

PalArch's Journal of Archaeology
of Egypt / Egyptology

**UNDERSTANDING STUDENTS' DEVIANT BEHAVIOUR BASED ON
GENDER IN FEDERAL UNIVERSITIES OF SOUTHERN NIGERIA**

**Eteng, Matilda E. Ph.D¹, ²Amalu, Melina N. Ph.D , ³Ekarika, Catherine Boniface Ph.D ,
⁴Abang, Kinsley Bekom Ph.D**

**Department of Educational Foundations Faculty of Education University of Calabar,
Cross River State, Nigeria.**

**Eteng, Matilda E. Ph.D , Amalu, Melina N. Ph.D , Ekarika, Catherine Boniface
Ph.D , Abang, Kinsley Bekom Ph.D , Understanding Students' Deviant Behaviour
Based On Gender In Federal Universities Of Southern Nigeria , Palarch's Journal
Of Archaeology Of Egypt/Egyptology 18(8), 4016-4025. ISSN 1567-214x.**

**Keywords: Students' deviance, deviant behaviours, undergraduates, selective
breeding.**

Abstract

The purpose of this research was to see how gender affected deviant conduct among students in Federal colleges in southern Nigeria. The research study's design was chosen to be a descriptive survey. The primary data collection method was a questionnaire titled Gender and Students' Deviant Behaviours (GESDEB). A multi-staged selection strategy was used to choose a representative sample size of 1,524 students from the population, with 723 men and 768 women (comprising purposive, simple random, stratified, and accidental processes). The hypothesis was tested using an independent t-test with a significance threshold of 0.5 percent. There is no difference in anti-social conduct between men and women, according to the research. The researchers came to the conclusion that social difficulties hamper students' social adjustment and that deviant behavior is not gender-specific. Selective breeding should be discouraged, according to the findings, and whatever treatment is given to male children should also be given to female children. Both men and women will be better prepared to deal with the difficulties of modern society as a result of this.

Introduction

In recent times, it has been observed with dismay that the rate at which females are involved in crime both within the school environment and the society at large is outrageous. The issue of gender and deviant behaviour is worrisome. Initially, men were at the centre of crime and deviant behaviour and females came as accomplices, but in the last few decades, some women are active collaborators and sometimes even the leader of the deviant gangs. (Eteng, 2015) Females compete with men and in some cases, like the saying goes “what men can do, women can do better”. This is partly because of the trust people have in women as being gentle and motherly but now it is not so. This shift may not be unconnected to the economic situations and the quest for materialism.

Akhter (2013) did a study to investigate the relationship between online addiction and academic performance among university undergraduates; however, the study also investigated gender inequalities among internet addicts; the sample size was 359 university undergraduates. To investigate their reactions to the internet addiction scale, descriptive statistics, t-tests, ANOVA, and basic linear regression analysis were utilized. The data demonstrated that internet addiction was linked to poor academic performance among university undergraduates. Men and women have different levels of internet addiction, according to the studies. Male students were addicted to the internet at a higher rate than female students.

At the University of Agriculture in Makurdi, Nigeria, Aduloju and Obinne (2013) employed a survey research design with a population of 400 level students to examine if age, sex, and parent socioeconomic status had a significant effect on students cheating behavior. A total of 402 students were chosen from eight colleges utilizing basic random, random stratified, and purposeful selection methods. A questionnaire was used to collect data, and the findings were analyzed using the t-test and ANOVA. The results demonstrated that sex had no impact on students' cheating conduct.

To analyze the nature, causes, and consequences of medical student attrition in Nigeria, Egwu and Anyanwu (2010) conducted a pilot study on a five-year survey of medical student attrition in a Nigerian medical school. The research was carried out between 2002 and 2007 using the records of students who dropped out of medical school after failing the second MBBS examination at Ebonyi State University in Nigeria. The pupils were polled using a structured questionnaire. ” Males accounted for 62 percent of overall attrition, while females accounted for the remaining 38 percent, according to the statistics.

Adebule and Ibimiluyi (2012) looked into the frequency of sexual immorality among secondary school students in Southwest Nigeria, as well as the variables that lead to it and society's responses to it. A multistage random sampling procedure was used to select 1000 pupils from secondary schools in Southwest Nigeria. A 23-item questionnaire titled Prevalence of Sexual Immorality among Secondary Schools in South West Nigeria was used to poll the respondents (PSISWN). The data was analyzed using percentages. According to the statistics, sexual immorality is common among secondary school students, and it is more widespread among girls than boys. A high level of moral degeneration in society, a lack of sex education, and print and broadcast media programs all help to promote sexual immorality.

Health status survey in 2000, conducted in the United States of America reported that more boys than girls are involved in physical aggression. According to the report, 44% of the

subjects (males) as against (females) of the high school students studied confirmed being involved in one or more physical fights (Okon, 2008).

Essien (2010) conducted a study on drug usage and abuse at tertiary institutions, focusing on students at the Federal University of Technology in Minna. The study's purpose was to discover the amount to which students take drugs, as well as hazardous drugs, those that are misused, and the reasons for use. Throughout the poll, students were asked to fill out questionnaires about drug use and misuse. Descriptive statistics of basic frequencies and percentages were utilized to assess the data in respect to the study subjects. The sample size is made up of 100 male and female students. Some predisposing variables, such as sex, age, and family history, have a significant effect in student drug consumption, according to the findings of the study.

In Shomolu Education District II in Lagos State, Nigeria, Olugbode (2012) utilized a descriptive survey approach to investigate the impact of social problems on senior secondary students' academic achievement and social adjustment. 300 senior secondary pupils were chosen at random from six schools to make up the sample population. A total of fifty (50) students were assigned to each of the six institutions. Three hypotheses were investigated, and the students were given two instruments that they constructed themselves (a multiple-choice achievement test and a questionnaire). The data was examined using an independent t-test and the Pearson Product Moment Correlation Coefficient. Social difficulties have a negative impact on students' academic progress; social problems have an impact on students' social adjustment; and deviant behavior is not gender-specific, according to the findings.

Franzoi (2002) carried out a meta-analytical study that addressed the question "does social psychological research support the belief that men are more aggressive than women?" His findings revealed that there is a significant difference between males and females in the form of deviant behaviour each is involved in. The author posits that males were engaged more physically aggressively compared to their female counterparts. The females were equally seen to be more aggressive than the males when the indirect aggression was analyzed.

Becker and Ulstad (2007) conducted research to see if gender influences student deviant behavior. The findings from 515 students reveal that significant gender inequalities exist even when the three additional variables are taken into account; they believe these findings are linked to the assumption that socialization is partially a product of gender-specific conditioned behaviors. Unimna, Odey, and Ekuri (2019) discovered that women may be conditioned to reject less ethical acts in order to obtain desired goals because they have been conditioned to conduct actions that gain the approval of others. Men may be conditioned to tolerate less ethical methods to obtain desired goals because they have been conditioned to be aggressive and competitive.

The US Department of Education, according to Schaefer (2011), undertook a comprehensive Education Longitudinal Study (ELS) in 2002. From 2002 to 2006, the National Centre of Educational Statistics established the ELS to track 10th-grade students through high school and beyond, with follow-up studies every two years. Instructors, students, parents, and administrators filled out questionnaires that were used to compile the data. In addition to the questionnaires, data was acquired through school records, a school facilities checklist, and a media center/library questionnaire. A total of 750 students were included in the study, with 17,000 10th graders chosen at random from these schools. According to the research, deviant students are less likely to be female (40 percent vs. 59 percent), have a disability (15 percent vs. 10%), are unprepared for class (45 percent vs. 25

percent), and spend "more hours each day on the computer, watching TV, and playing video games."

Bearman, Moody, and Stovel (2005) conducted a study in a high school with a sample size of roughly 1000 pupils on sexually associated aberrant behavior. They discovered that 61 percent of the boys and 55 percent of the girls had engaged in sexual activity in the previous 18 months. Bearman, Moody, and Stoud (2005) performed in-home interviews with respondents to acquire their data. Rather than asking students to participate in a face-to-face interview, which could have humiliated them or skewed their responses, each respondent was given an audio recording of the questions, a pair of earbuds, and a laptop on which to record their responses. In addition, respondents were asked to look over a list of all of the students at the high school and identify those with whom they had romantic or sexual encounters. According to the findings, 573 of the 832 students polled had at least one sexual relationship in the previous 18 months. Only 63 stable pairings with no other mates were discovered by the sociologist. A significantly larger group of 288 students was involved in a free-flowing network of relationships, accounting for around 1/3 of the sample.

In a study conducted by Daniels (2012), students' behavior scores were broken down by gender, with males reporting more deviance when using the internet and computers than females. The data also demonstrated a statistically significant link between gender and perceived deviance, indicating that when using the internet and computers, males are more likely than females to participate in deviant conduct. According to the data, 27.9% of males and 12.6 percent of females admitted to being deviant. There were twice as many guys as females who claimed deviation when it came to using the internet and computers. In this section of the inquiry, there was no distinction between men and women.

According to a study by Xu and Shtarkshall (2004), sexual behaviors are fairly common among some youths and begin in their early teens; for example, in the United States, about 5 to 10% of adolescents had intercourse before the age of 13, and about 70% to 80% by the age of 19. The age of first coitus in North West Tanzania, on the other hand, is 12.0 for boys and 13.5 for girls. One study indicated that 27.5 percent of male students and 31.7 percent of female students in Dunedin, New Zealand, had their first sexual contact before the age of 16.

According to Schaefer (2011), in Luxembourg schools between 1999 and 2000, a representative statewide research focusing on health behavior among school-aged adolescents was conducted. The survey included 7,397 primary school students (26.5 percent of the student population) and 963 secondary school students (10.4 percent of the student population) who were asked about risky behavior, violence, and bullying at school. 55.9% of primary school pupils (5th and 6th grade) and 85.5 percent of secondary school students say they've been bullied at school. At least twice, 29.28% of secondary school students admitted to being drunk. 11.4 percent of primary school boys and 4.21 percent of primary school girls admit to using drugs.

However, until the age of 19, more than half of boys and half of the girls report using drugs; 19.5 percent of primary school students and 14.4% of secondary school students say they have been bullied by other pupils at least once a week, but not every week. Gender has an important role in these numbers, according to the findings. Boys were more likely than girls to be victims or perpetrators of bullying, and boys bullied other kids more frequently than girls.

Gender inequalities are reflected in the findings of a national survey conducted in England and Wales in 2003, as indicated in Table 1. According to statistics, only a small

percentage of women are convicted of criminal charges. In 2000, 5.9% of all men were found guilty or cautioned for a significant offense, compared to 1.2 percent of women; this indicates that the kind of crimes committed by women is less serious than those perpetrated by men. Women are rarely implicated as perpetrators in domestic or commercial crime, vehicle theft, or street violence, according to statistics from across the United Kingdom, even if they are frequently involved as victims.

Females, on the other hand, are more likely than men to shoplift, prostitution is virtually entirely a female crime, and only women can be convicted of infanticide. However, there is some indication that the number and types of crimes perpetrated by women have changed since 1960.

Table 1: Indictable offences by gender

Offence	Males	Females
Theft and handling stolen goods	124.3	49.3
Drug offences	86.2	10.6
Burglary	29.3	2.0
Violence against the person	55.7	11.1
Criminal damage	13.2	1.8
Sexual offences	5.6	0.1
Robbery	6.8	0.9
Other indicative offences	72.1	15.4
Total	393.2	91.2

Adapted from: Social Trends (2005; Fig 9. 12).

In general, the study aims to assess the impact of gender on students' deviant behavior in federal universities in Southern Nigeria. "Is there any substantial influence of gender on students' deviant behaviors?" was the research question that guided the study. The following null hypothesis is put out to guide the study based on the specific purpose and research question used: "Female students do not differ significantly from their male counterparts in their deviant behaviors in school."

Methodology

This study adopted a survey research design. The research area is Nigeria's South-South geopolitical zone, which is made up of six (6) states: Akwa Ibom, Bayelsa, Cross-River, Delta, Edo, and Rivers (see map attached). There are 109 local government areas in the state, with a total population of 27,783,551 people. Approximately 2,500 settlements are home to a varied range of ethnic groups who speak a variety of languages (Usen, 2003; NDRDMP, 2006).

The study's participants were all undergraduate students at federal universities in Nigeria's south-south geopolitical zone who were enrolled in NUC courses. As of the 2009/2010 academic year, these universities had a total of 69,152 undergraduates (33,281 men and 35,871 females), with 20,289, 17,139, 16,014, and 15,710 students from the Universities of Benin, Calabar, Port Harcourt, and Uyo, respectively. Table 2 shows the distribution of the population by university.

The representative sample of universities and students who participated in this study was chosen using a multi-staged selection procedure (comprising purposeful, simple

random, stratified, and accidental processes). A simple random sampling procedure was used to select four departments from each of these faculties. The students were sampled depending on their year of study, with 2.4 percent of students from 100 to 400 levels from each department being sampled using a stratified sampling technique to ensure that the sample reflected the various components. A total of 442 courses were selected from the University of Benin, 444 from the University of Calabar, 342 from the University of Port Harcourt, and 336 from the University of Uyo.

Table 2 Distribution of the population of undergraduate students of federal universities in the south-south geopolitical zone, by gender

University	Location	Population		Total	Percent (%)
		Male	Female		
University of Benin	Benin-city	8,522	11,767	20,289	29.34%
University of Calabar	Calabar	10,969	6,170	17,139	24.79%
University of Port Harcourt	Port Harcourt	6,406	9,608	16,014	23.16%
University of Uyo	Uyo	7,384	8326	15,710	22.72%
Total		33,281 (48.13%)	35,871 (51.87%)	69,152	100.00%

Source: Academic Standard Department, NUC (2009).

A total of 1,524 students took part in the research. This group of 732 men and 792 women, representing 2.4 percent of the population, was employed for the study. A total of 442 people were chosen from the pool "The University of Benin received 404 votes, followed by the University of Calabar with 342 votes, and the University of Port Harcourt with 336 votes. The gender distribution of the sample per university.

The questionnaire created by the researcher was the primary data gathering tool in this study.

Results

General descriptions of research variables

Categorical variables and continuous variables are used to categorize the study variables and variables pertaining to the respondents. The categorical variables in Table 2 are expressed in terms of frequencies and percentages. Males made up 48 percent of the respondents, while

females made up 52 percent, as seen in Table 2. Only 4% of them were married, and the vast majority of them (96%) were single. 52 percent were between the ages of 17 and 22, while 48 percent were between the ages of 23 and 24, according to age. The University of Benin, the University of Calabar, the University of Port Harcourt, and the University of Uyo were the schools attended by 29 percent, 27 percent, 22 percent, and 22 percent, respectively.

Hypothesis: Female students do not differ significantly from their male counterparts in their deviant behaviours in school.

Students' deviant behaviors were divided into five categories in the study: sexually related deviant behavior, assault/bullying, examination malpractice, and truancy. The independent variable in this hypothesis was gender (with two classifications: male and female), while the dependent variable was gender (with two classifications: male and female). This hypothesis was tested using an independent t-test, and the findings are presented in Table 3.

Table 3: Result of independent t-test analysis of the influence of gender on students' deviant behaviour.

Variable	Group	N	Mean	SD	t-value	Sig level
Sexually-related deviant behaviour	Males	745	9.92	2.165	0.530	0.596
	Female	746	9.86	2.220		
Assault/bullying	Males	745	9.73	2.214	-1.590	0.112
	Female	746	9.91	2.158		
Drug Abuse	Males	745	9.61	2.142	0.150	0.881
	Female	746	9.59	2.209		
Examination Malpractice	Males	745	9.86	2.096	1.549	0.122
	Female	746	9.70	1.940		
Truancy	Males	745	9.07	1.903	2.287*	0.022
	Female	746	8.86	1.762		

*significant ($p < .05$); critical $t = 1.96$, $df = 1489$

Table 3 shows the group sizes, mean values, and standard deviations for male and female students. When the mean values of the two groups were compared using an independent t-test, the t-values for sexually associated deviant behavior, assault/bullying, drug abuse, examination malpractice, and truancy were 0.530, -1.590, 0.15, 1.549, and 2.287, respectively. At the 0.5 level, only one of the five computed t-values (for truancy) was statistically significant (i.e., its value was greater than the essential t —a value of 1.96). The other four were of no consequence. In this case, the null hypothesis was rejected, but not in the others. This suggests that deviant behavior was not statistically different between male and female pupils, with the exception of truancy, where males (with a mean of 9.07) were substantially more truant than girls (with a mean of 8.86). The answer to the Research Question is this.

Discussion of finding

Male and female students were not statistically different in their deviant behavior in this area of the study, except in the case of truancy, where males were significantly more truants than females.

Gender was divided into two categories: male and female. Sexually linked deviant behavior, assault/bullying, exam malpractice, and truancy were the five dimensions of deviant behavior. Using an independent T-test to compare the mean values of the two group groups in each of the sub-variables on deviant behavior, it was discovered that just one of the variables, truancy, was significant. This means that while the null hypothesis was rejected in one case, it was not rejected in the other four. The implication is that deviant behavior among female and male students was not significantly different, except in the case of truancy, when males were more truant than females. One possible explanation for these findings is that as a result of modernization, education, and information technology, both sexes have been exposed to and allowed to explore their environments without as many restrictions as they were a few decades ago, when females were restricted to certain activities simply because they were females.

These findings are consistent with those of Olubode (2012), Bearman et al., and others (2005) The study also verifies the findings of Franzoi (2002), who set out to see if social psychological research supported the idea that men are more aggressive than women. Xu et al. (2004) and Chukuezi (2001) stated that there is no substantial difference in deviant behavior between male and female. Although his data suggested that males were more physically aggressive than females, the indirect aggression analysis demonstrated that females were equally as aggressive as males.

Some researchers, such as Akter (2013), Daniels (2012), Adebule et al. (2012), Essien (2010), Okon (2008), and McCabe et al. (2008), disagree with the findings (2006). Who believes that there is a major difference in aberrant behavior between male and female students. For example, Adebule et al. (2012) assessed the prevalence of sexual immorality among students in southwest Nigeria and found that sexual immorality was more prevalent among girls and boys. Additionally, findings from a study conducted by Daniels (2012) compared students' behavior scores as it relates to gender revealed that males indicated displaying more deviance than females. The findings also found that there is a statistically significant link between gender and perceived deviance.

Furthermore, the study's findings, in contrast to a nationwide survey conducted in England and Wales in 2003, show gender inequalities. According to statistics, only a small percentage of women are convicted of crimes. In the year 2000, 5.9% of all men were found guilty or cautioned for a serious offense, compared to 1.2 percent of women. It also revealed that women commit less and less serious crimes than men. Domestic and commercial thievery, as well as street violence, are rarely committed by women. Females, on the other hand, are more likely to engage in prostitution and other sexually deviant behavior. Variations in the conclusions of these studies could be due to study indices such as study variables, location, test statistics, and duration, among many more too many to name.

Conclusion and recommendations

The conclusion was drawn that the social adjustment of students is affected by social problems and that deviant behaviour is not restricted to a particular gender. Based on the findings, the following recommendations were made:

1. Selective breeding should be discouraged, whatever treatment is given to male children should be given to female children that will equip both sexes to stand up to the challenges in modern society today.
2. Females should be discouraged from objectifying themselves sexually and also be adjunct to avoid seductive dressing in the school environment and the society at large.
3. Males should be raised in such a way that it should be inculcated in them to protect the females around them and not to bully them or ill-treat them.

References

- Adebule S. O. & Ibimluyi, F. O. (2012). An investigation into the incidence of sexual immorality among secondary school pupils in Nigeria's southwest. *Research Journal of Organizational Psychology and Educational Studies*, 261-365.
- Aduloju M. O. & Obinnne, E. A. (2013). Examination cheating behavior among university students: An assessment of sex and parental socioeconomic factors: Implications for measuring intellectual performance and adjustment. *Open Journal of Education*, 177-181.
- Akhter, N. (2013). The relationship between internet addiction and university undergraduates' academic achievement. *Academic Journals*, vol. 8(19), 1793-1796.
- Bearman, P. S. , Moody, J. & Stovel, K. (2005). "Adolescent romantic and sexual networks: The structure of a chain of affection." *The American Journal of Sociology*, 110(1), 44-91.
- Becker D. C. & Ulstad, I. (2007). Are girls more ethical than males when it comes to student ethics? www.spo-help@unich-edu, retrieved on July 26, 2010.
- Chukuezi, C. (2008). A historical overview of female criminality in Nigeria. A seminar paper that has yet to be published. Federal University of Technology, Owerri, Department of General Studies
- Daniels, B. J. (2012). *Educational Theory and Research in Social Psychology* Hemisphere Publishers, London.
- Egwu O. A. & Anyanwu, G. E. (2010). A pilot study of a five-year assessment of medical schools in Nigeria. *Advances in Medical Education and Practice*, 53-57
- Essien, C. F. (2010). The case of Federal University of Technology, Minna, and drug use among students in tertiary institutions. *Transcampus Journal of National Development Research*, 8(1), 1-8.
- Eteng, M. E. (2015). An unpublished Ph.D. dissertation on socio-personal factors in students' aberrant behavior in Federal Universities in South-South Nigeria. Dissertation submitted to the University of Calabar's Department of Educational Foundations.
- Franzoi, S. L. (2000). *Social psychology is the study of how people interact with one another*. McGraw-Hall, New York.

- McCabe, A. C., Ingraw, R. & Datoon, M. C. (2006). Gender equality and business ethics. *Journal of Business Ethics*, 64(1), 101-116.
- Okon, M. O. (2008). Aggressive tendencies among university students are triggered by psychosocial factors in Nigeria's south-south zone. The Department of Educational Foundations Guidance and Counseling, Faculty of Education, University of Calabar, Nigeria, received a Ph.D. dissertation.
- Olugbode, A. (2012). The impact of social problems on senior secondary students' academic performance and social adjustment in Lagos' Shomolu education district II. <http://www.academia.edu/3313203> was retrieved from <http://www.academia.edu/3313203>.
- Schaefer, R. T. (2011). *Sociology*. (13th Edition) McGraw Hill, New York.
- Unimna, F. A., Odey, M. O. & Ekuri, P. G. (2019). Early Marriage as a Socio-Cultural Practice and Secondary School Students' Social Studies Performance in Nigeria's Cross River State 22-28 in the *IOSR Journal of Humanities and Social Science (IOSR JHSS)*.
- Xu, J. & Shtarkshall, R. (2004). An international perspective on the determinants, effects, and interventions of teenage pregnancy. *Reproduction and Contraception*, 15(1), 9-18