INFLUENCE OF SELECTED FAMILY CONTEXT AND PEER GROUP ON SECONDARY SCHOOL STUDENTS INVOLMENT IN DEVIANT BEHAVIOR IN NORTH EAST GEO- POLITICAL ZONE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILMENT OF THE REQUREMENT FOR AWARD OF DOCTOR OF PHILOSOPHY (PhD) IN HOME ECONOMICS

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MARCH 2016

DECLARATION

I declare that the work in this dissertation entitled Influence of Family Context and Peer Group on Secondary School Students Involvement in Deviant Behavior has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledge in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

…….....… ……

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CERTIFICATION

This thesis entitled INFLUENCE OF SELECTED FAMILY CONTEXT AND PEER GROUP ON SECONDARY SCHOOL STUDENTS INVOLVEMENT IN DEVIANT BEHAVIOR by Amina Haruna ABDUL meets the requirements governing the award of the degree of Doctor of Philosophy (Ph.D) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To the memory of my late parents, Umma Khadija, Mallam Hussaini and husband Mallam Haruna .

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Abstract

The study determined the Influence of family context and peer group on secondary school student's involvement in Deviant behavior in North East Geo Political Zone, Nigeria. As a guide, five research questions and five null hypotheses were raised. Descriptive survey research was adopted for the study. Sample consisted of 2060 students drawn from a population of 25773 secondary school students in 18 public schools in the six states of the zone. Multistage and stratified random sampling procedure was adopted in selection of the sample. Structured questionnaire tagged Family Context and Peer Group Questionnaire (FCPGQ) was used for data collection. This was administered through direct delivery technique. Weighted score Mean and simple regression analysis were used in data analysis. Result of regression analysis rejected all the five null hypotheses at 0.05 level of significance. All predictive variables added statistically to the prediction, $P < 0.5$. Thus it was found out that majority of Students in the North East Geo- Political Zone belonged to the extended and polygamous family structures. Their family economic wellbeing was low, relationships in the families was neither supportive nor cohesive with parenting lacking in monitoring. It was also found out that the students tend to associate more with their peers. Thus it was concluded that family context variables and peer group collectively influenced students / children's involvement in deviant behavior. It is recommended, among others, that parents should imbibe the practice of parental monitoring and support for children, Home economists and other educationists should constitute positive peer group associations through child friendly centers, clubs and societies as a means to curtailing child's involvement in deviant behavior. It is also recommended that government should channel its developmental programs towards empowering families by providing affordable housing, medical care, education and essential commodities.

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OPERATIONAL DEFINITION OF TERMS

Child: A human being below the age of 18yrs, between birth and puberty or in the developmental stages of childhood. 10-18 years is considered for the purpose of this study.

Deviant Behavior: A behavior that does not conform to widely accepted social or cultural norms.

Economic Wellbeing: Family socio economic status that has sustainable adequate economic resources to live a comfortable life. This includes among others; housing affordability, adequate feeding and money to pay school fees. It could be categorized into high, middle and low economic status.

Family context: The entire home setting and family characteristics within which the child is brought up. For this study it includes family structure, economic wellbeing, relationship and parenting skills.

Peer Group: An association of people sharing certain characteristics such as age, social status.

Parenting styles: Child rearing activities employed by parents to promote and Support the physical emotional, social and intellectual development of a child. Basically authoritative, authoritarian, indulgent and negligent.

Family Structure: Organizational framework that determines family membership, functions and hierarchical position of family members; such as nuclear, extended, single parent and grandparent families.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The co-existence of man in any community called for moral standards from primitive age to the present times. In the past, moral issues were respected in every culture and a deviance attracted penalty to appease the 'gods'. The olden days were referred to as good old days because it was the days when morals were held in high esteem. In the past people were ready and eager to portray desirable values to make the family proud with parents spending more time with their children. Children were respectful and law abiding. There was little or no value conflict between parents and children and the society was calm and peaceful (Ononuju, 2004).

This serene atmosphere however, seem to have ebbed out gradually globally and moral issues have been neglected among cultural entities. In the Nigerian society, no day passes without the media reporting one crime or the other being committed by the youths. This downward decadence in moral standards has resulted in all sorts of moral, delinquent acts in the society; sexual promiscuity, abortion, cheating, stealing, teenage pregnancies, drug abuse, exam malpractice, political thugery, robbery, arson and indiscriminate killings to mention but a few (Okon, 1984). Collaborating this fact, Santrock (2001) stated that in recent times, there is increasing global concern over general youth restiveness and the involvement of children in violent and other deviant acts. In the 2011 election in Nigeria for example, children of school age were seen to have actively taken part in the post-election violence and looting that ensued (Vanguard Newspapers April, 2011).

Deviance can be defined as a broad range of behavior ranging from socially unacceptable behavior to status offences such as running away from home, drug abuse, and criminal acts like burglary, arson, rape and homicide (Santrock 2001). Deviant behavior is said to be behavior which does not conform to widely accept social or cultural norms. For example, murder is a form of extreme deviant behavior which violates the cultural norms prohibiting the killing of another human being.

Family context refer to the entire home setting within which the child is brought up and socialized. (Santrock, 2008). Family context characteristics such as type of family structure as determinant of who the child lives with and family socio economic status as relevant to kind of welfare and wellbeing the child receives. Other characteristics include relationship within family which affects cohesion among members and family parenting style as related to support and discipline play a dynamic role in the socialization of the child as he develops. A child finds himself growing up in a family context which ultimately determines behavior outcomes. Family economic wellbeing is a construct that reflects ones access to collectively desired resources, be it material goods, money, healthcare or educational opportunities.(Krieger, 2001). It is a construct that has been related to health and life outcomes; the higher the rank, the better the chances for a long and healthy life. Parenting style is a term used to capture normal variations in parents attempt to control and socialize their children. It involves issues of monitoring, discipline, support and care. (Baumrind, 1991).

The family is the basic social institution consisting of group of people related by ties of marriage, blood or adoption. The society entrust the socialization of its young ones from one generation to another on the family. (Melgosa, 2003). Thus family characteristics and context such as family structure, family relationship, and

parenting style and socio economic status are all major determinants of the kind of socialization the child receives from the family. At the realm of family functioning, the coercion theory suggests that family environment influences a child's interpersonal style. Mustapha (2003) on his part affirmed that family economic status is capable of trying the foundations for deficient maladaptive behavior stating that poverty breeds lack of satisfactions of basic needs among young children. This he posits may push them to become tyrants, drug addicts, prostitutes and armed robbers. Many popular proverbs buttress the influence of family characteristics on child behavior, such as, "Charity begins at home" and "You bend a stick while it is still young"

The peer group is defined by Ryan (2001) as an association of people sharing certain characteristics such as age, social status. He further stated that the peer group is an important influence throughout one's life being more critical during the developmental years of childhood. He also explained that the power of the peer group becomes more important when family relationships are not close or supportive. For instance when parents work extra hours and do not have time for their children they may turn to peer group for emotional support. Santrock (2001) stated that as the child grows older, peer relationship because powerful in his life. Peer pressures have been known to be responsible for many children's involvements in taking drugs, alcohol, sex, stealing, cultism and indecent dressing. Buttressing this point, it is stated in the Holy Bible 1 Cor. 15:33 where Paul wrote "Be not deceived: Evil companionship corrupt good morals" the influence of the peer group on the child can also be seen in these sayings of the wise such as ***"Lie down with a dog; get up with fleas "and "Show me your friends and I tell you who you are"***

The United Nations convention on the rights of the child defines a child as "a human being below the age of 18 years" biologically a child is anyone between birth and puberty or in the developmental stages of childhood. Legally, a child is referred to as a minor or a person younger than the age of majority. Melgosa (2003) defined a child as a young human being below the age of full physical development or below the legal age of majority (18years). Developmental psychologists described childhood as a vulnerable stage in development with far reaching effects on the physical, cognitive, social and emotional development of the child (Santrock, 2008).

As increasing evidence indicate deterioration in conduct among children, the rising societal ills in the country becomes clearer. This situation calls for concern for many reasons. Deviance and restiveness among children is very costly to a society especially a developing nation like Nigeria, in terms of destruction to life and property. Children are a vulnerable group because childhood is a critical period in development. It is a time when character and personality is shaped. It is also a time when the child is experiencing a lot of inner worries due to pressures to conform to societal, parental and peer expectations. Children are the future citizens of a nation. Every nation depends on the young because they are the pillars and vanguard of the society. The child first receives socialization in the family. As he grows older, he begins to interact with the outside world; especially his peers. This study therefore finds it pertinent to examine the influence of major agents of socialization namely family context and peer group, on Childs involvement in deviant behavior. It is the conviction of this study that only when the major influences on deviance among the young is identified before sustainable intervention strategies can be adopted ultimately; the society will be a better one.

North-Eastern region of Nigeria comprised of Adamawa, Bauchi, Gombe, Taraba and Yobe States. These states share common demographic characteristics such as densely populated, poverty, broken families and some level of religious fanatism. These characteristics predispose the region to child deviance and further underdevelopment.

Akinboye (1980), Mustapha (2003) and Kraeger (2004) affirmed that poverty and lack of personal and social stimulation may result in frustration and conflict escalating into deviant behavior. As a result of rampant cases of divorce, children live in one parent families or families characterized with marital discord. Thus the authors further explained, children who live in such homes display a range of behavioral problems and are more at risk of becoming deviants. The foregone issues therefore, moulded the background of this study.

1.2 Statement of the Problem

Deviant behaviors among the young have been a cause for grave concern in North-East, Nigeria and the country at large. There is increasing conduct problems among children such as shabby dressing, school riots, promiscuity, drug abuse, crime and a general restiveness. This certainly points to a decline in the social system especially those responsible for the socialization and character moulding in children. In recent times, there have been numerous instances where children visibly exhibited deviant behaviors. Prominent of these is the actions of children during Nigeria's election in 2011. Children of school age were seen to have actively taken part in the post-election violence and looting that ensued (Vanguard Newspapers April, 2011). According to Aliyu (2011), children in the age bracket of 10-14; carrying assorted weapons invaded the Independent National electoral commission's headquarters in some instances. Olaitan (2003) highlighted that moral

decadence can result from the family. When children lack the nurturance and care from the family, they are thrown into so many vices. Collaborating this fact, Tiesel (2000) also stated, there is a high rate of delinquency, crime, drug and alcohol abuse with the attendant consequences in the life of many children. Furthermore, Defrain and Olson (2001) also reported, more and more children are challenging the present day society with the most vexing deviant behaviors.

Furthermore available court records in Gombe from 2 magistrate courts show that in 2011, a total of 1500 children were arraigned before the court as compared to 300 in 2005 and 90 children in 2000. Offences committed also showed an increasing daring and sophistication over the years. From theft and drug abuse to murder, rape, arson and arm robbery, this scenario calls for great concern. The debate as to where the problem lies is obviously being unfolded. The scenario surrounding the child today is questionable; unstable families, broken marriages, unemployment, the social media, lack of parental care, peer pressure and many more.

The rationale for studying the major influences on child's involvement in deviant behavior especially in North- East, Nigeria therefore is not farfetched. Child deviance is extremely costly to a society in terms of destruction, loss of life and damage to property. Serious forms of deviance have been found to be resistant to change in later life. Also children are vulnerable group because childhood is a critical period in development. It is a time when character and personality is shaped, the child is experiencing a lot of inner worries and is under pressure to conform to societal, parental and peer expectations. The family context within which the child lives and the peers he associates with outside, therefore plays a major role in determining behavior outcomes in the child. During childhood, developmental

trajectories leading to adaptive or maladaptive outcomes begin. Rapid changes in development occurring simultaneously with global indexes require concomitant changes in child developmental strategies. It is against this backdrop that this research is carried out to determine the influence of selected family context and peer group on child involvement in deviant behavior, delineating the role played by these influences will lead to positive guidance, early intervention and positive response to treatment.

1.3 Objectives of the Study

The main objective of the study was to determine the Influence of Family Context and Peer Group on Secondary School Student's Involvement in Deviant Behavior. Specific objectives of the study were to:

1 determine the influence of family structure and child's involvement in deviant behavior.

2 examine the influence of family socio economic wellbeing on child's involvement in deviant behavior.

3 determine the influence of family relationship on child's involvement in deviant behavior.

4 identify the influence of parenting style on child's involvement in deviant behavior.

5 examine the influence of peer group on child's involvement in deviant behavior in North East, Nigeria.

1.4 Research Questions

The following research questions were raised for the study.

1. What is the influence of family structure on child's involvement in deviant behavior?

2. What is the influence of family socio economic wellbeing on child's involvement in deviant behavior?
3. What is the influence of family relationship on child's involvement in deviant behavior?
4. What is the influence of family parenting style on child's involvement in deviant behavior?
5. What is the influence of peer group on child's involvement in deviant behavior?

1.5 Null Hypotheses

The following null hypotheses served as a guide to this study.

Ho_1 Family structure has no significant influence on child's involvement in deviant behavior in North East, Nigeria.

Ho_2 Family economic wellbeing has no significant influence on child's involvement in deviant behavior in North East, Nigeria.

Ho_3 Family relationship has no significant influence on child's involvement deviant behavior in North East, Nigeria.

Ho_4 Family parenting skills has no significant influence on child's involvement in deviant behavior in North East, Nigeria.

Ho_5 Peer group has no significant influence on Childs involvement in deviant behavior in North East, Nigeria.

1.6 Significance of the Study

The results of this study will be significant and beneficial to Home Economists, family counselors, educationist, researchers, parents and the Government.

The study will contribute to understanding the forces influencing the development of deviant behavior in children by revealing the influences of major socializing agents on development of child deviance. Thus Home economist will be better equipped to assist children with behavior problems in their teaching and possibly remedying the behavior.

Family counselors will find the results of this study beneficial by gaining insight into how family characteristics contribute to development of deviant behavior. They will therefore use it as a base to pressure the government on the need to strengthen the family unit thereby reducing deviance among the young. It will also help them to come up with effective treatment plans for problem behavior in children, Educationist and researchers will find this study very relevant in curriculum planning and future researches. Parents will especially benefit by being enlightened on how their own parenting and relationships can build or mar their children. Hence parents will be better equipped in positive parenting skills and maintaining good relationships in the family so as to provide an environment for healthy development of the child.

By and large, it will reveal to government the need to refocus its approaches to prevention of violence and delinquency among the young. Rather than relying on criminal justice, it will see the need for social support programs, equitable distribution of wealth to combat poverty and reduce hopelessness among families. Government will see the need to establishing youth friendly centers so as to foster positive peer interaction.

1.7 Assumptions of the Study

Basic assumptions on this study include:

1. Family context of children in the North East, Nigeria is responsible for child deviance in the region.
2. Family context of children in the North East, Nigeria is characterized by poverty, family conflicts and lack of care.
3. The peer group is responsible for child involvement in deviant behavior.
4. Children get involved in deviant behavior due to lack of care and support from the family.
5. Children in the North East, Nigeria are socialized to a greater extent by negative peer association.

1.8 Scope of the Study

This study was delimited to the six (6) states in the North East Region of Nigeria viz; Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe; sharing similar demographic characteristics and problem of study (child deviance) being more pronounced in the area. It was further delimited to two major socializing agents – family and the peer group. It was also be delimited to children aged 10-18 years because it is the formative years during which deviant behavior is likely to be exhibited, Besides, this group constitute the group of children who have been exposed to violence, poverty, neglect in the immediate social environment as observers or victims. However, it was delimited to school children for accessibility.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In carrying out this study, extensive literature is reviewed to gain adequate background on the problem of study. Thus, the review is organized under the following sub-headings.

2.1 Theoretical Framework

2.1.1 Deviant Theories

2.1.2 Social learning theories

2.1.3 Cohesion theories

2.1.4 Life-course theories

2.1.5 Trauma theories

2.1.6 Bronfenbrennerns theory

2.2 Conceptual Framework

2.2.1 The Concept of Deviance

2.2.2 Family Context

2.2.3 Peer Group

2.2.4 Types of deviant Behavior among children.

2.3 Empirical Studies

2.4 Summary of Reviewed Literature

2.1 Theoretical Framework

The study integrates some selected theoretical approaches to understanding the major influences on child's involvement in deviant behavior. Basically, it draws from the following theories.

Deviant theories

Coercion theory

Social learning theory

Trauma theory

Life course theory and

Bronfenbrenner's theory

2.1.1 Deviant Theories

The concept of deviance is complex because norms vary considerably across cultures, times and places. For this reason, a number of theories related to deviance have emerged through history. However, four of such theories will suffice for this review.

1. **Differential – Association Theory**

   This theory was coined by Edwin Sutherland (1949). In explaining why people become deviants, he expressed the environment as playing a major role in deciding which norms people learn to violate. In other words, according to this theory, deviance is learned from primary groups in the environment. Individual became deviant through association with others who are deviants. For most part according to Sutherland (1949), criminal behavior is learned within primary groups particularly peer groups. This theory is in contrast to the view of psychological theories that associate deviance with particular type of personality. In a nutshell, according to the differential association theory, the environment plays a major role in deviant behavior. Specifically people within a particular reference group provide norms of conformity and deviance, and thus heavily influenced the way other people look at the world, including how they react. People learn norms from various socializing agents-parents, teachers, family, friends, co-workers, ministers and the media. People therefore came to learn deviant behavior like other behavior from interactions with others, especially in intimate groups.

The differential association theory applies to many types of deviant behavior. For example, juvenile gangs provide on environment in which young people learn to become deviant. Gang members learn to become deviants as they embrace and conform to their gang's norms.

2. Anomie theory (structural strain).

Anomie refers to the confusion or strain that arises when social norms conflict or don't even exist. In 1957 Merton drew on the concept of anomie to construct a highly influential theory of deviance. The notion was first introduced by Emile Durkhein, a founder of sociology, who suggested that in modern societies traditional norms and standards become undermined without being replaced by new ones. Anomie exists when there are no clear standards to guide behavior in a given area of social life.

Merton modified the concept to refer to the strain put on individuals' behavior when accepted norms conflict with social reality, for instance, in every society; values emphasize material success and the means to achieving such success as self-discipline and handwork. Thus people who work hard can succeed. Those who could not succeed due to various reasons, find themselves condemned. In this situation, the pressure to succeed puts a strain on the person and can use illegitimate means to attain success. When this happen, individuals may employ deviant behaviors to attain their goal, retaliate against the society or merely "make a point".

Lack of opportunity for success in terms of the wider society is the main differentiating factor between those that engage in deviant behavior and those who do not. The primary contribution of anomie theory is its ability to explain many forms of deviance. It emphasizes the role of social forces creating

deviance. It has also been criticized for lack of statements concerning the process of learning deviance. It does not lend itself o precise scientific study.

3. Labeling theory

A type of symbolic interaction, labeling theory concerns the meanings people derive from one another's labels, symbols, actions and reactions. This theory holds that behavior is deviant only when society labels them as deviant. As such conforming members of the society who interpret certain behaviors as deviant and then attach this label to individuals determine the distinction between deviance and non-deviance.

Howard S, Becker (1963) originated the theory in his study of marijuana use Becker interpreted deviance not as a set of characteristics of individuals or groups, but as a process of interaction between deviants and non-deviants. In other words, it is not the act of smoking that makes one deviant, but the way others react to marijuana smoking that makes it deviant. In the view of labeling theorist, we must discover why some people become tagged with a deviant label in order to understand the nature of deviance itself. People who represent the forces of law and order or impose definitions of conventional morality upon others do most of the labeling. These labels create categories of deviance thus express the power structure of society. By and large the rules in terms of which deviance is defined are framed by the wealthy for the poor, men for women, by ethnic majority for minority groups. For example many children wonder into other people's gardens to steal fruit or play truant. In an affluent neighborhood, these might be regarded as relatively innocent pastimes of childhood. In poor areas they might be seen as evidence of deviance.

Once a child is labeled a deviant, he is stigmatized and is likely to be considered untrustworthy. This makes the child then to withdraw and relapses into further deviant activity widening the gulf with social conventions. Proponents of labeling theory support the theories emphasis on the role that the attitudes and reactions of others, not deviant acts per se, have on the development of deviance. This theory though, has been criticized for neglecting the process that lead to acts defined as deviant and leading to labeling. This is because labeling certain acts as deviant is not completely arbitrary; differences in socialization, attitudes and opportunities influence how far people engage in behavior likely to be labeled deviant.

4. Rational Choice and "Situational" Analyses theory.

The rational choice theory in its contributions to how people become deviants emphasizes on individual decision making. People are seen as pursuing enlightened self-interest, which means they pursue the maximization of rewards and the minimization of cost in light of the opportunities and information that is available to them. In this group are the control theory of Walter Reckless (1991), routine activities theory and classical deterrence theory. According to the control theory, both inner and outer controls work against deviant tendencies. People have various internal controls, such as values, morality, integrity and the desire to be a "good person" and outer controls such as police, family, friends and religious activities. Reckless (1991) noted that these inner and outer restraints form a person's self-control, which prevents acting against social norms. The key to developing self-control is proper socialization, especially early in childhood. Children who lack this self-control, then, may grow up to engage in

deviant acts. The theory analyses deviance as a purposeful act with benefits for the deviant individual.

Conclusively, all sociological theories of deviance; seen to establish a connection between deviant and non-deviant behavior as forces in the life of the individual. They all stress and emphasize social factors and context. Thus wealth, power, ethnicity, family context, all shape the reasons for deviant acts.

2.1.2 Coercion Theory

Coercion theory emerged from the larger behavioral perspective of social learning theory to explain the relationship between family life and child delinquent behavior. A basic tenet of the social learning theory is that relationships are maintained through rewards and positive reinforcement; conflict arises, however, when rewards do not exist or aversive reactions occur within the relationship (Home Sayger, 1990). This identification of negative reinforcement led Patterson (1982) to hypothesize that family interaction could result in the development of aggressive behavior in children. Patterson (1982) developed the coercion theory by studying interaction patterns in families. Parents unknowingly reinforce behaviors that are coercive in their children by nagging, yelling or otherwise when a child misbehaves. These behaviors initiate the coercive interactions. If the child continues to misbehave despite the parents aversive behaviors, the parent eventually will reach an exhaustion point. At this point negative reinforcement of the child's behavior occurs when the parent fails to follow through with promised consequences. Because the parent backs down and fails to discipline the child adequately, children learn that they can coerce the parent into meeting their needs. They learn that if they continue to respond to parents' aversive reactions with increased aggression, they can shape parental behavior for their own benefit (Patterson, 1982).

Cohesiveness of the family successfully predicted the frequency of delinquent acts in a child. Peers with a more coversine inter personal style tend to become involved with each other, this relationship is assumed to increase the likelihood of being involved in delinquent behavior. According to the coercion theory, ineffective parenting contributes to child's antisocial behavior indirectly, through association with deviant peers. Children whose parents use hostile punishment are more anti-social. The theory further explains how a parent and child control each others behavior through their stimuli and responses, also negative reinforcement. Children recognize that escalating negative behaviors will reap more attention from the parent. The negative spiral continues leading the parent to inadvertently, reinforce the child's poor behavior. Again, according to the coercion theory, coercion interaction develops between two people when a person engages in a negative behavior to achieve a social outcome and the other person responds with an equally negative fashion. The ongoing exchange between the two individuals increases in intensely until one of them gives up. (Patterson & Sidman, 1982)

Some level of coercion occurs within every family. However; children who engage in the coercion processes at high rates are reinforced for aversive behaviors and typically engage in deviant behaviors within and outside the family context. Coercion within the family appears to influence all rather than specific types of deviant behavior (Capaldi & Patters on, 1996) .At the core of coercion theory is the coercion process, which demonstrates how parenting is influential in the development of deviant behaviors and several investigations suggests that effective family management is the key to eliminating or protecting against, coercion within a family and understanding how parents influence deviance, thus substantially reducing deviant behavior (Dishion & patteron 1997; patterson & Yoerger 1993;

Snyder & patterson 1987). For instance they suggested that parents must use effective discipline, monitoring and problem solving skills in addition to positive parenting and reinforcement to protect against the development of deviant behavior. Patterson identified effective discipline to consist of recognizing inappropriate and consistent discipline. Ineffective discipline on the other hand consists of lax, harsh and inconsistent discipline. Families that do not reinforce positive behavior and reinforce deviant behaviors are more likely to engage in coercion within the family.

2.1.3 Social Learning Theory

Social learning theory (Bandura, 1973) is one of the earliest and most enduring theories that influenced studies on child's deviant behavior. Bandura theorized that children learn deviance by observing the behavior and the consequences of that behavior for others. This theory asserts that children who are positively reinforced for negative behavior are much more likely to persist in this behavior. Models provided through the mass media extend the power of observation of learning far beyond the child's immediate environment. Thus the theory argues that negative behavior is learned; as parents display such behavior, children learn to imitate it as an acceptable means of achieving goals.

Social learning theory is premised on the idea that it is association with other (family and friends) that contributes to the learning and subsequent acceptance of a deviant conduct. Combining the earlier sociological theory of differential association with the developmental psychology theory of reinforcement, the theory is traced back to Akers (1966). The theory centered on the idea that the same learning process in a context of social structure, interaction situation produces both conforming and deviant behavior. Akers (1998) summarized the probability that persons will engage in deviant behavior to further expatiate on the social learning theory. This happens

when the person associates with others who are deviant, are relatively exposed in person or symbolically to salient deviant models.

From the social learning view deviant conduct is learned and sustained via associations with family and peer networks. It then follows; these behaviors could be modified by manipulating those same processes or environment of contingencies that infringe on them.

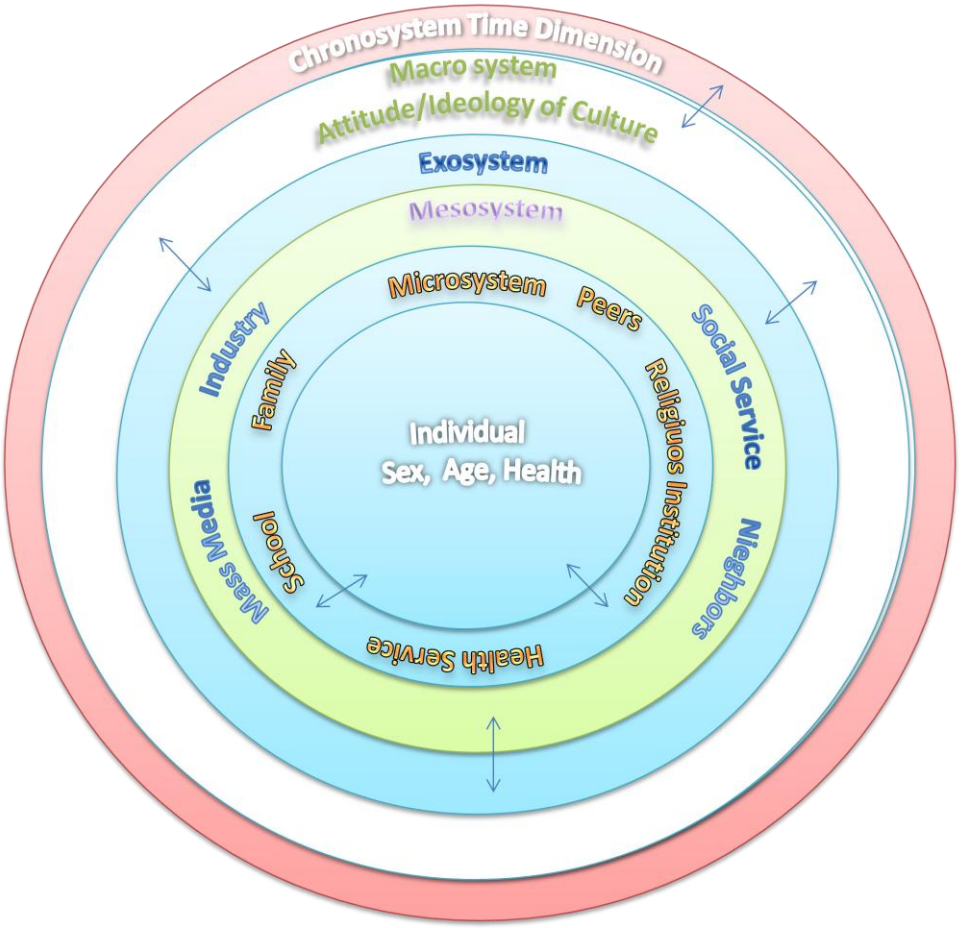
2.1.4 Bronfenbrenner's Ecological systems Theory

This theory looks at a child's environment within the context of the system of relationship that forms his or her environment. The theory defines complex "layers" of environment each having an effect on a child's development. Recently renamed "biological systems theory"; it emphasizes that a child's own biology is a primary environment fueling development. The interaction between factors in the child's maturing biology, his family, community and societal landscape all impact on the child development. Changes or conflict within any one layer will ripple throughout other layers.

Bronfenbrenner sees the instability and unpredictability of family life created by changes in economy as the most destruction force to child's development. Children do not have the constant mutual interaction with important adults that is necessary for development. If the relationship within the immediate Microsystems, breakdown, according to the ecological theory, the child will not have the tools to explore other parts of his environment.

Children looking for affirmations that should be present in child/parent relationship look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social behavior, lack of self-discipline and inability to provide self-direction. The study will be anchored on the microsystem as a part of

this theory which has dire implications on the development of the child, knowing that a breakdown occurring within children's home exerts a lot of influences on child behavior outcomes. Below is the ecological systems model.



Bronfenbrenners Ecological System Theory (1979)

2.2 Conceptual Framework

2.2.1 The Concept of Deviance

Available literature indicates there are many definitions ascribed to the term deviance. Few will however suffice for the purpose of this review. Deviance is any behavior that violates social norms and is usually of sufficient severity to warrant disapproval from majority of the society (Cliffs Notes.Com, 2012). The American Heritage Dictionary (2007) defined deviance as differing from a norm or from the accepted standards of a society. Schaefer (2003) also defined deviance as a behavior that violates the standard of conduct or expectations of a group or society. It involves the violation of a group norm which may or may not be formalized into law. It is a comprehensive concept which includes not only criminal behavior but many actions not subject to prosecution. Schaefer (2003) thus concluded that from a sociological perspective deviance is subject to social definitions within a particular society at a particular time. As such what is considered deviance can shift from one social era to another. Thus deviance is a complex subject; sometimes trivial and sometimes harmful. Sometimes it is accepted by society and sometimes soundly rejected.

In another definition of the concept deviance, Giddens and Duneier (2000) referred to deviance as nonconformity to a given set of norms that are accepted by a significant number of people in a community or society. Explaining further, he stated that no society can be divided in a simple way between those who deviate from norms and these who conform to them. Rather, most people on some occasions transgress generally accepted rules of behavior. This is because most people may have committed minor acts of theft, like shoplifting, taking small items from work, office for personal use. Santrock (2001) referred to deviance as delinquency, described it as a broad range of behavior ranging from socially unacceptable

behavior to status offences such as running away from home, drug abuse, sexual promiscuity and criminal acts such as burglary, arsons, rape and murder. He viewed deviant behavior as one which does not conform to widely accepted social or cultural norms. For example, murder is a form of extreme deviant behavior of delinquency by a child, which violates the cultural norms stating that is unacceptable to kill another person.

Deviance can be viewed from psychological, biological and sociological perspective (Berkowitz, 1997) in Smith (2011). Sociologically, issues such as socio-economic status can play a role in deviant behavior. For instance, theft could be said to be driven by pressure such as poverty. Biologists may be interested in variations in the brain which lead to expression of deviance along with the biological motivations for normal behavior. The author went further to explain that while psychoanalytic models tend to focus on internalized social norms for behavior and the corresponding emotions of self reproach, behaviorist on their part focus on overt behavior as the core of psychological morality. For instance cheating. The theorists emphasize socio-cultural transmission of values, personality traits, moral character and cognitive patterns. Also deviance is said to be attributed to evolutionary functions, genetic selection of moral characteristics, hormones and neuron anatomy. This variation in approaches to moral development and deviance, results in a confusing picture of the morally upright and deviant person. Deviance can be viewed from psychological, sociological and biological perspectives. Socially, issues such as socio-economic status can play a role in deviant behavior. For instance theft can be said to be driven by pressure such as poverty. It also emphasizes the role of cultural transmission of values, personality traits, moral characteristics and cognitive patterns. Berkowitz (1997) stated that psychoanalytic models tend to attribute

deviance to internalized social norms of behavior and corresponding emotions of self-reproach. Psychologists therefore seem to focus on overt behavior and moral reasoning as the core of morality e.g. cheating. Biologically, deviance is linked to variations in the brain, evolutionary functions, genetic selection of moral characteristics hormones and biological motivations for normal behavior such as need and safety.

Deviance, in a sociological context, describes actions or behaviors that violate social norms, including formally enacted rules as well as informal violations of social norms. While rules are expectations by which members of society are conventionally guided, deviance is a failure to conform to these norms. (Thomson, 2004). Viewing deviance as a violation of social norms, sociologists have characterized it as "any thought, feeling, or action that members of a social group judge to be a violation of their values or rules" "violation of the norms of a society or group" conduct that violates definitions of appropriate and inappropriate conduct shared by the members of a social system", "the departure of certain types of behavior from the norms of a particular society at a particular time"; and "violation of certain types of group norms where behavior is in a disapproved direction and of sufficient degree to exceed the tolerance limit of the community". (Jensen, 2007 & Thomson, 2004).

In the same vein, Hastings and Thomas (2009) stated, deviant acts can be assertions of individuality and identity, and thus are rebellions against group norms of the dominant culture and in favour of a sub-culture. That deviance affirms cultural values and norms. It also clarifies moral boundaries, promotes social unity by creating an us/them dichotomy, encourages social changes and provides jobs to control deviance. Describing deviance as a complex concept, Artur (2000) explained

that deviance can be a result of failure in the process of socialization. All acts of deviance is seen in their particular social contexts and judged as far as possible from a sociological perspective. Giving reasons why a child may become deviant, he stated that, some children act in ways seen by others in particular social situations to be breaking the rules in operation at the time. Such behavior is then referred to as deviant. As used by sociologists, this term has no condemnation, but merely covers behavior falling outside the tolerated range along whatever dimension is being considered. Children could learn to be deviant when he is not socialized as to how to behave. Also when he is labeled as a deviant he comes to see himself more permanently in light of that label.

In his own work Mason (2010) described same characteristics that are predictors of deviant behavior. These include personality factors such as hyperactivity, low intelligence, poor health, socially, the child is unpopular with peers, disruptive, and bad tempered. His environmental background is more likely to be characterized with poor living conditions like slum areas, low socio-economic status, and poor family dynamics such as lack of monitoring irregular discipline, lack of affection, poverty and family breakdown.

2.2.2 Family Context

The family can be thought of as a constellation of subsystems. A complex whole made up of interrelated, interacting parts defined in terms of generation, gender and role. (Minuchin, 2001) in (Sanctrock, 2008). Each family member participates in several subsystems. The father and children represent one sub-system, the mother and father another, while mother-father-child represent yet another sub-system. These subsystems have reciprocal influences on each other. As highlighted by Santrock (2008), marital relations, parenting and infant development

can have both direct and indirect effects on each other. An example of a direct effect is the influence of the parent's behavior on the child. An indirect effect is how the relationship between the spouses mediates the way a parent acts towards the child. This is because marital conflict might reduce the efficiency of parenting.

Family context refer to the entire home setting within which the child is socialized. (Santrock, 2008). Family characteristics and context can also be said to have significant influence on the child. According to Thornberry (1999), the composition of a family is an aspect consistently associated with delinquency. Children who live in homes with only one parent: as a result of divorce, separation or otherwise are likely to display a range of behavioral problems than children from two parent families. Children who witness marital discard are at greater risk of becoming delinquents (Amato & Sobolewski; 2001). Family structure and dynamics are crucial factors in discussing child deviance due to their critical role in the socialization and control of children. According to Doggett (2008), the absence of a male parent significantly affects the behavior of children. He further stated that such absence has a great influence in child's involvement with drug usage and sexual activity. Males whose fathers were absent had a highest rate of delinquency. Also according to Mullens (2004), the presence of a functioning father in the home is associated with positive adjustment in children. Citing the study of Mccarthy (1982), Mullan (2004), further stated that an intact home enjoys the socialization roles of both father and mother. Children who are living with their natural fathers and mothers show significantly fewer incidence of fighting, delinquency, isolation and generally benefits from living in an intact home. According to Thornberry (1999), the structure of the family is an aspect consistently associated with child deviance. Furthermore according to Amato and Sobolewki (2001) children who witness

marital discord are at greater risk of becoming delinquents. Citing the social learning theory they further stated that aggressive behavior is learned; children learn to imitate aggression as an acceptable means of achieving goals.

Lannap, (2007) looked at family cohesiveness in relation to child deviant acts; stating that eroded family values, loss of family ties damaged relationship had resulted into delinquency or even criminal behavior on the part of members. Buttressing this point Swick (2004) also stated that the type of relationship between the child and parents or other caregivers influence the development of a healthy personality or otherwise. A happy and satisfying relationship within the family is associated with the ability to experience empathy, self-esteem and interpersonal trust (Santrock, 2005)

Child's deviant behavior has also been consistently linked to witnessing destructive inter-parental conflict, experiencing physical abuse or the combination, to reduced emotional health and problem behavior of children. (Santrock, 2005). Gorman Smith and Tolan (1998) also stated, parental conflict and aggressiveness predicted violent children whereas lack of maternal affection and parental criminality predicted involvement in crimes by the child, family antisocial behavior such as history of criminal behavior, harsh parental discipline and family conflict have been among the most consistently linked to child deviance. That children resort to violence if there is violence within relationship they share with their families (Gorman-Smith, 2001).

Hagan and Foster (2001) stated that various exposures to violence are important sources of delinquency in children. In line with this opinion, Prochnow and Defronzo (1997) observed, conflicts within step families also have serious affects on the child. Poor parenting practices and poor monitoring is also believed to

lead to child involvement with delinquent peers (Dodge, 2003). Accordingly, a child's behavior could be influenced by their perception of parental monitoring level, suggesting that if a child perceived his parents monitoring to be high, they would be less likely to engage in delinquent behavior. Parental monitoring is thus said to inhibit delinquent activities of the child. In the same vain, Paner (2003) stated that maternal attachment is a predictor of delinquent behavior; Greater attachment leading to less engagement in delinquent behaviors. Gang membership is also said to more prevalent in children lacking familial support and attachment (Huizinga & Leober, 2004). According to Weiten (2004) the quality of attachment patterns, child-parent relationship, parenting, adversely affects children's view of themselves in relation to others and their implication on later life. As reported by Santrock (2005), several studies found that lack of parental supervision often lead children to trouble.

Sheldon and Glueck (2000) looked at how discipline affects delinquency in children, stating that consistency and persistence in discipline are needed for personality development. Situations and appropriate methods of discipline must occur regularly to let the child develop concepts of conduct and be able to distinguish suitable and unsuitable responses. Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes.

The construct of parenting style is used to capture normal various in parents attempt to control and socialize their children (Baumrind, 1991) in other words this does not include deviant parenting such as observed in abusive or neglectful homes. Rather it involves issues of control. Categorizing parenting style, Baumrind (1991) explained that there are four basic styles each reflecting patterns of parental values,

practices and behaviors with a distinct balance of responsiveness and demandingness.

1. Indulgent parents also referred to as “permissive” or “nondirective” are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation and avoid confrontation. Such parents are democratic, engaged and committed to the child.
2. Authoritarian parents are highly demanding and directive. They are obedience and status oriented; and expects their orders to be obeyed without questioning. Such parents provide well-ordered and structured environments with clearly stated rules.
3. Authoritative parents are both demanding and responsive. They monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their discipline is supportive rather than punitive. They want their children to be assertive as well as sociable, responsible and cooperative.
4. Uninvolved parents are low in both responsiveness and demandingness; in extreme cases, this form of parenting may be rejecting and neglecting.

In a meta-analysis of the relationship between parenting and delinquency, Hoeve, Dubas, Eichelsheim, Laan, Smeenk and Gerns (2009) related that authoritative parenting was associated with less delinquency while authoritarian parenting was associated with more delinquency. They further expatiated though, that being authoritarian does not mean being permissive or soft. They discovered permissiveness was associated with more delinquency while rule setting, monitoring and consistent discipline were associated with less delinquency. Firm, consistent but

not harsh discipline is associated with less delinquency while harsh, permissive, and controlling; over protecting parenting are associated with more delinquency.

Certain characteristics of family support systems are also associated with deviance in children (Dodge, Coie, & Lynan, 2006; Famington, 2004) Parents of delinquents are less skilled in discouraging deviant behavior. Parental monitoring of adolescents is especially important in determining whether a child becomes deviant. (Coley, Mornes & Hernandez; 2004), family discord and inconsistent and inappropriate discipline are associated with child deviance (Bar, Mc Gee & Fagam, 2004) an increasing number of studies have found that siblings can have a strong influence on delinquency (Bank, Burraston & Snyder 2004). In one recent study, high levels of hostile sibling delinquency were linked to child deviance (Slomkowski 2001).

Although, child deviance cannot be linked exclusively to lower socio-economic status, same characteristics of lower class culture might promote delinquency. The norms of many low economic groups and gangs are antisocial or counter-productive to the goals of the society. Deviance is a prominent feature of life for children in low-income neighborhoods (Flannery, 2003) children from low income backgrounds may sense that they can gain attention and status by performing antisocial actions. Furthermore Sabol, Coultona and Korbin (2004) stated that children from low income backgrounds with high crime rates observe many models who engage in criminal activities. Such communities may be characterized by poverty, unemployment and feelings of alienation towards the middle and high class. Quality schooling and other social amenities may be lacking in these communities.

In a related literature, Lauren (2004), stated, economic down-turn and joblessness can have negative effects on child development. Parent- adolescent

relationships in families experiencing a sudden economic loss are often characterized by less engagement, higher conflict and more negative emotion. Mustapha (2003) also affirmed that family financial position is capable of trying the foundation for deficient maladaptive behavior. He further stated that poverty breeds lack of satisfaction of basic needs among young school children which may push them to become tyrants, drug addicts, prostitutes and armed robbers.

Akinboye (1980) on his part agrees that lack of adequate personal and social stimulation may result in frustration and conflict which may escalate in the manifestation of deviant behavior in the child. Family behavior, communication, economic status, monitoring stability all seem to influence a child's development (Kraeger, 2004). Family communication plays a big role in family functioning and has been related to the commission of delinquent acts. A child could face isolation due to peer rejection, lack of parental love and poverty. This makes the child to seek out positive support from other sources thereby increasing the potential for gang affiliation and deviance. Whitehead (1998) also noted that divorce and family instability has reached epidemic proportion in the society. Consequently children find themselves exposed to child labour to fend for themselves. This wanton disorganization of the family structure has been having a disastrous effect on children, driving them into all sorts of immorality in search of security and livelihood. This has given birth to a crop of children known as, "area boys" street children", 'gangs' 'cultist' and many more.

2.2.3 Peer group

Considerable evidence supports the hypothesis that peer relationships influence the growth of problem behavior in children (Ryan, 2001). Defining peer group as an association of people sharing certain characteristics such as age, social

status, he further stated that the peer group is an important influence throughout one's life being more critical during the developmental years of childhood. He asserts that the power of the group becomes more important when family relationships are not lose or supportive. For instance, when parents work extra hours and do not have time for their children, they may turn to peer group for emotional support. Peer group often provide an example for negative harmful, behaviors. Drugs, alcohol are examples; when a child sees his peers smoking and drinking he may take to the habit as well.

Accordingly, Santrock (2001) also stated, as the child grows older peer relationships becomes powerful in his life. Being rejected by this group can have demanding effects on child's development. Peer pressures have been known to be responsible for many children's involvement with drug, alcohol, sex, stealing and cultism. In his own writing, Jackson (1999) affirmed that the reality of peer pressure cannot be denied. Buttressing his argument, he quoted the holy Bible 1 Cor. 15:33 "Be not deceived: Evil companionship corrupt good morals. He also made reference to many sayings of the wise such as , *"lie down with a dog; get up with fleas' and "show me your friends and I tell you who you are"*

In a related literature, Griddens and Dunerier (2000) identified the peer group as a socializing agency. He defined the peer group as consisting of children of similar age. In some cultures particularly traditional societies, peers groups are formalized as age-grades. He further stated that though the families influence in socializing the child is obvious, yet children usually spend a great deal of time in the company of friends the same age. Given the high proportion of women in the workforce, and children spending more time in day-care centers, peer relations are even more important for the child than ever.

Pledge (2011) affirmed that aggression is learned in peer groups. According to pledge (2011), although bullying and teasing have been part of peer group interactions, these negative behaviors have increased over the last decade, resulting in school violence in many instances. As children feel marginalized from their peers, anger builds to a point of rage at times. It is at these times that violence erupts within the school or community setting. He further explained that negative peer interaction also occur more frequently following relationships that have gone sour. In the same vain, peer groups can also have positive influence. Influence of friends can have a positive effect on academic motivation and performance just as experimentation with drugs, drinking, vandalism and stealing may also be increased by interaction with peer group.

Dwelling on peer group influence Admin (2000) stated that from a very tender age, peer group influence is felt. The immediate peers any youngster has are the parents, and the child's perception of identity and social environment will be gained at this time. When a young person moves out of the home, peers influence changes. New attachments to friends and classmates are formed and these new relationships influence behavior. This peer influence on behavior can become a strong factor, and some social groups believe that this kind of peer influence can often outweigh parental influence. This is because for the child, peer influence is important in the development of social interaction skills. From such interactions the growing child will learn:

- Material influences in the form of what he values, extending to eating, dressing preferences.
- To cooperate and socialize within the norms of group behavior.

- To deal, negotiate and build a relationship with others; including the peers of newly introduced person. The skill of communication is experienced.

Conclusively, Admin (2011) stated that peer group influence can work for the good of the child's development, when it teaches communication skills and social problem solving. But it can also have adverse effects especially if the peer group is demanding blind obedience to what the group considers to be the norm. The situation then, becomes dangerous.

A peer group has also been described as both a social group and a primary group of people. A group of people who share similarities in regards to age, background and social status, for example, with whom a person is associated and who are likely to influence the person's beliefs and behavior. Members of a particular peer group often have similar interests and backgrounds and are bonded by the premise of Sameness. (Wolf, 2008). Starting at an early age, the peer group becomes an important part of socialization (Curtis, Tepperman & Albanese, 2008). Unlike other agents of socialization such as family and school, peer groups allow children to escape direct supervision of adults. Among peers, children learn to form relationship on their own and offer the chance to discuss interest that adults may not share with children, such as clothing and popular music, or may not permit, such as drug and sex. (Macionis, 2010). Peers, particularly group members became important social referents. They also influence individual member's attitude and behaviors on many cultural and social issues, such as: drug use, violence, academic achievement and even the development and expression of prejudice. (Ryan, 2001 & Abound, 2005).

Peer group provide an influential social setting in which group norms are developed and enforced through socialization processes that promote in-group

similarities. (Eder & Menga, 2003). Peer groups' cohesion is determined and maintained by such factors as group communication, group consensus and group conformity concerning attitude and behavior. As members of peer groups interconnect and agree on what defines them as a group, a normative code arises. This can become very rigid, such as when deciding on group behavior and clothing attire. Member deviation from the strict normative code can lead to rejection from the group and peer pressure. A term used to describe instances where an individual feels directly pressured into changing his behavior to conform to peers. Deviant behaviors such as smoking and drinking of alcohol have often been attributed to peer pressure. (Eder &Menga, 2003).

In another write up, Mathew (2012) stated, peer pressure from the peer group can exert a social influence on an individual in order to get him act in a way similar to the group. For certain individuals, seeking social acceptance is so important that it becomes like an addiction. In order to satisfy the craving, they may go so far as to abandon their sense of right and wrong. Groups of children may join in bullying new comers in school, teens may feel compelled to use drugs or alcohol, be sexually promiscuous, or join gangs that encourage criminal behavior. The author went further to state; children and teens are often the greatest focus when discussing peer pressure. This is because of their lack of maturity and judgment. Children are especially vulnerable to this kind of influence and often find it difficult to resist joining group activities, even when their own common sense warns against it. Many children become absorbed into different cliques and groups, spending less time with their families, causing previously strong family influences to diminish putting them at greater risk.

Again Gale (2008) affirmed, children feel social pressure to conform to the group of peers with whom they socialize. This can influence how they dress, what kind of music they listen to what types of behavior they engage in, including risky behaviors such as drugs, cigarettes, alcohol and engaging in sex. Some children give in to peer pressure because they want to be accepted or from fear of rejection. The idea that "everyone is doing it" may influence some children to ignore their better judgment or common sense. Peer pressure according to Gale (2008) can be extremely strong and seductive. Further buttressing that experiments have shown how peer pressure can influence children to change their minds from what they know for sure is acceptable behavior to unacceptable behavior just because everyone else in their peer group is doing it.

Research shows that being in the popular crowd may also be a risk factor for mild to moderate deviant behavior. Popular adolescent are more strongly associated with their peer groups likes such as alcohol, tobacco and drugs. (Allen, Porter, Mcforland, March & Mcelhaney 2005). Collaborating this fact, Hartney (2011) also described peer pressure as the influence that peers can have on each other. Usually it refers to socially undesirable behaviors such as experimentation with alcohol and drug use rather than socially desirable behaviors such as academic success.

2.2.4 Deviant Behavior among Children

Harleigh (2010) identified two forms of deviant behavior. One type involves law breaking activity including criminal activity. The other type which is more informal includes breaking social customs and violating acceptable or expected behavior patterns. These may include disobedience at home or outside, hitting other children and bullying. Criminal deviances on the other hand include stealing, drug use, and the like. Nicolet (2011) classified types of deviant behavior into;

1. Odd Behavior – Any behavior that is different, outlandish or inappropriate. It can be a strange style of dress, nudity, alcoholism, cross-dressing, and political extremist.
2. Bad Behavior – Behavior that violates the laws of the society such as to attract punishment e.g. criminal behavior ranging from theft to murder. This category often involves violence and severe rebellion against society.

There are many forms of deviant behavior among children. Deviance in context of one society may be acceptable in another society; thus deviance among children, vary across cultures. Yet similarities can be noticed. (Info Barrel, 2011). The various forms are as described below.

1. Psycho-social Forms of Deviance

These include all dimensions of anti-social behaviors. They are so considered because they negate the norms of the community they include: lying, disobedience, gossiping, rudeness, truancy, arrogance.

2. Criminal Forms of Deviance

A good number of deviant behavior among children falls under this category. They are considered great offences and must be repressed according to established rules and regulations. Examples are: Burglary, suicide, stealing, forgery, assault, fraud, examination malpractice, fighting, abortion and wanton destruction to property.

3. Moral Forms of Deviance

These are deviant activities that deviate from the moral norms of the society. They are very rampant among children. They include; sexual pervasions, alcoholism, drug abuse, rape, smoking and many more.

4. Personality Forms of Deviance

These are activities that undermine norms of normal and healthy personality. They are acts like aggression, hostility and the like.

2.3 Review of Related Empirical Studies

Tolan (1988) conducted a study that explored several types of social stressors and compared their relation to level of anti- social and delinquent behavior among adolescents. The relative ability of each type of stress compared with and to socio economic status (SES) and family functioning was considered. Participants were 84 (49 females, 35 males) 16-18 year olds solicited through suburban high schools. The sample was 83% white, 11% black and 6% other. ESE ranged across all levels. Twenty-seven parents were from single parent families. ESE was measured by using Duncan's socio economic index. The family was assigned an ESE score based on the total of the parent's occupational scores. Family adaptability and cohesion Evaluation scales II (FACESII) was used. It is a 30 item self-report instrument designed to measure family adaptation and cohesion. Subjects indicated on a 5 point scale how well each item describes their family. Scores obtained were cohesion now, cohesion desired, and adaptation now and desired. The delinquency self-report measure was also used, which is a 55 item self-report scale of anti-social and delinquent behavior.

Perceived and desired family cohesion, daily hassles and developmental transitive correlated significantly with reported anti-social and delinquent behavior, but ESE did not. Multivariate analysis affirmed that ESE was of little use in understanding such behavior, and that family functioning and social stress contributed actively, findings suggest that a family's ability to support each other and to harness that support to cope with transitions and stress during adolescent

relates to lower level of anti-social behavior. Since anti-social behavior is a significant characteristic of psychopath, this study reveals the importance of a supportive family environment; supportive family environment can reduce the likelihood of the adolescent developing problem behavior this will go a long way in proving or disproving the assumption of this study which attributed deviant behavior to poverty and low socio economic status However, the uses of self-report questionnaire seem to be a limitation. Respondents may hide sensitive personal information relevant to the study.

In a related study, Lamborn, Mounts, Steinberg and Dorn (1991) hypothesized that adolescents from authoritative families would score most positively where as those from neglectful families, negatively. Adolescents from authoritarian families were expected to score more positively that those from indulgent families in the domain of academic competence and problem behavior. Participants included 10,000 students attending high schools in California. Sample was selected to cover diversity in ethnicity, family structure, socio economic status and community. All students were asked to complete questionnaires after informed consent was obtained from the participants. Students provided information on their background and current family situation. Respondents indicated their sex, ethnic affiliation, family structure and parental education. The questionnaire contained many items on parenting practices, acceptance/involvement, strictness/supervision and autonomy. They were then contrasted along 4 sets of outcomes: psychosocial development, school achievement, internalized distress and problem behavior. A four way multivariate analysis of variance was conducted for each of the outcome variables with parenting style, sex, ethnicity and parental education as independent variables.

Results indicate that adolescents who characterize their parents as authoritative score highest on measure of psycho social competent and lowest on behavioral dysfunction. The reverse is the case for adolescents who rate their parents as neglectful. In contracts, adolescents from indulgent homes show a strong sense of self confidence but report a higher frequency of substance abuse and misconduct. On the whole familial factors were found to contribute to the development of child behavior. This finding is very relevant to this study in collaborating its findings and assumption of the study which states that poor parenting skills is responsible for child deviance in the North East region of Nigeria. The instrument and tool used in data collection being similar to that of the current research.

Reiss, Hetherington, Plamin, Howe, Simmens, Henderson, O'connor, Bussell, Anderson and Law (1995), conducted a study that examined the relationship between differences in parenting style and depressive symptoms and antisocial behavior in adolescents, and compared the influences of these non-shared experiences with genetic influence. They studied 708 families with at least two same sexed siblings who were monozygotic twins (93 families) dizygotic twins (99 families), ordinary siblings (95 families), and full siblings in step families (181 families). It if siblings in step families (110 families) and genetically unrelated siblings in step families (130 families) Data were collected by questionnaire and by video recording of interaction between parents and children. Results revealed approximately 60% of variance in adolescent antisocial behavior and 37% of variance in depressive symptoms could be accounted for by conflictual and negative parental behavior directed specifically at the adolescent. However, when a parent directed harsh, aggressive and inconsistent parenting towards the sibling, there was less psychopathologic outcome in, the adolescent. This thus stresses the importance

of familial factors in the development of psychopathic behavior. This finding is found relevant in supporting the findings of the current research especially to the influences of family context on child's deviance. Study sample and results is adequately expressed. The use of video recording for data collection is found innovative. However it is not clear how the recorded data was analyzed.

Wakanyua, (1995) in his survey of rehabilitation programmes in approved schools in Kenya, did a profile of the children offenders and found that 63% had both parents, 32.2% were brought up by a single parent while2.54 had no parents. He further found that 50% were from broken homes meaning they had limited opportunities of being brought up by normal families. It also revealed that children reported they generally lacked food, money, clothing shelter and education.

In an examination of interaction between family structure, parenting and gender on adolescent violent behavior, Griffin, Botrin, Scheirer, Diaz and Miller (2000) sampled 228 adolescents in schools. Survey method was adopted. Students were asked to complete self-report questionnaires, consisting of demographic items and measures for substance use and interpersonal aggression. Parent telephone interviews were also completed to assess parental involvement, monitoring and communication between parent and child. The findings indicated that boys from single parent homes exhibited higher rates of aggression than girls. Also boys from single parent homes were more likely to exhibit maladaptive behavior than those from two parent homes (Griffin, et all, 2000). Another significant finding for this study was that parental monitoring was found to directly impact levels of violent adolescent behavior. These findings suggest the need to further explore the impact of relationship and family context on child behavior. This gap was filled by the present study.

The use of self-report questionnaire for data collection seems to undermine the results. This is because due to the sensitivity of information, respondents may not have been willing to answer truthfully. Also level of impact of parental monitoring on violent behavior is not stated statically.

Lieb, Wittchen, Hofler, Fuesch, Stein and Merikangas (2000) also examined whether parental social phobia is associated with social phobia in children. They also explored whether parenting styles and functioning increased risk for adolescents. Participants were 1047 adolescents aged 14-17 years old. Independent diagnostic interviews were conducted with parents. Adolescents were assessed based on the computer assisted version Munich composite international Diagnostic interview (M-CIDI). Parenting style – rejection, emotional warmth and over protection was assessed by the questionnaire of Recalled Parental Rearing Behavior which assessed the adolescent's perceived parental rearing behavior. Family communication and behavioral control was assessed using the Mc master Family Assessment Device (FAD). The subject in this case the adolescent rates agreement with how adequately the items describe his family. Results of the study revealed that higher parental protection and higher parental rejection were significantly associated with increased rates of behaviors problems. Data suggests that multiple familial factors coincide with the objectives of the present study particularly parenting style and development of psychopathy in the child. This work was used to enrich the literature of the current study. The instrument is however too technical to comprehend. Method of data analysis is also not stated nor did the researchers state how significant the association in their findings is.

In a related research work, Matherne and Thomas (2001) found that cohesiveness of the family reliably predicted violent acts in non-traditional (without

a father or mother) families, using the family Adaptability and cohesion Evaluation scale (FACES-III) to assess family structure. Findings support the hypothesis that family cohesiveness impact adolescent violence under certain conditions. In further research using a multiyear longitudinal study of children to examine family interaction patterns, the researchers found that various negative family interactions patterns are linked to different forms of deviant child behavior. That as the best predictors of childhood deviance, family environment, parenting styles and family relationship can serve as a predictor to adolescent violence. The researchers did not describe the methodology adequately. Still, this research was also be found relevant in discussing the findings of the present research.

In another recent study, Vazsenyi and Pickening (2003) carried out a study to explore the importance of a family, specifically family closeness, parental monitoring and conflict as well as school influence on adolescent violent behavior. The researchers sampled 877 high school adolescents. Data was originally collected as part of the international study of adolescent development (ISAD). The study indicated that both family and school were predictive of the development of aggressive behavior. Their research findings are consistent with previous researches, which indicate that disruption in the family system, negative school influence can increase the likelihood of adolescent violence. This research showed similar rates of deviance for both Caucasian and African American adolescents. (Vazsonyi & Pickering, 2003). It was seen at the end of the present study, that findings were consistent with that of Vazsonyi and Pickering (2003), buttressing the hypothesis that family context and peer group have a profound influence on child involvement in deviant behavior.

Kraeger (2004) carried out a study to determine if adolescent violence is actually tied to the influence of their peers. The study was conducted using data from the Add Health survey, a part of the National longitudinal survey of adolescent Health, which examines friendships networks and behavior of adolescents. The survey sampled adolescent enrolled in grades 7-12 between 1994 and 1996 from across the country. The final N was 9,623., study found that even more problematic than influence of peers was that of isolation of the peer from interaction coupled with lack of familial support. The study concluded that adolescents may be isolated, due to peer rejection, resulting from a combination of poor parenting and poverty. This makes the adolescent seek out positive support from sources outside peer and family groups, thereby increasing the potential for gang affiliation and violent behavior (Kraeger, 2004). Although findings from this study support the influence of peers in determining aggression, they also highlight the impact of family functioning on the type of peer interaction. However, instrument is not described and findings is not supported statistically.

Muola, Ndungu and Ngesa (2009) in a study of the relationship between family functions and juvenile delinquency a case of Nakuru municipality, Kenya found that incidence of delinquency was on the increase. The study was carried out in Nakuru town on former street children on rehabilitation in three homes. The sample was 148 and included all the 30 girls in the three homes and 119 boys selected using stratified random sampling from a population of 241.Three managers and 6 purposively selected parents were included. Interview schedules and questionnaires were used to collect data. Data was analyzed using descriptive statistics Pearson's moment correlation and t-test. Child delinquency was found to be significantly related to marital stability, family size marital adjustment and mode

of discipline. A weak relationship was observed between child delinquency and socio-economic status.

In another study, Sauni, Udoh, Okediji, Modo and Ezeh (2010) focused on identifying the influence of family types on juvenile delinquency among secondary school students in Nigeria. Based on empirical findings, three research questions were raise and three hypotheses. Using the multistage random sampling technique 200 students was selected for the study from five public secondary schools in Uyo metropolis. The self-report family delinquency questionnaire (FADEG) was used for data collection. Frequency and simple percentages were used to answer the research question while the hypothesis were tested statistically using the chi-square statistic. Results indicated that three family variables namely: family stability, family cohesiveness and family adaptability impact strongly on juvenile delinquency among secondary school students in Uyo metropolis. The study concluded that apparently, a healthy home environment is the single most important factor necessary to keep children from becoming delinquents; the current study posits that in addition to family variable, the peer group is an important factor in child development and delinquency. The conclusions of this study was not be relied upon by the present study due to the use of self-report questionnaire which has a major limitation.

On the home front, Ahmad (2011) studied how delinquents differ from non-delinquents in their perception of home environment in Kano State of Nigeria. Ex-past factor design was adopted for the study. Students in public senior secondary schools (SSS II) constituted the population for the study from which 92 were purposively selected, (47 delinquents and 40 non delinquents) through teacher nominations. An objectively scorable instrument titled the family Environment scale

(form R) was adopted and validated for the study. The data for the study was analyzed statistically using chi square and the hypothesis tested at the 0.05 level of significance. The findings of the study reveal that both delinquents and non-delinquents perceive their family environment positively and the study found no significant relationship between family environment and child delinquency in low income communities Kano State. The current study was able to establish a concordance of this finding for communities in the North East, Nigeria. However, suggestion for further study should have been given since researcher found no significant relationship.

Kadiri and Mohammed (2011), investigated the relationship between mass media and children's behavioral problems in kwara state of Nigeria. Sample consisted of 816 children drawn through purposeful sampling technique from the sixteen local governments of the state. Respondents were encountered at home, the streets and educational centers. Data was obtained structured interviews based on questionnaire administered by a team of research assistant. Chi-Square and Pearson product moment correlation coefficient was used in the analyses. Findings revealed a positive correlation between mass media and children's behavioral problems. Results also indicated that children's behavioral problems can be predicted from the amount of media they are exposed to. Parental monitoring of child interaction with media is a vital aspect of parenting which this study seeks to assess .Therefore the findings of this study helped in substantiating the findings of the present study.

In another study, Emmanuel, Akinyemi and Nimotalal (2011) carried out an exploratory survey on changing patterns of child rearing practices in Badagry Area of Lagos State to find out implications for delinquent behavior. Multistage sampling was adopted to select 100 respondents. Hypotheses were tested using Chi-square

while data was collected by interviews and structured questionnaire. The study found positive association between effective socialization by parents and child's positive attitude towards life. They thus recommended an improvement child rearing practices. This finding and recommendation is relevant in discussing the findings of the present research.

2.4 Summary of Reviewed Literature

The review of related literature looked at the connection between family context variables (structure, relationship and support), peer group and child's involvement in deviant behavior. The chapter also brought into context relevant theories to the topic under study. Empirical studies were also provided on the global situation of child deviance as related to many variables such as family structure, peer group, parenting and poverty. Key concepts were illuminated in the conceptual framework that dealt with key words such as deviance, family context and peer group. The review of literature revealed that there are multidimensional and multifaceted factors influencing child's involvement in deviant behavior. Family structure, economic wellbeing, family relationships, parenting style and peer group were all singled out by different literature as being responsible for child deviant behavior. Several theories reviewed also agreed on the fact that child deviance revolves around several factor surrounding the child such as the family, community and the peer group. All theories stated that a child is turned into a deviant or otherwise in the course of interaction with these factors. The ecological systems theory stand distinguishable in explaining the development of deviant behavior in the child where it focused on the child's microsystem as the cornerstone of its ecological system, as the most influential to impact on the entire ecosystem. Family factors and peer group are the critical influences in the micro system.

It is noteworthy to state that the present study advances previous works in several ways. In the first instance, majority of prior studies relied on samples drawn from a single location such as a metropolis, school or a rehabilitation home. Secondly most studies focused on a single age group; adolescence. This may not have taken care of the diversity of children from different populations and different age ranges; thereby casting aspersion on the reliability of generalization of findings. This study is based on samples to be drawn from six states of north east region, in Nigeria. It will also cover a wider age range; 10-18 years. Furthermore, literature reviewed also show a significant gap in the absence of local empirical studies on Influence of Family context and Peer group on child's involvement in deviant behavior in Nigeria generally. This is a major area of concern in child development. This study will be very strategic in providing empirical literature. Furthermore, while available literature and previous researches looked at individual perspectives (family, peer group or home environment) as potential risk factors to child involvement in deviant behavior, this study posits that there is no one most important factor in child behavior. An important aspect of this study will be to bring to light the integrated and collective influence of factors across range of domains rather than in isolation.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter describes the procedure that was used for the study under the following sub-headings.

3.1 Research Design

3.2 Population of the Study

3.3 Sample and sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research was carried out using the survey method. The choice of design was informed by the works of Razaq and Ajayi (2000) who stated that survey studies are methods usually adapted when handling a large population especially on issues of the moment involving collection of data. Kerlinger (2005), Wilbert (2007) also suggested that survey design should be employed when a research work involves the use of questionnaire in collecting data from which deductions and generalizations can be made. The children population in the study area being large and the use of questionnaire to solicit information from the respondents thus justifies the choice of design for the study.

3.2 Population for the Study

The population for the study comprised of students from 18 public secondary schools in North-Eastern Nigeria consisting of the six states – Adamawa, Bauchi,

Borno, Gombe, Taraba and Yobe States. This population stood at twenty-five thousand, seven hundred and seventy-three (25,773) in the 2012/2013 academic session.

Table 3.1: Population for the study

State	Schools	Students enrollment	Strata Population
Adamawa	GDS S Mubi	1743	
	GD S S Numan	2767	
	GDS S Demsa	1333	5843
Bauchi	GDS S Azare	1927	
	GSS Y/Darazo	128	
	GCDSS Bauchi	2408	4463
Borno	G S S Mongno	333	
	G S S M/guri	961	
	G S S K/kusar	379	1673
Gombe	GDSS D/ West	720	
	GCDSS Gombe	3462	
	GSS Billiri	1476	5658
Taraba	GD S S Jalingo	2732	
	GD SS Bali	1582	
	GD SSWukari	2011	6325
Yobe	GDSS Damaturu	840	
	G S S Gujba	1501	
	G DS S Potiskm	821	1811
Total		**25773**	**25773**

Source: States Ministries of Education and SUBEB, 2012/2013 Session

3.3 Sample and Sampling Procedure

A total number of 2060 children from 18 secondary schools in North East, Nigeria served as the representative sample out of the population of 25773.This number was determined using Morgan and Krejcies (1970) table for determining sample size from a given population which recommended a sample size of 367 for a population of 8000 (see appendix 2) . However, according to Bartleft, Kotrlik and Higgins (2001), in survey sampling there would be different sample sizes for each

population of a group. If there are sub-groups from different strata, each of them will be sampled thus if there are k strata, each of them will have a sample size n_1. Total sample size will therefore be $n=n_1+n_2$ +------- n_k. This ensures that estimates were made with equal accuracy in different parts of the region and comparisons of sub-regions can be made with equal statistical power. To this end, proportionate random sampling was used to arrive at the stated sample based on the student population in each school. Each state represented a stratum which in turn was sampled as a sub - group. The samples obtained were then put together to form the sample for the study. The distribution of sample according to strata is shown in Table 3.2

Table 3.2: Sample Size for the Study

State	Schools	Sample Size per school	Sample per Strata
Adamawa	GDS S Mubi	108	
	GD S S Numan	171	
	GDS S Demsa	82	361
Bauchi	GDS S Azare	153	
	GSS Y/Darazo	10	
	GCDSS Bauci	191	354
Borno	G S S Mongno	62	
	G S S M/guri	178	
	G S S K/kusar	70	310
Gombe	GDSS D/ West	45	
	GCDSS Gombe	218	
	GSS Billiri	94	357
Taraba	GD S S Jalingo	156	
	GD SS Bali	90	
	GD SSWukari	115	361
Yobe	GDSS Damaturu	147	
	G S S Gujba	26	
	G DS S Potiskm	144	317
Total		**2060**	**2060**

Sampling Procedure

A multi-stage sampling procedure was adopted for this study. Selection of 18 secondary schools from the states constituted stage one. The area of study was stratified according to states and schools were chosen by hat - drawn random technique. Schools in each state were given numbers and these were put in a separate bag. The bag was shaken thoroughly and 3 numbers were picked. This formed the sample of schools. Stage 2 involved a selection of sample size from each school. Due to the obvious imbalance in student population in the schools, proportionate sampling technique, (Table 3.2). The last stage involved selection of respondents from the various schools. The hat-drawn random technique was also adopted. YES and NO were written on pieces of paper, the YES totaling up to the sample size. These were mixed up in a box and students asked to pick a paper from the box. Those that picked YES constituted the respondents.

3.4 Instrument for Data Collection

The instrument in this study was a 74 item questionnaire designed by the researcher and tagged family context and peer influence questionnaire (FCPIQ) organized into sections A – D. Section A- consisted of Bio-data of respondents. Section B (a) contained items meant to answer research question one that states, What is the influence of family structure on child's involvement in deviant behavior, B(b) addressed to research question two which says - What is the influence of family economic wellbeing on child's involvement in deviant behavior, B(c) to answer research question three that says What is the influence of family relationship on child's involvement in deviant behavior .Section B(d) was directed at answering the research question , What is the influence of parenting style on child's involvement in deviant behavior. Section C had items to answer research question

four - What is the influence of peer group on child's involvement in deviant behavior, while sections D, was a teacher report of deviant acts engaged in by the respondents. Section A required the respondents to respond by ticking in the appropriate spaces. Other sections required respondents to give their opinions under a four scale rating. Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD) Numerical values from 1- 4 were attached to the responses from SD - SA, to guide their decisions.

3.4.1 Validation of the Instrument

The instrument was subjected to scrutiny for validity by six experts who were supervising the study. Two each in Educational psychology and Child psychology, one each in research methodology and child development, in Ahmadu Bello University, Zaria. Based on the recommendations of the validators, items were restructured to make sentences more complete and explicit. Some items were dropped for not addressing any of the variables in the research. The corrected draft was now used as the study instrument.

3.4.2 Pilot Study

To test the reliability of the research instrument, a pilot study was conducted in Jigawa state; outside the study area but having similar demographic characteristics. 30 copies of the questionnaire were administered to children in a selected public secondary school. The split half method was adopted. Data generated was analyzed to determine reliability.

3.4.3 Reliability of the Instrument

Mugenda and Mugenda (2003) expressed reliability as the estimates of the degree to which a research instrument yields consistently after repeated trials. This allows the researcher to see how stable the test is over time.

For the purpose of this study, reliability was determined in a pilot study using split half method administered to a sample of children similar in characteristics but outside the study schools. The test was split into two halves using the odd -even split, in which the odd numbered items form one half of the test while the even numbered items form the other. The scores obtained from the two groups were correlated using the Spearman Brown statistical method using the Statistical Package for Social Sciences (SPSS). Analysis yielded a reliability of 0.85 – 0.95 for all sections of the questionnaire.

3.5 Procedure for Data Collection

A letter of introduction was obtained from the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University Zaria. This was tendered on visit to state ministries of Education in the respective states in order to obtain permission to visit schools for the purpose of research. At the schools, the principals were met; who in turn introduced the researcher and focal persons to the form masters/guidance counselors.

The Direct Delivery Technique (DDT) was employed for data collection. Questionnaires were delivered to 6 focal persons in colleges of Education in the 6 states covered in the study; who had earlier been trained by the researcher on how to administer the instrument. These focal persons in turn directly administered them to respondents with the help of their teachers who read and explained question items to respondents for clarity. Questionnaire were retrieved by the researcher after a period of one week. Writing materials such as exercise books and Biro were used as incentive for the respondents. To protect participant's right, no name was placed on the questionnaire.

3.6 Procedure for Data Analysis

Various statistical tools were employed for data analysis. Frequency count, percentages and charts were used for analysis and presentation of bio-data. Weighted score means were used to answer research questions, where a mean of 2.5 will be considered as decision point. The Statistical Package for Social Science (SPSS) was employed in analysis to test null hypotheses. Thus multivariate analysis was used to test the hypotheses at 0.05 level of significance. Regression analysis was used to test hypotheses 1-5 in order to determine influences of independent variables on the dependent variable for all the subgroups.

According to Berk (2010) multivariate analysis adds to description, statistical inferences, casual influence, hypothesis testing and confidence intervals. That being a dominant statistical paradigm, within the social sciences, it makes statistical inference clear and easy. This informed the choice of statistical tools for data analysis in the study. In the ensuing analysis, if p- value was less or equal to 0.05 ($p< 0.05$), the null hypothesis was rejected in favour of the alternate. Furthermore, where p - value was greater or equal to 0.05 ($p > 0.05$), then the null hypothesis was retained.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

The research work was carried out to establish the influence of family context and pear group on secondary school students' involvement in deviant behavior, to this end, data collected were organized into frequency distribution tables, percentages, charts and weighted score means in order to highlight major findings.

The chapter is organized under the following subheadings

4.1 Analysis of Demographic Data

4.2 Answers to Research Question

4.3 Test of Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Findings.

A total of 2060 copies of questionnaires were administered and 2060 were retrieved. For ease of comprehension, the four scales were collapsed into two. Agree and Disagree

4.1 Analysis of Demographic Data.

Analysis of Demographic Variables was done using frequency and charts. Result is as presented in Table 4.1.1 - 4.1.6 and Figures 1 - 6.

Table 4.1.1 Distribution of Respondents according to Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 - 14 years	914	44.4	44.4	44.4
	15 - 18 years	1146	55.6	55.6	100.0
	Total	2060	100.0	100.0	

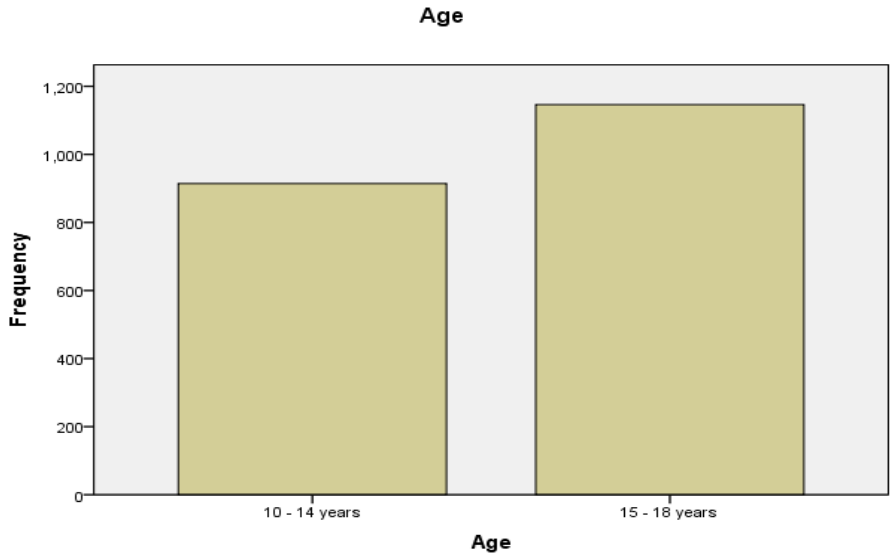


Figure 1. Distribution of Respondents according to Age

Table 4.1.1, Figure 1 Indicates that 44% (914) of the respondents were aged 10-14 years while 55.6% (1146) were aged 15-18 years. Thus most of the children were in their upper teens.

Table 4.1.2. Distribution of Respondents According to Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1158	56.2	56.2	56.2
	Female	902	43.8	43.8	100.0
	Total	2060	100.0	100.0	

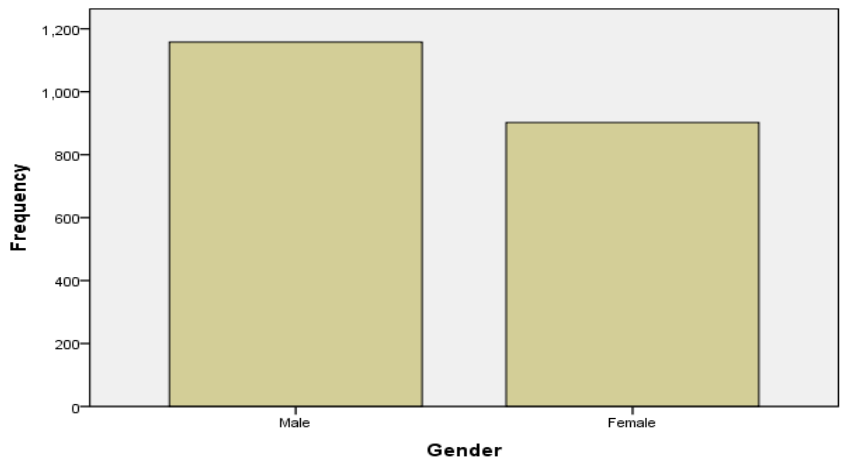


Figure 2. Distribution of Respondents According to Gender

Table 4.1.2, Figure 2 shows that 56.2% (1158) were male students while 901 represent 43.8% (902) were female students. Therefore there were more male than female students.

Table 4.1.3 Distribution of Respondents according to Family Type

Family type		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monogamous	826	40.1	40.1	40.1
	Polygamous	1234	59.9	59.9	100.0
	Total	2060	100.0	100.0	

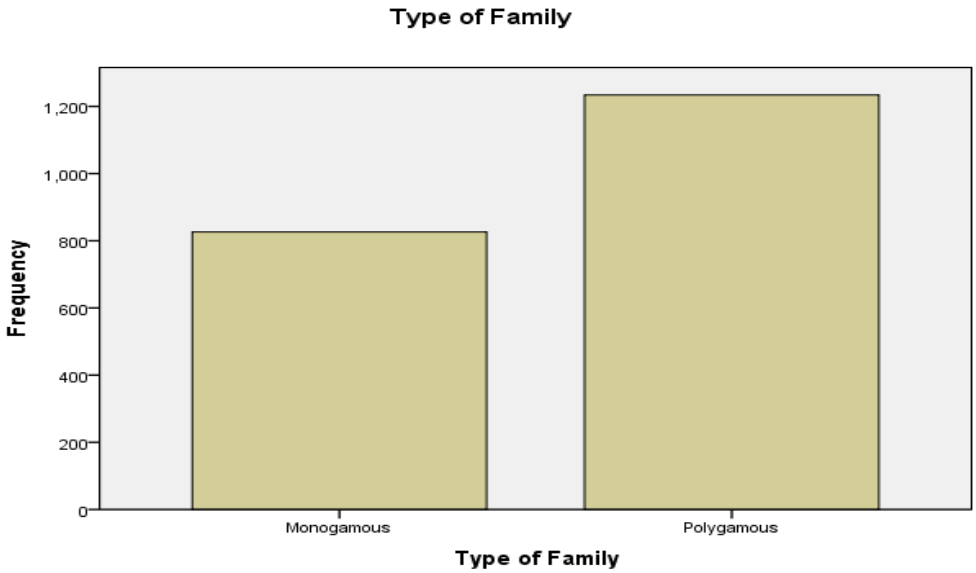


Figure 4.1.3 Distribution of Respondents according to Family Type

Table 4.1.3, Figure 3 Shows that 824 (40%) of the respondents were from monogamous families while 1236 (60%) were from polygamous families. Majority of students involved in the study were from polygamous families.

Table 4.1.4 Distribution of Respondents according to number of people in the Family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 – 6	701	34.0	34.0	34.0
	7 - 10	638	31.0	31.0	65.0
	Above 10	721	35.0	35.0	100.0
	Total	2060	100.0	100.0	

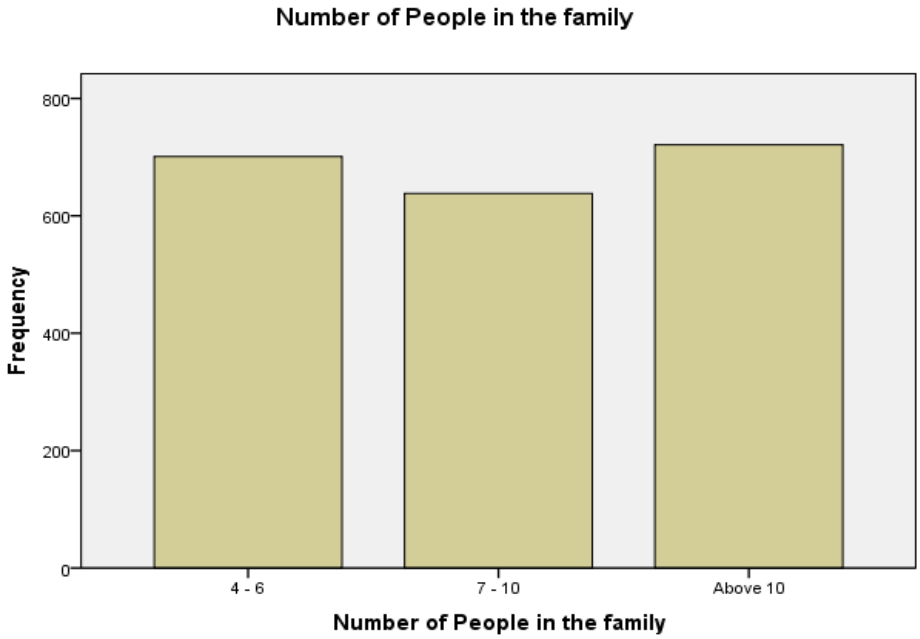


Figure .4 Distribution of Respondents According to number of people in the Family.

Table 4.1.4 , Figure.4 shows that 34% (701) of the respondents lived in families of 4-6 people , 31% (638) were 7-10 people in their families while 35% (721) were above 10 in their family. This revealed that families of the students were large, (66 %) of sample living in families of seven or more people

Table 4.1.5 Distribution of Respondents according to Class.

Class		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JSS	1012	49.1	49.1	49.1
	SSS	1048	50.9	50.9	100.0
	Total	2060	100.0	100.0	

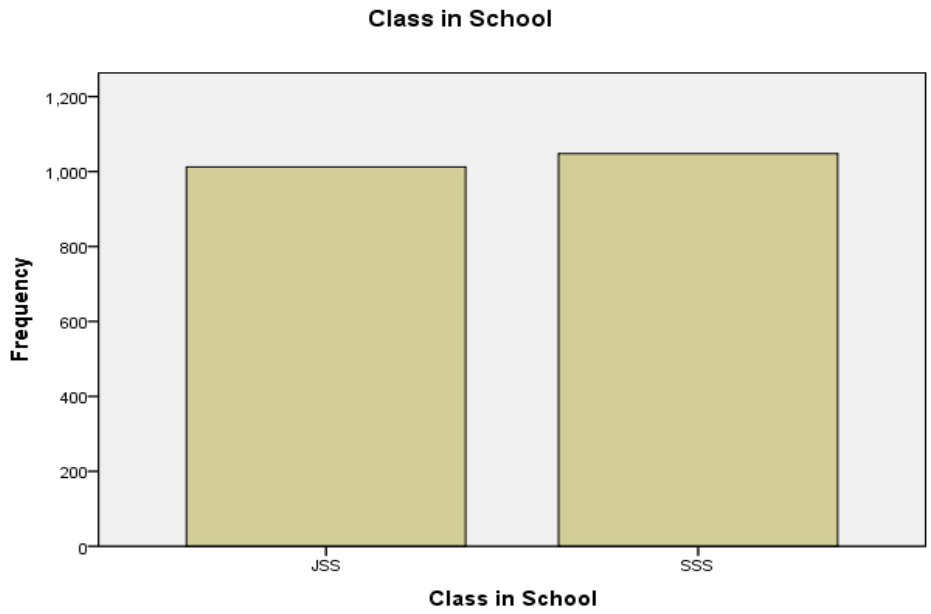


Figure 5 Distribution of Respondents according to Class

Table 4.1.5, Figure 5 shows that 1012 (49%) were in Junior Secondary School while 1048 (51%) were in the Senior Secondary School. Students from the senior secondary school were more in number.

Table 4.1.6: Distribution of Respondents according to State

State		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adamawa	361	17.5	17.5	17.5
	Bauchi	354	17.2	17.2	34.7
	Borno	312	15.1	15.1	49.9
	Gombe	356	17.3	17.3	67.1
	Taraba	361	17.5	17.5	84.7
	Yobe	316	15.3	15.3	100.0
	Total	2060	100.0	100.0	

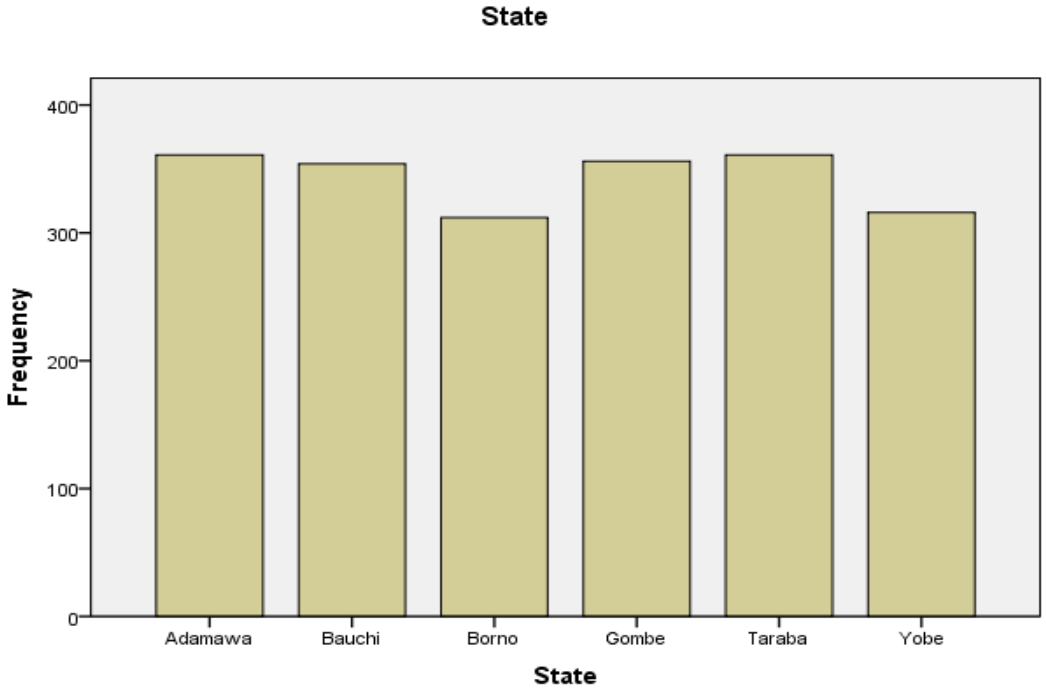


Figure 6 Distribution of Respondents according to State

Table 4.1.6, Figure 6 shows that 361 (17.5%) of the respondents were from Adamawa and Taraba states, 354 (17.2%), 356 (17.3%) from Bauchi and Gombe states respectively while 316 (15.3%) were from Yobe state. Respondents were therefore almost evenly distributed among the states surveyed.

4.2 Answers to Research Questions

To be able to answer research questions for the study, data were processed using the SPSS Statistical Package Version 20 to obtain the means ($\overline{X}$) for weighted scores for each variable. A variable was considered to have been agreed upon if a mean of 2.5 and above was obtained. It was considered disagreed if mean was below 2.5 This was based on the four point scale for decision making. 4+3 +2+1 = $\frac{10}{4}$ = 2.5.

Analysis of data used to answer research questions is presented in Table 4.2.1 to 4.2.5

Research Question One: *What is the influence of family structure on students' involvement in deviant behavior in North Eastern Nigeria?*

Table 4.2.1: Analysis of data on influence of family structure on students' involvement in deviant behavior .

S/No	Statement	A	D	Mean	Standard		Dec.
					Dev	Error	
1.	Students from unmarried couple mostly engage in organizing riots	1043	1017	2.85	0.34	0.02	Agree
2.	A student family structure has influence on absenteeism in school	1118	942	2.81	0.34	0.13	Agree
3.	Most of the children that engage in deviant behavior school are mostly staying with extent family	1191	869	2.93	0.35	0.05	Agree
4.	Students that belong to bad gangs are staying with their step family	2148	212	3.00	0.36	0.11	Agree
5.	Students that are staying with foster family are often disobedience to school rules and regulations	1556	504	2.98	0.36	0.08	Agree
6.	Children that are staying with their biological parents are most found among smokers	752	1308	2.42	0.29	0.06	Disagree
7.	Children staying with their grandparents mostly engage in stealing	1051	1009	2.55	0.31	0.07	Agree
8.	Adopted children are found not to be bullies in school	1801	259	3.22	0.39	0.08	Agree
Total		11110	6220	2.64	0.304	0.07	Agree

Table 4.2.1 revealed score of 11110 represented by weighted mean score of 2.6 for respondents who opined that FS has influence on SIDB. Those that had contrary views scored 6220 (1.4). From the Table, the calculated mean score was greater than the benchmark for agree (2.6>2.5) with standard deviation value of 0.30 and standard error of 0.07. Based on the result, it implies therefore that FS has influence on SIDB in North Eastern, Nigeria.

Research Question two: ***What is the influence of family economic wellbeing of children in North-East Nigeria on child involvement in deviant behavior***

Table 4.2.2. Weighted mean score of Respondents opinion on their Family Economic wellbeing.

SN	Statements	A	D	Mean	Standard Dev	Error	Dec
1	My parents pay for my school fees	1513	547	3.00	0.36	0.04	Agree
2	My parents always pay my medical bills when I am ill	929	1131	2.52	0.30	0.02	Agree
3	I am not given adequate feeding at home	1538	522	3.00	0.36	0.02	Agree
4	Clothes provided by my parents is not adequate	1043	1017	2.85	0.34	0.05	Agree
5	I have room to myself at home	752	1308	2.42	0.29	0.01	Disagree
6	We are given three square meals a day at home	991	1069	2.33	0.27	0.02	Disagree
7	Sometimes we are given three meals and at times two.	695	1365	2.10		0.02	Disagree
8	We are given only breakfast and dinner at home	1803	257	3.22	0.38	0.07	Agree
9	I am always given pocket money by my parents	477	1580	2.04	0.24	0.04	Disagree
10	My parents are financially capable to cater for the family	466	1594	1.94	0.23	0.04	Disagree
	Total	10207	10393	1.98	0.23	0.01	Disagree

Table 4.2.2 revealed that a total response for agree was 10207 while disagree had 10393. Mean was 1.98 with a SD of 0.23. Mean falls far below acceptance mean of 2.5. Thus children disagreed that their families had a good economic wellbeing implying they belonged to the low socio economic class and middle income families. For instance most respondents agreed they don't get adequate feeding at home with means of 3.00 and 3.22 for question items 3 and 8. They do not get adequate clothing; item 4 with mean of 2.85 and respondents do not agree that their families are financially capable of caring for them with mean of 1.94.Thus family economic wellbeing has influence on student's involvement in deviant behavior.

Research Question three: ***What is the influence of family relationships on child involvement in deviant behavior.***

Table 4.2.3: Weighted mean score of Respondents Statements on their Family Relationships.

SN	Questionnaire Item	A	D	X	Standard Dev	Standard Error	Decision
1	I am hardly involved in taking decisions on issues in the family	1577	483	2.73	0.32	0.05	Agree
2	My parents often have serious arguments.	1178	882	2.60	0.31	0.03	Agree
3	My mother always quarrels with her rivals	931	1129	1.79	0.21	0.02	Disagree
4	The family pray and eat together on rare occasions.	1651	409	3.12	0.37	0.06	Agree
5	Household jobs are hardly shared equitably among family members.	1238	822	2.56	0.30	0.04	Agree
6	I am afraid to share and exchange ideas with my parents and siblings	1617	443	2.97	0.35	0.06	Agree
7	I enjoy cordial relations with my brother/sisters always	737	1323	2.11	0.25	0.03	Disagree
8	Relatives give us support at times of need / problems always	642	1418	2.15	0.25	0.02	Disagree
9	The atmosphere in our family is not always cordial	1191	869	2.93	0.93	0.08	Agree
10	The atmosphere in our family is filled with rivalry	1118	942	2.81	0.33	0.05	Agree
	Total	118 80	8720	2.73	0.32	0.06	Agree

In Table 4.2.3 results indicates that there were 11880 weighted scores for agreed responses with a mean of 2.73 and SD of 0.32.This revealed that family relationships of respondents were not very cohesive. Item 4 had a mean of 3.11 meaning that family members pray and eat together only on rare occasions. Item 9 scored a mean of 2.93 indicating relationship is not always cordial in most families. Item 1, mean 2.73 also revealed that children are hardly involved in family decision making. However the lowest mean was 1.79 for item 3 indicating it is not always that there are quarrels among wives in families. Variable mean obtained was 2.58. This meant that relationships among families was not cohesive and supportive for respondents

Research Question four: ***What is the influence of parenting styles on child's involvement in deviant behavior in North East Geo Political Zone, Nigeria?***

Table 4.2.4: Weighted Means score on influence of parenting styles adopted by Parents on child's deviant behavior.

SN	Statement	A	D	Mean (x)	Standard Dev	Error	Decision
1	I am free to do whatever I like at home	1548	512	3.00	0.36	0.04	Agree
2	My parent are restrictive and too strict with me	1051	1009	2.55	0.30	0.02	Agree
3	My parents set clear rules and standard of behavior	1542	518	3.06	0.36	0.05	Agree
4	I feel unwanted / rejected by my parents	681	1379	2.07	0.24	0.08	Disagree
5	My parents sometimes take interest in my school work	1632	428	3.17	0.38	0.05	Agree
6	My parents do not monitor who I go out with and when	849	1211	2.55	0.30	0.03	Agree
7	I don't see my parents for most of the day	979	1081	2.61	0.31	0.07	Agree
8	I am afraid to discuss my problems freely with my parents	1281	779	2.78	0.33	0.04	Agree
9	My parents do not always know my where about	1390	170	2.97	0.35	0.02	Agree
10	My parents are harsh whenever I do something wrong.	1300	760	2.85	0.34	0.03	Agree
	Total	**12253**	**8344**	**2.51**	**0.30**	**0,04**	**Agree**

Table 4.2.4, indicates there were 12253 weighted score for agree, mean of 2.51 and SD of 0.30.This shows that parenting has an influence on child's involvement in deviant behavior. For instance item 1 with a mean of 3.00 revealed that children felt free to act as they wanted, item 6 with a mean of 2.55 indicated parents do not monitor their children. Furthermore, item 7 had a mean of 2.6 indicating children do not also see their parents for most of the day. Therefore it can be said that parenting characteristics reported by respondents are akin to the permissive and authoritarian styles, restrictive and devoid of monitoring.

Research Question five: ***What is the influence of peer group relationship among children in North-East, Nigeria?***

In response to this question, findings reveal a strong peer interaction among secondary school children with variable mean of 2.98. Results is shown in table 4.2.5.

Table 4.2.5: Weighted mean score on influence of Peer Group Relationship.

SN	Questionnaire Item	A	D	Mean(x)	Standard Dev.	Standard Error	Decision
1	I would like to be like my friends	1817	243	3.17	0.38	0.04	Agree
2	I always enjoy the company of my friends	1867	193	3.09	0.37	0.02	Agree
3	My friends take interest in my studies	1507	553	3.09	0.37	0.07	Agree
4	I did not learnt to smoke cigarette from my friends	874	1181	2.31	0.27	0.05	Disagree
5	I spend more time with friends than with family members	1114	946	2.60	0.31	0.03	Agree
6	I respect the opinion of my friends very much	1411	649	2.75	0.33	0.06	Agree
7	I sometimes spend days in my friend's house without the knowledge of my parents	1424	636	3.07	0.36	0.04	Agree
8	I get financial help from friends	1278	782	2.74	0.32	0.03	Agree
9	My friends would stick with me at times of trouble.	1556	504	2.98	0.35	0.08	Agree
10	I share recreational activities with my friends	1801	259	3.22	0.38	0.05	Agree
	Total	**14659**	**5951**	**2.84**	**0.34**	**0.02**	**Agree**

Table 4.2.5 revealed that Items 1 had 1817 weighted score for agree with a mean of 3.17 implying that most respondents always preferred the company of their friends .They also take interest in each other's studies with mean of 3.08, share recreational activities with mean of 3.21. Item 4 however, had the lowest mean of 2.26 implying that they disagreed not to have learnt the habit of cigarette smoking from friends. Item 7 also has a mean of 3.09 which shows that respondents agreed they spend days in friends' houses without the knowledge of parents. Thus researcher concluded the peer group exerts a lot of influence on child's behavior and actions.

4.3 Testing of Hypotheses

Five null hypothesis were formulated to meet the objectives of the study. Regression analysis was used to test the hypotheses at 0.05 level of significance. In the ensuing analysis if P-value is less or equal to 0.05, the null hypotheses was rejected in favour of the alternate hypothesis implying a strong influence of the predictors over the constant. Where p-value is greater or equal to 0.05 (P>0.05). Then null hypotheses was retained indicating insignificant influence. All computations were done using the SPSS version 20.

Hypothesis 1: ***Family structure has no significant influence on child's involvement in deviant behavior in North-East, Nigeria.***

Table 4.3.1: Regression model on Influence of family structure on child involvement in Deviant Behavior.

Model	B	Std. Error	T	Sig	Beta	R	R^2	Adj. R^2	Dec
Deviant Behavior (Constant)	.344	.013	26.462	.000	.921	0.921	.911	0.771	HO_1 Rejected
Family Structure	.927	.007	132.429	. 000					

Table 4.3.1 indicates that R^2 value is .911, Beta = .921 and p = .ooo. This implies that 91% of student's deviant behavior was dependent upon kind of family structure the child lives in. Furthermore, since p- value of .000 is less than the level of significance of 0.05, therefore, the null hypothesis was therefore rejected. This means that family structure has influence on child deviant behavior.

Hypothesis 2: ***Family economic wellbeing has no significant influence on child's***

involvement in deviant behavour.

Table 4.3.2: Regression model on Influence of family economic wellbeing on child's involvement in deviant behavior.

Model	B	Std. Error	T	Sig	Beta	R	R^2	Adj. R^2	Dec
Deviant Behavior (Constant)	.210	.014	15.312	.000	.970	0.970	.941	0.845	HO_2 Rejected
Family Economic Wellbeing	.914	.005	181.058	. 000					

Table 4.3.2. Shows that P. value of 0.00 is lower than 0.05, and R^2 = .941 and Beta = .970. This revealed that 94% of child's deviant behavior can be explained by knowing his family's economic wellbeing. Thus Ho was rejected to signify that family economic wellbeing was a determinant for child's involvement in deviant behavior.

Hypothesis 3: ***Relationships in family has no significant influences on child's involvement in deviant behavior.***

Table 4.3.3: Regression model on Influence of family relationships on Child's involvement in deviant behavior.

Model	B	Std. Error	T	Sig	Beta	R	R^2	Adj. R^2	Dec
Deviant Behavior (Constant)	.313	.016	20.134	.000	.959	0.959	.920	0.768	HO_3 Rejected
Family Relation	.876	.006	153.363	. 000					

Table 4.3.3 indicates Beta value of .959 with R2 value of 0.959. P - Value = .000 the result means that Family Relationship has 92% influenced on SIDB in North-East in

Nigeria. Since observed P- value is far less than 0.05 level of significance, the null hypothesis was again rejected, to imply that family relationships can cause a child to fall into deviant behavior.

Hypothesis 4: ***Family parenting style has no significant influence on child's involvement in deviant behavior.***

Table 4.3.4: Regression model on Influence of Parenting style on child's involvement in Deviant Behavior.

Model	B	Std. Error	T	Sig	Beta	R	R^2	Adj. R^2	Dec
Deviant Behavior (Constant)	.110	.022	4.897	.000	.929	0.929	.864	0.681	HO_4 Rejected
Parenting style	.889	.008	114.200	. 000					

Table 4.3.4 revealed that p = 000 , r = .929, r^2 = .864 and Beta = .929.This revealed that parenting skills of parents had 86% influence on child's involvement in deviant behavior, and as such 86% of student deviant behavior was dependent on parenting received. HO4 was thus rejected in favour of the alternate that parenting style have significant influence on child's deviant behavior.

Hypothesis 5: ***Peer group relationship has no significant influence on child's involvement in deviant behavior.***

Table 4.3.5: Regression model on Influence of peer group on child's involvement in Deviant Behavior.

Model				Sig	Beta	R	R^2	Adj. R^2	Dec
	B	Std. Error	T						
Deviant Behavior (Constant)	.119	.024	4.923	.000	.919	0.919	.844	0.787	HO_5 Rejected
Peer group	.880	.008	105.450	. 000					

Table 4.3.5. Shows that P. value was also 0.00, r = .919 and r^2 = .844. There was an observed influence of .84%. Thus Ho was rejected to imply that peer group associations was responsible for child's involved in deviant behavior.

4.4 Summary of Major Findings

In view of the preceding results, the major findings of the study were:

1. Family structure of students was found to be mostly polygamous and extended and was significantly related to child's involvement in deviant behavior.
2. Students were found to belong to low income families and of low socio economic background ; thus influencing their involvement in deviant behaviuor.
3. Family relationships of students were not cohesive enough to give them a sense of belonging and support. This also influenced their involvement in deviant behavior.
4. Parenting was lacking in monitoring, support and was restrictive. These were akin to the permissive and authoritative styles which foster child deviance.
5. Peer group associations was high among the students. This influenced their involvement in deviant behavior negatively due to their apparent involvement in deviant behavior .

4.5 Discussion of Findings

Finding was discussed based on the objectives of the study:

Based on objective one, findings revealed that family structure of a child can influence his involvement in deviant behaviors; because majority of the respondents happen to be in the extended families, it can be inferred that extended family structure tends to predispose the child to deviant act. This is more so as extended family structure is associated with lack of cohesive relationships and diminished economic wellbeing or family welfare.

On the second objective, findings revealed that family economic wellbeing was responsible for child's involvement in deviant behavior in North-East Nigeria. This is shown in Table 4.2.2. Due to the fact that children were not catered for adequately by their families, they tend to seek financial assistance, care and support elsewhere thus easily lured into deviant activities. It implies then that the lower the economic wellbeing, the higher the rate of deviant behavior among the children. It was earlier posited by Mustafa (2003) that poverty has the potential of trying the foundations of family relationship and predisposing the child to deviant activities. In the same vein, Flanmery (2003), Korbin (2004) and Lauren (2004) all pointed out that economic down-turn and poverty can have negative effects on child development. Children in low-income communities may seek attention by performing antisocial and deviant actions. Studies like those of Kraeger (2004) further collaborates this findings where his study concluded that adolescent may feel isolated and fall into deviant acts due to combination of parenting and poverty. Thus children in North Eastern Nigeria find themselves being lured into different kinds of deviant activities so as to provide for their needs or even to provide for the entire family. It will however not be entirely out of context to say that family economic wellbeing influenced deviant behavior due to its influence on the variables such as family relationship when

members become depressed, irritable frustrated due to poverty and children were forced to turn to the peer group for assistance and consolation. It might not have exerted such influence standing alone most especially if the family were resourceful.

Findings in respect to objective 3, hypothesis 3, revealed that family relationships of children in North-East were not cohesive enough to child development, thus the rejection of the hypothesis to reveal an influence of such relationship on child's deviant behavior. In other words when parents argue in the presence of children, fail to involve children in family decisions, do not discuss issues with the child, they are certain to feel left out and seek relationships elsewhere and invariably fall into deviant acts. This also leads them to seek for comfort from the peer group. This can have positive or negative influence on the child. This finding is in consonance with that of Matherne and Thomas (2001) who reported in their study that negative family interactions are linked to different forms of deviant child behavior. They identified family relationship among others, as a predictor to adolescent violence. Also this finding agree with that of Saumi, Udor, Okediji, Modo and Ezeh (2010) who found out that family stability, cohesiveness and adaptability impact strongly on juvenile delinquency among secondary school student. This finding however differed from that of current study by singling out family relationships as a single most important factor necessary to keep children out of misbehavior. Result of this study for instance revealed, other variables such as economic wellbeing can stabilize relationships.

Objectives 4 was achieved through the test of hypothesis 4. With the rejection of the hypothesis as shown in Table 4.3.4 finding indicated that parenting styles of parents in the North-East Nigeria can be assessed as being permissive and authoritarian , lacking support and monitoring on the one hand and being too strict

on the other. Thus the permissive and authoritarian type of parenting were responsible for children falling into deviant behavior. When monitoring is absent in parenting, children are easily lured into the company friends (good or bad) and into deviant activities. Other researches who tried to single out parenting styles as a determinant of deviant behavior, collaborated this finding. Coley and Hermandex (2004), Dodge, Lynan (2006) and Famington (2004) are all of the opinion that parental monitoring of adolescents is especially important in determining whether a child becomes deviant or not. That inconsistent and inappropriate discipline are associated with child deviance. Furthermore Emmanuel, Akinyemi and Nimotalal (2011) collaborated this findings where his study revealed a positive association between effective socialization by parents and child's positive attitude towards life. They generally called for an improvement in child rearing practices. As can be inferred from results of this study, effective parenting can only take place if relationships are cordial and peaceful. So also can parenting be effective when there are adequate resources to cater for the children .Otherwise, control becomes difficult.

Finding in respect to objective 5, hypothesis 5 reveal that peer group associations influences the behavior of the child to a large extent (Table 4.3.5.) if the association is negative, then deviant behavior will be more. This findings may be attributed to several other factors such as family relationships, parenting skills which may lead the child to associate more with his peers. Thus the peer group acts as a co-predictor to child's deviant behavior. This finding is in agreement with the writings of Pledge (2011) who posited that aggression is learned in peer groups, further explaining that friends can have either positive or negative effect on a child. Admun (2000) also supports this research finding by affirming that peer influence on

behavior can become a strong factor to often outweigh parental influence. In line with this also, Matthew (2012) opined that peer pressure can exert a social influence on an individual in order to get him act in a way similar to the group.

In view of all the supporting literature, the research findings hold true that secondary schools students in North-East Nigeria often get involved in deviant behavior as a result of peer influence. These include stealing, lies, school riots, smoking and many more. Regressions analysis for family structure, economic wellbeing, family relationships and parenting style were all significant at 0.00. Meaning that these variables were collectively responsible for child's behavior outcomes. Conversely, these same variables can also be manipulated to bring about positive behavioral outcome in children .

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, a summary of the study is presented, conclusion drawn and recommendations are given based on the research findings. It is presented in the following order;

5.1 Summary

5.2 Conclusion

5.3 Recommendations

5.4 Limitation of the study

5.5 Suggestions for future research

5.1 Summary

The research was carried out to find out the influence of the family context and peer group on secondary student's involvement in deviant behavior in North-East Geo-political zone of Nigeria. Some of the specific objectives of the study were to: determine the influence of family structure, family economic wellbeing, parenting style and family relationship on child's involvement in deviant behavior. It was also aimed at determining the influence of peer group on child's involvement in deviant behavior.

Descriptive survey was adopted for the study. 25,773 secondary students constituted the population of the study; from which a sample of 2060 was drawn through multistage and stratified random sampling. The instrument was a 74 item questionnaire validated by experts who embellished it in terms of content validity. The corrected instrument was subsequently used for data collection.

Reliability of the instrument was determined in a pilot study using the split – half method where it was administered on 30 students split into two by the odd-even technique. Result was analyzed using the Spearman- Brown statistical tool.

Reliability co-efficient was 0.85 – 0.95. Percentages and charts were used to analyze demographic data, weighted sore mean to answer research questions while simple regression was used to test the hypotheses at 0.05 level of significance

Analysis of data highlighted some major findings of the research. Result of regression analysis rejected all the five null hypotheses at 0.05 level of significance. All predictive variables added statistically to the prediction, $P < 0.5$. Thus it was found out that majority of Students in the North East Geo- Political Zone belonged to the extended and polygamous family structures. Their family economic wellbeing was low, relationships in the families was neither supportive nor cohesive with parenting lacking in monitoring. It was also found out that the students tend to associate more with their peers. Thus family context variables and peer group were found to have collectively influenced students / children's involvement in deviant behavior .

5.2 Conclusion

Based on the findings of this study, it can be concluded that the combined influences of family context variables and peer group interactions are strong predictors of deviant behavior in secondary students. It is also obvious that the extended and polygamous families tend to contribute to child's deviant behaviour. Low economic wellbeing among families, lack of cohesion in families, lack of parental monitoring and support all interact as precursors to deviant behaviour among children of North Eastern Nigeria.

5.3 Recommendations

The following recommendations were proffered based on the findings of this study.

1. Curriculum planners, Educationist and Home Economists need to review the school curriculum especially at the secondary level with a view to making

Family life and parenting education a core subject; and laying emphasis during teaching. This will equip the future generation with required skills for parenting and relationships within the extended family structures.

2. Families should strive to improve their economic wellbeing by being resourceful and engaging in entrepreneurial ventures to boost its income.
3. Parents should imbibe the practise of effective monitoring of their children and wards by establishing routines and adequate support system; these are the characteristics of the authoritarian parenting that promotes wholesome development of the child.
4. Family counsellors should offer relationship education to families through extension services, community seminars/ workshops, radio and Television programs in order to improve on relationships and cohesiveness in families.
5. Home Economics Teachers need to cultivate positive peer group relationship among children in and out of school. This can be done through clubs and societies, sports, study groups and peer friendly centres.

5.4 Suggestions for Further Studies

Future work may want to explore the following related areas on child's deviant behavior.

1. Influence of parent Educational Achievement on child's deviant behavior in North East Geo - political Zone
2. An examination of child's involvement in deviant behavior among Primary, Secondary and Tertiary students in Nigeria.
3. Influence of Politics on child's deviant behavior among employed and unemployed children in North East Geo - political Zone.
4. Influence of gender on child's deviant behavior in North East Geo - political Zone.

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Appendix 1

Department of vocational and Technical Education

Ahmadu Bello University Zaria

Dear Respondent,

Request to fill Questionnaire.

I am a PhD student of the above named university currently engaged in a research on the influence of family context and peer group on secondary school students' involvement in deviant in North East Geo-political Zone. Nigeria This questionnaire is meant to gather data for the research. All information will be treated with great confidentiality and will be used for academic purpose only. So kindly assist by answering the questions as correctly as possible.

Yours Faithfully

Amina.H.Abdul (Mrs)
Ph.D/Educ/5240/2010-11

FAMILY CONTEXT AND PEER INFLUENCE QUESTIONAIRE

(FOR STUDENTS)

SECTION A: Personal Data

Please tick in the appropriate box in the space provided.

Age:	10-14 years	☐
	15-18 years	☐
Gender:	Male	☐
	Females	☐
Types of Family:	Monogamous	☐
	Polygamous	☐
Number of people in the family:		
	4-6	☐
	7-10	☐
	10 and above	☐
Class:	JSS	☐
	SSS	☐
State:	Adamawa	☐
	Bauchi	☐
	Borno	☐
	Gombe	☐
	Taraba	☐
	Yobe	☐

SECTION B - D

Instruction on how to complete questionnaire

Please kindly read instruction at the beginning of each section carefully and respond accordingly.

SECTION B: Family context of the child.

SN	**Statement**	SA 4	A 3	D 2	SD 1
a.	**family structure of the child**				
1.	Students from unmarried couple mostly engage in organizing riots				
2.	A student family structure has influence on absenteeism in school				
3.	Most of the children that engage in deviant behaviour school are mostly staying with extent family				
4.	Students that belong to bad gangs are staying with their step family				
5.	Students that are staying with foster family are often disobedience to school rules and regulations				
6.	Children that are staying with their biological parents are most found among smokers				
7.	Children staying with their grandparents mostly engage in stealing				
8	Adopted children are found not to be bullies in school				

For sub-sections a, b, c and d, kindly indicate your level of agreement to the statements, using the following ratings:

Strongly Agree = SA 4points

Agree = A 3points

Disagree = D 2points

Strongly Disagree = SD 1point

B	**Family socio - economic wellbeing**	**SA 4**	**A 3**	**D 2**	**SD 1**
1	My parents pay for my school fees				
2	My parents always pay my medical bills when am ill				
3	I am not given adequate feeding at home				
4	Cloths provided by my parents are not adequate .				
5	I have a room to myself at home				
6	We are given three square meals at home				
7	Sometimes we are given three meals at times two				
8	We are given only breakfast and dinner at home				
9	I am always given pocket money by my parents				
10	My parents are financially capable to cater for the family adequately.				
C	**Family Relationship**	**SA 4**	**A 3**	**D 2**	**SD 1**
1	I am hardly involved in taking decisions on issues in the Family.				
2	My parents often have serious arguments sometimes.				

3	My mother always quarrels with her rivals				
4	The family pray and eat together only on rare occasions				
5	Household jobs are hardly shared equitably among family members irrespective of gender				
6	I am afraid to share and exchange ideas with my parents and siblings				
7	I enjoy cordial relationship with my brothers and sisters brother/sisters				
8	Relatives always give us support at times of need				
9	The atmosphere in our family is always cordial and peaceful				
10	The atmosphere in our family filled with rivalry				
D	**Parenting style adopted by parents**	SA 4	A 3	D 2	SD 1
1	I am free to do as I like at home				
2	My parents are restrictive and too strict with me				
3	My parents set clear rules and standard of behavior				
4	I feel rejected by my parents				
5	My parents sometimes take interest in my school work				
6	My parents do not monitor who I go out with and when				
7	I don't see my parents for most of the day				
8	I discuss my problems freely with my parents				
9	My parents do not always know my where about				
10	My parents are harsh whenever I do Something wrong				
	SECTION C: Peer Group Relationship	SA 4	A 3	D 2	SD 1
1	I would like to be like my friends				
2	I always enjoy the company of my friends				
3	My friends take interest in my studies				

4	I did not learnt to smoke cigarette from my friends				
5	I spend more time with friends than with family members.				
6	I respect the opinion of my friends very much				
7	I sometimes spend days in my friend's house without the knowledge of my parents				
8	I get financial help from friends				
9	My friends would stick with me if I get into trouble				
10	I share recreational activities with my friends				

SECTION D:To be completed by the teacher and guidance counselor

Please indicate how often the child has been involved in the following

behaviors, using the following ratings:

most of the time = MT 4points

Sometimes = S 3points

Almost Never = AN 2points

Never = N 1point

d	**Child Involvement in Deviant Behavior**	MT 4	S 3	AN 2	N 1
1	Smoking of cigarettes				
2	Smoking of Indian hemp				
3	Taking of alcohol				
4	Stealing				
5	Taking part in school riots				
6	Fighting with school mates.				
7	Indiscriminate Sexual intercourse				
8	Arson				

9	Rape				
10	Attacking people with cutlass.				
11	Beating a junior student.				
12	Telling lies				
13	Homosexuality				
14	Truancy				
15	Bulling				
16	Cheating in examinations				
17	Thugery				
18	Disobedience				
19	Belonging to a gang				
20	Threaten to murder				

APPENDIX II

TABLE I

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

APPENDIX III

Reliability

Scale: Family socio-economic welbeing

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded[a]	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.958	.965	10

Item Statistics

	Mean	Std. Deviation	N
ITEM1	2.3000	.95231	30
ITEM2	1.8000	.76112	30
ITEM3	2.1667	1.08543	30
ITEM4	2.3000	.79438	30
ITEM5	2.1667	.37905	30
ITEM6	1.8333	.37905	30
ITEM7	2.1667	.69893	30
ITEM8	2.9000	1.29588	30
ITEM9	1.8333	1.11675	30
ITEM10	2.0000	.94686	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.147	1.800	2.900	1.100	1.611	.106	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM1	19.1667	44.213	.950	.951	.947
ITEM2	19.6667	47.333	.882	.880	.951
ITEM3	19.3000	42.493	.953	.989	.947
ITEM4	19.1667	46.695	.905	.936	.950

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM1	19.1667	44.213	.950	.951	.947
ITEM2	19.6667	47.333	.882	.880	.951
ITEM3	19.3000	42.493	.953	.989	.947
ITEM4	19.1667	46.695	.905	.936	.950
ITEM5	19.3000	53.321	.667	.902	.961
ITEM6	19.6333	53.689	.598	.962	.963
ITEM7	19.3000	48.010	.894	.986	.951
ITEM8	18.5667	41.495	.837	.953	.957
ITEM9	19.6333	43.275	.860	.972	.952
ITEM10	19.4667	44.602	.922	.941	.948

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.4667	57.154	7.56003	10

Reliability

Scale: FAMILY RELATIONSHIP

– Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded[a]	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.975	.980	10

Item Statistics

	Mean	Std. Deviation	N
ITEM1	1.8333	.37905	30
ITEM2	2.7000	.91539	30
ITEM3	2.1667	.69893	30
ITEM4	2.1667	.69893	30
ITEM5	1.6667	.75810	30
ITEM6	2.1000	.99481	30
ITEM7	2.1000	.99481	30
ITEM8	2.1667	1.08543	30
ITEM9	2.5000	.97379	30
ITEM10	2.5000	1.27982	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.190	1.667	2.700	1.033	1.620	.097	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM1	20.0667	63.720	.619	.	.981
ITEM2	19.2000	54.510	.907	.	.971
ITEM3	19.7333	57.375	.921	.	.972
ITEM4	19.7333	57.375	.921	.	.972

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM5	20.2333	56.875	.889	.	.973
ITEM6	19.8000	52.786	.957	.	.970
ITEM7	19.8000	52.786	.957	.	.970
ITEM8	19.7333	51.444	.963	.	.970
ITEM9	19.4000	53.214	.947	.	.970
ITEM10	19.4000	49.076	.942	.	.973

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.9000	67.610	8.22255	10

Reliability

[DataSet2]

Scale: PARENTING STYLE ADOPTED BY PARENTS

Case Processing Summary

		N	%
Cases	Valid	29	96.7
	Excluded[a]	1	3.3
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.964	.971	10

Item Statistics

	Mean	Std. Deviation	N
ITEM10	2.1379	.63943	29
ITEM1	2.6552	.89745	29
ITEM2	2.7241	.92182	29
ITEM3	3.0345	1.01710	29
ITEM4	2.3793	.72771	29
ITEM5	2.5172	.78471	29
ITEM6	2.0345	.56586	29
ITEM7	2.5517	.73612	29
ITEM8	2.0345	.56586	29
ITEM9	2.1724	.38443	29

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.424	2.034	3.034	1.000	1.492	.110	10
Item Variances	.557	.148	1.034	.887	7.000	.076	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM10	22.1034	35.239	.852	.	.960
ITEM1	21.5862	31.894	.929	.	.957
ITEM2	21.5172	31.330	.963	.	.955
ITEM3	21.2069	30.813	.910	.	.959
ITEM4	21.8621	34.695	.804	.	.961
ITEM5	21.7241	34.350	.778	.	.963
ITEM6	22.2069	35.456	.941	.	.958
ITEM7	21.6897	34.865	.772	.	.963
ITEM8	22.2069	35.456	.941	.	.958
ITEM9	22.0690	38.424	.744	.	.966

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.2414	42.118	6.48986	10

Scale: Peer - Group Relationship

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded[a]	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.960	.965	10

Item Statistics

	Mean	Std. Deviation	N
ITEM1	3.0667	.58329	30
ITEM2	3.3000	.46609	30
ITEM3	2.8333	.91287	30
ITEM4	2.8333	.91287	30
ITEM5	2.8667	1.07425	30
ITEM6	2.6667	.95893	30
ITEM7	2.8333	.87428	30
ITEM8	2.4667	.68145	30
ITEM9	2.6000	.49827	30
ITEM10	3.0000	.58722	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.847	2.467	3.300	.833	1.338	.057	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM1	25.4000	39.283	.728	.844	.959
ITEM2	25.1667	40.489	.715	.866	.961
ITEM3	25.6333	35.413	.801	.902	.957
ITEM4	25.6333	34.861	.858	.984	.954
ITEM5	25.6000	32.317	.940	.963	.952
ITEM6	25.8000	33.476	.951	.982	.950
ITEM7	25.6333	34.585	.933	.947	.951
ITEM8	26.0000	37.379	.852	.893	.955

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM9	25.8667	39.706	.795	.878	.959
ITEM10	25.4667	38.189	.884	.988	.955

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.4667	44.947	6.70426	10

Scale: Child Involvement in Deviant behaviour

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.992	.993	20

Item Statistics

	Mean	Std. Deviation	N
ITEM1	2.6667	.95893	30
ITEM2	2.8333	.69893	30
ITEM3	2.1667	.98553	30
ITEM4	2.7000	1.11880	30
ITEM5	2.7000	.83666	30
ITEM6	3.0333	1.06620	30
ITEM7	3.0000	1.20344	30
ITEM8	1.9333	.82768	30
ITEM9	2.1333	.86037	30
ITEM10	2.1000	.88474	30
ITEM11	2.6667	1.26854	30
ITEM12	2.6667	.95893	30
ITEM13	2.1667	1.08543	30
ITEM14	2.8000	1.15669	30
ITEM15	2.8000	.92476	30
ITEM16	2.7667	1.25075	30
ITEM17	2.7333	1.14269	30
ITEM18	3.4000	.72397	30
ITEM19	2.7667	1.00630	30
ITEM20	1.8667	1.10589	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.595	1.867	3.400	1.533	1.821	.161	20

APPENDIX IV

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department : Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Ref: _____

Ref: Ph.D/Educ/5240/20102011

Date: 21st May, 2014

Letter of Introduction

AMINA HARUNA ABDUL – PH.D/EDUC/5240/2010-2011

This is to certify that the above mentioned name is a postgraduate student (Ph.D Home Economics) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, carrying out a research topic: **Influence of Family context and Peer Group On Child's Involvement in Deviant Behaviour in Secondary Schools in North East, Nigeria.**

Please, kindly give her every assistance she may require.

Professor A.A. Udoh
HEAD OF DEPARTMENT

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Appendix V

State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adamawa	361	17.5	17.5	17.5
	Bauchi	354	17.2	17.2	34.7
	Borno	312	15.1	15.1	49.9
	Gombe	356	17.3	17.3	67.1
	Taraba	361	17.5	17.5	84.7
	Yobe	316	15.3	15.3	100.0
	Total	2060	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 - 14 years	914	44.4	44.4	44.4
	15 - 18 years	1146	55.6	55.6	100.0
	Total	2060	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1158	56.2	56.2	56.2
	Female	902	43.8	43.8	100.0
	Total	2060	100.0	100.0	

Type of Family

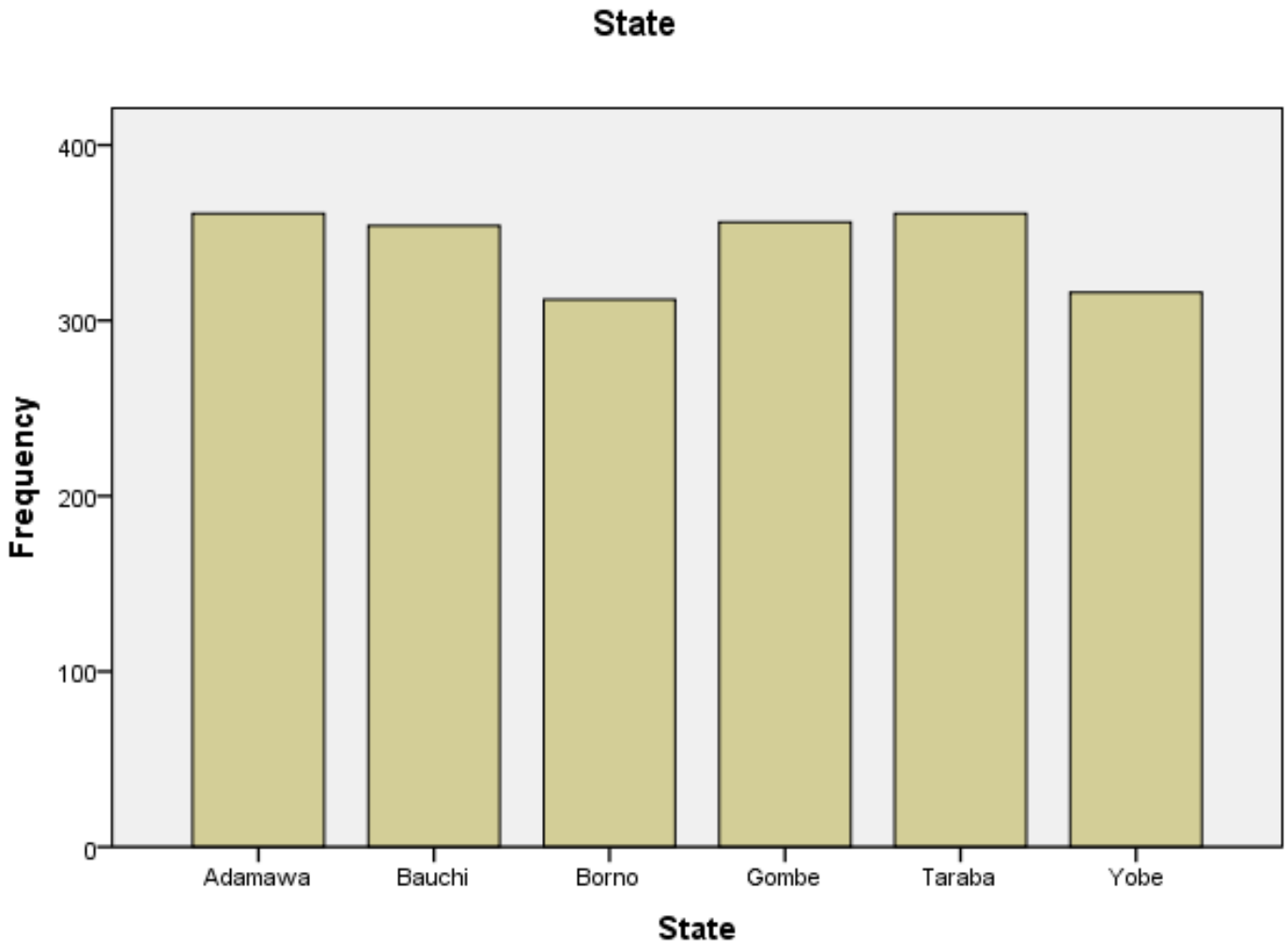
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monogamous	826	40.1	40.1	40.1
	Polygamous	1234	59.9	59.9	100.0
	Total	2060	100.0	100.0	

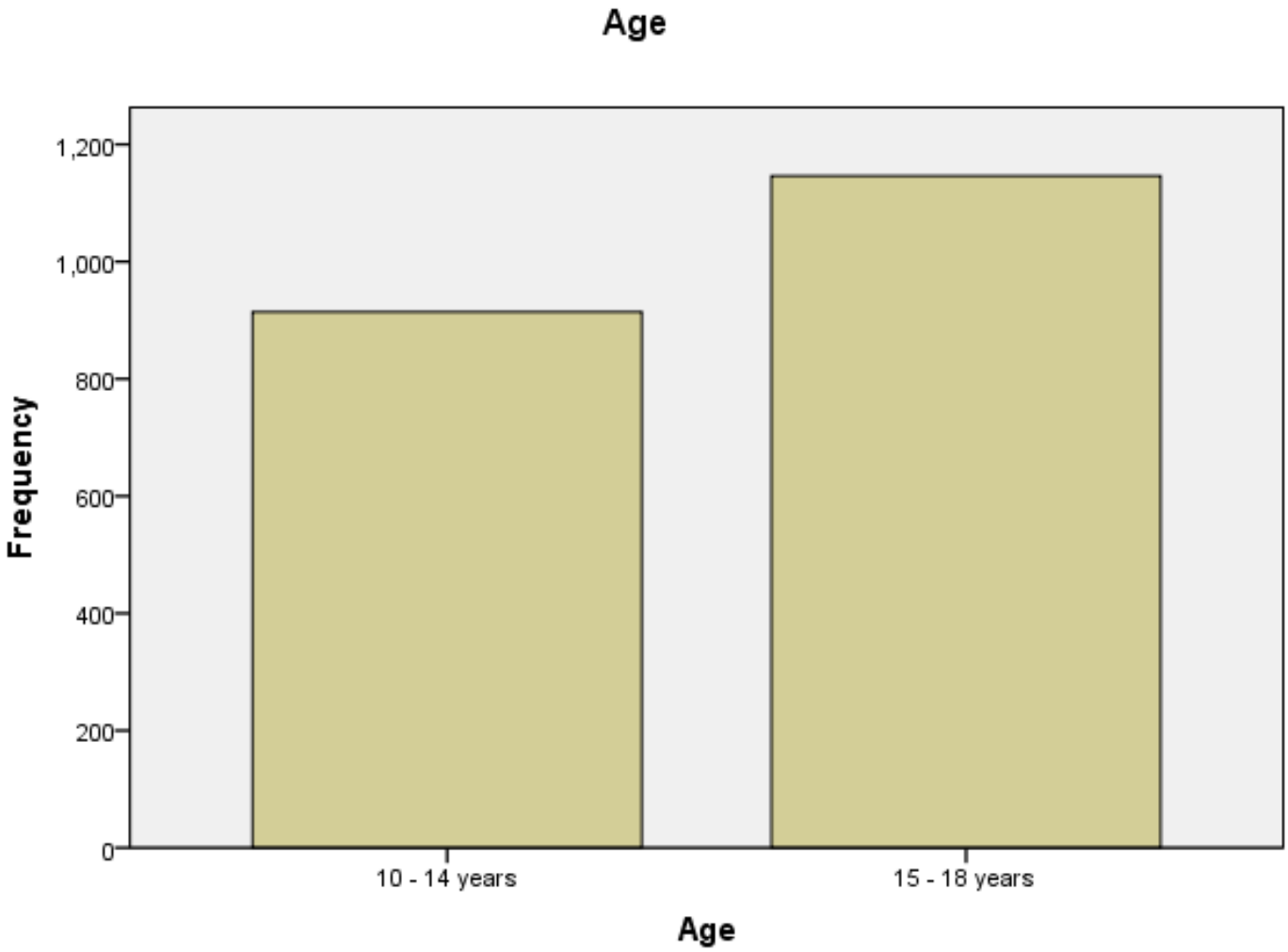
Number of People in the family

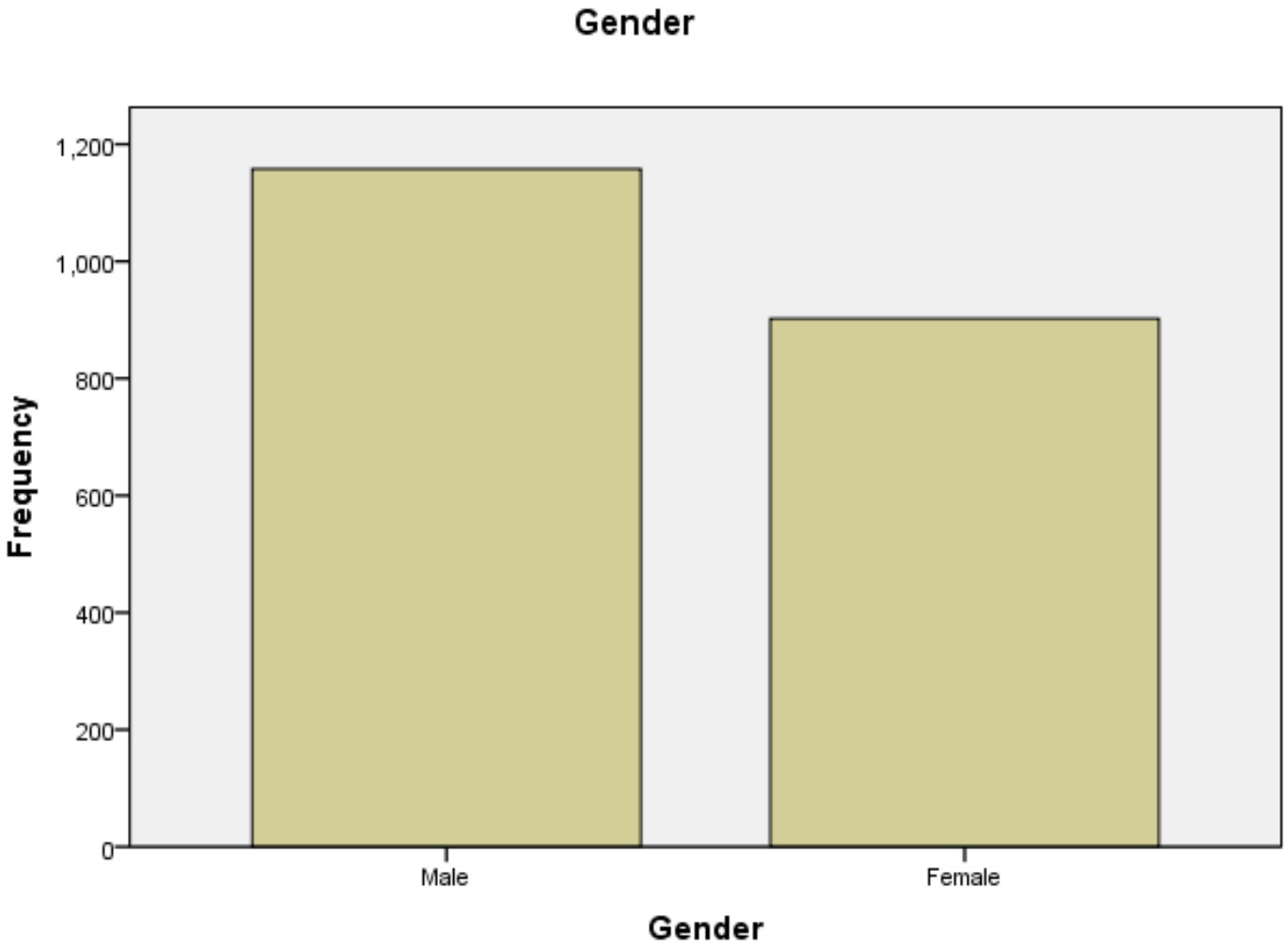
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 - 6	701	34.0	34.0	34.0
	7 - 10	638	31.0	31.0	65.0
	Above 10	721	35.0	35.0	100.0
	Total	2060	100.0	100.0	

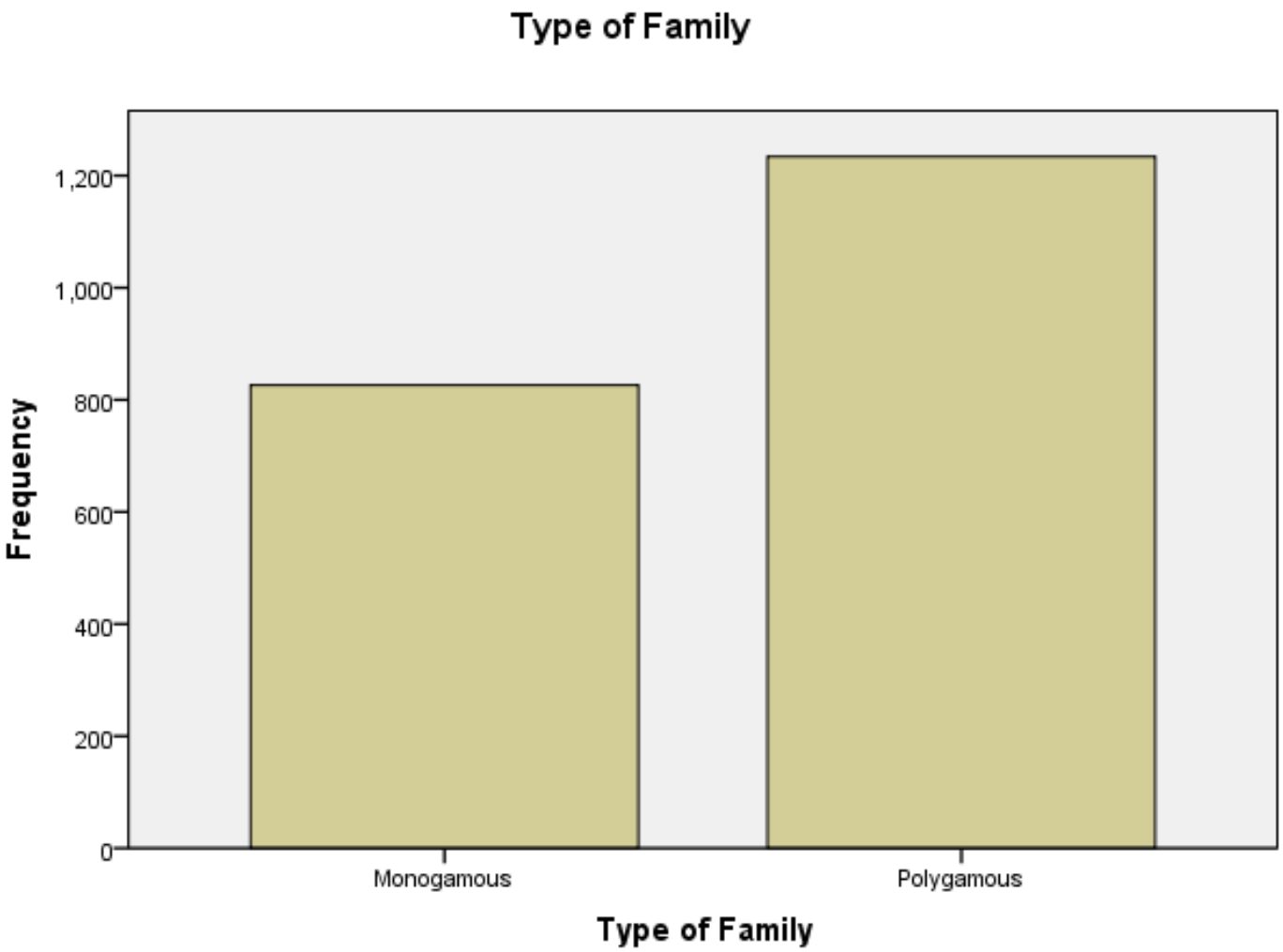
Class in School

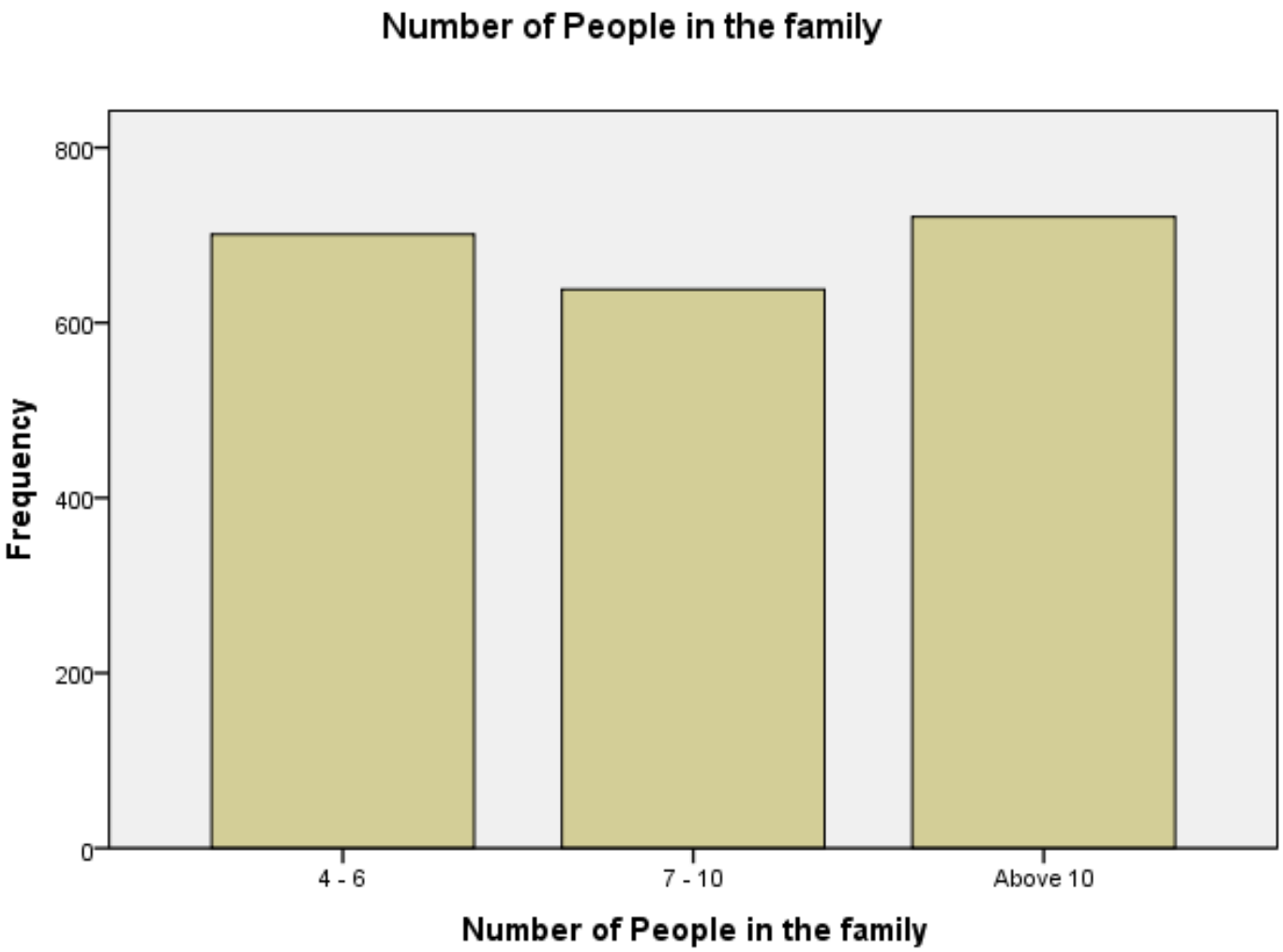
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JSS	1012	49.1	49.1	49.1
	SSS	1048	50.9	50.9	100.0
	Total	2060	100.0	100.0	

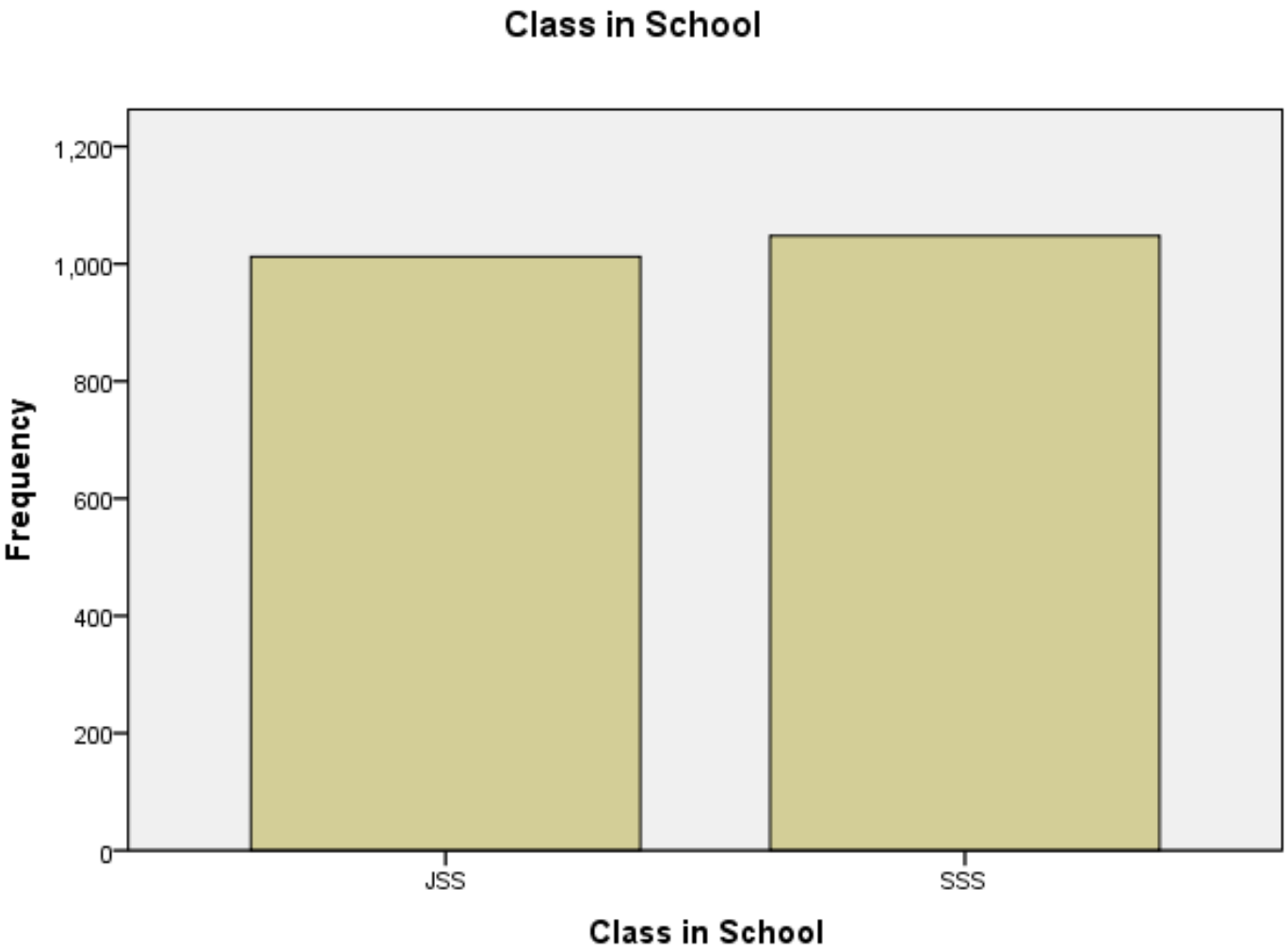

State
Frequency
400
300
200
100
0
Adamawa
Bauchi
Borno
Gombe
Taraba
Yobe
State


Age
Frequency
1,200
1,000
800
600
400
200
0
10 - 14 years
15 - 18 years
Age


Gender
1,200
1,000
800
600
400
200
0
Frequency
Male
Female
Gender


Type of Family
Frequency
1,200
1,000
800
600
400
200
0
Monogamous
Polygamous
Type of Family


Number of People in the family
800
600
400
200
0
Frequency
4 - 6
7 - 10
Above 10
Number of People in the family


Class in School
1,200
1,000
800
600
400
200
0
Frequency
JSS
SSS
Class in School

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Deviant Behavior	2.49	1.009	2060
Peer Group Relationship	2.70	1.052	2060

Correlations

		Deviant Behavior	Peer Group Relationship
Pearson Correlation	Deviant Behavior	1.000	.919
	Peer Group Relationship	.919	1.000
Sig. (1-tailed)	Deviant Behavior	.	.000
	Peer Group Relationship	.000	.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919[a]	.844	.844	.399

a. Predictors: (Constant), Peer Group Relationship

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1767.700	1	1767.700	1.112E4	.000[a]
	Residual	327.160	2058	.159		
	Total	2094.860	2059			

a. Predictors: (Constant), Peer Group Relationship

b. Dependent Variable: Deviant Behavior

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.119	.024		4.923	.000
	Peer Group Relationship	.880	.008	.919	105.450	.000

a. Dependent Variable: Deviant Behavior

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Deviant Behavior	2.49	1.009	2060
Parenting Style	2.68	1.054	2060

Correlations

		Deviant Behavior	Parening Style
Pearson Correlation	Deviant Behavior	1.000	.929
	Parenting Style	.929	1.000
Sig. (1-tailed)	Deviant Behavior	.	.000
	Parenting Style	.000	.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.929[a]	.864	.864	.372

a. Predictors: (Constant), Parenting Style

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1809.343	1	1809.343	1.304E4	.000[a]
	Residual	285.517	2058	.139		
	Total	2094.860	2059			

a. Predictors: (Constant), Parenting Style

b. Dependent Variable: Deviant Behavior

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.110	.022		4.897	.000
	Parenting Style	.889	.008	.929	114.200	.000

a. Dependent Variable: Deviant Behavior

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Deviant Behavior	2.49	1.009	2060
Family Relationship	2.49	1.104	2060

Correlations

		Deviant Behavior	Family Relationship
Pearson Correlation	Deviant Behavior	1.000	.959
	Family Relationship	.959	1.000
Sig. (1-tailed)	Deviant Behavior	.	.000
	Family Relationship	.000	.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.959[a]	.920	.920	.286

a. Predictors: (Constant), Family Relationship

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1926.313	1	1926.313	2.352E4	.000[a]
	Residual	168.547	2058	.082		
	Total	2094.860	2059			

a. Predictors: (Constant), Family Relationship

b. Dependent Variable: Deviant Behavior

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.313	.016		20.134	.000
	Family Relationship	.876	.006	.959	153.365	.000

a. Dependent Variable: Deviant Behavior

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Deviant Behavior	2.49	1.009	2060
Family Socio Economic Welbeing	2.50	1.070	2060

Correlations

		Deviant Behavior	Family Socio Economic Welbeing
Pearson Correlation	Deviant Behavior	1.000	.970
	Family Socio Economic Welbeing	.970	1.000
Sig. (1-tailed)	Deviant Behavior	.	.000
	Family Socio Economic Welbeing	.000	.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970[a]	.941	.941	.245

a. Predictors: (Constant), Family Socio Economic Welbeing

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1971.116	1	1971.116	3.278E4	.000[a]
	Residual	123.744	2058	.060		
	Total	2094.860	2059			

a. Predictors: (Constant), Family Socio Economic Wellbeing

b. Dependent Variable: Deviant Behavior

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.210	.014		15.312	.000
	Family Socio Economic Wellbeing	.914	.005	.970	181.058	.000

a. Dependent Variable: Deviant Behavior