



# Family Variables and Deviant Behaviour Among Primary School Pupils In Akwa Ibom North East Senatorial District

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## Abstract

The purpose of this study was to determine the influence of family variables on deviant behaviour among primary school pupils in Akwa Ibom North East Senatorial District of Akwa Ibom State. To achieve the aim of the study, five research questions were raised and five null hypotheses were formulated. The study was premised on good parenting, family composition, social learning and social control theories. Descriptive survey research design was adopted for the study. The population of the study was 21,631 primary six pupils in 376 public primary schools in Akwa Ibom North-East Senatorial District. The sample of the study was 380 pupils selected from 50 public schools using a multi-stage sampling technique. The instrument for data collection was "Family Variables and Deviant Behaviour Questionnaire (FVDVQ). The instrument was face validated by three validators and subjected to reliability coefficient of 0.75 and 0.78 using Cronbach Alpha Statistics. The five research questions were answered using Mean and standard deviation while the null hypotheses were tested using ANOVA and t-test at 0.05 level of significance. The result reveal that, there is significant influence of family size, family type, parents' education and parenting styles on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District. The result also revealed no significant influence of parents' occupation on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District. Based on the findings of the study it was concluded that family variables as individually considered in the study, has directly or indirectly influence pupils in the way they behave, react and handle situations as individuals. It was recommended among others that families should have the number of children they can cater for to prevent student's vulnerability to deviant behaviour.

**Keywords:** Family size, Family type, Parents' education and Parenting styles and Deviant behavior

Received 03 May, 2023; Revised 12 May, 2023; Accepted 14 May, 2023 © The author(s) 2023.

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## I. Introduction

Family has been seen as a strong force upon which either a child is trained to experience positive growth or development of affective behaviour while some level of training may lead their wards to be involved in deviant acts which are against the ethical standard and conduct of the society. Worthy of note is that, every family is of the expectation that their wards should exhibits positive traits. Though this is the expectation of families when children interact, one character may influence the other either positively or negatively. In the process of associating among themselves many children are bound to imbibe some dominant behavioural dispositions of their fellows. As such many of the learners would seem to deviate from the behaviour they were nurtured with when interacting with groups of learners. The existence of this attribute in the educational system today has made many parents, guardians, teachers and counselors who are the major stakeholders in the educational sector to have concern with the rate of deviant behaviour that is going on within our educational system (Alawode, 2020). Giving to the rate at which there are unremitting pain caused by social vices in many levels of education, it is pertinent to look into what could be the possible causes of deviant behaviour at the primary level of education today.

Primary education is commonly observed to be an education given to children within their late childhood (Adeagbo, 2013). Primary education is the type of education given in an institution for children aged 6 to 11 plus and is the key to the success or failure of the whole system of education. The schools are generally known as the custodian of societal values. The foundation laid by the primary schools plays crucial roles in achieving the inculcation of acceptable norms and values of the society. The various rules and regulations introduced in schools enhance the inculcation of acceptable societal norms and values to the Nigerian child and in compliance, the primary schools expose the pupil to rights and wrongs.

Pupils in primary school have the ability to adapt to changing times and accept its challenges. At young age a child becomes a pupil that is placed in an informative institution which gives new unexpected dares, changes his/her life's rhythm, educates and forms young human's character (Adeagbo, 2013). Pupils develop their skills of listening, speaking, reading and writing, solving problems, communicating and thinking creatively at the primary level. To be able to learn, they must have opportunities to learn in many different ways by interacting with class friends, teachers, going outside the classroom to have physical activity, digest new information through wondering, solve problems through ingenuity. Pupils are active and creative young ones, hence, teaching them has to be combined with characteristics of primary school learners, social, emotional, physical activity and linguistic growth. From the on-going no one can argue that primary education is not relevant to the overall development of the child and the society. The accounts rendered so far indicates that primary education greatly contributes to national development. Primary school provide reinforcement measures in the form of rewards and punishments to shape the behaviour of the child to reflect acceptable societal values such as honesty, hard work, patience and respect to one another. Ideally, since a family is a viable tool for societal growth and development, they must join hands with the primary schools in encouraging good ethical codes as a family.

Family is made up of members under one roof having a single household and united by ties of marriage, blood or adoption. Arnold (2015) stated that family has been universally perceived as a small but powerful unit and the oldest institution in the history of human existence that helps in the character formation of the child and molding of behaviour of the individual in the society. This is because family is the fundamental and basic social unit for human development and also the primary agent for socialization of children. According to Macionis (2017) family is a social institution found in all societies that unites people in cooperative groups to care for one another including children. According to Ononuja (2015) family has obligations towards the younger members as they arrive and that involves inculcating social norms such as love, care, cooperation and discipline among her members. When families fail in these basic functions, a faulty foundation is laid which will result in a faulty adult behaviour such as corruption and all kinds of indiscipline. This implies that family variables are fundamental to the character formation of pupils. Therefore, the standard of a family could be known by the nature of family variable they possess.

Family variables are collective traits, demographic and socio-economic profile a certain family could be identified for or with. What makes a family have the power of improving the behavioural standard and ethical conduct of her members is deeply dependent on the kind of variables they possess (Osuafor and Okonkwo, 2013). In the light of this, family variables is made up of but not limited to family size, family type, parents' educational attainment and parents' occupation. It is pertinent to note that the existence of this characteristics in the family help to encourage or discourage the existence of deviant behaviour among pupils. This view is affirmed that the quality of a family is by the parents' level of education, occupation, income, parents' personality, family size and family type. Therefore, it is appropriate to say that families are different in terms of various factors like socio-economic status, level of educational attainment, size, cultural background, parental involvement in both academic and extra-curriculum activities of the children, domestic issues, organizational and physical closeness. The differences that exist in the family variables may result in parents breeding children with different behavioural composition.

Family size remains a crucial family variable that influence pupils' behaviour. Family size is the total number of people in the child's family in addition to the child while birth order refers to the child's position of birth. Family is a social unit made up of father, mother, children and blood relations (Okonkwo, 2015). Similarly, Ononuja (2015) opined that family is a unit of people tied together by bonds of marriage, birth or adoption, having in most cases a common abode. In some cases family size affects the type or determines. Ekwok (2020) earlier found that that family size significantly influences deviant behaviour among secondary school students. Many pupils from polygamous families experienced high level of deviant behaviour because they lack who to supervised their homework, since they could not do their homework alone and in time, it would chain into disobedience to the school rules and regulation, stubbornness with the teachers and friends and even stealing. Doherty (as cited in Ali and Gracey, 2013), also found a correlation between family size and student academic outcome and deviant behaviour among students.

Family type as posited by Banda and Mweemba (2016) is the background and structural setting of the family. This may composed of nuclear family, extended family, monogamous, polygamous, single parenting,

fostered parenting, intact/broken home and polyandry. Impliedly, family setting and background plays important role in strengthening or upsetting pupil's character formation. Family type may typically be associated with the adverse family circumstances involving poor role models in parental behaviour, parental criminality, sibling delinquency, poor child-rearing practices, inadequate parental supervision and discipline, competition for physical goods, overcrowding, low income, psychological breakdown, lack of attention, affection and family interaction resources. The gaps that exist in this family may make pupils to prefer catering for themselves and in the process imbibe all manners of poor behaviour that are deviant. The inability for most parents to control their wards despite the nature of family size may be as a result of low level of education of any parents that gives dominant concern to the ward. The nature of family size may have limited the parent from gaining sound education as such lack of controlling the poor behaviour of the pupil by the parent may result in deviant behaviour. Dintwat (2010) earlier discovered that deviant behaviour of most students was significantly related to students' family type.

Educational level measures the specific level of educational awareness that is gained by the child's household. Some families have parents that are well educated and could nurture their young ones with the level of their education while some have those with less educational attainment. In many cases where a child have character deficit, the parents lacks appropriate measures of informing them of the right action to assist them avoid problem. Alokun, et al. (2013) reported that even when the academic performance of pupils is influenced by this factor, educational awareness of parents in the society affects their wards behavioural adjustment. Educated families care more for children due to their exposure to certain environment. This may be because educated parents would be in a good position to be a second teacher to the child; guide and counsel their child on the best way to behave, perform well in school and provide the necessary materials needed by the child. Christie (2019) noted that educated parents are less aggressive than uneducated parents. This trait may help checkmate or affect the children's leaving. Educational attainment by parent may offer them a very good job that they could manage the family proper. Samson (2012) alike found out that parents that had low level of education had little knowledge on how to control deviant behaviour of their children. Nweke (2018) found that family background has significant influence on pupil's behaviour.

Occupation generally refers to a job or profession. It denotes what an individual engages in as a means, or source of livelihood. The occupation provides income or earnings which a person uses in satisfying his or her basic needs. Occupation refers to a set of activities that center on an economic role and is usually associated with earning a living, such as a trade and a profession. In every society and culture, there are different categories of occupation. Occupation plays a significant influence on pupils' deviant behaviour. Family relationships rely heavily on the time they spend together as a whole as this is one of the major factors that contribute to their bond (Haris, 2011). Occupation or job varies from a person's field of specialization and will differ in wage, time consumption, among other. Occupation of parents do not just affect their children through financial aid, but through time loss and other things. Children from parents with good occupation and high status are likely provided with huge quality private education from nursery up to university level. Given this opportunity, it is likely that such children will be less delinquent than their counterpart from lower socio-economic background. Occupation to some extent determined the rate of support that is given to a child daily. Pupils especially the female gender may tend to act out as a result of low level of support from their mother while boys tend to act out as a result of low-level parental mentoring. Dintwat (2010) found out that most occupations makes parents' to be afar off from their children hence, they loosed control over their wards' misbehaviour.

Parenting styles is another factor that influences pupils' behavioural adjustment. Parenting styles involves combination of acceptance and responsiveness on one hand and demand control on the other. Baumrind as cited in Hong (2012) defined parenting style as a psychological construct representing standard strategy that parents use in their children. Baumrind further outlined four types of parenting styles: authoritarian, authoritative, neglectful and indulgent. Authoritarian parents are parents who have strict ideas about discipline and behaviour, while authoritative parents encourage their children to be independent but still place limit and control on their action. Neglectful parents are uninvolved in their children's lives, and lastly indulgent parents are highly involved with their children but place few demand or control on them. Okpaka (2014), stated that the parents should be blamed and be made to take responsibility for the misfortune that befalls the children. Based on that, Okorodudu (2010) maintained that the basis for good behaviour orientation and good child's attitude development is founded on positive parenting. Akinsola and Udoka (2013) found that that children brought up under authoritative parenting style, authoritarian/indulgent parenting style, neglectful parenting style were significantly represented in the sample studied in term of frequency distribution children brought up under authoritarian/authoritative parenting style were highest in number in the total sample and the highest in number that reported the three levels of anxiety studied. Similarly, this finding is supported by Okorodudu (2010) who found that parenting style could not significantly predict adolescent delinquency. On the

contrary, Salami and Alawade (2010) found no significant relationship between social behaviour of adolescents from single parenting home and those from intact home.

From the elucidations of family influence, primary schools is faced with many form of deviant behaviour. This means that there may be a direct association between family variables on pupils' deviant behaviour. Pupils' behaviour that are deviant in primary school may be seen on the willingness of the child to indulge in exam cheating, engaging in misbehaviour despite punishment, noising making, loitering the school, disrespect to authority, bullying, fighting, promiscuity, truancy, burning of schools, use of profane language, boycotting classes, vandalizing property and writing graffiti on the school walls among others. Families that have any malfunction in any of the mentioned characteristics seem to groom pupils with deviant behaviour.

According to Akpan (2010), the issue of deviant behaviour in Akwalbom state was prevalent in secondary schools, where many of the students either in one way or the other were involved in bullying, loitering and examination malpractices. Rather sadly, Akpan observed that many pupils especially in primary five and six have gone far on the aspect of loitering, teachers' assaults, examination misconducts, negligent of class assignment, and even daily scheduled duties. Even though this behaviour are persistently increasing among children at the primary school, researchers seem to ignore fill the gap on studies related to family variables influence on deviant behaviour. It is based on this that the researcher consider to conduct a study on the influence of family variables on deviant behaviour among pupils in primary schools in Akwalbom North East Senatorial District, Nigeria.

## **1.2 Statement of the Problem**

The school is established as an agent in the society to mould habits, interest, attitudes and feelings of children and to transmit the societal norms, culture, values and traditions from one generation to another. Despite these, some schools, community leaders and significant others experienced some level of truancy, school loitering and absenteeism among pupils at the primary school level. This alarming syndrome has made many educational stakeholders to develop many policies and means of solving the problem. In an attempt to curtail this, it has cost the government and other policy makers moment and time in readjusting the primary school curriculum contents to cover basic affective attributes that has influence the behaviour of pupils. Despite these efforts, pupils still express deviant behaviour within and outside the school hence, the researcher is concern to investigate what could be the cause of this deviant behaviour and to make possible recommendation that could reduce this common trait found among primary school pupils if adhered to.

It has been observed that pupils are still exhibiting several deviants' behaviour like fighting, truancy, bullying, harassment, stealing and so no; this situation in our school today is highly worrisome and has become an embedded trait among our young ones in the primary school. In today's primary schools, the researcher further observed that pupils that develop cultic trait usually refused to be in class while seeking for how to make problem that will disrupt the smooth running of school activities. These groups of pupils usually look for whom to lure to their trap so that they can be like them. Therefore, continuous existence of this has made many teachers to join force to settle some of these deviants' behaviour among pupils in the primary school system. Within primary schools in Akwalbom North East senatorial district it is observed that many deviant construct are crawling in as many pupils response much to noise making, inattentiveness, loitering, molesting fellow pupils, threatening and intimidating, and waylaying classmates. This poor behavioural adjustment has damaged the school's reputation both locally and internationally. This observation has prompted the researcher to investigate the influence of family variables on deviant behaviour among pupils in public primary schools in Akwalbom North East Senatorial District.

## **Purpose of the Study**

The main purpose of the study was to investigate the influence of family variables on deviant behaviour among pupils in public primary school in Akwalbom North East Senatorial District. Specifically, this study sought to;

- i. Determine the influence of family size on deviants' behaviour among pupils in public primary school in Akwalbom North East Senatorial District.
- ii. Determine the influence of family type on deviants' behaviour among pupils in public primary school in Akwalbom North East Senatorial District.
- iii. Determine the influence of parents' educational attainment on deviant's behaviour among pupils in public primary school in Akwalbom North East Senatorial District.
- iv. Determine the influence of parents' occupation on deviant behaviour among pupils in public primary school in Akwalbom North East Senatorial District?
- v. Determine the influence of parenting styles on deviant behaviour among pupils in public primary school in Akwalbom North East Senatorial District?

### **Research Questions**

The following research questions were raised to guide the study:

- i. What is the influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District?
- ii. What is the influence of family type on deviants' behaviour among pupils in public primary school in AkwaIbom North East Senatorial District?
- iii. What is the influence of parents' educational attainment on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District?
- iv. What is the influence of parents' occupation on deviant behaviour among public primary school pupils in AkwaIbom North East Senatorial District?
- v. What is the influence of parenting styles on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District?

### **Hypotheses**

The following hypotheses were formulated to guide the study and tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District.

**H<sub>02</sub>:** There is no significant influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District.

**H<sub>03</sub>:** There is no significant influence of parents' educational attainment on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District.

**H<sub>04</sub>:** There is no significant influence of parents' occupation on deviant behaviour among public primary school pupils in AkwaIbom North East Senatorial District.

**H<sub>05</sub>:** There is no significant influence of parenting styles on deviant behaviour among pupils in public primary school in AkwaIbom North East Senatorial District.

## **II. RESEARCH METHOD**

This study adopted descriptive survey research design. This design is deemed appropriate for this study due to its ability to elicit a wide range of baseline information. It also ensures rapid data collection with minimal expenditure of efforts, time and money. Descriptive studies may often result in the formulation of important principles of knowledge and solution of significant problems. The study was conducted in AkwaIbom North East Senatorial District. The population of the study was 21,631 primary six pupils in 376 public primary schools in AkwaIbom North-East Senatorial District. A sample of 380 pupils was selected using Krejcie and Morgan sampling Table. According Krejcie and Morgan (1970) if a population of 30,000 is used, the researcher must not select a sample below 378. As such this made the researcher to select 380 pupils in primary six, from a total population of 21,631 in the area (see appendix III for the sampling frame. A multi-stage sampling technique was used in selecting 50 out of 376 schools in the area. To make appropriate selection firstly, the researcher randomly sampled five (5) out of the Nine (9) Local Government in the Area which are; AkwaIbom, Uruan, IbesikpoAsutan, NsitIbom and Etinan. A purposive sampling technique was therefore applied in selecting 50 schools out of the 376 at the second stage of the multistage sampling and finally, the researcher chose the respondents using a simple random sampling technique in 50 schools. The instrument for data collection was "Family Variables and Deviant Behaviour Questionnaire (FVDVQ). It had section A, B and C Section A elicited information on pupils' personal data. Section B elicited information on Family Size, Family Type, Parents Educational Attainment, Parent Occupation and Parenting styles with 15 items. Section C of the instrument measured the deviant behaviour of the pupils in primary school with 30 items set to cover pupils' lateness to school, stealing, absent from school/classes, disobedient to school rules and regulation, refusal to do homework, fighting, bullying, alcoholism and loitering. This gave a total of thirty five (45) items in the instrument. The instrument was structured on 4-point type Likert Scale of strongly agree (4 points), Agree (3 points), Disagree (2 points) and strongly disagree. The instrument was face validated by three validates and subjected to reliability coefficient of 0.75 and 0.78 using Cronbach Alpha Statistics. The copies of the questionnaire were administered on the respondents from the randomly sampled fifty school on-the-spot and on face-to-face bases. Mean and standard deviation were used in answering research questions while analysis of variance (ANOVA) for hypothesis 1, 2, 3 and 4 and Dependent t –test for hypothesis 5 were used to test the null hypotheses at 0.05 level of significance. .

### III. Results

#### Research Question 1

What is the influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District?

**Table 1: Mean and standard deviation analysis of the influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District**

Variable	Family Size	N	Mean	SD
Deviant Behaviour	Small	63	74.38	16.77
	Medium	71	50.98	12.69
	Large	94	39.78	13.17
	Very Large	152	40.25	20.23

Result in Table 1 indicated the mean and standard deviation of 74.38 and 16.77 obtained for the deviant behaviour of pupils that were from a small family size. For those who were in a medium family size, the mean and standard deviation of 50.98 and 12.69 were obtained; the data further revealed the mean and standard deviation of 39.78 and 13.17 pupils who were from large family size and those who were in a very large family size yielded the mean and standard deviation of 40.25 and 20.23 respectively on their responses on deviant behaviour. This shows that those in a small family size have less in response to deviant behaviour than those in other family size. Hence family size has influence on pupils' deviant behaviour in public primary schools in AkwaIbom North-East Senatorial District.

#### Research Question 2

What is the influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District?

**Table 2: Mean and standard deviation analysis on the influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District**

Variable	Family Type	n	Mean	SD
Deviant Behaviour	Monogamy	79	48.46	11.88
	Polygamy	126	45.95	14.31
	Fostered	85	49.74	11.90
	Divorced	90	46.96	13.83

Result on Table 2, the mean and standard deviation of 48.46 and 11.88 were obtained for responses of pupils who were from a monogamous home. For those that were from polygamous home the data revealed mean and standard deviation of 45.95 and 14.31; the mean and standard deviation of 49.74 and 11.90 were obtained for the responses of pupils who were from fostered home and the mean and standard deviation of 46.96 and 13.83 were respectively obtained from the responses of pupils who were from divorced home. This data show that pupils from monogamous home and fostered home were of less deviant behaviour than those who were in other categories of family types. The finding revealed that family type influences the deviant behaviour of pupils in public primary schools in AkwaIbom North-East Senatorial District.

#### Research Question 3

What is the influence of parents' educational attainment on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District?

**Table 3: Mean and standard deviation analysis of the influence of parents' educational attainment on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District**

Variable	Parent Educational Attainment	n	Mean	SD
Deviant Behaviour	Non-Formal	58	49.11	14.48
	Primary	167	49.82	13.47
	Secondary	135	74.42	11.85
	Tertiary	20	59.14	18.82

Table 3 indicated the mean and standard deviation of 49.11 and 14.48 for pupils whose parent level of education was non-formal, for those whose parents' educational attainment was primary school level, the mean and standard deviation of 49.82 and 213.47 were respectively obtained. The mean and standard deviation of

74.42 and 11.85 were respectively obtained for the responses of pupils whose parents educational attainment was at secondary level. For those at the tertiary level, the mean and standard deviation of 59.14 and 18.82 were respectively obtained. This finding shows that parent educational level has influence on the pupils' deviant behaviour in public primary schools in AkwaIbom State North-East Senatorial District.

**Research Question 4**

What is the influence of parents' occupation on deviant behaviour among pupils in public primary school in AkwaIbom State North-East Senatorial District?

**Table 4: Mean and standard deviation analysis of the influence of parents' occupation on deviant behaviour among pupils in public primary school in AkwaIbom State District North-East Senatorial**

Variable	Parents Occupation	n	Mean	SD
Deviant Behaviour	Parents' Self-employed	69	49.92	21.49
	Skilled Labour	177	49.04	22.40
	Unskilled Labour	74	49.13	23.47
	Gainfully Employed	60	56.58	21.74

Table 4 indicated the mean and standard deviation of 49.92 and 21.49 for responses of pupils whose parent were self-employed. The mean and standard deviation of 49.04 and 22.40 were respectively obtained for those responses of pupils whose parents had skilled labour; for those whose parents were unskilled, the mean and standard deviation of 49.13 and 23.47 were respectively obtained while 56.58 and 21.74 were respectively the mean and standard deviation obtained from pupils responses from parents who were gainfully employed. From the data obtained it is shown that pupils' deviant behaviour was not influenced by the parent occupation. This implies that irrespective of the class of parents' occupation children can still exhibits deviant behaviour.

**Research Question 5**

What is the influence of parenting style on deviant behaviour among pupils in public primary school in AkwaIbom State District North-East Senatorial?

**Table 5: Mean and standard deviation of influence of parenting style on deviant behaviour among pupils in public primary school in AkwaIbom State District North-East Senatorial (n=380)**

Variables	Mean	SD	Weighted Mean
Parenting Styles	27.08	8.56	2.71
Deviant Behaviour	45.71	8.48	3.57

Result in Table 4.5 revealed pupils' responses on the parenting styles had a mean of 27.08 with a standard deviation of 8.56, while on deviant behaviour had a mean of 45.71 with a standard deviation of 8.48. Given the criterion mean of 2.5, the weighted mean of 2.71 for parenting styles is greater. This implies that parenting styles influence deviant behaviour among pupils in public primary school in AkwaIbom State District North-East Senatorial to a high extent.

**Hypothesis 1**

There is no significant influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District

**Table 7 Analysis of variance on significant influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District**

Sources of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1222.332	3	407.444	147.038	.000
Within Groups	1036.612	374	2.771		
Total	2258.945	377			

As shown on Table 7, since the computed F-value of 147.038 is obtained, p-value of 0.000 is less than the criterion p-value of 0.05 significant level; the null hypothesis which states that, there is no significant influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District is rejected while the alternate hypothesis of a significant influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District is accepted. This implies that deviant behaviour of pupils is influence significantly by family size. Since the ANOVA was significance, there is need to know the variable that attract more influence than the other. Therefore, a Posthoc test was applied to identify where the influence lies

**Table 4.7: Post-hoc-test for influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District**

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Small	Medium	23.39375*	3.13326	.000	14.5842	32.2033
	Large	34.59357*	3.00258	.000	26.1514	43.0358
	Verylarge	34.12736*	2.78190	.000	26.3057	41.9491
Medium	Small	-23.39375*	3.13326	.000	-32.2033	-14.5842
	Large	11.19982*	2.88558	.002	3.0866	19.3130
	Very large	10.73361*	2.65519	.001	3.2682	18.1990
Large	Small	-34.59357*	3.00258	.000	-43.0358	-26.1514
	Medium	-11.19982*	2.88558	.002	-19.3130	-3.0866
	Very large	-.46622	2.49964	.998	-7.4943	6.5619
Very large	Small	-34.12736*	2.78190	.000	-41.9491	-26.3057
	Medium	-10.73361*	2.65519	.001	-18.1990	-3.2682
	Large	.46622	2.49964	.998	-6.5619	7.4943

Table 4.7 reveals the mean difference of 23.39375, 34.59357 and 34.12736 respectively for the medium, large and very large family. The influence of deviant behaviour is stronger in these classes as indicated in p-value of 0.000 which is less than 0.05 criterion value of these groups

**Hypothesis 2**

There is no significant influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District.

**Table 8: Analysis of variance on significant influence of family type on deviant behaviour among pupils in public primary School in AkwaIbom North-East Senatorial District**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	29.758	3	9.919	2.334	.073
Within Groups	1589.039	374	4.248		
Total	1618.797	377			

As shown on Table 8, since the computed F-value of 2.334 is obtained, the p-value of 0.073 is greater than the criterion p-value of 0.05. Then, the null hypothesis which states that, there is no significant influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District is accepted. This implies that there is no significant influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District.

**Hypothesis 3**

There is no significant influence of parents’ education on deviant behavior among pupils in public primary school in AkwaIbom North-East Senatorial District.

**Table 9 Analysis of variance on significant influence of parents’education on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District**

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	893.030	3	297.677	63.809	.000
Within Groups	1749.429	374	4.665		
Total	2642.459	377			

As shown on Table 9, since the computed F-value of 63.809 is obtained, the p-value of 0.000 is less than the criterion p-value of 0.05 significant level; the null hypothesis which states that, there is no significant influence of parents’ education on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District is rejected while the alternate hypothesis of a significant influence of parents’ education on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District is accepted. This implies that deviant behaviour of pupils was significantly influence by parents’ education. Since the ANOVA was significance, there is need to know the variable that attract more influence than the other. Therefore, a Post hoc test was applied to identify where the influence lies.



**Table 10: Posthoc test for influence of parents' educational attainment on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District**

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Non-formal	Primary	-.70925	3.53336	.998	-10.6438	9.2253
	Secondary	-25.30427*	3.79353	.000	-35.9703	-14.6382
	Tertiary	-10.02889	3.91498	.090	-21.0364	.9786
Primary	Non-formal	.70925	3.53336	.998	-9.2253	10.6438
	Secondary	-24.59503*	2.08222	.000	-30.4495	-18.7406
	Tertiary	-9.31964*	2.29606	.001	-15.7753	-2.8639
Secondary	Non-formal	25.30427*	3.79353	.063	14.6382	35.9703
	Primary	24.59503*	2.08222	.000	18.7406	30.4495
	Tertiary	15.27538*	2.67919	.000	7.7425	22.8083
Tertiary	Non-formal	10.02889	3.91498	.090	-.9786	21.0364
	Primary	9.31964*	2.29606	.001	2.8639	15.7753
	Secondary	-15.27538*	2.67919	.000	-22.8083	-7.7425

\*. The mean difference is significant at the 0.05 level.

From the Post hoc test above the significance lies on primary school, secondary and tertiary institution. This implies that pupils whose parents have a little or much educational awareness were able to be trained their children properly to avert deviant behaviour.

**Hypothesis 4**

There is no significant influence of parents' occupation on deviant behaviours among pupils in public primary school in Akwa Ibom North-East Senatorial District

**Table 11: Analysis of variance on significant influence of parents' occupation on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District**

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.277	3	7.759	1.360	.255
Within Groups	2145.278	376	5.706		
Total	2168.555	379			

As shown on Table 11, since the computed F-value of 1.360 is obtained, the p-value of 0.225 is greater than the criterion p-value of 0.05 significant level; the null hypothesis which states that, there is no significant influence of parents' occupation on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District is accepted. This implies that deviant behaviour of pupils is not influence significantly by parents' occupation. From the result, it shows that pupils' deviant behaviour did not have anything to do with parents' occupation.

**Hypothesis 5**

There is no significant influence of parenting style on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District.

**Table 12: t-test analysis of significant influence of parenting styles on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District**

Variables	n	Mean	SD	df	t-cal.	t-crit.	Decision
Parenting styles	380	27.08	8.56	399	30.91*	1.960	Reject H0 <sub>5</sub>
Deviant Behaviour		45.71	8.48				

\* = Significant at 0.05 level of significance

The result in Table 12 shows the significant influence of parenting styles on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District. Since the t-calculated value of 30.91 is greater than the t-critical value of 1.960. This means that the parenting styles significantly influence deviant behaviour among pupils in public primary school. Therefore, the hypothesis which stated that there is no significant influence of parenting style on deviant behaviour among pupils in public primary school is rejected. Therefore, there is a significant influence of parenting styles on deviant behaviour among pupils in public primary school in Akwa Ibom North-East Senatorial District.

#### **IV. Discussion of Findings**

The findings obtained regarding hypothesis one reveals that there is a significant influence of family size on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District. The finding of this study is in line with the findings of Ekwok (2020) who found that that family size significantly influences deviant behaviour among secondary school students. Many pupils from polygamous families experienced high level of deviant behaviour because they lack who to supervised their homework, since they could not do their homework alone and in time, it would chain into disobedience to the school rules and regulation, stubbornness with the teachers and friends and even stealing. It is deduced from the findings of this present study that a large family size is difficult to maintain, as children grow from simple deviant behaviour to complex once which may warrant them being exposed to high risk of committing crime earlier in their lives, before reaching adolescence. The finding of this study agrees with that of Doherty (as cited in Ali and Gracey, 2013), who found a correlation between family size and student academic outcome and deviant behaviour among students. Doherty study established that since children from large families are faced with the responsibility of upbringing their younger siblings, they have less time for academic pursuit. More so, since these children are often times stressed due to diverse pressure ranging from small financial resources, uncondusive family environment, reduced parental care tend to predispose them to negative behaviour which the current study also confirmed. On the other hand, children from smaller families who receive better parental care, have comfortable family environment and as much are less prone to deviancy. This fact was evident in the mean values of the two categories of family size in the analysis of data. However, the study of Hurlock (2018) contradicts the findings of this study as it was found that family size has no influence that is significant on deviant behaviour but the researcher from the evidence of the data analysis concluded that large family size is a risk factor in terms of lack of control which might lead to undue freedom predisposing children to deviant behaviour and cautioned here that parents should have the number of children they can care for.

The summary of data analysis for hypothesis two establishes a no significant influence of family type on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District. This finding from the findings of Dintwat (2010) who discovered that deviant behaviour of most students was significantly related to students' family type. From the finding of the study, the children in an intact family had a lower prevalence to go to the streets. In the law-breaking category, pupils in all family units exhibited it as the lower rate of deviant behaviour. Single family type may have a high prevalence of deviant habit like involvement in stealing and lying in different cases. The highest percentage of deviant behaviour was found to be in polygamy family type and divorced home showing the highest influence. It is observed from the findings of the study that poor family size may result several deviant behaviour such as; vandalism, stealing, getting involved in gangs, illicit activities, drug abuse, engaging in unsafe sex, joining, tags in dangerous situations, climbing on the roof tops of public buses, engaging in individual or group fights among others. All these risky behaviour affect public order and a sense of safety. Appreciably, the outcome of result on the variables of this study shows that there is influence of family structure in terms of broken or intact on deviant behaviour among public primary school pupils. During the field work, the researcher observed that students from broken homes tend to be aggressive in behaviour and as such were engaged in fighting, truancy, using abusive languages on fellow students and teachers; while the students who are from intact homes are better behaved. What transpired at home between both parents shows that both parents have respect for each other and understanding. The result tallies with that of Douglas (2014) those children from divorced families especially the ones handled by female parents are highly involved in negative sexual behaviour. The researcher reasoned that most female parents are so liberal in the way they handle their children and as such the children have a lot of freedom to behave as they like; eventually get involved in deviant behaviour like stealing, fighting, truancy and aggression. The finding is in line with the views of Nkhata and Mwale (2016) that students who were more prone to deviant acts came from single parent families as compared to those who came from intact homes. The reason for this deviant act according to them is the students' lack of adequate support from parents.

Hypothesis three further revealed that there is a significant influence of educational attainment of parents on deviant behaviour among pupils in public primary school in AkwaIbom North-East Senatorial District. This study is in line with the finding of Samson (2012) who found out that parents that had low level of education had little knowledge on how to control deviant behaviour of their children. From the findings of the study, it is revealed that parent with high level of education are able to nurture their children on how to be morally sound. Observing from the study, parents who were from primary school lack knowledge of how to check and control children deviant behaviour of their wards. Parents who attended secondary school education were able to check their children immoral life; they monitor to ensure that at least their children possess less of deviant behaviour. Parents that are well educated could have skills of educating their wards to avert deviant behaviour in school and in the society at large as it is shown in parents' that has gone through tertiary education. This effect was insignificant to conclude that the primary and secondary school parents' educational status

could not influence the moral standing of the children. Similarly, the finding of this study concur with that of Nweke (2018) who found that family background has significant influence on pupil's behaviour.

In addition, result in hypothesis four further revealed that there is no significant influence of parents' occupation on deviant behaviour among pupils in public primary school in Akwalbom North-East Senatorial District. The finding of the study contradicts with the findings of Dintwat (2010) who found out that most occupations makes parents' to be afar off from their children hence, they loosed control over their wards' misbehaviour. The conclusion of this finding is also in line with the present study, which shows much impact of deviant behaviour on children that are trained by unskilled parents. In most cases, unskilled parents do not have handwork and they may leave their children loose in the course of home upbringing. Skilled, self-employed and those that are gainfully employed though are not free from deviant behaviour usually have high tendency to control their behaviour with the available resources they have from their occupation.

The summary of data analysis for hypothesis two reveals that there is significant influence of parenting styles on deviant behaviour among pupils in public primary school in Akwalbom North-East Senatorial District. This finding agrees with Akinsola and Udoka (2013) who found that that children brought up under authoritative parenting style, authoritarian/indulgent parenting style, neglectful parenting style were significantly represented in the sample studied in term of frequency distribution children brought up under authoritarian/authoritative parenting style were highest in number in the total sample and the highest in number that reported the three levels of anxiety studied. Similarly, this finding is supported by Okorodudu (2010) who found that parenting style could not significantly predict adolescent delinquency. On the contrary, Salami and Alawade (2010) found no significant relationship between social behaviour of adolescents from single parenting home and those from intact home. This implies that parents should be blamed and be made to take responsibility for the misfortune that befalls the children. Good behaviour orientation and good children's attitude development is founded on positive parenting and styles adopted in relating with the children. The child lives and gains the first social experiences in the home based on the family culture and environment.

## **V. Conclusion**

Deviant behaviour is a behaviour that is at variance with acceptable norms of a school and the society at large. A negation of school rules, regulations, norms and values of a group or an institution. However, only a small fraction have been involved in serious deviant behaviour while the majority of them have been involved in a less serious deviant behaviors such as breaking school rules, lying, often neglecting school work, often late for school and the like. In conclusion, based on the findings from the study, it could be deduced that family size, parents' educational status, parenting styles significantly influence deviant behaviour as observed among primary school pupils.

## **VI. Recommendations**

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

1. Families are advised to have the number of children they can cater for to prevent students' vulnerability to deviant behaviour.
2. Would-be parents should plan toward a monogamous family type which has been found to provide children and teenagers the needed protection from vices that could make them vulnerable to deviant behaviour.
3. Parents despite the level of their occupation should try and provide close care, monitoring and evaluation of their children's behaviour to help them maintain good behaviour in the society
4. Parents should provide regular sex education to their children to enable them be highly conscious of their rights and values while diverting from practicing indecent behaviour.
5. Parents should be encouraged to improve on their relationship with their children and choose the right parenting style that will help the children to behave positively.

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