Social Deviance among Students and its Negative Implication in Umaru Ali Shinkafi Polytechnic Sokoto

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Abstract;

The aim of this paper is to assess the different types of deviant behaviors among students of Umaru Aliyu Shinkafi Polytechnic Sokoto. The paper raised some measures on how to mitigate the impact of such deviant acts on the students. The major factors responsible for such behaviors as find out by the paper include frustration from home or school, peer influence, poor parenting, negative effects of Mass media, and Wrong values of the Society. It is in this light that the paper concludes that the school authority and society have to be vigilant about the issue of social deviant behaviors, and find a way to address the situation. Among the ways is students should not be allowed to move with bad eggs, Students should be enlightened on the danger of involving in any deviant act particularly during school orientation programs. Proper guidance and counseling should be provided to the parents, lecturers, students and even the community on the negative effects of social deviant behaviors. The government should provide effective strategies for eradicating poverty among the citizen. There is also need to open functional guidance and counseling offices in all the colleges of the school among others.

Keywords: Social Deviance, Students and its Negative Implication, Umaru Ali Shinkafi Polytechnic, Sokoto

Introduction

Deviant behavior among students in tertiary institutions continues to be an issue of great concern worldwide. Aalthough it is more common in underdeveloped countries like Nigeria, because the student's behavioral problems seem to be on the increase (Korir, Misigo & Nabiswa, 2017; Omotosho & Ayorinde, 2017). These acts have serious negative impacts on the students, their learning and teaching process, the school and the society in general. Social deviance has to do with the act of the violation of societal or organizational norms, expectation and values. Social deviance takes many forms, such as alcoholism, juvenile delinquency, corruption, drug abuse, prostitution and suicide. Others include cultism, rape, free sexual intercourse, examination malpractice, classroom disruptions, late coming, outbursts, threats, fighting, and abusive or foul language. These behaviors are inimical not only to the students and those in their environment but also the entire society, because these acts are considered antisocial, disruptive, dangerous, and socially inappropriate (Omotosho, & Ayorinde, 2017).

Social deviance behavior in schools, is caused by an interaction of different factors that can be drawn within and outside school environments where the student is socialized into deviance (Korir, Misigo & Nabiswa, 2017). Such factors include family factors that have a history of drug and alcohol abuse, poor parent- child relationship, violence and socio-economic status of the family. The School factors which involved the size of the school, an unsafe school physical environment, inappropriate classroom management, lecturers humiliating remarks and lecturer's student's relations. Other factors are peer groups were students are more likely to learn unacceptable behavior that may have a negative impact on themselves or on others (Belle, 2017). This was based on the argument of social learning theory which posits that student's learn to display deviant behavior when they interact with other people. This is because students, normally take up their peers at school as their role models (Belle, 2017))**.** In the same vein whenever the community is characterized by poverty, low educational opportunities and unemployment, it will give rise to gang activities, crimes and drug activities that students may participate in (Gambo & Muktar, 2017). Futhermore, Social deviance behavior can be easily inculcated to students through the mass media in form of developing wrong image of sex, love and affection and an overvalued picture of violence in society (Ngwokabuenui, 2015).

In various schools including tertiary institutions, the problems of different kinds of deviant activities are being frequently reported by school management as they are always engage in solving one disciplinary problem or the other. For example, Omotosho and Ayorinde (2017) disclosed that, police records showed that they attend student's anti-social case virtually every week. They further pointed out that recent happening in the country reveals that students who engaged in social deviant

behavior originate from all facets of life and different family and social background. They ranged from the children to lecturers to traders, farmers, clergymen, rich and poor and even children of the politicians are not left out. The standard of morality is truncated that most of them commit various kinds of offenses against the society. This paper therefore investigates social deviance among students and its negative implication in Umar Ali Shinkafi Polytechnic Sokoto State Nigeria.

Statement of the Problem

It has been observed that student involvement in various forms of social deviant behaviors in higher institution of learning in Nigeria has become a cankerworm that has eaten too deep into the students' moral up being. This issue has gone to the extent that students have become uncontrollable and causing serious problem to themselves, lecturers, school management, parents and to the society in general. Students engaged in various forms of deviant behaviors ranging from juvenile delinquency, corruption, drug abuse, prostitution, rape, alcoholism, vandalism, lateness to school, cultism, insulting/assaulting, stealing, and rioting among others. The lent at which students deviant behaviors in the tertiary institutions are connected with, are not yet known whether these effects stem from the perspectives of their family background, peer group, the school environment, the community or the advent of new media technology.

Previous studies on social deviant behaviors in schools, in both Nigeria and beyond mostly concentrated on secondary schools see for example (Korir,Misigo & Nabiswa,2017; Ngwokabuenui, 2015; Omotosho & Ayorinde, 2017). It seems as if the Tertiary institutions are neglected, and considering the fact that, these institutions are the training grounds where students graduate to join various types of occupations in the society. Investigating social deviant behavior in these institutions is of great importance. More so the study of Mwiria (1995), Belle (2017) and Wachira (2001) have revealed that, the most important factors that causes deviant behavior in secondary schools are failure of community leaders to institute policies that will instill discipline in children, lack of family contribution in matters related to children development in school, lack of parental responsibility, and children exposure to new social media. This paper is aim at examining social deviant behavior as well as its negative effects in Umaru Ali Shinkafi Polytechnic Sokoto State of Nigeria. Therefore, the following questions were raised by the paper.

Research Questions

The following research questions were put forward to serve as a guide in carrying out this study:

1. What are the possible causes of social deviant behavior among students of Umaru Ali Shinkafi Polytechnic Sokoto?
2. Which form of social deviant behavior is more common among the students of Umar Ali Shinkafi Polytechnic Sokoto?
3. What are the possible effects of social deviant behavior in Umaru Ali Shimkafi Polytechnic Sokoto?
4. What are the possible solutions to the student's deviant behaviors in Umar Ali Shinkafi Polytechnic Sokoto?

Literature Review

The literature review concentrates on conceptualizing social deviant behavior and the external and school-related factors that may lead to deviant acts in tertiary institutions. These variables or factors include the school, peer pressure, the family, the community and the media.

Conceptualizing Social Deviance

Various definitions of social deviance are provided by scholars. For entrance, Kimberly and Jacobs (2002) defined social deviant behavior as any action that enforces physical or emotional damage on other persons or their belongings. They emphasize that deceitful, theft, attacking others, and being sexually immoral are all forms of social deviant behavior. Clare, (2006) sees social deviant behaviors as unhelpful deeds categorized by secret and obvious aggression and intentional aggression towards others. In a related development,Omotosho, and Ayorinde (2017) viewed social deviant behavior is an act of disorderliness or behavior disorder which aided greatly to some social evils in Nigeria society. Sociologically, social deviance behavior or deviance refers to those actions or physiognomies that disrupt significant social norms and prospects and are negatively valued by a large number of the populace (Daniel & Bala, 2013).

The school and Social Deviant Behavior

The school is an avenue where students spend most of their time, relating and socializing with others. Nevertheless, it is also in this socio temporal space that the student behavior is influenced. It is obvious that the nature of the school environment may impact on the ways in which the students behave with others. For instance (Edinyang, 2017; Gutuza & Mapolisa, 2015; Pascal, 2015) established that, school environments characterized by congested

lecture room; harsh punishments; student estrangement; lack of effective school management; poor supervision; nonexistence of social, and recreational facilities. Lack of imparting communication and interpersonal skills to students; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behavior problems can contribute greatly to social deviant behavior by the students. Belle explain that whenever lecturers fail to instill positive and good behavior among students, this will have an impact on what the students consider as acceptable and unacceptable behavior. Similarly, Silva,., Negreiros & Albano (2017) posited that, the absence of religiousness has also contributed to student's deviation from cultural and traditional patterns and social norms as well.

Peer pressure and Social deviant behavior

According to Belle (2017) Student are more likely to be influenced by their play mates and manifest intolerable behavior that may have adverse effects on themselves and even others. This coincide with the views of Lukman and Hamadi, (2010) who argued that the play mates pressure can influence what the students values, knows, learn, wears, and eats. Consequently, with peer pressure, students may be take tobacco, alcohol, drugs, and weapons, persecute other students who are not members of the group or who do not share the same ideas with the group, and as well partake in other illegal gang activities (Belle, 2017). They can also o break the school rules and regulations in a view to show their condemnation of the school authority and to challenge it; therefore, they are mainly involved in antisocial behavior (Johnson, 2012). Meanwhile Belle (2017) identified two processes that influence on the student behavior: coercion and contagion. According to him, Coercion is a relational exchange during which the student applies violent action to escape experiences he/she dislike. While, contagion is a process through which students mutually strengthen themselves through aggressive behavior and sharing their mutual emotional patterns.

The family and social deviant behavior

Although the family acts as an important agent of socialization, it is obvious that some characteristics of the family have an impact on the student behavior. Child abandonment and abuse by family members, exposure of the child to parental criminal actions and behavior and acts of violence, the accessibility and use of dangerous arms and drugs at home, divorce or separation of either parent are some of the family characteristics that can negatively impact on the student's behavior (Belle, 2017).Because students may develop certain disaffections to others depending on the restrictive-permissive parental behavior dependence-independence; ascendance-submission; and cooperation-competition (Kumari & Kumar, 2017). This has impacts on the student's social skills and attitudes. Furthermore, the socio-economic position of the family may also influence the behavior of the student. The study of Khaliq, Baig, Ameen and Mirza (2016) revealed that moderate positive relationship exists between parental income/status/occupation and the adolescent's academic performance and behavior. Likewise, Sonali (2017) established that students from low socio-economic status have a greater academic pressure and therefore behavior problem when compared with those with high socio-economic status. Arum and Ford (2012) add that the broader the economic inequality and social distance among adolescents at schools, the more disruptive they are. It was also argued that the lack of parental involvement in the school activities also may encourage students to be disruptive (Belle, 2017).

Community and social deviant behavior

The community in which the student lives can also contribute the exhibiting deviant acts especially if the community is socially disorganized (Belle, 2017). He added that that, when there is poverty, high rate of unemployed and low education opportunities, gang activities, drug activities and crimes and the lack of unity among neighbors and community schmoozing, the community is dysfunctional, because it has failed to achieve the goal it set up for and as a result, students may engaged in different forms of social deviance (Gambo & Muktar, 2017). So, it is obvious that student social deviance behavior in schools is a reflection of signs of disorders in the community which surround the school and the society at large (Belle 2017).

The New Media and Social deviant behavior

The new media has dominate the lives of students because they are constantly involved in the "multi-tasking" process: they attend to the lesson and they also send messages, chat on the social network and even view YouTube on their mobile phones at the same time lives (Belle, 2017). Furthermore, students over consume the social media, and they may suffer from behavior risks such as bullying, click-forming, sexting, Facebook depression,

anxiety, sever isolation, and self-destructive behaviors (O'Keeffe, Clarke-Pearson & Council on Communications and Media, 2011). Besides, video games play is associated with increased aggressive behavior from adolescents (Holferth, 2010) and an overconsumption of media violence through video games and TV increase the tendency of students to be more orally and relationally aggressive with others and develop less prosaically behavior (Gentile,Coyne & Walsh, 2011; Holferth, 2010). More so, the mass media easily instill deviant actions and practices among students who develop an erroneous image of sex, love and affection and a glorified picture of violence in society (Ngwokabuenui, 2015). Student's behaviors are therefore negatively influenced by media in the present era of rapid technological changes (Beebeejaun-Muslum, 2014).

Methodology

Area of Study

Umaru Ali Shinkafi Polytechnic Sokoto was in July 2002 by the Sokoto state government. It operates in two campuses with eight colleges and more than 40 departments. The Polytechnic offers Certificates, Diplomas, National diplomas and Higher National diplomas.

Research Design

This paper applied survey research design. The type of design is used due to the fact, it allowed researchers to select samples from a very large population and the same time it is compatible with both inferential and descriptive analysis.

Sample and Sample Procedure

The sample for this paper is 500 respondents who were students from various departments of the Umar Ali Shinkafi Polytechnic Sokoto. They were selected through a simple random sampling technic. However, only 350 copies of questionnaires were retrieved out of which 14 were wrongly filled and therefore excluded. The remaining 336 copies representing 67.2 percent were used for futher analysis which is adequet based on Hairs,et al (2010) recommendations.

Instrument of Data Collection

A questionnaire was adapted as the instrument for taping information from the respondents. The questionnaire was divided into two parts. Part one comprises questions about the socio-demographic features of respondents such as age and sex. While part two deals with questions pertaining causes of social deviant behavior, the most common social deviant act committed in the school, effects of social deviant behavior and the likely solutions to social deviant acts in the school. The questionnaire was adopted from the studies of (Korir, Misigo, & Nabiswa, 2017; Ngwokabuenui, 2015; Omotosho & Ayorinde, 2017).

Method of Data Collection

The researchers took seven days to distribute the questionnaires to the respondents (students). An interval two weeks was given to respondents to fill and return the questionnaires.

Method of Data Analysis

Descriptive statistics were used for data analysis in this paper. The research questions were answered by means of descriptive statistics using simple percentages.

Results

The results generated from the data gathered is analyzed as follows. Table 1 below shows percentage distribution of respondents based on gender and age.

Table 1 Percentage distribution of respondents based on gender and Age

Variable	Frequency	Percentage
Gender		
Male	242	72.0
Female	94	27.9
Total	**336**	**100**
Age		
15-20	237	70.5
21-25	74	22.0
26 and above	25	7.4
Total	**336**	**100**

From Table 1 above it is clear that Male respondents are more in number, 242 (72%) as compared to Female respondents that are 94 (27.9%). The Table also shows that 237(70.5%) respondents are between the ages of 15

to 20 years. Followed by 74 students having ages ranging from 21-25 (22.0%). The last group of age is those between 26 and above 25 (7.4%). This indicates that, the majority of the respondents are within the tender age bracket.

Table 2

Table 2 below shows analysis of results for **Research Question 1** which says that what are the possible causes of Social Deviant behavior among students of Umaru Ali Shinkafi Polytechnic Sokoto?

Research Question 1. What is the possible causes of social deviant behavior among students of Umaru Ali Shinkafi Polytechnic Sokoto?		
S/N As a student **w**hat are the possible causes of Social Deviant Behavior among Students of Umaru Ali Shinkafi Polytechnic Sokoto?	**Mean**	**SD**
1 Neglect of parents	3.50	.920
2 Peer influence	3.55	.910
3 Idleness	3.58	.920
4 Feeling of insecurity	3.28	1.068
5 Poor academic performance	3.28	1.034
6 Lack of motivation from home	3.46	1.009
7 Deprivation of affection	3.60	.851
8 Poor parenting	3.49	.850
9 Lack of essential needs	3.70	.874
10 Permissive school environments	3.62	.945
11 Poor staffing	3.64	.923
12 Poor attitudes of teachers to work	3.61	.878
13 Lack of attention to students who have challenges	3.44	.899
14 Lack of reinforcement for good behavior	3.59	.919
15 Wrong value from society	3.60	.966
16 Frustrations from home or school	3.70	.844
17 Negative effect of mass media	3.61	.880
18 Low education level of parents	3.51	.924
19 Family poverty	3.52	.891
20 Easy accesses to illicit drugs	3.58	.860

Table 2 above shows the mean score and standard deviation of respondents' expression on the possible causes of deviant behaviors among students of the Umar Ali Shinkafi Polytechnic Sokoto. The mean scores ranges from 3.28 to 3.70. Precisely, item 16 had the highest mean score of 3.70, while items 4 and 5 had the lowest mean with 3.28. The mean scores were above the benchmark mean of 2.50. Consequently, all the items were accepted as the possible causes for students involving in deviant behavior.

Table 3

Table 3 below shows analysis of results for **Research Question 2** which says that which form of Social Deviant Behavior is more common in Umar Ali Shinkafi Polytechnic Sokoto?

Research Question 2. Which form of Social Deviant Behavior is more common among students of Umar Ali Shinkafi Polytechnic Sokoto?		
S/N As a student which form of social deviant behavior is more common in Umar Ali Shinkafi Polytechnic Sokoto?	**Mean**	**SD**
1 Stealing at school	3.35	.974
2 Fight a lot in school	2.05	1.837
3 Smoking Tobbaco	2.34	1.897
4 Taking drugs that can affect their behavior	3.50	.930
5 Truancy	2.46	1.034
6 Cult activities	2.22	1.009
7 Not attending lectures regularly	3.66	.876
8 Cheating seriously in exam	3.66	.806
9 Getting annoyed easily	2.48	1.920

10	Ask for assistance in examination	3.46	.8.90
11	Taking alcohol	2.36	1.960
12	Damaging school properties	2.33	1.970
13	Engaging in sexual misconduct	2.07	1.955
14	Disrespecting the school authority	2.40	1.920
15	Rudeness to lecturers	2.20	1.988
16	Indecent Dressing	3.76	.907

Table 3 above presented the mean score and standard deviation of respondents' expression on which form of Social Deviant Behavior is more common among students of Umar Ali Shinkafi Polytechnic Sokoto? The result shows that mean scores ranges from 2.07 to 3.76. Specifically, items 1, 4, 7,9,10 and 16 had the highest mean scores. This indicates, deviant behaviors such as indecent dressing, ask for assistance and cheating in examination, stealing and not attending lectures regularly are the most common in Umar Ali Shinkafi Polytechnic.

Table 4

Table 4 below shows analysis of results for **Research Question 3** which says that, what are the possible effects of social deviant behavior among students of Umaru Ali Shimkafi Polytechnic Sokoto?

Research Question 3. What are the possible effects of social deviant behavior in Umaru Ali Shimkafi Polytechnic Sokoto?

S/N	As a student what are the possible effects of social deviant behavior in Umaru Ali Shimkafi Polytechnic Sokoto?	Mean	SD
1	Cultism	3.18	.890
2	Undermines trust between lecturers and students	3.62	.863
3	The school diverts and allocated huge amount of resources into modern agents of social control	3.12	1.146
4	Vandalism	3.20	1.262
5	Mass Protest	3.55	.859
6	Drug abuse and alcoholism	3.35	1.002
7	Examination malpractice	3.50	.914
8	Poor academic performances	3.51	.938
9	Fighting	3.53	.928
10	Tarnish the image of the school	3.63	.899
11	Poor academic performances	3.54	.900
12	Increase in number of dropout	3.54	.923

Table 4 above presented the mean score and standard deviation of respondents' expression on what are the possible effects of social deviant behavior in Umaru Ali Shimkafi Polytechnic Sokoto? The result shows that mean scores ranges from 3.12 to 3.63. Specifically, items 2 and10 had the highest mean scores. The mean scores were all above the yardstick mean of 2.50. Therefore, all the items were accepted as the possible consequences of students involving in various forms of deviant behavior.

Table 5

Table 5 below shows analysis of results for **Research Question 4** What are the possible solutions to the student's deviant behaviors among students of Umar Ali Shinkafi Polytechnic Sokoto?

Research Question 4. What are the possible solutions to the student's deviant behaviors among students of Umar Ali Shinkafi Polytechnic Sokoto?

S/N	As a student What are the possible solutions to the student's deviant behaviors among students of Umar Ali Shinkafi Polytechnic Sokoto?	Mean	SD
1	Moral leadership and education.	3.53	.887
2	School authorities to be of good models	3.52	.921
3	Provision of adequate facilities for teaching, games and sports	3.67	.906
4	Involvement of students in making rules and regulations	3.62	.903
5	Reducing the size of lecture rooms	3.07	1.904
6	Value re-orientation	3.46	.907

7	Emphasis on extracurricular activities	3.31	.920
8	Positive student's relationship	3.12	1.146
9	Provision of ICTs and internet in schools	3.18	.930
10	High parental and school supervision and counseling	3.20	1.262
11	Enforceable rules & regulation	3.53	.887

Table 5 above presented the mean score and standard deviation of respondents' expression on what are the possible solutions to the student's deviant behaviors among students of Umar Ali Shinkafi Polytechnic Sokoto? The result shows that mean scores ranges from 3.07 to 3.67. Specifically, items 3 and 4 had the highest mean scores. The mean scores were all above the gage mean of 2.50. Therefore, all the items were accepted as the possible ways to overcome the issue of students involving in various forms of deviant behavior.

Discussion of findings

From the findings of this study, it is clear that many variables can cause or lead to involvement of students into different kinds of social deviant behaviors. However, the most pressing once particularly among students of Umar Ali Shinkafi Polytechnic include, frustrations from home or school, peer influence, poor parenting, negative effects of Mass media, and Wrong values from the Society as they had the highest mean scores. This finding is in line the studies of (Beebeejaun-Muslum, 2014; Belle, 2017; Bolu-steve & Esere, 2017; Omotosho., & Ayorinde, 2017; Sambe, Avanger, & Agba, 2015).

On the question of common deviant behaviors among students, the statistical results reveals that, deviant acts such as indecent dressing, ask for assistance and cheating in examination, stealing and not attending lectures regularly. There is therefore need for the school authorities to intensify measures to address these issues.

With regard to what effects of deviant among students of Umar Ali Shinkafi Polytechnic, the result shows that, deviant behaviors of students may results various things such as, Tarnishing the image of the school, Poor Academic Performance, Fighting, Mas Protest, increase in number of Dropouts among others. This results is in agreement with the previous studies of (Beebeejaun-Muslum, 2014; Belle, 2017; Daniel, L., & Bala, 2013; Gambo, & Muktar, 2017; Idris, Yee, Tien, & Tamam, 2005; Omotosho, & Ayorinde, 2017; Sambe et al., 2015) This indicated that, social deviant behaviors among students is very serious issues that needs to be given adequate attention by both parents, school authority, community and the government in general.

When the students were ask to provide solutions to social deviant acts, they agreed that various measures such as Value orientation, emphasis on extracurricular activities, Positive student relationship, High Parental and school supervision and Counseling, Enforceable rules and regulations among others. This result concurred with the findings of past studies of (Arum, & Ford, 2012; Belle, 2017; Christy, Ada, & Ngozii, 2010; Edinyang, 2017; Gambo,& Muktar, 2017; Idris et al., 2005; Omotosho & Ayorinde, 2017).

Conclusion

The study discovered that students get involved in Social deviant acts due to frustration from home or school, peer influence, poor parenting, negative effects of Mass media, and Wrong values of the Society. The study also exposed that the most prevalence of deviant acts among students of Umar Ali Shinkafi Polytechnic Sokoto are indecent dressing, ask for assistance and cheating in examinations, stealing and not attending lectures regularly. There were no much difference in the opinion of students on the effects and possible solutions of deviant behaviors based on data collected. In conclusion, the school authority and society have to be vigilant about the issue of social deviant behaviors, students should not be allowed to move with bad eggs and the same time find a way to address the situation.

Recommendations and Direction for Future studies

Based on the above discussions and findings, this paper recommends, that:

a. Students should be enlightened on the danger of involving in any deviant act, particularly during school orientation programs.
b. Proper guidance and counseling should be provided to the parents, lecturers, students and even the community on the negative effects of social deviant behaviors.
c. The government should provide effective strategies for eradicating poverty among the citizen.

d. There is also need to open functional guidance and counseling offices in all the colleges of the school.

e. The school security agents should monitor the behaviors of the students and report any abnormal acts perpetrated by students.

f. The rules and regulations of the school should be well spelt out and ensure their enforcement.

This paper also recommends that similar studies should be conducted in sister institutions such as The Shehu Shagari College of Education, Sokoto State University, State College of Legal Studies and the Usmanu Dan Fodio University. In addition, there is need to study the effects indecent dress on sexual harassment.

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