

Behavioural Deviance Among Adolescents - A Scrutiny Of Literature Reflecting Associated Factors

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Abstract

The purpose of this paper is to review and analyze the primary factors associated with behavioural deviance among adolescent students. The researchers reviewed various national and international research papers, journals, research articles, theses, and dissertations in this regard. The literature revealed that behavioural deviance among adolescent students is an issue of global concern, emerging from several factors like family, school, peers, media, and community. The paper has also focused upon the factors which has a significant influence on the behavioural patterns of adolescent students. The study has substantial implications for school administrators, policy makers, parents, teachers and counselors as it provides an insight into handling the adolescent students who displayed behavioural deviance.

Keywords: Behavioural deviance, factors, adolescent students.

INTRODUCTION

Behavioural deviance is any form of behaviour that is contradictory to and opposite to the prevalent standards of a society. It is the behaviour of a group or society that is inconsistent with the organization's or society's stated rules (Idris, 2016). According to Mile (2009), deviant behaviour is defined as a deviation from normative behaviour that is damaging to others, does not encourage learning, and does not foster interpersonal relationships with those whom one interacts. Behavioural deviance may also be described as any behaviour that violates the laws of a country or society is governed (Richardson, 2014; Dyregrov et al., 2013; Ryan & Shim, 2012; Esere, 2008). As Suleiman (2011) stated that when any one of the following three criteria is met, a particular behaviour is considered anti-social: it prevents a person from functioning effectively as a member of society, it prevents the person from fulfilling

his or her own needs, and it harms the well-being of others. Ngwokabuenui (2015) classified deviant behaviour into three categories: cases involving disobedience to school authority (e.g., assaulting insulting teachers & non-teachers), cases involving student groups' collective misbehavior (e.g., mass protests, vandalism & cultism), and cases involving poor habits (e.g., fighting, wearing wrong & dirty uniforms, examination malpractice, alcoholism, drug abuse, chewing gum in classroom, idleness and speaking pidgin English). Some investigators have also detected deviant behaviours among school-going students, including stealing, cultism, bullying, raping, smoking, truancy and examination malpractice (Polanian & Low, 2014; Esere, 2008).

Behavioural deviance among adolescents is an escalating problem and seems to be increasing (Etuday, Ajonu & Salami, 2008). Adolescents are more likely to engage in risky, norm-breaking,

and anti-social behaviour than adults or children (Arnett, as cited in Damron-Bell, 2011). Deviant behaviour in secondary schools continues to be a major issue across the world, although it is especially prevalent in developing nations (Adegun, 2013; Masese, Nasongo, & Ngesu, 2012; Carra, Esterle, & Hedibel, 2009; UNODC, 2002). The teaching and learning process is significantly impacted by behavioural deviance, which short chains the purpose of education (Nabiswa, Misigo, & Makhanu, 2016; Njoroge, Onduso, & Thinguri, 2014; Torrente, & Vazsonyi, 2012; Agboola, & Salawa, 2011). Teachers and students will be unable to learn appropriately if school discipline is lacking (DFE, 2010; Hayden, 2011). In America, substance abuse disorder has affected around 7 percent of school-aged adolescents (DuPont, 2013). In Uganda, 22 percent of adolescent students were indulged in taking substances like alcohol, shisha, and cigarettes (NDA, 2013). Furthermore, media stories throughout the world portray an image of schools where instructors are over-stressed due to the disruptive behaviour of adolescent students (MacMillan, as cited in Munn et al., 2007). As we know, that adolescent boy or girl is a by-product of both society and family. Various social factors influence the behaviour of adolescents but most significant, as reflected from the literature, are family, school, peers, community, and media.

Family

The family is the primary and universal fundamental institution. The socialization of the child takes place within the family. Abraham (2006) argued that the family is the most individual unit since it fosters interaction and relationships among its members. Thus, parents provide their children with their first physical, emotional, mental and religious training. There are various familial situations that result in behavioural deviance among adolescents like child neglect and abuse by family members

(Adigeb & Mbua, 2015; Glaser, 2000; Schwarz & Perry, 1994), poor family associations (Chilcoat & Anthony, 1996; Fletcher, Darling, & Steinberg 1995). Children from divorced families are highly involved in deviant behaviour (Suleiman, Suleiman, Musa, & Abubakar, 2018; Thobejane & Raselekoane, 2017; Gulati & Dutta 2008; Douglas, 2004; Price and Kunz, 2003). Parental absence can cause behavioural deviance (Comanor & Phillips, 2002; Loeber, 1986). Behavioural problems are more common among children who live in families where only one parent is present or marital relationships have been stained (Sanni et al., 2010; Thornberry et al., 1999). Adolescent anti-social behaviour is influenced by parent-adolescent relationships (Dekovic, Wissink & Meijer, 2004; Dekovic, Janssens, & van As, 2003; Bird et al., 2001; Vitaro, Brendgen, & Tremblay, 2000). Poor parent-adolescent communication (Landman-Peeters et al., 2005; Dishion et al., 2004; Allen, Moore, & Kuperminc, 1998; Brage & Meredith, 1994; Cernkovich & Giordano, 1987), poor parental supervision (Laser, Luster, & Oshio, 2007:1463; Siziya et al., 2007; Hsu, 2005), lack of effective parental upbringing (Bolu-steve, & Esere, 2017; Simourd, & Andrews, 1994), improper parental discipline (Laser et al., 2007; Hsieh, 1996:141; Sampson & Laub, 1994; Loeber, 1986), weaker parent-child attachment relationship (Cheng, 2012; Cauffman, Farruggia, & Goldweber, 2008; Murray & Farrington, 2005; Sokol-Katz, Dunham, & Zimmerman, 1997), parent's behaviour (Johal & Kaur, 2015; Weiss, Dodge, Bates & Pettit, 1992; Vissing et al., 1991; Dornbusch et al., 1987) may result in the development of deviant behaviour. Parental conflict (Thobejane & Raselekoane; 2017; Miomira, 2013; Grych, 2002), large families (Ekwok, 2020; Ali, 2013), broken homes (Ekwok, 2020; Chauke, 2015; Theobald et al., 2015, Fagan & Churchill, 2012; Echebe, 2010; Murray & Farrington, 2005; Price & Kunz, 2003), parents with lower educational status

(Otieno, 2012; Mokoena, 2002; Cheng, 2001), parental drinking behaviour (Street et al., 2004; Barnow et al., 2002; Alterman et al., 1998; Giancola et al., 1996; Greenfield et al., 1993), socio-economic status of the family (Josephine, Andrew, & Stephen, 2019; Sonali, 2017; Chikwature, Oyedele & Ganyani, 2016; Khaliq, Baig, Ameen & Mirza, 2016; Qauyum et al., 2013; Arum and Ford, 2012; Onyango et al., 2012; James, 2001) are all related to deviant behaviour.

School

The school is a natural social setting for adolescent students after the family. It is the place where teenagers spend most of their waking hours, socializing and interacting with one another. The adolescent students' behaviour is also influenced in this socio-temporal space. It is a difficult time for adolescent children as they experiment with behaviour and indulge in deviant behaviours (Dunapo, 2002). Several studies have been carried out on behavioural deviance among adolescent students by several researchers. The factors which are responsible for behavioural deviance among adolescent students remain poor leadership by school administrators (Suleiman, Suleiman, Musa, & Abubakar, 2018; Ngwokabuenui, 2015; Wambui, Onduso, & Thinguri, 2014; Sanches et al., 2012; Fowers, 2008; Abdullahi, 2006; Gbadamosi, 2003), lack of efficient communication between the learners and school administrators (Ugboko & Adediwura, 2012; Fowers, 2008; Abdullahi, 2006), dictatorial school leadership (Wachira, 2001; Kombo, 1998), poor attitude of teachers to work (Suleiman, Suleiman, Musa, & Abubakar, 2018; Ayorinde, & Adegboyega, 2017; Gambo, & Muktar, 2017; Gbadamosi, 2003), poor teaching strategies/ methods (Gambo, & Muktar, 2017; Ngwokabuenui, 2015), teachers' lateness and absenteeism in the class (Suleiman, Suleiman, Musa, & Abubakar, 2018; Ngwokabuenui, 2015). Overcrowded classrooms

have also been related to deviant behaviour (Suleiman, Suleiman, Musa, & Abubakar, 2018; Gambo, & Muktar, 2017; Ngwokabuenui, 2015). Unconducive school environment (Suleiman, Suleiman, Musa, & Abubakar, 2018; Ngwokabuenui, 2015; Asiyai, 2005; Oyesola, 2002; Rothman, 2001), strict school rules and regulations (Suleiman, Suleiman, Musa, & Abubakar, 2018; Ngwokabuenui, 2015; Owodunni, 2008; Yaroson, 2006; Gbadamosi, 2003), teacher's behaviours/ attitude (Belle, 2017; Gambo, & Muktar, 2017; Gutuza & Mapolisa, 2015; Chen, Cheng, Liang & Sato, 2012; Shirasa & Azuma, 1961), use of corporal punishment (Belle, 2017; Chikwature, Oyedele & Ganyani, 2016) also contribute to behavioural deviance. Faulty curriculum plans (Suleiman, Suleiman, Musa, & Abubakar, 2018; Gbadamosi, 2003), poor academic performance (Suleiman, Suleiman, Musa, & Abubakar, 2018; Gambo, & Muktar, 2017; Ayorinde, & Adegboyega, 2017; Babatunde, 2016; Watanabe, 2008; Olawale, 2001; Matsimoto, 2000) can boost behavioural deviance among adolescent students.

The Peers

The determinants of behavioural deviance are not limited to the school only. According to Mounts & Steinberg (1995), when children reach adolescence, they spend a significant amount of time with their peers, and peers become the primary reference group for teenagers (Hartup, 1999). As Lukman & Kamadi (2014) describes that peer pressure has an impact on what an adolescent eats, wears, knows, values and learns. Also, growing teenagers look to their friends at school as role models because their parents are no longer seen as role models by them as they get older (Ndakwa, 2013; Esiri, 2016). This time period also sees a considerable increase in the number of adolescents engaging in problem behaviour (Loeber et al., 2000). The interests and concerns of adolescents develop outside of the familial context: they get more involved with

peers, and the quality of their relationships improves, moving towards greater closeness and transparency (Hartup, 1999). Sutherland (1966) in his theory stated that criminal behaviour is learnt through social contact. People develop the ideals, attitudes, values, motives and techniques for criminal behaviour through this connection and communication.

Adolescents who are associated with delinquent peers display higher levels of behavioural deviance (Buehler, 2006; Dodge et al., 2006; Brendgen, Vitaro, & Bukowski, 2000; Ary et al., 1999; Kim, Kim, Hetherington, Reiss, 1999; Dishion et al., 1991), higher levels of school problems (Berndt & Keefe, 1995), more substance use (Dishion & Skaggs, 2000; Aseltine, 1995), more delinquent behaviour (Mashau, 2011; Fearon et al., 2015; Thornberry & Krohn, 1997; Elliott & Menard, 1996) and higher levels of anti-social behaviour in general (Dishion et al., 1991). According to Dekovic, Wissink & Meijer (2004), those adolescents who saw their peers as participating in more anti-social behaviour were more likely to participate in anti-social behaviour themselves, since they see their friends indulging in the same and want to be liked and associated with them (Nkhata & Mwale, 2016). This has also been reported frequently in both North-American i.e., USA & Canada (Brendgren et al., 2000; Dishion et al., 1999) and Dutch samples (Dekovic, 1999).

Peer pressure is one of the elements that contribute to anti-social behaviour among adolescents (Nkhata & Mwale, 2016), and negatively impact on the students behaviour (Belle, 2017). Observing the delinquent behaviour of a peer might lead to the development of one's own abnormal behaviour (Hartl, Monnelly & Elderkin, 2012). Peer pressure can lead to adolescents abusing drugs, cigarette, drink alcohol or carry weapons; bullying and gang activities among other students who are not members of the group (Temitayo, Nayaya & Lukman, 2014; Gitome, Katola &

Nyabwari, 2013). Their anti-social behaviour is mostly due to the fact that they frequently violate school rules and regulations in order to express their dislike of and challenge to the school authorities (Johnson, 2012). Moreover, drug and alcohol misuse among adolescents is exacerbated by social pressure from peers (Josephine, Andrew, & Stephen, 2019; Chauke, Van der Heever & Hoque, 2015). As Josephine, Andrew & Stephen (2019), also noted that peer pressure is a major factor in the alcohol consumption of young individuals. In order to fit in their friends, young individuals are directly or indirectly often compelled to engage in substance addiction. The works of Sudhinaraset, et al., (2016) also reveal the same that young individuals want to impress their friends. As a result, young people may commit a crime in order to fit and avoid rejection. Barnow, Lucht, & Freyberger (2005) argue that the quality of peer connections is frequently mentioned as a predictor of aggressive behaviour among teenagers. In particular, peer relation instability has been linked to the genesis of problematic behaviour (Coie & Cillessen, 1993; Hymel et al., 1990). According to Cloninger (1987), adolescents who are failed to build peer connections are more likely to engage in substance use and delinquency in the future and also form associations with other delinquent peers (Dishion, 2000). Rejection by peers was shown to be significantly connected with violent behaviour, while peer deviance was found to be highly associated with delinquency (Barnow, Lucht, & Freyberger (2005). As pointed out by Bingenheimer et al., (2015) & Williams (2011), young people's need to belong, whether indirectly or directly influenced by their peers, may drive them to have several sexual partners in order to achieve prestige among their peers. The same is true for a wide variety of other types of abnormal behaviour.

The Community

Emile Durkheim stated that deviation increases after societies experience changes that cause the community's social ties to be disrupted (Knoester & Haynie, 2005). Disorganization develops when these communal ties are broken. According to the social disorganization theory, criminal and delinquent behaviour increases when conventional, effective, and collaborative relations are lacking (Knoester & Haynie, 2005). Neighborhoods are an excellent source of these social bonds. An adolescent can form healthy relationships with both parents and other people in the community.

The adolescent student's community may be socially disorganized when there is low employment, limited educational opportunities, poverty, drug use, gang activity, crime, and lack of neighbor cohesiveness and community networking (Gambo & Mukhtar, 2017; Peterson & Morgan, 2011). Therefore, there is a discrepancy between family values and the ideals of this disorganized community, and the school is unable to reconcile them. As a result of this situation, adolescents lack social competence, including emotional control and pro-social behaviour (Vijila, Thomas & Ponnusamy, 2013). In addition to having poor neighborhoods, lack of community standards, high rates of violence, and a society that tolerates impunity all play a role in encouraging students to engage in deviant behaviours (Mideva, Emily & David; Colder et al., 2000). Besides, adolescent students may lack respect for cultural and traditional norms and exhibit low self-esteem, making them more vulnerable to bullying. With low self-esteem, adolescents are unable to control emotions and behaviour; they are unsure of their own identity (Naganandini, 2017). As stated by Gorman-Smith & Reardon (2008), youngsters who grow up in disadvantaged neighborhoods are more likely to experience delinquency, violence, substance abuse, lower academic achievement, difficulties in social skills, and mental health problems. The findings of Mbuthia (2103), who

believes that the majority of young people involved in criminal activity were born in slum regions, are consistent with this. Thus, it is clear that a student being unruly in schools is a sign of problems in the community around the school and society (Ministry of Education & Human Resources, Tertiary Education & Scientific Research, 2015).

The Media

Teenagers are millennials, and consequently, their everyday lives at home, school, and even within their social group are heavily reliant on technology. They are continually engaged in the multi-tasking process; they attend the lecture while also sending messages, chatting on social media, and even watching YouTube on their cell phones (Miller et al., 2011). Adolescents' life is dominated by new media (Council on Communication & Media, 2013), which has a significant impact on their behaviour (Veangkum, Seesan, & Tungkunan, 2005). Additionally, adolescents who spend too much time on social media may suffer the negative consequences of behavioural risks such as sexting, bullying, click-forming, anxiety, depression from Facebook, social isolation, and self-destructive behaviour (O'Keeffe, Clarke-Pearson & Council on Communication & Media, 2011). Behavioural deviance has been instilled in students at school due to the rapid expansion of social media platforms via Twitter, Whatsapp, Facebook, Imo, LinkedIn, YouTube, TV, radio, newspapers, and Magazines (Yarduma & Abdulamid, 2007). Radio and television broadcasts also commonly encourage pornography and violence among young students (Danso, 2010 as cited in Suleiman, Suleiman, Musa, & Abubakar, 2018). Furthermore, (Ngwokabuenui, 2015; Jude & Margaret, 2018), deviant behaviour in secondary schools directly resulted from the unwholesome mass media. Social media contributes to adolescents' engagement in risky sexual behaviours in the

long run (Bolton et al., 2013) and fighting among young girls (Larkin, & Dwyer, 2016). While studying the influence of media indecent dressing among female students (Dibia & Nicholas, 2017; Farrington & Jolliffe, 2004), discovered that indecent dressing is prevalent due to nude images that are regularly aired on television without any control. However, the general types of deviant behaviours caused by the internet and social network use are sexual deviance (Demetriou, & Silke, 2003), self-harm groups (Giles, 2006), and hate groups (Blazak, 2001).

Furthermore, adolescent video game is connected with increased aggressive behaviour (Holferth, 2010; Todd, 2009). Media influences adolescent pupils to acquire a distorted vision of love, sex, and affection and glorify violence in society, influencing their deviant behaviour and practices (Ngwokabuenui, 2015). Moreover, music has a vital role in transmitting a negative message to youngsters about tobacco, alcohol, drugs, and sex (Todd, 2009). In addition, media has a detrimental effect on adolescent behaviour in this contemporary period of rapid technological progress (Beebeejanu-Muslum, 2014). As Collins et al. (2004) point out, teenagers who viewed more sexual content practices in the baseline were more likely to initiate intercourse and graduate to more advanced non-coital techniques. They found that depictions of the sexual hazards such as the chances of developing Sexually Transmitted Diseases, becoming pregnant, abstinence, or the need for sexual safety in televised sexual portrays might hypothetically restrict sexual behaviour.

Conclusion

It is concluded that behavioural deviance among adolescents is an escalating problem and seems to be on the increase. This paper with the help of the literature available and researches conducted tried to examine the main factors that are associated with behavioural deviance among adolescent students. It is found that several factors like the family, the school, the peers, the

media and the community etc. play a strong role in the development of human behaviour. A family which is the first institution for child development occupies a special place in the process of its socialization. The schools, peer group, the community, which are the sub-systems of the society, have a strong contribution in developing the desirable behaviour among adolescent students. The researcher has attempted to focus upon these factors and their significant influence on the behaviour of adolescent students and therefore, explains the notion portrayed by social and environmental factors as contributing factors to behavioural deviance. For the adolescent to have supportable positive behaviour, they must receive the appropriate guidance from the family, the school, the peers, the community, and the media. Each of these social institutions must be child-focused, and must operate collaboratively and positively to the benefit of the adolescent students.

The results of this study may be beneficial in determining which areas of deviant behaviour (related factors) are the most important to address when designing programmes and interventions for adolescent students.

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