were analysed using mean and standard deviation. Table 3 presents the responses to the research question above.

Table 3: Mean and Standard Deviation of Common Forms of Deviant Behaviours

Form of Deviant Behaviour	Mean	Std. Dev.
Lateness to school/classroom	1.78	0.89
Absenteeism	1.98	0.97
Bullying	2.24	0.99
Excessive noise making	3.03	1.01
Offensive language	3.10	1.04
Examination malpractice	2.97	0.88
Gambling (Sport betting etc.)	1.56	0.99
Sexting	1.82	0.77
Cultism	1.66	0.82
Sexual misconduct	1.99	0.95
Drug use and abuse	1.81	0.91
Mocking/teasing	3.25	1.01
Teacher threats	1.97	0.96
Alcoholism	1.69	0.88

Source: Field Survey (2019)

From Table 3, it can be observed that mocking or teasing ($M=3.25$, $SD=1.01$), offensive language ($M=3.10$, $SD=1.04$) and effective noise making ($M=3.03$, $SD=1.01$) were the most common forms of deviant behaviour among the students. Some of the other forms of deviant behaviour that were common were examination malpractice ($M=2.97$, $SD=0.88$) and bullying ($M=2.24$, $SD=0.99$).

From the results it is clear that the common forms of deviant behaviour among the students were mocking or teasing, offensive language, excessive noise making, examination malpractices and bullying. For JHS students, it did not come as a surprise that these behaviours were common. The results concur with earlier studies by Neaves (2009) and Ouma, Simatwa and Serem (2013). Neaves (2009) found the common forms of deviant behaviour as use of obscene language and beating others in school. Also, Ouma et al. have listed types of deviant behaviour among students. They include noise making, bullying, cheating and use of abusive language. However, some of the findings of Ouma et al. such as truancy, theft, sneaking, lateness, fighting, failure to complete assignments, sexual harassment, drug trafficking and possession of pornography were contrary to the study's result.

This could result from the academic level that the study focused. Most JHS students are young and some do not even have phones to watch pornographies or misconduct themselves sexually. Sometimes the nature of deviant behaviour exhibited by students depends on the geographical region they find themselves. In the United States, for example, the Legal Services for Children (2003) published a report detailing several forms of student deviant behaviour in schools. These include inflicting bodily harm on another student,

possessing controlled drugs such as alcohol, robbery, stealing school property, using profanity or vulgarity on a regular basis, sexually assaulting employees, and making terrorist threats.

Research Question 2

What factors contribute to deviant behaviour among J.H.S students?

The goal of the study was to discover the causes of deviant behaviour among Junior High School pupils in the Greater Accra Region's Ayawaso West Sub-Metro. The mean and standard deviation were used to analyze the data. Table 4 summarizes the findings..

Table 4: Mean and Standard Deviation of Factors Contributing to Deviant Behaviour

Statement	Mean	Std. Dev.
Lack of parental guidance	2.34	1.01
Disturbed family background	2.21	0.98
Lack of well-structured guidance and counselling programme in JHS	2.13	1.04
Watching indecent/bad films	3.05	1.10
Partiality of teachers	2.44	1.02
Being separated from one's own parents	2.26	0.88
Poor teaching methods	2.34	0.99
Poor teacher-pupil relationship	3.01	1.04
Withdrawal of corporal punishment in school	1.45	0.92
Teachers ignoring students complaints	3.41	1.05
Unclear school rules	2.34	0.95
Overcrowding in the classrooms	1.75	0.89
Over-permissiveness by parents	3.06	1.11
Negative peer influence	3.71	1.07

Source: Field Survey (2019)

It can be seen in Table 4 that negative peer influence (M=3.71, SD=1.07), teachers ignoring students' complaints (M=3.41, SD=1.05), over-permissiveness by parents (M=3.06, SD=1.11), watching indecent/bad films (M=3.05, SD=1.10) and poor teacher-pupil relationship (M=3.01, SD=1.04) were the main factors contributing to deviant behaviour among students. Also, it can be seen that partiality of teachers (M=2.44, SD=1.02), lack of parental guidance (M=2.34, SD=1.01), poor teaching methods (M=2.34, SD=0.99), unclear school rules (M=2.34, SD=0.95), disturbed family background (M=2.21, SD=0.98) and lack of well-structured guidance and counselling programme in JHS (M=2.13, SD=1.04) caused deviant behaviours.

The results show that deviant behaviours among JHS students are caused by disturbed family background, lack of well-structured guidance and counselling programme in junior high schools, students watching of indecent or bad films, partiality of teachers and students being separated from their own parents led to deviant behaviours. The others were poor teaching methods, poor teacher-pupil relationship, teachers ignoring students' complaints, unclear school rules, over-permissiveness by parents and negative peer influences.

The results are in line with several studies. For example, Chuks as cited in Agi (2017) posited that other factors within the home like broken family, and poor parental relationship are capable of breeding children that misbehave in school. Also, Kento as cited in Agi (2017) observed that the effects of unwholesome mass media seem to have negative impact on the character development of children than their positive impression. Regarding peer influence, Juliana (2014) emphasized that children choose their settings.

According to the writer, youngsters gravitate toward environments, people, and activities that are similar to their own. She goes on to say that this type of selective peer association can lead to the development of antisocial behaviour in children.

Research Question 3

What are the effects of deviant behaviour on academic achievement?

The research question was to examine the effects of deviant behaviour on academic achievement of JHS students. The views of the students regarding this research were sought. The data were analysed using mean and standard deviation. The results are presented in Table 5.

Table 5: Mean and Standard Deviation of Effects of Deviant Behaviour on Academic Achievement

Statement	Mean	Std. Dev.
Poor academic performance	3.72	1.13
Lack of concentration during lessons	3.78	1.06
Lack of interest in school work	3.47	0.98
Failure in B.E.C.E.	3.18	1.08
Being mentally disturbed	3.31	1.11
Slows down academic progress	3.71	1.14
Dropping-out from school	3.51	1.21
Wasting learning time	3.81	1.05
Teachers inability to complete syllabus	3.02	0.88
Teachers' frustration and stress	3.11	1.03

Source: Field Survey (2019)

Table 5 shows that the main effects of deviant behaviours were wasting learning time ($M=3.81$, $SD=1.05$), lack of concentration during lessons ($M=3.78$, $SD=1.06$), poor academic performance ($M=3.72$, $SD=1.13$) and slowing down of academic progress ($M=3.71$, $SD=1.14$). Aside these, it was shown that dropping-out of school ($M=3.51$, $SD=1.21$), lack of interest in school work ($M=3.47$, $SD=0.98$), being mentally disturbed ($M=3.31$, $SD=1.11$) and teachers' frustration and stress ($M=3.11$, $SD=1.03$).

The results therefore show that poor academic performance, lack of concentration during lessons, lack of interest in school work, failure in B.E.C.E., being mentally disturbed, slowing down in academic progress, and dropping-out from school were effects of deviant behaviours. Also, wasting time that should be spent learning, teachers' inability to complete syllabus and teachers getting frustrated and stressed up are some of the common effect of deviant behaviours exhibited by students.

Chikwature, Oyedele, and Ganyani (2016) investigated the impacts of deviant behaviour on academic performance and concluded that deviant behaviour has an impact on both student and school academic performance. According to the researchers, students who engaged in deviant behaviour fared poorly, resulting in a low pass rate and failure. They went on to say that it causes pupils to lose attention in class and that they would not reach their full potential since learning time is lost when students are punished for disruptive behaviour. In the classroom, poor and disruptive behaviour decreases children's capacity to concentrate and retain information, as well as unsettling them and causing instructors a great deal of stress. Furthermore, the findings of Public Agenda (2004) support the conclusion that aberrant behaviour leads

to low academic achievement. Public Agenda reported that children who are excluded from school because of their behaviour underachieve academically and are at a high risk of disengagement from education. Persistent poor behaviour in schools can have far reaching and damaging consequences for children and can limit their horizons.

Hypothesis One:

H₀: There is no significant difference between male and female students in deviant behaviours.

H₁: There is a significant difference between male and female students in deviant behaviours.

This hypothesis sought to find out the significant difference between male and female students in deviant behaviours. The independent samples t-test was used in analysing the data. The results are shown in Tables 6 and 7. The results of the Levene’s test for homogeneity of variance are presented in Table 6.

Table 6: Levene’s Test for Equality of Variances

	F	Sig
Equal variances assumed	3.012	.268
Equal variances not assumed		

Source: Field Survey (2019)

From Table 6, it can be seen that the significant value of .268 is greater than .05 the significant level. This implies that equal variances can be assumed.

Table 7: Difference in Deviant Behaviours of Male and Female Students

Gender	N	Mean	SD	Df	t-value	Sig (1-tailed)
Male	92	16.38	4.96	187	1.998	.041
Female	97	15.12	4.95			

Source: Field survey (2020)

The results of the independent samples t-test are shown in Table 7. It is shown in Table 7 that there is a significant difference in the deviant behaviours of male and female students [$t(187) = 1.998, p < .05$]. The mean score of the males was 16.38 while that of females was 15.12. This implies that the male students perceived more deviant behaviours than female students. Based on the results in Table 7, the null hypothesis was rejected. Thus, there is a significant difference in the deviant behaviours of male and female students.

The findings are in line with the findings of a number of other studies. Males of all ages are more likely than females to engage in the majority of risky conduct (Zuckerman, 2007). Boys' views on the acceptability of delinquent behaviours alter dramatically during adolescence, with boys being more inclined to embrace pro-delinquent ideas during this time (Zhang, Loeber, & Stouthamer-Loeber, 1997), and this increase in delinquent beliefs predicts subsequent escalations in antisocial and aggressive behaviour (Pardini, Loeber, & Stouthamer-Loeber, 2005).

Dowdell (2006) also found that boys were more likely than girls to use alcohol. This backed up Sutherland and Cressey's (1966) result that being a man is the strongest demographic predictor of criminal behaviour. Dornbusch,

Erickson, Laird, and Wong's discovery later verified this (2001). The reason cited is that boys involve themselves in more risk-taking behaviours than girls (Pardini, Loeber, & Stouthamer-Loeber, 2005). Damron-Bell (2011) supported this when she revealed that males more frequently participated in risky behaviours than females.

Hypothesis Two:

H₀: There is no significant difference in deviant behaviours of students on the basis of age.

H₁: There is a significant difference in deviant behaviours of students on the basis of age.

This hypothesis sought to find out the significant difference in deviant behaviours of students on the basis of age. Since the age groups were two main groups, the independent samples t-test was used in analysing the data. The results are shown in Tables 8 and 9.

The results of the Levene's test for homogeneity of variance are presented in Table 8.

Table 8: Levene's Test for Equality of Variances

	F	Sig
Equal variances assumed	1.237	.228
Equal variances not assumed		

Source: Field Survey (2020)

It is shown in Table 8, it can be seen that the significant value of .228 is greater than .05 the significant level. This implies that equal variances can be assumed.

Table 9: Difference in Deviant Behaviours on the Basis of Age

Age in years	N	Mean	SD	Df	t-value	Sig (1-tailed)
10-14	136	14.22	3.17			
15-19	53	15.10	3.28	187	-1.863	.046

Source: Field survey (2020)

The results of the independent samples t-test are shown in Table 9. It is shown in Table 9 that there is a significant difference in deviant behaviours of students on the basis of age [$t(187) = -1.863, p < .05$]. The mean score of the students aged 10 to 14 years was 14.22 while that of the students aged 15 to 19 years was 15.10. This implies that older students expressed more deviant behaviours than younger students. The null hypothesis is therefore rejected. In essence, there is a significant difference in deviant behaviours of students on the basis of age.

The findings are in line with the findings of Damron-Bell (2011) that age was a significant predictor of participation in risky behaviours with older students more frequently participating in risky behaviours than younger students. Adolescence has traditionally been defined by developmental theories as a phase of increasing risk taking (Arnett, 1999; Steinberg & Morris, 2001). It has been found specifically that prevalence patterns of delinquent behaviour suggest that delinquent behaviour is not as common in early adolescence (11-14), develops to almost universal prevalence during mid-adolescence (15-18) and peaks during mid to late adolescent years (18-20) (Arnett, 1999). This is because older adolescents have a lower risk perception than younger adolescents (Gardner & Steinberg, 2005).

Hypothesis three:

H₀: There is no significant difference in deviant behaviours of students on the basis of school category.

H₁: There is a significant difference in deviant behaviours of students on the basis of school category.

This hypothesis sought to find out the significant difference in deviant behaviours of students on the basis of school category. The independent samples t-test was used in analysing the data. This is because the school categories were two. These were government and private. The results are shown in Tables 10 and 11.

The results of the Levene’s test for homogeneity of variance are presented in Table 10.

Table 10: Levene’s Test for Equality of Variances

	F	Sig
Equal variances assumed	2.012	.218
Equal variances not assumed		

Source: Field Survey (2020)

Table 6 shows that the significant value of .268 is higher than the significant level of .05. Equal variances can be inferred as a result of this.

Table 11 shows the results of the independent samples t-test.

Table 11: Difference in Deviant Behaviours on the Basis of School

Category						
School Category	N	Mean	SD	Df	t-value	Sig (1-tailed)
Government	73	18.28	3.20	187	3.664	.000
Private	116	16.13	4.01			

Source: Field survey (2020)

The results of the independent samples t-test are shown in Table 11. It is shown in Table 11 that there is a significant difference in deviant behaviours of students on the basis of school category [$t(187) = 3.664, p < .05$]. The mean score of the students in the government schools 18.28 while that of the students in the private schools was 16.13. This implies that students in government schools expressed more deviant behaviours than students in private schools. The null hypothesis is therefore rejected. Thus, there is a significant difference in deviant behaviours of students on the basis of school category.

The results confirm the findings of Ukpoh (2007) that indiscipline behaviours in public and private schools were different in Akwa Ibom State. Similarly, Buening (2014) reported significant differences with the private school students rating school climate higher than the public school students. The implication of the study of Buening was that private schools had more conducive environment free from indiscipline compared to public schools. Kemerer, Martinez, Godwin and Ausbrooks (1997) also found that private school students reported a higher level of satisfaction with their school climate. In essence, public schools had more indiscipline issues compared to private schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

An overview of the study's findings is provided in this chapter. In addition, the chapter includes the study's findings as well as recommendations.

Summary of Study

The study aimed at finding out factors that contribute to deviant behaviours in junior high schools (JHS) in the Ayawaso West Sub-Metro in the Greater Accra Region. In doing this, the study sought to find out the common forms of deviant behaviours among junior high school students, the causes and effect of student deviant behaviours and ways in which classroom teachers can manage deviant behaviours in junior high schools. The study was guided by the following research questions and hypotheses:

1. What are the common forms of deviant behaviour in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region?
2. What factors contribute to deviant behaviours in junior high schools in the Ayawaso West Sub-Metro in the Greater Accra Region?
3. What are the effects of deviant behaviours on students' academic achievement?

Hypotheses

1. H_0 : There is no significant difference between male and female students in deviant behaviours.
- H_1 : There is a significant difference between male and female students in deviant behaviours.

2. H₀: There is no significant difference in deviant behaviours of students on the basis of age.

H₁: There is a significant difference in deviant behaviours of students on the basis of age.

3. H₀: There is no significant difference in deviant behaviours of students on the basis of school category.

H₁: There is a significant difference in deviant behaviours of students on the basis of school category.

The study was a descriptive survey conducted in the Ayawaso west Sub-Metro in the Greater Accra Region. In pursuing the study, Mary Mother of Good Counsel School, Dzorwulu Junior High School and Abelenkpe Junior High School were selected purposefully for the study. In all, a sample size of 234 students was randomly selected. The investigation was conducted with the use of a questionnaire. As a result, 234 questionnaires were utilized to gather data from the chosen pupils. Quantitative approaches were used to analyze the results from the questionnaires, which were then presented in frequencies and percentages.

Summary of Major Findings

The study found that the common forms of deviant behaviour among the students were mocking or teasing, offensive language, excessive noise making, examination malpractices and bullying.

Also, it was shown that deviant behaviours among JHS students were caused by disturbed family background, lack of well-structured guidance and counselling programme in junior high schools, students watching of indecent or bad films, partiality of teachers and students being separated from their own

parents led to deviant behaviours. The others were poor teaching methods, poor teacher-pupil relationship, teachers ignoring students' complaints, unclear school rules, over-permissiveness by parents and negative peer influences.

The results therefore show that poor academic performance, lack of concentration during lessons, lack of interest in school work, failure in B.E.C.E., being mentally disturbed, slowing down in academic progress, and dropping-out from school were the effects of deviant behaviours among junior high school students in the Ayawaso West Sub-Metro. Also, wasting time that should be spent learning, teachers' inability to complete syllabus and teachers getting frustrated and stressed out are some of the common effect of deviant behaviours exhibited by students in the study area.

Furthermore, it was shown that there was a substantial difference between male and female students' aberrant behaviour. Male students were found to be more deviant than female pupils. There was also a substantial variation in student aberrant behaviour according on age. Older pupils, in particular, displayed greater aberrant behaviour than younger ones.

Finally, it was shown that there was a significant difference in deviant behaviours of students on the basis of school category. Students in government schools expressed more deviant behaviours than students in private schools.

Conclusions

Some conclusions are made from the findings of the study. Firstly, it is concluded that junior high school students in the Ayawaso West Sub-Metro engaged in several deviant behaviours such as mocking or teasing, offensive language, excessive noise making, examination malpractices and bullying.

Also, it is concluded that the deviant behaviours of JHS students can be attributed to several factors. The factors were from family issues, school-related issues and personal factors of the students. The factors attributed to deviant behaviours could be categorised under these factors.

Further, it is concluded that deviant behaviours can be detrimental in several ways. The effects generally led to poor academic performance since deviant behaviours affected concentration and reduced teaching and learning time.

Finally, it is concluded that demographic variables such as gender, age and school category play significant roles in deviant behaviours. Specifically, male students may engage in deviant behaviours than female students. Also, older students may engage in more deviant behaviours than younger students. Students in government schools also engaged in more deviant behaviours than students in private schools.

Recommendations of the Study

The study recommends the following for schools and practitioners.

1. The study found that deviant behaviours being demonstrated by JHS students include bullying, excessive noise making, offensive language, examination malpractices and mocking or teasing. The study therefore recommends that teachers and school authorities should put in proper disciplinary measures to target these specific deviant behaviours.
2. Teachers should work in collaboration with parents to ensure that there is enforcement of rules both at home and school since home and school factors contributed greatly to deviant behaviours.

3. The study found that deviant behaviours result to poor academic performance, failure in B.E.C.E, dropping-out from school and many more. The study therefore recommends that teachers and parents pay attention to deviant behaviours of their students and help students focus more on their academic work.
4. Teachers and school authorities should pay attention to male students and help them overcome and deviant behaviour tendencies since the study found that male students had more deviant behaviours than female students.
5. Teachers and school authorities should address adopt disciplinary measures that focus more on older students since they were found to engage in deviant behaviours more than younger students.
6. Teachers and school authorities in public schools should develop more disciplinary measures since their students had more deviant behaviours compared to private schools.

Implications for Counselling

Firstly, the findings of the study have implications for the need to establish and strengthen counselling units in junior high schools. These units should be manned by professional counsellors so that deviant behaviours of students can be addressed through the support of school counsellors.

Secondly, school counselling units can organise intermittent guidance programmes targeted at deviant behaviours of students. This is to ensure that students have awareness of the dangers of deviant behaviours and the resources available to them in overcoming these behaviours.

Finally, there is also the need for counselling support for teachers and parents as they seek to deal with deviant behaviours of students. This is because some form of training and skills may be required to effectively assist deviant students.

Suggestions for Further Studies

Based on the identified limitations, further studies should consider the following issues.

1. Conducting the study in only three schools was insufficient. Further research should thus include many schools in order to broaden the scope of the findings.
2. It is also suggested that further studies can focus on students from primary schools and senior high schools and not only junior high schools. This can help obtain information on deviant behaviours of different categories of students.
3. The study adopted questionnaire as a means of data collection. In order to get more in-depth data, further studies could consider using interviews for data collection.
4. Further studies should consider employing longitudinal data to find out whether or not causality among the variables can be established.
5. Furthermore, further studies should seek the views of teachers, parents as well as students to bring a balance in the collected data and reduce the risk of biasness.

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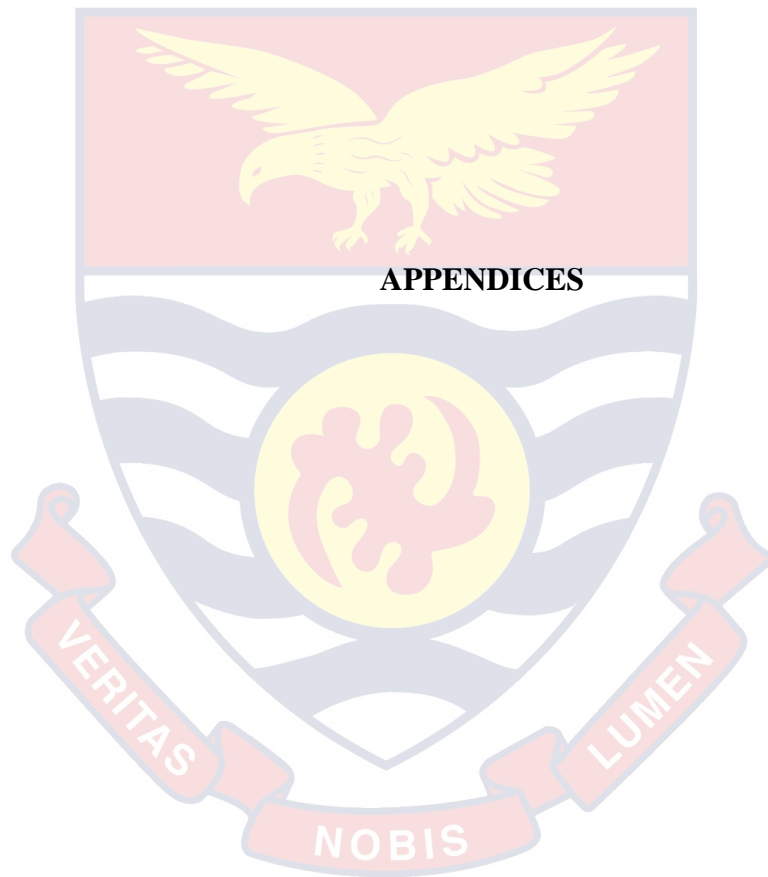
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APPENDIX A
UNIVERSITY OF CAPE COAST, COLLEGE OF DISTANCE
EDUCATION
QUESTIONNAIRE ON BEHAVIOURS OF STUDENTS IN JUNIOR
HIGH SCHOOLS

Dear Student,

This study seeks to explore the factors that contribute to deviant behaviours among students in Junior High Schools. It is hoped that the findings and recommendations of the study will help to improve students' behaviour in the Sub-Metro. Please be assured that all information and disclosures you provide will be kept confidential. Your frank responses will be deeply appreciated.

SECTION 1: DEMOGRAPHIC DATA

Please tick in the appropriate spaces

Gender: Male [] Female []

Age: 10-14 years [] 15-19 years [] 20 years and above []

Form: J.H.S 1 [] J.H.S 2 [] J.H.S 3 []

Whom you live with: Both parents [] Father [] Mother [] Guardian []

School category: Government-Public [] Private []

SECTION: 2. This section deals with the COMMON FORMS OF DEVIANT BEHAVIOUR AMONG J.H.S STUDENTS. Please tick in the box that best expresses your opinion using the key: Strongly disagree: 1 Disagree: 2 Agree: 3 and Strongly agree: 4

Common forms of deviant behaviour	1	2	3	4
1. Lateness to school / classroom.				
2. Absenteeism.				
3. Bullying.				
4. Excessive noise making.				
5. Offensive language.				
6. Examination malpractice.				
7. Gambling (sports betting etc.)				
8. Sexting (sending and receiving pornographic images and videos on mobile phones and internet)				
9. Cultism.				
10. Sexual misconduct.				
11. Drug use and abuse (tramadol abuse etc.)				
12. Mocking / Teasing.				
13. Teacher threats.				
14. Alcoholism.				

Others:

-
-
-
-

SECTION: 3

**This section deals with the FACTORS THAT CONTRIBUTE TO
DEVIANT BEHAVIOUR AMONG J.H.S STUDENTS**

Please tick in the box that best expresses your opinion using the key:

Strongly disagree: 1 Disagree: 2 Agree: 3 and Strongly agree: 4

Causes of deviant behaviour	1	2	3	4
1. Lack of parental guidance.				
2. Disturbed family background.				
3. Lack of well-structured guidance and counselling programme in junior high schools.				
4. Watching indecent/bad films				
5. Partiality of teachers.				
6. Being separated from your own parents				
7. Poor teaching methods.				
8. Poor teacher–pupil relationship.				
9. Withdrawal of corporal punishment in schools.				
10. Teachers ignoring student’s complaints.				
11. Unclear school rules				
12. Overcrowding in the classrooms.				
13. Over-permissiveness by parents.				
14. Negative peer influence.				

Others:

-
-
-
-

SECTION: 4 This section deals with the EFFECTS OF DEVIANT BEHAVIOUR ON ACADEMIC ACHIEVEMENT

Please tick in the box that best expresses your opinion using the key:

Strongly disagree: 1 Disagree: 2 Agree: 3 and Strongly agree: 4

Statement	1	2	3	4
1. Poor academic performance.				
2. Lack of concentration during lessons				
3. Lack of interest in school work.				
4. Failure in B.E.C.E				
5. Being mentally disturbed				
6. Slows down academic progress.				
7. Dropping-out from school				
8. Wasting time that should be spent learning.				
9. Teachers are unable to complete the syllabus.				
10. Teachers get frustrated and stressed up.				

Others:

-
-
-

APPENDIX B
RELIABILITY OUTPUT

Reliability Statistics

Cronbach's Alpha	N of Items
.813	38

