

**INFLUENCE OF FAMILY EXPERIENCES ON DEVIANT BEHAVIOUR
AMONG PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN
OREDO LOCAL GOVERNMENT AREA OF EDO STATE.**

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BENIN CITY.**

FEBRUARY, 2024.

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**BEING A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATION,
FACULTY OF ARTS AND EDUCATION AND SUBMITTED TO SCHOOL
OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE AWARD OF POSTGRADUATE DIPLOMA IN
EDUCATION (PGDE) OF BENSON IDAHOSA UNIVERSITY, BENIN
CITY, EDO STATE, NIGERIA**

FEBRUARY, 2024.

DECLARATION

I, **OGENE Scholastica Chinazom**, do hereby declare that this project is entirely my work and composition. No degree has been offered for this project's work, nor is it being submitted concurrently with any other projects being submitted for any other degree. All references made to works of other persons have been duly acknowledged.

OGENE SCHOLASTICA CHINAZOM

Date

CERTIFICATION

We certify that this work is adequate in scope and content for the award of PGDE in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City. Edo State. Nigeria.

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Project Supervisor

Date

Dr. (Mrs) Chukujindu J. Okafor
Head of Department

Date

DEDICATION

This study is committed to God Almighty for His love, grace, strength and mercies upon my life.

ACKNOWLEDGEMENTS

The researcher wishes to express her profound gratitude to God Almighty for the gift of life and for the enabling grace that saw her through the course of this program. Her warm appreciation also goes to her amazing supervisor, Prof. W. A. Oduh, for his guidance, encouragement, contributions and for painstakingly scrutinizing the work in order for it to be a great success. May the Almighty God continually bless you abundantly sir. She wishes to acknowledge the Department Head, Dr. (Mrs.) Chukujindu J. Okafor and all other lecturers in the Department: Prof.(Mrs) Norah Omoregie, Prof. M. Agbonkpolor, Prof.(Mrs) M. Abikwi, Dr. J. Agboola, Dr.(Mrs) A. Imafidon, Dr. M. Osagie and Dr. C. Eruanga for their intellectual prowess and friendly disposition to students.

Moreover, the researcher is extremely thankful to her parents, Chief and Mrs Sunday Ogene, her siblings and friends who supported her financially, emotionally and spiritually. God bless you all. Finally, she is grateful to all her coursemates, most especially, Miss Sharon, Mrs Tina, Miss Ella, Mr Cletus, Mrs Ruth, Mrs Blessing, Miss Annette, Mrs Success, Mrs Glory; who walked this path with me. Remain ever blessed!

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ABSTRACT

This study investigated the influence of family experiences on deviant behaviour among public senior secondary school students in Oredo Local Government Area of Edo State. To guide this study, four research questions were raised and answered using Pearson Product Moment Correlation statistics; and four corresponding null hypothesis were also formulated and tested using linear regression. The hypotheses were tested at 0.05 alpha level of significance in order to determine the influence of family experiences on deviant behaviour among public senior secondary school students (SS2) in Oredo Local Government Area of Edo State. Correlational survey research design was used to carry out this study. The population of the study consisted of 3641 SS2 students. 5% of the total population was used giving a sample size of 182 students who were randomly selected. The instrument used for data collection was a questionnaire titled "Family Experience and its Influence on Deviant Behaviour" (FEIDB). The instrument was validated and trial tested using Cronbach Alpha Statistics which yielded a reliability coefficient of 0.77. Data collected were analyzed using descriptive statistics of mean, standard deviation, percentage count and linear regression. The major findings of the study showed that family structure had no significant influence on deviant behaviour and as such, is not a significant predictor. Parenting styles had 2% influence on deviant behaviour but did not predict deviant behaviour. Domestic violence and socio-economic background had 3% and 2% influence respectively on deviant behaviour and they both predicted deviant behaviour. Based on these findings, it was, therefore, recommended that school authorities and the Government should be aware that students from single-parent homes, blended homes, and so on, may have challenges, and as such, finance, resources and support should be provided for them to help them make ends meet. Parents should be more sensitive to the behavioural needs of their children and always be ready to assist them; the Government should ensure that parents are provided with resources for positive parenting strategies and parents should be encouraged to participate in parenting programmes to help in their parenting task. Parents should try as much as possible to avoid engaging in domestic violence and shun every form of violence at home. Government authorities should provide incentives and support for students from lower-income families, such as free or reduced fees, transportation assistance and so on and also provide equal access to educational resources.

CHAPTER ONE

INTRODUCTION

Background to the Study

The transition from childhood to adolescence is a critical period characterized by significant physical, emotional, and cognitive changes. During this phase, individuals are more susceptible to external influences that can shape their behaviour and development. Childhood experiences play a pivotal role in shaping the trajectory of an individual's life, influencing various aspects of their personality, relationships, and behaviours.

Deviant behaviour varies from one society to another. It is given that behavior that one community may view as normal may be viewed as deviant by another. For instance, young adults in Eastern Nigeria can welcome their older relatives without bowing. This would not be seen as morally unacceptable unlike the South- Western states where it might be perceived as disrespect. Opong (2008) argued that deviant behaviour is a "disease" that is against transparency, justice and fair play. Whatever the case, when behaviour exhibited by individuals or groups reaches a level where lives are adversely affected to the point of interfering with individual happiness or the ability to perform necessary tasks, we define this as 'deviant behaviour'.

Deviant behaviours can be regarded as risk strategies leading to negative outcomes such as social problems, judicial involvement, and imprisonment. Deviant behaviour might be conceptualised as acts that violates social norms and values, including a wide range of activities such as theft, lying and assault. Theft involves taking something that belongs to someone else without their permission, which violates the social norm of respecting peoples' property rights. Lying involves intentionally misleading someone else, which violates the social norm of honesty. Contrarily, assault entails doing injury to another person, which goes against the social norm that

respects the physical safety of others. Since they defy societal norms regarding appropriate behaviour, all of these actions are seen as aberrant. Deviance is defined as antisocial behaviour that violates the law and is typically referred to as an offense or crime. It also includes actions that are not punishable by the criminal justice system, such as disruptive or externalizing behavior (Braga, Gonçalves, Basto-Pereira & Maia, 2017).

Sociologists use the term "deviance" to describe any transgression of norms, regardless of severity; ranging from speeding to murder. Henslin (2008), p. 204. Deviance can be described as "nonconformity to a given set of norms that are accepted by a significant number of people in a community or society" . (2000:119, Anthony). Recent years have seen a frightening increase in the prevalence of deviant behaviour, which is defined as any behavior that deviates from the norm. The word "deviant" (derived from the Latin "deviatio") generally refers to an anomaly (Collinsdictionary.com). Deviant behaviours among adolescents have been the subject of extensive research and concern. Deviance encompasses a range of behaviours that deviate from societal norms and expectations, including substance abuse, delinquency, aggressive behaviour, rule breaking, and engagement in risky activities. Serious repercussions for the individuals involved, their families, schools, and the community at large may result from these behaviors. Determining the causes of aberrant behavior is essential to developing intervention and prevention plans that work.

Adolescence is a crucial developmental stage marked by substantial changes in one's physical, mental, and social makeup. During this phase, individuals often seek to establish their identities, explore new relationships, and assert their independence. It is also a time when some individuals engage in behaviours that deviate from societal norms, often referred to as deviant

behaviours. These behaviours include substance abuse, delinquency, aggression, and other forms of misconduct that challenge the established social order.

Numerous factors influence the emergence of deviant behaviours during adolescence, and researchers have increasingly turned their attention to the role of childhood experiences in shaping these behaviours. Childhood experiences encompass a wide range of factors, including family structure, parenting styles, peer interactions, socio-economic status, and exposure to adverse events. These experiences are crucial as they can potentially lay the foundation for the development of attitudes, beliefs, and coping strategies that influence an individual's behavior in later life.

Childhood experiences serve as a foundational platform upon which an individual's behaviours and attitudes are constructed. The family, as the primary socialization agent, plays a pivotal role in shaping a child's values, beliefs, and coping mechanisms. The quality of parent-child relationships, parenting styles, and exposure to violence or abuse during childhood may significantly influence an individual's psychological well-being and propensity for engaging in deviant behaviours. Additionally, school environments and peer interactions may further contribute to an adolescent's socialisation process, potentially either reinforcing or mitigating the effects of earlier childhood experiences. Researchers have observed that each year, the number of pupils with deviant behaviour (also known as aberrant behaviour) in secondary schools is steadily increasing. (Hayden, 2007; Damron-Bell, 2011). Aberrant behaviour may not only lead to problems that include peer-pressure, bullying, and violence right within a school setting, but to also more serious consequences such as social maladaptation and crime (Rodger, 2008).

Socio-economic factors also play a role, as adolescents from disadvantaged backgrounds may face greater stressors and fewer opportunities, potentially increasing their susceptibility to

engaging in deviant behaviours as a means of coping or seeking identity. Additionally, exposure to adverse childhood events, such as trauma, abuse, or neglect, can disrupt healthy development and contribute to the emergence of deviant behaviours as maladaptive coping mechanisms.

The family environment plays a pivotal role in shaping a child's upbringing. A nurturing and supportive family can provide a strong foundation for healthy development while a dysfunctional or neglectful family environment can increase the likelihood of deviant behaviours. Otuadah noted that when the relationship between the parents and the adolescent is warm, it creates a healthy environment for the development of the adolescent. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity traits, show evidently, that such adolescents come from homes where they are accepted and loved (Otuadah, 2006). In different family structures, the roles and responsibilities of parents may vary. For example, in a nuclear family, both parents typically share caregiving responsibilities, whereas in a single-parent family, one parent may take on the majority of caregiving duties. This can influence a child's sense of security and the level of attention they receive. When a child is not given the attention needed, he or she may go out searching for such. In some cases, they meet their peers to give them this attention. A child may be exposed to immoral acts if the peers he or she associates with is immoral. As it is popularly said, "Evil communication corrupts good manners."

Family structure can influence parenting styles. For example, in a cohabiting couple versus a single-parent household, parenting approaches and disciplinary methods may differ, affecting a child's upbringing and behavior. The presence and number of siblings can vary based on family structure. Siblings can serve as sources of support, companionship, or rivalry, all of which can shape a child's social and emotional development. In some family structures, extended family members, such as grandparents, aunts, or uncles, may play a significant role in a child's life. This

can provide additional sources of support and influence. Some research reports have shown that a large percentage of all juvenile delinquents come from homes that lacked normal parental love and care. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment (Odebumi, 2007). Families that provide emotional support, communication, and a sense of belonging can deter deviant behaviours, while neglectful or overly strict parenting may increase the likelihood of deviance.

Domestic violence in the family can have profound and negative effects on adolescents, often leading to various deviant behaviours. Adolescents exposed to domestic violence may come to view violent behaviour as normal or acceptable. This normalization can lead to a higher likelihood of engaging in aggressive or violent behaviours themselves. Numerous research have demonstrated that teenage exposure to familial violence heightens negative feelings including anxiety and sadness, and that adolescents who experience these emotions are more likely to engage in violent and aggressive behaviors. (2019, Baek).

Similarly, peer interactions hold significant influence during adolescence, as individuals seek acceptance and belonging among their peers. Peer pressure and association with deviant peers can contribute to the adoption of risky behaviours.

This study aims to bridge the existing gap in knowledge by examining how various family experiences, such as family structure, parenting styles, socioeconomic status, and exposure to violence, interact with one another to influence the emergence of deviant behaviors among public senior secondary school students in Oredo Local Government Area. By unraveling these complex relationships, educators, policymakers, and stakeholders can develop targeted interventions that promote positive family experiences, enhance protective factors, and reduce the prevalence of deviant behaviors. Understanding the intricate interplay between childhood

experiences and deviant behaviours among senior secondary school students is of paramount importance in promoting their overall well-being and fostering a positive educational environment. Ultimately, the findings of this study hold the potential to contribute to the creation of a more nurturing and conducive environment for the holistic development of adolescents in Edo State.

Statement of the Problem.

Education, they say is the bedrock of the society. This proves the unquestionable fact that a child needs education to succeed in life. Education remains one of the tools for the transformation of an individual and society at large. It is one of the most powerful instruments for social change, which plays a crucial role in nation-building. According to Idowu and Esere (2007), education helps to develop people's intellectual and functional capabilities. However, there are many factors that tends to derail adolescents from acquiring quality education, one of which is deviant behaviour.

The concept of deviant behaviour is one of the most intriguing yet complex study. It has been a major recurrent issue of great concern among psychologists, sociologists, teachers, parents and the government. Research has shown that an individual's family or childhood experience could be predictive of deviant behaviour. Research has also shown that deviant behaviours could have negative consequences for students, including academic difficulties, social problems and health risks.

Despite the importance of this phenomenon, there is limited research on the specific factors that contribute to deviant behaviour among senior secondary school students. The causes of aberrant behaviour have not been completely determined to date. Considering the importance of environment in human development, one could speculate that an individual's family experience

could be a potent factor in deviant behaviour. Thus, the thrust of this study stated in an interrogatory form is "Could an adolescent's family experience influence deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State"?

Purpose of the Study.

The purpose of this study was to investigate the relationship between family experience and deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State, Nigeria. Specifically, the study investigated the extent to which:

1. family structure influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State;
2. parenting style influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State;
3. domestic violence influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State; and
4. socio-economic background influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

Research questions.

The following research questions were raised to guide the study.

1. To what extent does family structure influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?
2. To what extent does parenting style influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?
3. To what extent does domestic violence influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

4. To what extent does an adolescent's socio-economic background influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

Hypotheses.

The following research hypotheses were formulated and were tested at 0.05 level of significance:

1. Family structure does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.
2. Parenting style does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.
3. Domestic violence does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area.
4. An adolescent's socio-economic background does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

Significance of the Study.

This study will be useful and helpful to the stakeholders in the school community or system, which Include the students, teachers, parents, government and the general society.

To the students, this study will help them in identifying some factors that influences deviant behaviours and show possible steps to take that will curb deviant behaviours. A child that had an adverse childhood family experience will most likely become deviant. Most of these deviant acts that adolescents indulge in in school, like fighting, cultism and rioting, distort teaching and learning in school. To the teachers, the findings of this study will help them understand how to promote resilience and positive outcomes in students. It can also help the teachers in improving

the quality of life of the students, by teaching them the right things, encouraging them to refrain from their deviant acts and showing them the right path to take.

To the parents, the findings of this study will be of great benefits to them. It will show them how their children's experience growing up either influences deviant behaviours or protect against it. This result will enable them devise the best ways to raise their children and the best experience to give them. It will also help them in identifying risk factors for deviant behaviours at the early stage, making it easier to control it at that stage.

To the government, the results of this study, will assist the government, at all levels (local, state and federal), and other stakeholders (school owners inclusive) in education, responsible for policy formulation, in formulating policies and programmes aimed at reducing or preventing these deviant behaviors. Awareness should be created, symposia and seminars should also be organized to educate the stakeholders on this findings so they can know the best policies to be formulated.

Finally, to the society, the findings of this study, will be of great benefits, since they are geared towards identifying the relationship between childhood family experience and deviant behaviours and providing insights on how to treat this menace. This study will help to tackle the issue of deviant behaviours in the society as a result of an adverse childhood family experience and also proffer solutions to this menace.

Scope of the study

This study investigated how the family experiences of senior secondary school students in Oredo Local Government Area of Edo State, Nigeria, influence their behaviour. The study was limited to public senior secondary schools, particularly the SS2 students in Oredo Local Government Area of Edo State. The variables that were studied were family structure, parenting

style, domestic violence, socio-economic background, deviant behaviour and their relationship among senior secondary schools students in the area of study.

Definition of Terms.

This section of the study operationally defined terminologies used in this work:

Aberrant: differing from the norm, deviating from morality.

Delinquency: a misconduct.

Deviancy: means the state of being deviant.

Deviant: means a person who deviates from the acceptable social norms.

Family Experiences: a range of experiences and interactions that occur within a family unit.

Menace: means a perceived threat or danger.

Pivotal: crucial, important.

Resilience: the mental ability to recover quickly from depression, illness or misfortune.

Stakeholders: means a custodian or agent, a person or organization with legitimate interest in a given situation, action or enterprise.

Susceptible: likely to be affected by something.

Trajectory: the path of a body as it travels through space.

CHAPTER TWO

LITERATURE REVIEW

The review of related literature of this study is organized under conceptual framework, theoretical framework, empirical review and summary of literature review.

Conceptual Framework

This section is focused on clarification of concepts, as relating to the context of the study. Therefore, the clarification is on concepts of family experiences such as family structure, parenting styles, domestic violence and socio-economic background and deviance. It also discusses the influences of family experiences on deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

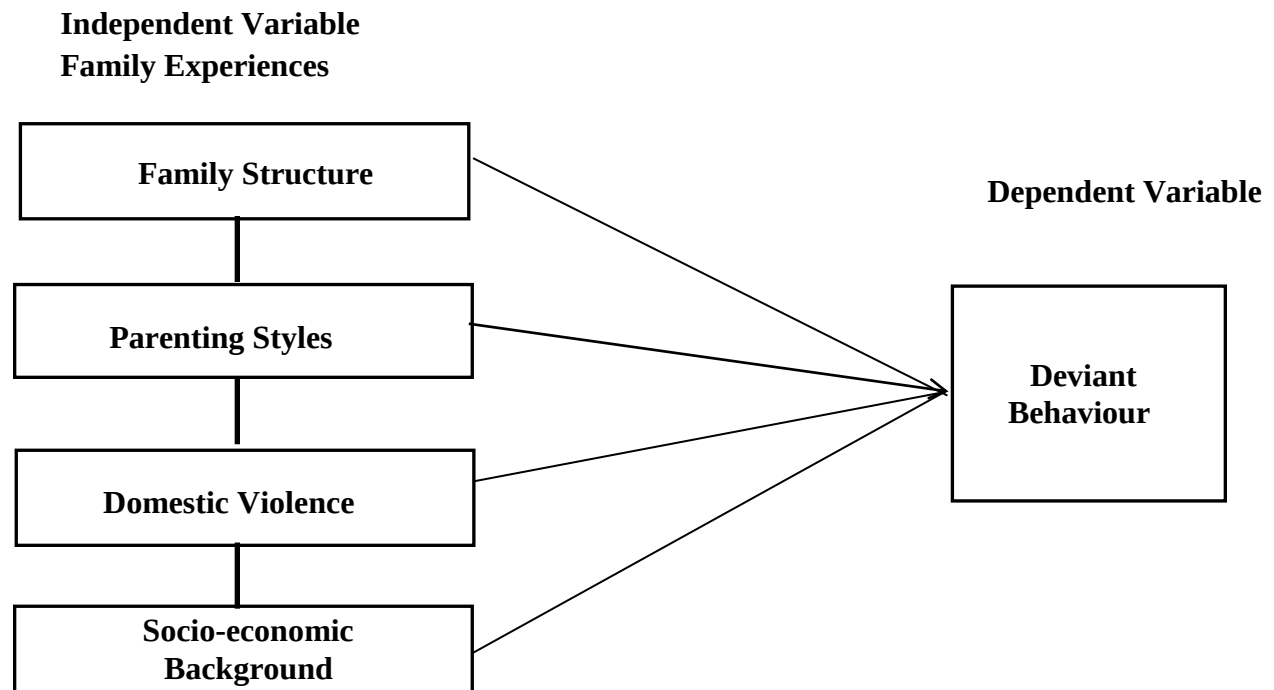


Figure 1: Conceptual Model
Source: The Researcher

Family Structure.

Family structure refers to the composition and organization of a family, including factors such as the presence of parents, siblings, or extended family members as well as the dynamics and roles within the family. It can vary greatly, ranging from nuclear family with married parents, to single-parent households, broken homes, blended family, even extended family households. Family structure impacts the socialization, support, and experiences that adolescents have within their family unit, which in turn can shape their behaviours and attitudes.

Wairimu (2013) observes that the absence of a father figure often results in a situation in which a child's behaviour can be at stake, particularly that of young boys. A child whose father works far from home is more susceptible to abnormal behavior because of his absence. Chauke (2015) points out that because of their internalized anger, kids from dysfunctional families can encourage other kids to act in deviant ways, like acting aggressively towards others. It is possible that young individuals from dysfunctional families—where there is no parental guidance or role model—will be exposed to wrongdoings through experimentation. Their thinking seems to be that since no-one seems to care about them, they can make decisions for themselves and learn from their own mistakes. Young boys at some stages in life need a father figure, one who can teach them what society expects from them. Society seems to pay more attention to shaping the girl child while neglecting the boy child. The absence of a father figure, therefore, contributes to deviant behaviour among young boys.

According to Fagan and Churchill (2012) and Theobald, Farrington and Pigqero (2015), young persons (especially boys) raised in broken homes are at high risk of turning to deviant and criminal behaviour, to escape the pain they are feeling inside. Children whose parents get divorced or separated suffer varying degrees of emotional abuse and quite often go off the rails, using alcohol and drugs, abusing women or getting involved in a gang.

Parenting Styles.

In general, parents play a critical role in raising their children. Their success or failure in life may be influenced by the lessons learned at home and the ways in which the family encourages them to pursue education and other goals. The parental influence on a child's development cannot be underestimated. A parent will be seen in this study as one who begets or exercises parental responsibility over a child. The skill of moulding, shaping or being a guardian over a child leads to what is called parenting.

The term "parenting styles" refers to the different approaches or methods that parents use to raise their children. It encompasses various aspects, such as discipline, communication, and expectations. Different parenting styles can have different effects on a child's development and behaviour. The process of providing care, nurturing, direction, and education from parents to their offspring is known as parenting style. Parenting style is an important aspect that influences the well-being of children and creating a functional family (Asmawati, 2015) According to past researches, parenting styles play a main role in deciding the morph of a child's attitude, behaviour and thought. Thus, parents should adopt a suitable parenting style to secure the psychological state and socio-emotion of a child. (Syah, 2017)

Despite the fact that there are other parenting styles, researchers always focus on the three most common: authoritarian, authoritative and permissive. Authoritarian parenting style is the type of parenting style in which parents are often strict and harsh. They are often stern and resolute in the discipline of their children. Authoritarian parents show little affection to their children. This parenting approach inhibits verbal communication and disregards the opinions of the children as a whole. Tradition, deference, and obedience are highly prized. Parents are always correct, rules are unchangeable, and rebellious children frequently face physical punishment.

Authoritative parents on the other hand, in addition to providing a loving home environment, offer a high level of emotional support. They are stern, dependable, and equitable. By encouraging their children to adhere to the norms, parents maintain control over their children by setting and enforcing behavioural expectations. Family governance is not autocratic, but democratic. Instead of using force to get their children to cooperate, parents employ reason, negotiation, and persuasion. When parents are authoritative, their kids' perspectives are acknowledged and cherished. They are urged to make their own judgments and to take ownership of them. Furthermore, there is a favourable association between academic success and good grades, and these parents are more willing to support it.

Parents that are authoritative exercise strict control over their children and enforce a fair set of rules and regulations. They employ reason and control to make disciplinary judgments and are tough, caring, and gentle. The use of harsh kinds of punishment is avoided. Accordingly, authoritative parenting is defined by the researchers as a positive, democratic parenting approach that supports children's overall development from birth to adulthood.

A permissive parenting approach prioritizes responsiveness over strictness. Rarely do permissive parents enforce restrictions on their kids. Their approach to parenting differs from that of authoritarian parents in that they place a greater emphasis on clarity and nurturing, while imposing little control and maturity expectations. These are indulgent parents who do not wish to force their will on their children. To protect their children from imagined pain, misery, or hurt, they may even make them avoid rational or natural outcomes. Although they are often kind and caring, permissive parents can get upset when their child exhibits inappropriate or deviant behaviour. Despite this irritation, parents who are too permissive rarely intervene or demand that their child behave differently as long as there is no risk of bodily injury. Permissive parents

support their kids' independence and ability to make their own decisions. Because they have self-control and relatively moderate expectations, these parents rarely discipline their kids. Parents who are permissive are more receptive than those who are strict. They don't demand responsible behaviour, permit a good deal of self-control, and steer clear of conflict. In general, permissive parents are kind and open with their kids, frequently adopting the role of a friend over that of a parent. Parents who are permissive are kind, hospitable, and tolerant. Setting boundaries and establishing structure can be challenging for permissive parents. They frequently praise poor behaviour and are inconsistent in their application of discipline. Children are not encouraged to follow rules or regulations, and even when they do, they are not upheld. Low amounts of punishment and high levels of love and acceptance are characteristics of permissive parenting. While it may foster close parent-child relationships, it can also result in lack of structure and boundaries, which can contribute to deviant behaviours such as impulsivity and disobedience.

Domestic Violence.

Family violence is a global issue that has a number of detrimental long-term effects on survivors, particularly children, throughout their lives. Globally, the World Health Organisation (WHO) has identified children as the most common victims of family violence (Timshel, 2017). Domestic violence can have significant impacts on individuals, including the development of deviant behaviours. Victims may develop feelings of worthlessness, shame and powerlessness, which can contribute to trauma, low self-esteem, and a distorted self-worth. As a result, some may engage in deviant behaviours as a coping mechanism or as a way to regain control. Some others may turn to substance abuse as a means of escape or self-medication to cope with the emotional pain caused by the violence. Others may engage in self-harm or engage in risky behaviours to regain a sense of control or to numb their emotions. Previous studies have

demonstrated that children who experience maltreatment are more likely to go on to commit violent crimes in the future.

Numerous research have demonstrated a significant correlation between domestic violence and behavioral and psychological issues that raise teenage risk of committing violent crimes (Liang, 2019). Youngsters who witness familial violence may be more likely to adopt social norms that justify using violence to settle interpersonal and personal conflicts (Xia, 2018). Furthermore, teens living in violent families could experience more negative emotions and form stronger relationships with their peers who are aggressive, both of which are positively correlated with teens engaging in violent behaviour (Ohbuchi & Kondo, 2015).

Furthermore, the cycle of violence and trauma experienced in domestic violence can distort victims' perceptions of healthy relationships. They may struggle to establish and maintain healthy boundaries, leading to involvement in abusive or dysfunctional relationships. This pattern can perpetuate the cycle of violence and potentially result in becoming an abuser themselves.

However, it is important to note that not all victims of domestic violence develop deviant behaviours. Each individual responds differently to the trauma they have experienced. Supportive interventions, such as counseling, empowerment programmes, and support groups, can help individuals heal, rebuild their lives, and prevent the development of deviant behaviours.

Socio-economic Background.

Socio-economic concept refers to the relationship between social and economic factors within a society. It examines how economic conditions and social structures intertwine to shape opportunities and outcomes for individuals and communities. Family socioeconomic status refers

to parents' literacy level, house hold income, the presence of both parents and whether the parent is employed or not (Nezhad, Mehr & Rahmati, 2012).

Socio-economic status of an adolescent relates to the individual status via parental background, parental occupation as well as other family factors which influence the behaviour and development of the individual positively or negatively in all ramifications. Consequently, parental occupation and status have influence on the behaviour of the child in terms of his learning, socialization and personality.

The socio-economic status is a socio-environmental factor that indicates the condition in which an individual or a family lives. Several studies have shown that a high socio-economic status has a positive effect on the outcomes of school achievements during childhood and adolescence. In contrast, a low socio-economic status has a negative influence on teenagers' behaviours (aggression, use of drugs, delinquent behaviours, among others).

A higher socio-economic status would translate to higher house hold income, a higher level of parent education, full time employment and a two parent house hold and the opposite could be true for low socio-economic status. A person is considered poor when his measured standard of living, in terms of income or expenditure, is below the poverty line (Uyang, Abul & Bassey, 2016). Similarly, limited economic opportunities, income inequality, and poverty which are as a result of low socio-economic status can contribute to feelings of frustration, desperation, and alienation, which may lead individuals to engage in deviant behaviours as a means of survival or rebellion against societal norms. Individuals facing economic hardships such as poverty, unemployment, or lack of access to resources and opportunities, may resort to deviant behavior as a means of survival or to address their immediate needs. For example, individuals may turn to theft, drug dealing, or other illegal activities to overcome financial challenges.

Reiterating Mokoena (2002), Otieno (2012) asserts that adolescents who have parents who are illiterate or who use drugs and alcohol frequently around them are more likely to engage in drug and alcohol use themselves. Living in a slum is a major factor in exposing young people to harmful behavior, and deviant behavior is influenced by living in poverty (Wairimu, 2013). Limited access to education, healthcare, employment and other essential resources can create feelings of hopelessness, exclusion and frustration, pushing individuals towards deviant behaviours as a perceived means of gaining power, status and satisfaction. Ultimately, understanding the relationship between socio-economic factors and deviant behavior helps inform interventions and strategies aimed at addressing the root causes of deviance and promoting social equality and well-being.

Deviance.

At the simplest level, deviance refers to something different from something else. Deviancy is used in relation to an individual's behavioural departure from well-established norms. There are norms to which individuals are expected to conform in the society. When a person's behaviour is at variance with the existing norms, that individual could be referred to as a "deviant." Thus, the issue of deviant behaviour connotes "a significant departure from established norms acceptable within the family unit, school, community, peer groups, clubs, social organizations, employment organizations and the larger society" (Richard, 2011:246). When behaviour exhibited by individuals or groups reaches a level where lives are adversely impacted to the point of interfering with individual happiness or the ability to perform necessary tasks, we define this as "deviant behaviour".

In the opinion of Angel (2015), deviant behaviour is any behaviour that lacks conformity and acceptability of the people in the society. Deviant behaviour describes an action or behaviour

that significantly contravene the accepted or prescribed norms of a given society. It is a deviation that attracts punishment or sanction in the society or school. According to Diche (2016), deviant behaviour is that behaviour that violates the laid down rules and regulations of a given organisation or group. He went further to emphasize that deviant behaviour is a common phenomenon among students in schools which has led them to join secrets cults and other heinous crimes in the school.

For Gibbs (2014), deviant behaviour is any conduct that deviates from the societal norm. By this, we can say that deviancy is neither good nor bad, but must be evaluated on a case-by-case basis. Such behaviour may be described as different, or unexpected, and may elicit positive negative responses from other people. Deviant behaviour for Egemen (2018) is an unorthodox trait that do not conform to officially established generally accepted social norms. Similarly, Oparaduru (2021) ascertain that deviant behavior is considered to be strange and morally unacceptable. It is contrary to the norms and rules of the society in the sense that it violates the laid down rules and regulations of a given organization, institution or group.

Characteristics of Individuals with Deviant Behaviour.

Deviant behaviour poses a real threat to the physical and social survival of an individual within certain social environments or collective settings. Hence, Oparaduru (2021) notes the following as the behavioural characteristics of deviant children:

1. Increased exploitative attitude. They are often self-centered and try, by all available tricks, to exploit others, especially their peers and relatives.
2. They are always temperamental and cannot reason normal.
3. Disregard for persons and authority.
4. They are always at loggerhead with other people.

5. Increased features of criminal traits.
6. They do not interact freely with people.
7. They are catalysts and cannot be loyal to the lawful authority.
8. Their existence is a threat to people who are reasonable.
9. Inability to build or maintain satisfactory interpersonal relations.

Causes of Deviant Behaviours.

The following could be seen as the basic causes of deviant behaviours in schools. They are:

1. Family background: The home a child is brought up can influence that child in two ways. The individual might be positively or negatively influenced from home. There may be the tendency for that individual to exhibit deviant behaviours in school. The family background encompasses family socio-economic status, child rearing practices and many others. For example, an over permissive family/ home exposes the child to all kinds of behaviours including maladaptive behaviour.
2. Mass media: The Mass media is made up of print media, audio media and audio-visual media system in Nigeria. Children's exposure to bad television programmes, immoral magazines as well as pornographic films and materials, make students to be involved in immoral behaviour. This has contributed to high risk level deviant behaviours in our schools these days. The effects of unwholesome mass media seem to have negative impact on the character development of children.
3. Peer group: Peer group refers to the group an individual identifies his or her self with. Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values or behaviour in order to conform to that of the group norms. It is seen as

another factor which has contributed in destroying our children. Most students indulge in deviant behaviour in school because of influence of their wrong peers.

4. Broken homes and instability of the home: The record of incessant cases of broken homes and instability in the homes in our society show that all is not well at the family background. The bad conditions in the social, cultural, religious, emotional climate of the child's home is a major source of the origin, growth and development of delinquent behaviours among school children in Nigeria. Psychologists believe that children reared in broken and unstable homes acquire much deviant traits, which manifest delinquent behaviours as they grow and develop into adulthood.

Other causes are lack of parental love and care, Neurological impairment, among others.

Theoretical Framework

One theory related to childhood experiences and deviant behaviours is the Social Learning Theory.

Social Learning Theory

The Social Learning Theory was propounded by Albert Bandura in the 1960s. Social learning is a theory of learning process which proposes that new behaviours can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishments meted to others, a process known as vicarious reinforcement. When a particular behaviour is rewarded regularly, it will most likely persist; conversely, if a particular behaviour is constantly punished, it will most likely desist. Social Learning Theory suggests that individuals learn deviant behaviours through observation, imitation, and reinforcement. In childhood, exposure to deviant behaviours within the family or social environment can increase the likelihood of engaging in such behaviours later in life. This theory highlights the role of modeling and environmental factors in shaping an individual's behaviour. It offers a comprehensive perspective on how childhood experiences can influence the development of deviant behaviours. It posits that childhood experiences, particularly those observed within the family or social environment, can influence the development of deviant behaviours in later life. According to this theory, if a child is exposed to deviant behaviours or positive reinforcement for such behaviours, they may be more likely to engage in similar actions themselves. For instance, if a child witnesses or is rewarded for aggressive actions, they may be more inclined to display aggressiveness in their own behaviour.

Conversely, if a child is exposed to positive role models and reinforcement for pro-social behaviours, they may exhibit more positive and prosocial behaviours. It is important to note that the Social Learning Theory suggests that individuals are not simply passive recipients of their environment, but active participants who learn from observing and imitating others.

Here's a more detailed explanation:

1. Observational Learning: According to this theory, individuals learn by observing the actions, attitudes, and consequences of others. Children are highly influenced by their surroundings, particularly their family, peers, and media. If they witness deviant behaviours, such as aggression, substance abuse, or criminal activities, they are more likely to consider these behaviours as acceptable or even desirable.

2. Imitation: Children tend to imitate the behaviours they observe, especially if they see these behaviours being rewarded or not punished. For example, if a child sees a family member or peer getting positive attention or rewards for engaging in deviant behaviour, they may be more inclined to imitate that behaviour.

3. Reinforcement: Social Learning Theory emphasises the role of reinforcement in behaviour. If a child experiences positive outcomes or rewards as a result of deviant behaviour, he/she is more likely to continue engaging in it. Conversely, if the child faces negative consequences or punishments, he/she may be deterred from repeating the behaviour.

4. Modeling: Role models play a crucial role in shaping a child's behaviour. Parents, older siblings, or other influential figures serve as models for children. If these role models engage in deviant behaviours, children may perceive these actions as normal and may follow suit.

5. Vicarious Reinforcement: Children don't necessarily need to experience consequences themselves to learn. They can also learn from the rewards or punishments that others receive for

their behaviour. If they see a friend or family member being praised for deviant actions, they may be more inclined to engage in similar behaviours.

6. Cognitive Processes: Social Learning Theory also considers cognitive factors. Children can think about the potential consequences of their actions and weigh the risks and rewards. If they believe that engaging in deviant behaviours will lead to positive outcomes or that they can avoid negative consequences, they are more likely to do so.

7. Environmental Factors: The theory acknowledges that the social environment plays a critical role. Factors such as the prevalence of deviant behaviours in a neighborhood, access to resources, and the presence of authoritative figures can all influence a child's likelihood of engaging in deviant behaviour.

Social Learning Theory and Crime/Deviance

The social learning theory states that people commit crimes because they are associated with other criminals. They pick up ideas that support crime and are reinforced in their illicit behaviour. In essence, they identify with criminal role models. Consequently, these people start to believe that crime is desirable, or at least acceptable under certain circumstances. Learning to act in a criminal or deviant manner is similar to learning to act in a conforming manner in that it occurs through exposure to or association with other people. Apart from past criminality, the strongest predictor of delinquent behaviour is actually having friends who are also delinquent.

According to social learning theory, people pick up criminal skills through three different methods, which are covered in more detail below.

1. Differential Reinforcement of Crime

Differential reinforcement of crime refers to the idea that by rewarding and penalizing particular behaviours, people might incite others to commit crimes. Crime is more likely to

happen when there is frequent reinforcement and little punishment; when there is little punishment and a lot of reinforcement (such money, social acceptance, or pleasure); and when there is a greater likelihood of reinforcement for crime than for alternative behaviours. Research indicates that people who receive reinforcement for their criminal behaviour are more likely to commit crimes again, particularly in circumstances where the reinforcement occurred.

2. Beliefs Favourable to Crime

People can learn beliefs that are supportive of crime from others, in addition to being reinforced in their criminal behavior. Three types of attitudes appear to underpin crime, according to surveys and criminal interviews. First, there is the condonation of some small-time offenses including gambling, the use of "soft" drugs, drinking alcohol, and breaking curfews for teenagers. The acceptance or rationalization of specific types of criminal activity, even some grave crimes, comes in second. These individuals think that while most crimes are bad, there are some circumstances in which they are acceptable or even beneficial. For instance, many may argue that although fighting is immoral, it can be justifiable when someone has offended or provoked the other person. Third, some people have broader beliefs that encourage crime and make it seem like a more desirable course of action than other choices. Some people may have a more positive perception of crime than others. Examples include those who have a strong drive for excitement or thrills, those who despise hard effort and prefer quick and easy achievement, and those who want to be perceived as "tough" or "macho."

3. The Imitation of Criminal Models

Behaviour is influenced by more than just an individual's ideas and the rewards or penalties they receive. It is also a result of how people around us behave. People frequently copy or model other people's behaviour, particularly if it comes from someone they respect or look up to. For instance, someone who observes a respected person committing a crime and then receives support for that crime is more likely to conduct a crime themselves.

In summary, the Social Learning Theory posits that childhood experiences, particularly exposure to deviant behaviours and the social context in which a child grows up, can significantly impact the development of deviant behaviours. Bandura argues that attitudes and behaviours are learned from the surrounding environment. A youngster will imitate the actions of an adult, especially if that adult is someone they may look up to as an example of behaviour. Usually, a youngster weighs the potential consequences of a behaviour before copying it. The youngster will imitate the behaviour if they perceive it as beneficial. This theory is highly pertinent to this work since it implies that every action a person takes is driven or impacted by specific aspects of their upbringing. For instance, peer pressure is a socio-economic component that might have an impact on young people's deviant behaviour. As a result, Bandura argues that a young girl who spends a lot of time with her female classmates who date older men in order to earn money may emulate their actions and date older men in order to receive money in return. The theory underscores the importance of modeling, reinforcement, and cognitive processes in shaping behaviour and highlights the need for positive role models and environments to mitigate the risk of deviant behaviour in children.

Empirical Review

Influence of Family Structure on Behaviour of Secondary School Students.

A study on "Family size, Family structure, and Deviant Behaviours among Undergraduates in Public Universities in Cross River State, Nigeria" was carried out in Cross River State by Amalu and Bassey (2022). Study participants included undergraduates from public colleges in Cross River State, Nigeria, and the investigation was on family size, structure, and deviant behaviour. The investigation was guided by two research questions and two hypotheses. The ex-post facto research design was adopted for the study by the researchers. As at the time of the study, the population of this set of students was 6,090 as documented by the institutions' Registry (2019). The cluster, simple random and purposive sampling techniques were used to select fifteen faculties from the public Universities in Cross River State, in which there was altogether a sample of 532 students (269 males and 263 females) out of a population of 6,090. The researchers developed an instrument titled: Family Size, Family Structure and Deviant Behaviour Questionnaire (FSFSDBQ) which was used for data gathering. The questionnaire was divided into two parts, A and B. Part A was designed to collect demographic data such as: sex, institution, family size and family structure, while section B was designed to obtain information on deviant behaviour among students. The questionnaire was developed using the modified four-point rating scale type where the respondents were asked to indicate whether they Strongly Agree - SA, Agree - A, Disagree - D, Strongly Disagree- SD. It contained fifteen (15) items measuring the variables of the study. Three experts were given the instrument to validate. Two experts in test, measurement and evaluation and one in Educational Psychology did face validity of the instrument. The reliability of the instrument was established using Cronbach Alpha estimate. To do this, a trial test was administered to 30 respondents who are students of Arthur Jarvis University, a private university in Cross River State. The institution and the set of students

were used because they were not part of the study. The data were collected and analysed and the reliability index of the instrument was 0.78. This index was high enough to declare the instrument reliable. 532 copies were administered by the researchers and assistants with the permission of the various Deans and Heads of Department. All 532 copies of questionnaires were retrieved. Data collected were analyzed using One-Way Analysis of Variance (ANOVA). The findings of the study revealed that; family size significantly and family structure significantly influenced deviant behaviour among undergraduates in public universities in Cross River State, Nigeria. It was recommended that Government, well-meaning individuals and organizations should support single parents and large families with information needed to maintain moderate family size and also assist them financially. Additionally, instructors of students with single parents must to be more understanding of their behavioral requirements and always there to help. In a same spirit, parents ought to be aware of how important it is to keep their home steady for their kids' behavioral growth.

Parks (2013) conducted an investigation on "The effects of family structure on juvenile delinquency" in East Tennessee, USA. The aim of the research was to ascertain if cohabiting families and other family types differed in terms of delinquency, and to investigate the degree to which parental social control measures explained the variance in delinquency by family structure. The study was led by two null hypotheses and two research questions. Public data from the National Longitudinal Study were used in the study of Adolescent Health (Add Health). Add Health is a long-term, nationally representative study of teenagers. A total of 145 junior high and high schools were represented among the youth in the original sample frame. To participate in the longitudinal sample, students in grades 7 through 12 were randomly chosen after being sorted by sex and grade. Wave I encompassed all data collection between 1994 and 1995. The sample

consisted of 20,745 adolescents in the United States during the 1994-1995 school year. In-home interviews were conducted with each respondent between April and December of 1995. The response rate was 78.9%.

Wave II data were a follow-up in home interviews with the same adolescents who were interviewed in the Wave I data gathering, except for those who were seniors at Wave I. All of the follow-up interviews were collected in 1996. The sample for the second wave was 15,000 respondents and had a response rate of 88.2%. Subsequent in-home interviews were collected in 2001-2002 and 2008-2009. Respondents were all administered the same interview and all of the data were recorded on laptop computers. They did the in-home interviews using Computer-Assisted Personal Interviewing (CAPI) and Audio Computer Assisted Self Interviewing (ACASI). ACASI was used to ask more personal questions. The study focused on family structure, parenting, and delinquency in adolescence. For this reason, only Waves I and II from the public data were used for the study under review, since the respondents were still in high school. The analytic sample consisted of 4,389 adolescents. Using public data from Add Health ($n = 4,389$) the researcher found that there was a marginally significant difference in non-violent delinquency between Teenagers from two-parent biological families and cohabiting households. Cohabiting households youth were found to engage in non-violent delinquency at higher rates than youth from two-parent biological families. When compared to juveniles from two-biological parent households, it was shown that cohabiting families had greater delinquency rates, but only in cases of non-violent misbehaviour.

The study "Influence of Family structure on Juvenile delinquency: A survey of some selected secondary schools in Benin metropolis" was conducted in Benin City by Ogbu and Akintoye (2018). The aim of the research was to investigate the potential impact of family

structure on adolescent criminality. This study was designed using two hypotheses and four research questions. The cross-sectional survey research design was used in the study. Using the purposive sample method, the study included a survey of a few chosen secondary schools in Benin City. Three secondary schools, Iyoba Girls College, Western Boys, and Word of Faith—one in each of the three local government areas of Benin City—produced a total of 350 secondary school students that were chosen for this study. A structured questionnaire and interview guide were used for data collection to test the two hypotheses formulated for this study. The findings of this study showed that family instability was a risk factor for juvenile delinquency. Results from this study showed that children from broken homes were at the greatest risk of becoming delinquents. This is because a broken home is mostly characterized by transitions in parenting and role conflicts. This condition predisposes children in this kind of family settings to delinquency.

Impact of Parenting Styles on Behaviour of Secondary School Students.

The study "Influence of parenting styles on adolescent delinquency in Delta Central Senatorial District" was carried out in Delta state by Okorodudu (2010). The study's goal was to look into how secondary school students' parental practices and teenage misbehaviour relate to one another. The population of the study comprised all the secondary schools in Delta Central Senatorial District. Total number of 60 public secondary schools was in session during the period of the study. 10 schools out of the 60 public secondary schools (i.e. 16%) were randomly selected. On the whole 4,000 students that comprised the population used for the study, out of which 404 participants were randomly selected and used as sample for the study, 5 out of 10 schools were identified as rural schools while the remaining 5 were urban. The instrument used

for the study was the "Adolescent delinquency and parenting styles questionnaire" (ADAPSQ). The instrument was divided into 3 parts. The first section solicited information on the bio-data of the participants. The items included the gender of the participants, the age, and the school location. Section B consisted of parenting measures. The parenting dimension was divided into 3 parenting measures: Authoritarian, authoritative and laissez-faire. The scoring was based on the Likert four-point scale of measurement of strongly agree (SA) Agree (A), Disagree (D) and strongly Disagree (SD). The options of the items were weighted in the Likert format with SA = 4, A = 3, D = 2 and SD = 1. The instrument had face and construct validity. The Cronbach alpha method was used to establish the construct validity of the instrument. The validity index of $\alpha = .69$, $P < 0.05$ was obtained. The split half method was used to establish the stability of the instrument. The Pearson product moment correlation coefficient was used in establishing the reliability of the instrument. 6 research questions and 6 research hypotheses were raised to guide the study. Regression statistic was used for the analysis of the study. Irrespective of gender, location and age, the results of the analysis revealed that permissive parenting style effectively predicted adolescents' delinquency while authoritarian and authoritative did not. Socially competent and goal-oriented teenagers were produced by parents who modeled positive behaviour through their attentiveness and demandingness. The greatest beneficial influences on teenagers' behaviour were discovered to come from parents who exercised authority, kept an eye on their activities, and encouraged self-reliance. Their behaviour suffered when parents were not involved and were not attentive to the requirements of the teenagers.

The study "Investigating the relationship between parenting styles and juvenile delinquent behaviour" was conducted in Malaysia by Muhammad and Norhida (2020), in a related development. Utilizing a mixed method approach that combined qualitative and quantitative

research, the study's goal was to investigate parenting practices and their connection to juvenile delinquent behaviour. To access study participants, four juvenile school managements were contacted via email and their students invited to participate in this survey. Participants were required to fill the informed consent form before conducting this research. 187 juvenile students were selected using purposive sampling method. The instrument (questionnaire) that was used in the research was adapted from Baumrind Questionnaire (1966) to measure parenting styles which consisted of 30 questions and Inventory Delinquency Scale (Junger 1997) to measure risky behaviours which comprised forty questions. The two sections of Baumrind's Parenting Style Questionnaire (1996) were Part A, which included the three elements of authoritarian, authoritative, and permissive parenting styles, and Part B, which listed the four elements of dangerous behavior: verbal, physical, sexual, and anti-social. A 5-point Likert scale was used to grade the parenting style instrument (1 being strongly disagree, and 5 being strongly agree). Higher parenting skill competency was correlated with higher scores, and vice versa. On the other hand, a 5-point Likert scale was used to rate Junger's Delinquency Scale (1 being never, and 5 being always). Higher scores were associated with more behavioral misbehaviour incidents, and vice versa. The experts examined and validated each of the 70 items from the instruments that were already in use that were incorporated in the questionnaire. For every component, the dependability analysis produced a high Cronbach alpha of greater than .70 (Landell, 1977). It is in favor of using this trustworthy and legitimate tool for the study's objectives. In order to gather qualitative data, the researcher conducted interviews with five respondents who were selected from groups of juvenile pupils. The purpose of the interviews was to investigate the association between delinquent behaviours (verbal, physical, sexual, and anti-social) and parenting styles (authoritative, authoritarian, and permissive). The findings of the study showed a strong link

between juvenile delinquent behaviour and an authoritarian parenting style. Students who experience an authoritarian parenting style are more likely to exhibit delinquent behaviours early on. Parenting philosophies that are lenient and authoritative, however, did not significantly correlate. This implies that juvenile pupils' behaviour is influenced by parents who enjoy controlling and limiting their children's independence. The findings of qualitative research also demonstrated that juvenile students' delinquent behaviours were a direct outcome of authoritarian parenting. This is a result of parents not attending to their kids' emotional needs; as a result, kids experience communication difficulties with their parents and eventually lose faith in them. An authoritarian parenting approach places a strong emphasis on control in order to get kids to listen to them when making decisions. This might make kids feel confused, less talkative, and lose faith in their parents.

Ibrahim (2021) investigated the "Influence of parenting styles and personality traits on deviant behaviour among school adolescents in Mushin, Lagos State." The study's goal was to investigate how personality factors and parenting approaches affect aberrant behaviour. An ex post-facto design was employed. The target population of the study was made up of all school adolescents in Mushin, Lagos State. Random sampling technique was employed to select three hundred (300) adolescents (114 males and 186 females), 30 each from the randomly selected 10 secondary schools in Mushin Local Government Area, Lagos State. The instrument used for data collection was a questionnaire which was divided into four sections, section A comprising of 5 items designed to find out some personal information of the participants. Respondents were asked to give information on age, sex, religion, department and level. Section B: Deviant Behaviour questionnaire consisting of A-55 item Normative Deviance Scale (NDS). Responses for all items in the NDS were given on a 5-point Likert scale (1 = never, 2 = one time, 3 = two to

three times, 4 = four to six times, 5 = more than six times) Reliability coefficients on the deviance subscales for the entire sample ranged from $\alpha = .76$ and $\alpha = .89$. Section C: Big Five personality scale; a-44 item Big Five Personality Inventory was used. It was measured on five-point likert scale format of strongly disagree (1), disagree a little (2), neither agree nor disagree (3), agree a little (4) and strongly agree (5) with alpha reliabilities of the scales reported to range from .81 to .88. Section D: Parenting Style Inventory Scale (PSI). This is a 15-item scale divided in 3 sections, representing the three parenting styles. It was a 5-point likert scale ranging from strongly agree (5) to strongly disagree (1) with reliability coefficient alpha of 0.51. Three research questions were raised for the study. The results of the analysis revealed that authoritative, authoritarian and permissive parenting styles predicted 61% significant joint influence on deviant behaviour among adolescents in secondary schools in Mushin. Similarly, the analysis of the independent prediction showed that authoritative, authoritarian and permissive parenting styles had significant independent prediction on deviant behaviour among adolescents in secondary schools in Mushin. This result implied that authoritative, authoritarian and permissive parenting styles predicted significant joint and independent influence in deviant behaviour among the sampled study in Mushin.

The study "Influence of Parenting styles on deviant behaviours and academic achievement of secondary school students in Garoua, Northern Cameroun" was conducted in 2014 by Igbo and Ihejiene. The study was conducted in Cameroun's Benue Local Government Area, specifically in the Garoua Education Zone. The study's goal was to find out how parenting practices affect secondary school children's deviant behaviour and academic performance. In Garoua, in the Northern Province of Cameroun, three local government area education authorities participated in the study. The study was directed by two research questions and two

null hypotheses assessed at the 0.05 level of significance. The study used an ex post facto design. All senior secondary II (SSII) pupils in public and private schools in Garoua, the Benue Education Zone of Cameroun, made up the study's population. There are three technical schools and twenty-four senior secondary schools, according to available data. 3,928 pupils from three local government areas—Garoua I, which has 1,467 SS II students, Garoua II, which has 2,264 SS II students, and Garoua III, which has 197 SSII students—made up the study's total population. For the study, a sample of 350 SS II students—190 males and 160 females—was employed. From all of the senior secondary schools in the Benue Education Zone, a random sample was selected. To choose responders from each of the zone's local government districts, a multistage sampling technique was employed. Two schools from Garoua I, six from Garoua II, and one from Garoua III local government region were selected using a simple random selection technique. Questionnaires were used as the data gathering tools. The researchers created two instruments for the investigation. Two instruments were created using a four-point rating system: a 45-item "Parenting Style Questionnaire" (PSQ) and a 15-item "Deviant Behaviour Questionnaire" (DBQ). The instruments underwent validation and a trial test was conducted to determine the instrument's reliability. While Analysis of Variance (ANOVA) was utilized to assess the study hypotheses, mean and standard deviation were employed to address the research issues. The Cronbach Alpha technique was utilized to ascertain the instruments' internal consistency coefficient. The study's findings demonstrated how parenting practices affected secondary school children' academic performance and deviant behaviours. In particular, the outcomes of the two null hypotheses demonstrated a substantial impact of parenting practices on pupils' aberrant behaviour. Additionally, it was shown that authoritative parenting styles came in last, followed by authoritarian parenting styles, and then permissive parenting types. Overall, the

findings suggested that parenting practices had an impact on students' academic performance. The results also showed that, when it came to improving pupils' academic achievement, authoritative parenting was the most effective, followed by authoritarian parenting. Permissive parenting was the least effective. It was suggested that in order to support parents in their role as parents, the government, along with the appropriate authorities, make sure that parents are encouraged to take part in any parenting education programmes that are offered.

Domestic Violence and Deviant Behaviour of Secondary School Students.

In the Philippines, Chona, Maita, and Aquino (2017) conducted a study on the impact of domestic violence on children's socio-educational behavior. The aim of the study was to determine the effects of domestic violence on children, especially, on their socio educational behaviour. The study utilized the descriptive research design which focused only in describing the effects of domestic violence on children-respondents. Purposive sampling was utilized in identifying the subjects of the study which covered only children who had witnessed domestic violence at home. A total of 150 children ranging from ages 8 to 12 were selected. Most of them were at the age of 11 (40 or 26.67%) followed by those who were 12 years old and the youngest were at the age of 8. The mean age of 9.64 indicated that the respondents were still young which further implied that they were still in the age of creating happy family memories. The females outnumbered the male with the frequencies 84 or 56% and 66 or 44% with the male sex. An interview schedule and a structured questionnaire were also used in gathering the data. These were pre-tested at Maraburab, a Barangay in Alcala, Cagayan and validated before these were finally administered to the respondents. It was observed in this particular study, that the children were disturbed in their studies resulting to poor performance and lack of concentration in their

class. Children who experienced domestic violence internalised the incident, and thus, did not feel good and emotionally wanted.

Yasmin, Fadare, Jose and Shekwolo (2022) did a study on "Assessment of domestic violence on children as a predictor of delinquent behaviour in Kaduna South". The purpose of the study was to assess domestic violence as predictors of delinquent behaviour among children in Kaduna state. This study employed survey research design which is a quantitative method for collecting data from a pool of participants. The population of the study was 2500. Two hundred and fifty (250) participants (193 males and 57 females) were selected using simple random sampling technique. They were drawn from Command Secondary School, Kachia Road, Government Day Secondary School, Kakuri in Kaduna South, and Borstal Training Institute Barnawa, Kaduna, with the age ranges from 11-above years who were both male and female. Questionnaire was the instrument used to collect data. The questionnaire had thirty-six (36) items divided into three (3) sections. While Section A was designed to elicit demographic data of the respondents with eleven (11) items, section B on Domestic violence with thirteen (13) items while the section C had twelve (12) items on Juvenile delinquency. Pearson Product Moment Correlation and Independent Sample t-test were used to test the hypotheses. Two hypotheses were tested. Hypothesis one revealed a mean and standard deviation score for Domestic violence ($M = 10.68$, $SD = 4.536$) and delinquent behaviour ($M = 12.79$, $SD = 3.518$). Further analysis revealed a statistically significant $r(248) = 0.311$, $P < 0.05$ positive relationship between domestic violence and children delinquent behaviour. In other words, the hypothesis was confirmed. There was a significant positive correlation between domestic violence and psychological distress among the respondents. This result reveals that the higher the rate of domestic violence, the higher the level of delinquent behaviour among children.

A research titled "A scrutiny of the relation between family violence and crime rate among the teenagers" was conducted in New Delhi, India by Palit and Sarangi (2022). The study's goal was to examine the relationship between India's juvenile crime rate and the prevalence of domestic violence. The study's foundation was the examination of secondary data gathered from various government sources on family violence and crime statistics, including the Ministry of Home Affairs, the National Crime Records Bureau, published journals, and the like. The amount of domestic abuse over time and the criminal histories of the youths were determined by analyzing the secondary data; to examine the fundamental relationship between these two societal ills, which have severe negative effects on people individually, in families, and on society as a whole. A variety of pertinent descriptive and statistical approaches were used to analyze the data. Crime data show that youths between the ages of 12 and 18 were responsible for 98% of juvenile crimes. A sobering observation was made: just 4% of juveniles who were convicted or were awaiting trial were homeless, whereas 86% of them lived with their parents or guardians. This suggested that the home environment itself must have some powerful variables that produced such diverse adolescents. A gender-based research showed that there were more males than girls involved in criminal activity. The study investigated the characteristics of familial violence that were exposed and disguised, as well as apparent and invisible, direct and indirect, and linked to the rate of juvenile criminality. It was discovered that there was a direct correlation between the rise in youthful criminality and domestic violence.

A research titled "Pathways from Family Violence to Adolescent Violence: Examining the Mediating Mechanisms" was conducted in 2021 by Spencer, Ruoshan, Liang, and Zhang. The research was done in China. Through violent peer association, normative views about violence, and negative emotions, the study examined the relationship between familial violence and

teenage violence. The study's data came from a two-wave longitudinal study on delinquency and family dynamics. The study employed a three-stage stratified probability proportional to size sampling approach to randomly choose eligible individuals in order to assure the representativeness of the sample. Two urban and one suburban district were among the three districts that the researchers randomly chose for the initial phase. In the subsequent phase, one suburban middle school, one urban middle school, one suburban high school, and one urban high school were arbitrarily chosen by the researchers from every district under survey. The researchers correspondingly chose a random number of classes in the seventh, eighth, tenth, and eleventh grades from each sampled school in the third stage. The management of the schools gave the researchers permission, and consent forms were sent to the parents and children. There were 1,300 eligible participants in the study since only students who consented to participate in both waves and whose parents signed a consent form were included. The pupils in the sample were given a survey to complete with paper and pencil. The researchers carried out the second wave of the survey in the same schools with the same class of pupils in the following year (2016), around the same month. Wave 1 and Wave 2 survey response rates were 96.73% and 97.20 percent, respectively. A final sample of 1,107 was obtained by excluding from the analysis 193 participants, including the non-respondents, who had missing data on study variables. According to the findings, familial violence was a predictor of teenage violence. However, a large portion of the connection between familial violence and teenage aggression was mediated by violent peer association, normative ideas, and negative emotions. This showed that there was a strong and positive correlation between teenage violence and familial violence. A set of negative binomial regression models and linear regression models, comprising one base model and four mediating models, were built to examine whether normative beliefs about violence, violent peer association,

and negative emotions mediate the relationship between family violence and adolescent violence. Model 1 showed a substantial and positive correlation between teenage violence and familial violence. According to Model 3's results, adolescents' normative attitudes endorsing violence were strongly predicted by both familial violence and affiliation with violent peers ($b = 0.02$, $p < 0.001$; $b = 0.07$, $p < 0.001$). Model 4 investigated the relationship between negative emotions in Chinese teenagers and violent peer associations and familial violence. According to Model 4's findings, there was a positive and substantial correlation between the negative emotions experienced by adolescents and increases in violent peer association ($b = 0.09$, $p < 0.001$) and familial violence ($b = 0.07$, $p < 0.001$). Additionally, Model 5 confirmed the prediction that there was a positive correlation between teenage aggression and unpleasant feelings ($b = 0.42$, $p < 0.001$). According to the model's findings, parental violence was a very significant and favorable predictor of the link between violent peers. The findings supported the theories that, by encouraging violent peer associations, normative views endorsing violence, and unpleasant emotions, exposure to family conflict would raise teenage engagement in violent behaviour. In particular, there was a substantial and positive correlation between parental violence and negative emotions, normative attitudes that support violence, and violent peer association. These factors ultimately contributed to adolescents engaging in more violent behaviour.

Impact of Socio-economic status on Deviant Behaviour of Secondary School Students.

The study "Peer influence and socio-economic status as correlates of deviant behaviour among secondary school students in Delta Central Senatorial District" was carried out by Onakpoberuo and Ugoji (2016). The study's goal was to find out how socioeconomic class and peer pressure related to deviant behaviour among secondary school students in the Delta Central Senatorial District are correlated. The study was led by three null hypotheses and three research

questions. For the study, a standardized questionnaire with the heading "Peer influence, socio-economic status and deviant behavior" was created. A descriptive survey with a correlational design was used in the study. The study employed a stratified random sample approach to validate the instrument. The construct validity and content of the instrument were established through the application of factor analysis. Out of the thirty-three thousand, five hundred and nineteen (33,519) senior high school pupils in the Delta Central Senatorial District, a sample size of five hundred (500) individuals was selected. Multiple regression analysis and correlation analysis were used to assess the study's data in order to test the hypotheses at the 0.05 level of significance. The study's conclusions showed a strong correlation between deviant behaviour, socio-economic level, and peer influence. It also showed that there was a strong correlation between deviant behaviour and socio-economic position. Two key findings emerged from the study: first, peer pressure had an impact on deviant behaviour among secondary school students in the Delta Central Senatorial District; and second, socio-economic level had an impact on deviant behaviour. Based on the results, it was suggested that orientation programmes on the need to eliminate deviant behaviour among secondary school students in the Delta Central Senatorial District be set up for parents and students. In order to address the negative peer impact that secondary school students in the Delta Central Senatorial District face, school administrators should provide a supportive atmosphere by providing decent and sufficient facilities and equipment along with qualified counsellors.

Additionally, a study on "Socio-economic status as predictor of deviant behaviour among Nigerian secondary school students" was conducted by Adesoji (2010). Oyo State served as the study's location. The aim of the research was to examine the relationship between socio-economic level and deviant behaviour among secondary school students in Nigeria. Students in

Oyo State's secondary schools were the study's target demographic. Students from secondary schools in three Local Government Areas in Oyo State made up the study sample. The four schools included in the study were all located in metropolitan regions, and a purposive sample technique was utilized in their selection. Of the four schools—three for men and one for women. Sixty five (65) students between the ages of 10 and 19 who were enrolled in senior secondary school (SSS) I through III at four secondary schools spread across three separate Local Government Areas in Oyo State made up the study's sample. Six (6) females and fifty-nine (59) males made up the sixty-five (65) students. Of the 65 students, twenty-four (24) were enrolled in SSS I. Of this total, three (3) were females and twenty-one (21) were males. Of the eighteen (18) students in SSS II, fifteen (15) were boys and three (3) were girls. Out of the 65 students, twenty-three (23) were males and they were from SSS III. The students were chosen from among those whose names had been discovered to appear often in the school's discipline logs. For this study, two research questions and two hypotheses were posed. Data were gathered using a self-made bio/data questionnaire, an altered version of Obanya's (1976) socio-economic status rating scale, and an altered version of Nwana's (1975) deviant behaviour rating scale. To determine whether the two research hypotheses were rejected or not, the data were analyzed using chi-square statistics. The level of significance applied to each hypothesis was 0.05. The results showed that students from high, middle, and low socio-economic statuses differed significantly in their degree and rate of deviant behaviour. In the Nigerian context, the group with the lowest socio-economic standing gave birth to around half of the deviant offspring. This is a result of the extremely low socio-economic backgrounds of these youngsters, where the majority of parents lack formal education. These parents, who most likely lack resources due to their poverty, give their children little to nothing and abandon them at a young age. After the low socio-economic

category, the high socio-economic level group gave birth to the second-highest number of deviant offspring. Once more, this can be linked to the parents' inadequate upbringing. They fail to give the children the appropriate role model and sufficient supervision that they require. In contrast to low-income parents who are impoverished, parents in this class are often extremely well-educated, extremely rich, and highly positioned within society. When one or both parents work, they often leave the house early in the morning and return later in the day, sometimes even after the children had gone to bed. As a result, parents have little to no time to spend with them, who they undoubtedly waste a lot of money on and entrust to domestic assistants like housekeepers, drivers, and servants. Furthermore, the knowledge these children get from viewing movies about crime and violence, pornography, how to commit burglaries and highway robberies, and even smoking, contributes to their deviance. If parents had been present, they would have kept an eye on them or stopped them from seeing such awful movies. Consequently, similar to their peers in the lower socio-economic class, the majority of these youngsters are left completely without any moral direction. They are left to rely on random events in life to shape their growth, and frequently, this leads to them being deviants. Conversely, there were the fewest deviations from the results among those in the median socio-economic category. This might be explained by the fact that the students in this class are the ones who are exposed to the fewest negative influences and receive the fewest amount of modelling. The parents in this cohort are still having difficulty trying to "make it" in society. Parents in this category often leave the house early in the morning to drop off their children at school and then head out of the office to pick them up at the end of the day. It is this group that the parents check the children's books at home to make sure they do their assignments, read their report cards, and attend parents/teachers' meetings. They go out of their way to meet their children's teachers to find out how they are

behaving in school. They discuss with their children and get to know them well. The above findings, therefore, support the general proposition that there is a relationship between the home and delinquency or deviant behaviour.

Omorogiuwa and Omorogiuwa (2017) did a study on "Socio-economic influences as correlates of adolescents attitude towards deviant behaviour". The study was carried out in Benin City. The purpose of the study was to examine whether parental income, peer group, gender and age of adolescents influenced their attitudes towards deviant behaviours. The study focused on adolescent deviant behaviour in relation to the socio-economic influences. A correlational survey research design was adopted for the study. The total population was 540 adolescents from Secondary Schools in the Benin Metropolis. A sample of 90 adolescents was randomly selected from 6 schools. There was a structured questionnaire requesting demographic information that covered age and sex. Section B consisted of 20 four-point Likert type statements, with 4 items on the involvement of adolescents towards deviant behaviour and 16 items on their attitude towards deviant behaviour. The instrument, as well as the research question and hypotheses, were presented to three experts in the Department of Social Work and Educational Measurement at the University of Benin, Nigeria. The 3 experts agreed that the instrument was capable of generating data to answer the research question and hypotheses; hence the instrument is content valid. The researchers thereafter administered the instrument to 40 adolescents in a Secondary School, who were not part of the sample of study. After an interval of 3 weeks the same instrument was re-administered to the same 40 adolescents. The data obtained from these 2 administrations were subjected to Pearson correlation statistic; and a test-retest reliability coefficient of 0.96 was obtained. With the help of two research assistants, the researchers administered the instrument to a sample of 540 adolescents. The data collected was analysed and the mean, standard deviation

at 2.5 criterions were calculated to answer the research question; At the 0.05 significance level, the hypotheses were tested using point bi-serial correlation and Pearson product moment correlation statistics. The findings showed that teenagers' attitudes regarding deviant behaviour are influenced by a variety of factors, including age and gender, peer group influence, parental income, and socio-economic background. It was discovered that teenagers' attitudes regarding abnormal behaviour are influenced by their parents' wealth. In order to promote the well-being of adolescents in the Nigerian setting, recommendations are given to parents or guardians, child protection, and assisting professionals to participate in intervention measures in response to the phenomena of deviant behaviour.

In 2019, Mudau, Chauke, and Malatji conducted a study in South Africa titled "An examination of the socio-economic elements that impact deviant behaviour in young people: A case study of South Africa's Madonsi community". The goal of the study was to pinpoint the socio-economic variables that influence young people in Madonsi Village, South Africa, engaging in deviant behaviour and to find strategies for eliminating it. A case study research approach was used in the study. The study used purpose sampling, a kind of non-probability sampling, to choose twelve (12) participants, six (6) boys and six (6) girls, ages fourteen to nineteen, who lived in Madonsi Village. For this study, two research questions were developed. Open-ended questionnaires were the data collection tool utilized in this investigation. A focus group was formed in order to collect information through semi-structured interviews with participants. The information used in this work was gathered on the same day. In order to obtain rich depth and the actual experience from the perspective of the young people who participated in the study, the study was qualitative in nature. The data was analyzed using thematic analysis. The research's findings, which are shown in the study outcome, revealed a theme and a sub-

theme. The results of the study showed that their behavior is negatively impacted by socio-economic variables such as poverty, peer pressure, a dysfunctional household, and a lack of sports opportunities. This leads to a situation where they start abusing drugs, engaging in extra-marital affairs, and abusing alcohol.

Summary of Literature review.

This chapter discussed the conceptual framework, theoretical framework, empirical review and the summary of this study. The concept of family structure, parenting styles, domestic violence, socio-economic background and deviancy were discussed in the conceptual framework.

Social Learning Theory was used as the theoretical framework for the study. From the theoretical framework, based on the theory of social learning, it can be deduced that individuals learn deviant behaviours through observation, imitation, and reinforcement. In childhood, exposure to deviant behaviours within the family or social environment can increase the likelihood of engaging in such behaviours later in life.

The influence of family structure on behaviour, the impact of parenting styles on behaviour of an individual, domestic violence and deviant behaviour and the impact of socio-economic status on deviant behaviour were discussed in the empirical review. From the empirical review, it was observed that previous researchers had carried out several studies on how family structure, parenting styles, domestic violence and socio-economic background each relates to deviant behaviour but to the best of the researcher's knowledge, none had done a work on the influence of family experiences on deviant behaviour among public senior secondary school students in Oredo Local Government Area of Edo State. This is the gap that this study intends to fill.

CHAPTER THREE

METHODOLOGY

This chapter was designed to discuss the procedures that were used in carrying out this research study. This is discussed under the research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

Since it examined the impact of familial experiences on deviant behavior among public senior secondary school students in Oredo Local Government Area, Edo State, Nigeria, it is a correlational survey. In order to establish a link between the independent and dependent variables, the study's data were created using a correlational design..

Population of the Study.

The study's population comprised 3,641 SS2 students from the fourteen (14) public senior secondary schools in the Oredo Local Government Area of Edo State (1,102 male and 2,539 female).

The public senior secondary schools in Oredo Local Government Area, Edo State, Nigeria, are summarized in Table 1 below, along with the research's target demographic.

S/N	Names of Schools	No. of students
1	Anglican Girls Grammar School	150
2	Edo College	156
3	Edokpolor Grammar School	328
4	Emotan College	183
5	Idia College	900
6	Ihogbe College	291
7	Imaguero College Senior School	317
8	Iyekogba Secondary School	202
9	New Era College	351
10	Oba-Akenzua II Secondary School	200
11	Oba-Ewuare Secondary School	178
12	Oba Palace Secondary School	18
13	Ogbe College	125
14	Oredo Girls Secondary School	241
	Total	3641

**Source: State Bureau of Statistic
(Names of Schools Only).**

Sample and Sampling Technique

The sample for the study was 182 students. According to Gays and Mills (2009), 5% of the total population (i.e. $182.05 = 182$) is enough to represent the sample of the study. Simple random sampling technique was adopted to select the total number of students needed for the sample. Simple random sampling was used because in simple random sampling, every element has an equal chance of being selected.

Research Instrument

The instrument that was used for data collection in this study was a questionnaire titled: "Family Experience and its Influence on Deviant Behaviour" (FEIDB). The instrument is divided into three sections: A, B and C. Section A was constructed to solicit demographic or personal data of the respondents. Section B consisted of twenty-six (26) items grouped into 4 categories

while section C consisted of nine (9) items on Deviant Behaviour. The items were used to elicit data from the respondents, with a Strongly Agree (SA), Agree (A), Undetermined (UD), Disagree (D), Strongly Disagree (SD) response format with the value of 5, 4, 3, 2 and 1 respectively.

Validity of the Instrument

The Instrument was validated by three experts, one each in measurement and evaluation, educational psychology and guidance and counselling in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State. They critically examined the Instrument in order to ensure it had face and content validity. Corrections and observations made were incorporated into the final draft that was approved by the researcher's supervisor.

Reliability of the Instrument

The trial test of the instrument was carried out by administering the instrument on 30 respondents (SS2 students) in a private senior secondary school since it was not part of the sample of the study. The internal consistency method was applied to ensure the reliability of the instrument. Data generated were analysed using Cronbach Alpha Statistics and this yielded a coefficient of 0.77.

Method of Data Collection

The questionnaire was administered by the researcher and an assistant on the respondents after permission had been obtained from the school principals. Thereafter, the respondents were required to fill out the questionnaire. The instrument was retrieved on the spot by the researcher and the assistant after completion by the respondents. This was to avoid misplacement by the respondents.

Method of Data Analysis

Data were analysed using descriptive statistics of mean, standard deviation, percentage count and relationship matrix to answer research questions. Linear regression was used to test the hypotheses. All analyses were conducted using SPSS software.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

In this chapter, the data collected from the sample of respondents from the area of study were analysed. The results are presented in relation to the research questions and the hypotheses stated in chapter one. They are as follows:

Analysis of Data

Research Question 1: To what extent does family structure influence deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

Table 2: Showing Pearson Product Moment Correlation statistics of the extent to which family structure influences deviant behaviour.

Variables	r	r ²	%
Family Structure	0.02	0.00	0%
Deviant Behaviour			

The data in Table 2 above showed the correlation between family structure and students' deviant behaviour. The table showed that there was a very low correlation of 0.02 between the two variables under study. The coefficient of determination was 0.00. This implied that family structure had 0% influence on students' deviant behaviour. It could be concluded that family structure had no influence on students' deviant behaviour.

Research Question 2: To what extent does parenting style influence deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

Table 3: Showing Pearson Product Moment Correlation statistics of the extent to which parenting style influences deviant behaviour.

Variables	r	r ²	%
Parenting Style	0.14	0.02	2%
Deviant Behaviour			

The data in Table 3 above showed the correlation between parenting style and students' deviant behaviour. The table showed that there was a very low correlation of 0.14 between the two variables under study. The coefficient of determination was 0.02. This implied that parenting style had 2% influence on students' deviant behaviour. It could be concluded that parenting style had 2% influence on students' deviant behaviour.

Research Question 3: To what extent does domestic violence influence deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

Table 4: Showing Pearson Product Moment Correlation statistics of the extent to which domestic violence influences deviant behaviour.

Variables	r	r ²	%
Domestic Violence	0.18	0.03	3%
Deviant Behaviour			

The data in Table 4 above showed the correlation between domestic violence and students' deviant behaviour. The table showed that there was a very low correlation of 0.18 between the two variables under study. The coefficient of determination was 0.03. This implied that domestic

violence had 3% influence on students' deviant behaviour. It could be concluded that domestic violence had 3% influence on students' deviant behaviour.

Research Question 4: To what extent does an adolescent's socio-economic background influence deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

Table 5: Showing Pearson Product Moment Correlation statistics of the extent to which socio-economic status influences deviant behaviour.

Variables	r	r ²	%
Socio-economic status	0.15	0.02	2%
Deviant Behaviour			

The data in Table 5 above showed the correlation between socio-economic status and students' deviant behaviour. The table showed that there was a very low correlation of 0.15 between the two variables under study. The coefficient of determination was 0.02. This implied that socio-economic status had 2% influence on students' deviant behaviour. It could be concluded that socio-economic status had 2% influence on students' deviant behaviour.

Testing of Hypotheses

Hypothesis 1: Family structure does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

Table 6: Summary of Regression analysis on family structure as a predictor of students' deviant behaviour

Variables	Beta Coefficient	r ²	F	t-value	P-value	Decision
Family Structure	-0.02	0.04	0.15	-0.39	0.69	Accept Ho

Deviant Behaviour

The data in Table 6 showed that family structure was not a significant predictor of students' deviant behaviour at 0.69. $F(0.15, t\text{-value} = -0.39, B = -0.02, P\text{-value} = 0.69)$. Since the p-value or the significant level (0.69) was higher than 0.05 alpha level of significance, the results implied that family structure was not a significant predictor of students' deviant behaviour. With these results, the hypothesis which stated that family structure does not predict students' deviant behaviour was retained. This means that family structure is not a significant predictor of students' deviant behaviour.

Hypothesis 2: Parenting style does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

Table 7: Summary of Regression analysis on parenting style as a predictor of students' deviant behaviours

Variables	Beta Coefficient	r^2	F	t-value	P-value	Decision
Parenting style	-0.14	0.02	3.59	-1.89	0.06.	Accept H_0
Deviant Behaviour						

The data in Table 7 showed that parenting style was not a significant predictor of students' deviant behaviour at 0.06. $F(3.59, t\text{-value} = -1.89, B = -0.14, P\text{-value} = 0.06)$. Since the p-value or the significant level (0.06) was higher than 0.05 alpha level of significance, the results implied that parenting style was not a significant predictor of students' deviant behaviour. With these results, the hypothesis which stated that parenting style does not predict students' deviant behaviour was retained. This means that parenting style is not a significant predictor of students' deviant behaviour.

Hypothesis 3: Domestic violence does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

Table 8: Summary of Regression analysis on domestic violence as a predictor of students' deviant behaviour

Variables	Beta Coefficient	r ²	F	t-value	P-value	Decision
Domestic Violence	0.18	0.03	6.54	2.56	0.01	Reject Ho
Deviant Behaviour						

The data in Table 8 showed that domestic violence was a significant predictor of students' deviant behaviour at 0.01. F (6.54, t – value = 2.56, B = 0.18, P-value = 0.01). Since the p-value or the significant level (0.01) was less than 0.05 alpha level of significance, the results implied that domestic violence was a significant predictor of students' deviant behaviour. With these results, the hypothesis which stated that domestic violence does not predict students' deviant behaviour was not retained. This means that domestic violence is a significant predictor of students' deviant behaviour.

Hypothesis 4: An adolescent's socio-economic background does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

Table 9: Summary of Regression analysis on socio-economic status as a predictor of students' deviant behaviour

Variables	Beta Coefficient	r ²	F	t-value	P-value	Decision
Domestic Violence						
	0.15	0.02	4.68	2.16	0.03.	Reject Ho
Deviant Behaviour						

The data in Table 9 showed that socio-economic status was a significant predictor of students' deviant behaviour at 0.03. F (4.68, t – value = 2.16, B = 0.15, P-value = 0.03). Since the p-value or the significant level (0.03) was less than 0.05 alpha level of significance, the results implied that socio-economic status was a significant predictor of students' deviant behaviour. With these results, the hypothesis which says socio-economic status does not predict students' deviant behaviour was not retained. This means that socio-economic status is a significant predictor of students' deviant behaviour.

Summary of Major Findings

1. There was a very low correlation of 0.02 between family structure and deviant behaviour. The coefficient of determination was 0.00. This implied that family structure had 0% influence on students' deviant behaviour. With a P- value of 0.69, it, therefore, implied that family structure was not a significant predictor of students' deviant behaviour.
2. With a coefficient of determination of 0.02, it implied that parenting styles had 2% influence on students' deviant behaviour. Nevertheless, parenting styles did not predict students' deviant behaviour. It was therefore, not significant at 0.05 alpha level.

3. The responses of domestic violence and deviant behaviour had a very low correlation of 0.18. Domestic violence had 3% influence on students' deviant behaviours and the hypothesis was significant at 0.01 probability level. Domestic violence predicted students' deviant behaviour. Thus, the null hypothesis was rejected at 0.05 alpha level.

4. The responses of socio-economic status and deviant behaviours had a very low correlation of 0.15. Socio-economic status had 2% influence on students' deviant behaviour. The hypothesis was significant at 0.03 probability level. Socio-economic status predicted students' deviant behaviour. Thus, the null hypothesis was rejected at 0.05 alpha level.

Discussion of Results

First, family structure and deviant behaviour had a very low connection (0.02), according to the study. There was no correlation between the two. This suggested that the impact of family structure on students' aberrant behaviour was zero. Hence, it was suggested by the P-value of 0.69 that family structure was not a significant predictor of students' aberrant behaviour. This study's results conflict with those of Ogbu and Akintoye (2018), who conducted a survey of a few chosen secondary schools in Benin City as part of their investigation on the impact of family structure on juvenile delinquency. According to the study's findings, family structure raises the possibility of adolescent criminality. Results from the study showed that children from broken homes were at the greatest risk of becoming delinquents. This is because a broken home is mostly characterized by transitions in parenting and role conflicts.

Secondly, with a coefficient of determination of 0.02, the study revealed that parenting styles had 2% influence on students' deviant behaviour. Nevertheless, parenting styles did not predict students' deviant behaviour. It was therefore not significant at 0.05 alpha level. This is

consistent with the findings of Igbo and Ihejiene's (2014) study, Influence of Parenting Styles on Deviant Behavior and Academic Achievement of Northern Cameroun Secondary School Students, Garoua. The study's conclusions demonstrated how parental practices affected secondary school students' academic performance and deviant behaviours. In particular, the outcomes of the two null hypotheses demonstrated a substantial impact of parental practices on students' aberrant behaviour. This result is also consistent with the research conducted by Ibrahim (2021), who examined the impact of personality characteristics and parenting styles on deviant behaviour in school-aged adolescents in Mushin, Lagos State. According to the study, among teenagers attending secondary schools in Mushin, authoritative, authoritarian, and permissive parenting styles predicted a 61% significant combined effect on deviant behaviour. According to the study of the independent prediction, parenting philosophies that are permissive, authoritative, or authoritarian significantly influence teenagers' deviant behaviour in Mushin secondary schools. This finding suggested that parenting philosophies that were permissive, authoritarian, and authoritative predicted a strong joint and independent effect on deviant behaviour.

Thirdly, there was a very weak connection (0.18) between the reactions of deviant behaviour and domestic violence. Students' deviant behaviour was influenced by domestic violence by 3%, and the hypothesis was significant at the 0.01 probability level. Deviant behaviour predicted domestic violence. Thus, at 0.05 alpha level, the null hypothesis was rejected. The results of Spencer, Ruoshan, Liang, and Zhang's study, Pathways From Family Violence to Adolescent Violence: Examining the Mediating Mechanisms, (2021) are consistent with our findings. The study's findings showed that familial violence was a predictor of teenage violence. However, a large portion of the connection between familial violence and teenage

aggression was mediated by violent peer association, normative ideas, and negative emotions. This showed that there was a strong and positive correlation between teenage violence and familial violence. This findings is also in agreement with Yasmin, Fadare, Jose and Shekwolo (2022) who did a study on Assessment of domestic violence on children as a predictor of delinquent behaviour in Kaduna South. The analysis revealed a statistically significant $r(248) = 0.311$, $P < 0.05$ positive relationship between domestic violence and children delinquent behaviour. In other words, the hypothesis was confirmed. There was a significant positive correlation between domestic violence and psychological distress among the respondents. This result revealed that the higher the rate of domestic violence, the higher the level of delinquent behaviour among children.

Fourth, there was a very little connection (0.15) between the responses about deviant behaviour and socio-economic position. Students' aberrant behaviour was 2% influenced by their socio-economic position. Significant at 0.03 probability level was the hypothesis. Students' aberrant behaviour was predicted by their socio-economic position. At 0.05 alpha level, the null hypothesis was thus rejected. These results are consistent with those of Onakpoberuo and Ugoji (2016), who studied the relationship between socio-economic position and peer influence and deviant behaviour in secondary school students in Delta Central Senatorial District. The study's conclusions showed a strong correlation between deviant behaviour, socio-economic level, and peer influence. It also showed that there was a strong correlation between deviant behaviour and socio-economic position. The results of this study also support the findings of Omorogiuwa and Omorogiuwa (2017), who examined socio-economic factors as predictors of teenagers' views about deviant behaviour. The findings showed that views of teenagers regarding deviant behaviour were related to socio-economic settings, parental income, peer group influence, and

the gender and age of the adolescents. It was then revealed, that teenage views toward deviant behaviour were influenced by family wealth. The results of Mudau, Chauke, and Malatji's (2019) Investigation into the socio-economic determinants influencing deviant behaviour in youths: A case study of Madonsi village, South Africa; also support our findings. The study's conclusions demonstrated the detrimental effects of socio-economic variables on their behaviour, including poverty, peer pressure, a lack of athletic opportunities, and dysfunctional families. They end up abusing narcotics, engaging in extra-marital affairs, and abusing alcohol as a result.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the influence of family experiences on deviant behaviours among public senior secondary school students in Oredo Local Government Area of Edo State. The study specifically investigated the extent to which family structure, parenting styles, domestic violence and socio-economic status influence deviant behaviour among public senior secondary school students in Oredo Local Government Area of Edo State. Four research questions and hypotheses guided the study as shown below;

1. To what extent does family structure influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?
2. To what extent does parenting style influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?
3. To what extent does domestic violence influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?
4. To what extent does an adolescent's socio-economic background influences deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State?

Hypotheses

1. Family structure does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.
2. Parenting style does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.
3. Domestic violence does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area.
4. An adolescent's socio-economic background does not predict deviant behaviour among senior secondary school students in Oredo Local Government Area of Edo State.

The design of the study was the correlational research design with a population of study consisting of 3,641 SS2 students in fourteen (14) public senior secondary schools in Oredo Local Government Area of Edo State. The simple random sampling technique was used to select 182 students which is 5% of the total population. This was used as the sample for this study. The research instrument that was used for this study was a structured questionnaire. The data collected were analysed using mean, standard deviation and linear regression. The results obtained from the study showed that:

1. There was a very low correlation of 0.02 between family structure and deviant behaviour. The coefficient of determination was 0.00. This implied that family structure had 0% influence on students' deviant behaviour. With a P- value of 0.69, it, therefore, implied that family structure was not a significant predictor of students' deviant behaviour.
2. With a coefficient of determination of 0.02, it implied that parenting styles had 2% influence on students' deviant behaviour. Thus, parenting styles did not predict students' deviant behaviour. It was, therefore, not significant at 0.05 alpha level.
3. The responses of domestic violence and deviant behaviour had a very low correlation of 0.18. Domestic violence had 3% influence on students' deviant behaviour and there was a significant influence at 0.01 probability level. Domestic violence predicted students' deviant behaviour. Thus, the null hypothesis was rejected at 0.05 alpha level.
4. The responses of socio-economic status and deviant behaviour had a very low correlation of 0.15. Socio-economic status had 2% influence on students' deviant behaviour. The influence was significant at 0.03 probability level. Socio-economic status predicted students' deviant behaviour. Thus, the null hypothesis was rejected at 0.05 alpha level.

Educational Implications

From this study, the educational Implications are as follows:

1. It emphasises the role of school authorities in understanding and handling students' family dynamics (different experiences).
2. It suggests strategies and measures that school authorities should take in providing support for students with negative family experiences.
3. It pinpoints the significance of family experiences in shaping deviant behaviours.

Conclusion

Based on the findings and observations from this study, it could be concluded that family experiences like parenting styles, domestic violence and socio-economic status all have an influence on students' deviant behaviour. Students with parents who are uninvolved in their lives and non-responsive to their needs could have negative impacts on their behaviours. Exposure to domestic violence in the home influences deviant behaviour, experiencing domestic violence can lead to an increased likelihood of engaging in deviant behaviour. Children who experienced domestic violence are more likely to exhibit deviant behaviour later in life. Finally, a students' socio-economic background influences deviant behaviour. Therefore, parents, teachers and school authorities should ensure that a child is faced with pleasant family experiences, as it as a predictor of deviant behaviour.

Contributions to Knowledge

These findings contribute to existing knowledge in the following ways:

1. It brought to light, the influence of family experiences on deviant behaviour. It exposed the specific factors that contributes to deviant behaviour.

2. It gave a broader understanding of how our family structure, parenting styles, domestic violence and socio-economic status influence deviant behaviour.

Recommendations

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

1. Though, there was no significant influence of family structure on deviant behaviour, Parents still, should be more sensitive to the behavioural needs of their children and always be ready to assist them. They should understand the need to maintain a stable home for the children's behavioural development.
2. School authorities and the Government should be aware that students from single-parent homes, blended homes and so on may have challenges, and as such, finance, resources and supports should be provided for them to help them make ends meet.
3. School authorities, the Government through the relevant agencies should ensure that parents are provided with resources for positive parenting strategies. Parents should be encouraged to participate in any parenting programmes to help in their parenting task.
4. Parents should try as much as possible to avoid engaging in domestic violence. Parents should shun every form of violence at home.
5. Government authorities should provide incentives and support for students from lower-income families, such as free or reduced fees, transportation assistance and so on and also provide equal access to educational resources.

Suggestions for Further Studies.

Since this research topic was "Influence of family experiences on deviant behaviour among public senior secondary school students in Oredo Local Government Area of Edo State", the researcher suggested that a study on "Influence of Family experiences on deviant behaviour among public senior secondary school students in Ovia North East Local Government Area of Edo State", should be carried out.

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APPENDIX A

FAMILY EXPERIENCES AND ITS INFLUENCES ON DEVIANT BEHAVIOUR
(FEIDB)

QUESTIONNAIRE

Section A: Demographic information *(Please tick the option that applies to you)*

- 1) Gender: (1) Male [] (2) Female []
- 2) Age: (1) 13 - 14 [] (2) 15 - 16 [] (3) 17 - 18 []
- 3) What is your current family structure? (1) Single-parent [] (2) Nuclear Family [] (3) Extended Family []
- (4) Divorced Parents [] (5) Blended Family []

Section B: In the table below, please tick the degree at which you accept or reject the point stated.

{SA - Strongly Agree, A - Agree, UD - Undecided, D - Disagree, SD - Strongly Disagree}

S/N	ITEMS	Respondents				
RQ1	INFLUENCE OF FAMILY STRUCTURE ON DEVIANT BEHAVIOURS, TO WHAT EXTENT WILL YOU AGREE THAT:	SA	A	UD	D	SD
4)	The type of family people come from influence deviant behaviours					
5)	I am from a single-parent home					
6)	I have a stable family environment at home					
7)	I have a positive relationship with my parents and siblings					
8)	The type of family I come from make me engage in deviant behaviours					
9)	Communicating and spending time with my family members can discourage deviant behaviours					

10)	Emotional support from my family during challenging times can discourage deviant behaviours					
RQ2	IMPACT OF PARENTING STYLES ON DEVIANT BEHAVIOURS, TO WHAT EXTENT WILL YOU AGREE					
11)	My parents are highly controlling and set strict rules for me					
12)	My parents are understanding, they create a loving home environment and provide a high degree of emotional support					
13)	My parents are lenient, they are not involved nor concerned in my daily life and activities, they allow me make my own decisions					
14)	My parents make it easy for me to talk to them and share my burdens with them					
15)	My parents have my time, they are there for me when I need them					
16)	My parents spend quality time with me and support my future goals and ambitions					
RQ3	IMPACT OF DOMESTIC VIOLENCE ON DEVIANT BEHAVIOURS, TO WHAT EXTENT DO YOU AGREE					
17)	Exposure to domestic violence in the home influences deviant behaviours					
18)	I engage in deviant behaviours because I was a victim of domestic violence					
19)	Experiencing domestic violence can lead to an increased likelihood of engaging in deviant behaviours					
20)	Children who witness domestic violence are more likely to exhibit deviant behaviours later					
21)	Domestic violence can have a negative impact on a child' s childhood experiences					

RQ4	INFLUENCE OF SOCIO-ECONOMIC STATUS ON DEVIANANT BEHAVIOURS, TO WHAT EXTENT DO YOU					
22)	One's socio-economic status influences deviant behaviours					
23)	I engage in deviant behaviours because of my socio-economic status					
24)	I am from a wealthy home, I have all I need					
25)	My Parents struggle to make ends meet so I engage in deviant behaviours to get money					
26)	Students from lower socio-economic backgrounds are more likely to engage in deviant behaviour due to financial stress and lack of resources					
27)	The neighbourhood students live in influences them to engage in deviant behaviours					
28)	Access to quality education and extracurricular activities can significantly reduce deviant behaviours among students from low-income families					
29)	Parental involvement and support will help in preventing deviant behaviour among students, regardless of whether they are rich or poor					

Section C: DEVIANT BEHAVIOUR.

In the table below, please tick the degree at which you accept or reject the point stated.

{SA - Strongly Agree, A - Agree, UD - Undecided, D - Disagree, SD - Strongly Disagree}

	DEVIANT BEHAVIOURS.	SA	A	UD	D	SD
30)	I engage in behaviours that are against school rules and considered wrong					
31)	I act in ways that are against social norms					
32)	I do things that could harm people					
33)	I engage in illegal and harmful activities like taking drugs and alcohol					
34)	I disrupt class and school activities					
35)	I am arrogant, pompous and rude to my parents, teachers and friends					
36)	I lie, fight, steal and cheat					
37)	I bully and abuse others					
38)	I violate school and societal policies and miss school for no reason					