

## GENDER AND SINGLE PARENTING AS CORRELATES OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN DELTA CENTRAL SENATORIAL DISTRICT

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**Abstract:** This study investigated gender influence and single parenting as correlates of deviant behaviour among secondary school students in Delta Central Senatorial District. Three research questions and three null hypotheses were formulated for the study. A structured questionnaire titled "Gender and single parenting as correlates of deviant behaviour" was designed for the study. The study adopted a descriptive survey which is correlational in nature. Stratified random sampling procedure was used in the study in validating the instrument, factor analysis was use, face, content and construct validity of the instrument were established. A sample size of five hundred (500) students were drawn from a population of thirty-three thousand, five hundred and nineteen (33,519) senior secondary school students in Delta Central Senatorial District. The data generated in the study were analyzed with both correlation and multiple regression statistics to test the hypotheses at 0.05 level of significance. The findings of the study revealed: (i) There is no significant relationship between gender, single parenting and deviant behaviour (ii) There is no significant relationship between gender and deviant behaviour. (iii) There is significant relationship between single parenting and deviant behaviour. Conclusions made were that (i) Gender and single parenting do not influence deviant behaviour among secondary school students in Delta Central Senatorial District (ii) Gender does not influence deviant behaviour among secondary school students in Delta Central Senatorial District. (iii) Single parenting influences deviant behaviour among secondary school students in Delta Central Senatorial District. Based on the findings, it was recommended that (i) All groups of students (male and female) should guide against bad company with negative peer influence as this can lead to maladaptive behaviour. (ii) Single parents should work hard so as to take care of their children's school responsibilities (iii) School authorities should create enabling environment in form of good and

adequate facilities and equipment with professional counsellors to handle negative gender influence among secondary school students in Delta Central Senatorial District.

## Introduction

Understanding of human behaviour is a task for parents, teachers, medical practitioners, psychologists, physiotherapists, counselors, personnel managers, theologians and indeed, all concerned persons who have become aware, in recent years, of the incidence of deviant behaviour among students. Asuni (2009) noted that Nigeria adolescents are not exempted from the various kinds of psychological problems commonly observed among secondary school students in Delta Central Senatorial District. The establishment of child guidance clinics in big cities like Lagos, Ibadan, Enugu and Benin City, as well the provision of guidance and counseling services in schools shows that there is awareness of deviant behaviour among students of secondary school. Gottesman (2003) defined deviant behaviour as variety of psychological disorder of school students, resulting from unfavourable environment rather than from organic disease or defect. This, according to him, includes undesirable trait and habit disturbance, conduct disorder, neurotic symptoms and some other school problems such as disruptive behaviour, school phobia and truancy. This definition recognizes that certain behaviours could become disturbing but does not state when a particular student's behaviour is normal and when it becomes abnormal. However, longitudinal study data indicate that isolated behaviour similar to nail biting and others listed in the above definition are very common among adolescents in school.

Therefore, while psychologically disturbed students have been defined in variety of ways, all the definitions tend to characterize such students as manifesting moderately to severe maladaptive behaviour with reference to the school setting. The components of such definitions usually include reference to activity, negative peer grouping, withdrawn behaviour, broken home, poor parenting style, emotional instability, over sensitivity to stimuli, short attention span, problems in interpersonal relationship, conduct disorder and under-achievement (Egbule, 2003). In all, deviant behaviour during adolescent period implies all abnormal behaviour patterns from accepted cultural norms of the society which may have effects on the

students themselves or their community. Such effects could be in form of conduct disorder, personality maladjustment or psychological problems.

Moreover, deviant behaviour refers to the predisposition to and indulgence in criminal or unlawful activities by children under the age of 18. According to National Research Council (2001), when serious crimes are considered, 28% of them are committed by persons under age 18. These include 14% of all murders, 15% of all rape cases, 24% of all robberies, and 43% of car thefts. In southern Nigeria, theft, vandalism, leasing, bullying, 419, rape, promiscuity, examination malpractice, bribery, broken relationship, fighting, oppression and violence are extremely rampant. In northern Nigeria, bombing, kidnapping by Boko Haram, assassination, tribal sentiment, election malpractice and killing of innocent people are predominant. By these experiences, many homes have been broken and most children from these homes suffer a lot of emotional, psychological and physiological problems. Some of them (children) end up staying with single parents who might not be able to shoulder the full responsibilities of the family; they may try to seek help from their peers who may influence them into deviant behaviour. Factors constituting deviant behaviour include psychological, sociological and biological problems.

There have been efforts to determine whether certain personality factors predispose the adolescent to deviancy (Holcom, 1991). Generally speaking, no one personality type is associated with deviancy, but those who become deviants are more likely to be impulsive, destructive, suspicious, hostile, resentful, ambivalent to school authority, defiant, socially assertive and lack self-control (Azrin and Holz, 1990). Aggressive conduct is associated with delinquent behaviour. Deviancy is sometimes a manifestation of peer negative influence, hostilities, anxieties, fears or deeper neurosis. In some cases, deviancy or deviant behaviour is the result of poor socio-economic status that results in children not developing proper impulse control (Sass, 2008). Poor economic factor made most students drop out from school, thus, some students became deviant both in school and society. Travis (2009) found that students of high socio economic status were more likely to be involved in school vandalism than students of low economic status. Community and neighborhood influences are also important in deviant issues. Most larger communities have areas in which deviancy rates are higher

than in other neighborhoods, e.g. Lagos State is typified with anti-social behaviours as gambling, prostitution, theft and robberies, alcoholism and drug abuse. In Delta State, such communities include Warri, Asaba, Abraka, Oghara, Eku and Sapele. Some school students become deviants because of anti-social influence of peers.

### Research Questions

The following research questions were formulated to guide the study:

- i. What is the extent of relationship between gender, single parenting and deviant behaviour?
- ii. What is the extent of relationship between single-parenting and deviant behaviour among adolescents in secondary school?
- iii. What is the extent of relationship between gender and deviant behaviour among adolescents in secondary school?

### Hypotheses

The following research hypotheses were formulated for the study:

- i. There is no significant relationship between gender, single parenting and deviant behaviour.
- ii. There is no significant relationship between single-parenting and deviant behaviour among adolescents.
- iii. There is no significant relationship between gender and deviant behaviour among adolescents.

### Single-Parenting and Deviant Behaviour

As explained earlier, a parent is one who begets, gives birth to and nurtures a child. Parenting involves providing care, support and love in a way that leads to a child's total development (Hogan and Kifagawa (2001). This means that parents are responsible for a child's physical needs while creating a nurturing environment of attention, encouragement and love. Thus, parenting involves meeting the child's physical, mental, emotional and social needs. The concept of parenthood involves some basic role expectations like bearing and rearing children, socialization, economic activities, religious obligations and other civil duties acceptable by the society. Types of parenthood as listed by Hertherinton, Mavis and Kelly (2007) include biological parenthood, adoptive parenthood, step parenthood, foster parenthood and legal

guardianship. The application of the concept of parenthood, however, differs from culture to culture.

Single parenthood involves a sole parent who cares for children without the help of the other parent (Wilcox, 2003). A single parent family is, thus, a nuclear family where one or more children are nurtured by either a father or a mother. Such a family is often referred to as father/mother-headed family (Igba, 2006). In such situation, the remaining parent not only inherits the responsibilities of the missing parent, but also takes custody of their children, in addition to his/ her own roles as father or mother (Sacerdole (2001). The goal of single- parent family is that of raising a child who feels positively attached to his care-giver and is free from undue anxiety to play and exploit the environment (Bauman, 2008). There could also be a situation where a woman, for instance, decides to have and nurture a child on her own, while remaining unmarried or single.

Single parenthood could result from the death of a spouse or divorce. There are also other instances when single parenthood occur involuntarily as a result of rape. There are many causes of single parenthood in both developed and developing countries of the world. Other causes of single parenthood include death of a parent, wars, violent crises, rape and sexual harassment (Longman, 2008). Preventive and Social Medicine (2005) reported that about 25 % of all parents are single parent- families in the United States of America. Most of these families (84 percent) are headed by mothers, while about 16 percent are headed by fathers. A health report on the United States divorce rate also shows that approximately 40-50 percent of all teenagers are living with single parents (Harris and West, 2002).

In Nigeria, available reports indicate that single parent family is an evolving phenomenon (Nwachkwu, 2008). The reports also noted that, until recently, there were no available data on single parent families in Nigeria. Other reports show a high rate of violence, divorce, diseases, including HIV/AIDS and the outcome of industrialization and urbanization, all resulting in single parenthood (Azrin and Holz, 1990). Single parent families face various challenges. Some challenges of single parenthood include childcare and training needs, child support enforcement, loneliness and psychological problems (Uwakwe, 2001). Others are career challenges, insecurity and

dating (Sanchez, 2007 and Pankow, 2007). Children raised by single parents may also face challenges of ridicule by friends, lack of educational support, lack of father/ mother figure, lack of mentors, and a greater exposure to sexual abuse by members of the opposite sex ,etc.

The differences in culture, societal norms, etc between developed and developing countries suggest that issues relating to single parenthood in the developed countries could differ from those relating to the phenomenon in Nigeria. It is, thus, necessary to study issues related to single parenthood in Nigeria. Available studies on single parenthood in the Nigerian context have not focused on causes and coping strategies especially in the area of this study (Mednick and Christian 2000). The crises in Plateau State in 1994, 2001, 2008, to date, have contributed negatively to increase in the death of many parents and children. This has contributed to increase in the number of single parents in Barkin Ladi Local Government Area, a part of Jos North Senatorial Zone (Hoxby, 2004). A study on the challenges and the coping strategies of single parent families in Nigeria could help in evolving ways of support for the families. Thus, this study seeks to address peer influence and single-parenting as correlates of deviant behaviour among secondary school students in Delta Central Senatorial District.

### **Gender and Deviant Behaviour**

Gender is one of the factors that impact on life adjustment; it is of a paramount importance in an individual's life. There is significant difference in the behavioural pattern of males and females at all levels of life. In some cases, girls are well adjusted than boys. A good example has been traced to Eastern part of Nigeria where females cope better in academics than males. This is because males want to make money early in life; they erroneously believe that education is for females while business is for males. They are ready to marry an educated woman while they themselves are illiterates. Furthermore, in the aspect of coping with family situation, the male child is more adjusted or better behaved than the female. In a family where the man cannot afford to provide for the home, the consequence is maladaptive behaviour among children of that home, very difficult to adjust. It may not be for every woman (Egbule, 2009). In this sense, it is common to see some men acting as breadwinners of the family. In a situation whereby the man fails to live up to expectation, the family suffers a lot and children behave irrationally. They

are unnecessarily aggressive, fight, and steal. In addition, the men folk have the sense of using their salary or income to maximize benefits such as building of houses and a host of others while the women are only interested in buying clothes and maintaining their bodies at the expense or detriment of others. This attitude makes them to direct their hard earned money toward the purchase of expensive and luxurious materials. In this way, the males behave better in life situations than their female counterparts (Egbule, 2009).

### **Empirical Evidence of Single-Parenting Influence on Deviant Behaviour**

Nidhi and Bharti (2009) in a study, "problems faced by single mother", found that the role of single parents is a challenging one especially when the family is headed by a woman. Problems of single mothers are linked with the upbringing of children, their future and settling down in life. Till the time children get married and/or get job, they depend on the single parent. After that, the problems are considerably reduced. The study identified problems faced by single mothers to include social, emotional and economic problems. A sample of 15 single mothers were selected through Snowball sampling technique. An interview schedule was framed for data collection. It was pre-tested on 10% sample and necessary modifications were made in the interview scheduled. The respondents were contacted by home visit to elicit the required information. Each respondent was visited 2-3 times for data collection. Flexibility of questions was maintained. If the respondents were not able to respond accurately, then the same would be asked in a different way. Responses were recorded on the basis of interview scheduled as well as observation. Data were tabulated and results were given in percentages. Almost 56% of the respondents belonged to the ages of 40 – 50 while 32% of them belonged to age group of 30 – 40 years. 28% of the respondents were illiterates, 22 percent of them were middle pass, 20% matric pass, 18% primary pass, 8% graduates and only 4% were intermediates. 82% of them were living in rural areas while only 18% were living in urban areas. 40% of the respondents had 2 – 3 children, 38% had 3 – 4 and only 2% had 5 and more children. 82% belonged to joint families and the rest 6% of the respondents stayed in short stay home (NGO named Neha Ghar). 40% of the respondents had 3 – 4 members each in their families, 38% had 4 – 5 members while very few had more than 5 members each. 52% of the respondents were working whereas 48% of the respondents were non-

working. As for family monthly income, 68% of the respondents had income rate of 1,000 – 3,000 Naira, 14% below rates of 1,000 and very few had income above 3,000 Naira.

The study showed that 88% of the respondents were widows, 6% were divorced and the same numbers were separated from their husbands. Almost 58% of the respondents had spent 0 – 8 years as single parents, 30% had spent 8-16 years and 12 percent of the mothers had spent over 16 years looking after the family single handedly. The result of the study revealed that financial problem was the main stress for majority of the single mothers. The emotional life of the single mothers was also affected by their single status. Most of them reported that they felt lonely, helpless, hopeless, lacked identity and confidence. On social gatherings, majority of the single mothers tried to avoid attending them and had changed their dressing code and, due to depression, had developed poor food and eating habits. Majority of the single parents found it hard to maintain discipline among their children due to the absence of male members. They complained about loneliness, trauma and depression and found it difficult to handle the responsibilities of the children and to establish a routine for their children.

Furthermore, the study found that the most common type of single-parent family is one that consists of a mother and her biological children. About 70% of the single-parents were women. There is often no other adult with whom to share decision-making, discipline and financial responsibilities. The full burden of child-care, earning a living and parenting falls on the individual. The role of single-parenting is a challenging one especially when the family is headed by a woman. It is more difficult when a woman has never previously worked outside the home. The role of a single mother requires that the parent takes on the responsibilities that may have been shared by their spouses. In addition to becoming the primary wage earner, a woman is forced to take hard labour to maintain parental standards. Children who live with single mothers have a life style that is different from children living with both parents (Kraft and Mcloya, 2009).

The result of the study revealed that financial problems were the main stressor of majority of single mothers. It was very difficult for the mothers to meet the basic needs of children such as food, clothing and school fees,



maintaining the previous standard of living and meeting personal expenses. The emotional life of the single parents went through a lot of new situation every now and then; they were continuously under some tensions. Most of the single parents believed that emotional problems occurred due to condition of economic hardships, worries regarding children and their future. Most children from this home suffer a lot of emotional, psychological, physical, economic and social problems, thus, a bright future for these children is not guaranteed (Willicox, 2003).

Majority of the single parents could not make decisions regarding higher education for their children because of poor financial status, lack of knowledge and proper guidance. Majority of them also found it hard to maintain discipline among the children due to absence of male members. This in most cases lead to maladaptive behaviour such as disobedience, truancy, anxiety, withdrawal, depression, bad gang, sex offences, prostitution, sluggishness, confusion, cultism and disregard for constituted authority. So, the study concluded that single-parents faced economic, emotional and social problems. They worked hard and tried their best to raise children. Thus, single parents deserve greater attention and need intervention and treatment efforts to improve their economic and social conditions.

## **Methods**

### **Design and Procedure**

The study is a correlational design. The researcher investigated the influence of gender and single parenting on deviant behaviour among secondary school students in Delta Central Senatorial District, as related to gender and location of students. This type of research design gives no chance for interference with the normal existence of the research conditions and situations (Asika 1999). According to Peretomode and Iboh (1992), the researcher, in this type of study, is concerned with investigation and description the extent to which two or more variables are related in quantitative terms. Three schools were selected from the eight Local Government Areas in Delta Central Senatorial District. In all, the subjects of the study comprised a total of 500 students including (SS1, SSII, SSIII) male and female students were sampled out of thirty-three thousand, five hundred and nineteen (33,519) senior secondary school students in Delta Central Senatorial District.

The questionnaire was the research instrument used by the researcher. It was titled "Peer Influence and Single Parenting as Correlates of Deviant Behaviour among Secondary School Students". The questionnaire was of two sections, "A" and "B". Section "A" sought information about the schools and the respondents while Section "B" sought information with structured questionnaire items. The instrument contained seventy-seven (77) items. Respondents were provided with responses from which they were required to choose only one option. Each response was arbitrarily allotted a numerical value. The format of the instrument was modified two point scale type of questionnaire. Numerical values assigned to them were as follows: Yes = 5 and No = 3.

### Presentation of Results

**Research question 1:** What is the extent of relationship between gender, single parenting and deviant behaviour?

Table 1: Multiple correlation of peer, single parenting and deviant behaviour of secondary school students

	Gender	Single Parenting	Deviant Behaviour
Gender Influence	1		
Single Parenting	0.11*	1	
Deviant Behaviour	0.25*	0.32*	1
Mean	36.74	49.13	33.07
Standard Deviation	4.66	6.21	5.10

\*Significant ( $P < 0.05$ )

The data in table 1 show that there is significant correlation between gender and single parenting ( $r = 0.11$ ); peer influence and deviant behaviour ( $r = 0.25$ ); and single parenting and deviant behaviour ( $r = 0.32$ ). These correlations observed here are positive and implies that there is significant relationship between gender, single parenting and deviant behaviour.

**Hypothesis 1:** There is no significant relationship between gender, single parenting and deviant behaviour.

Table 2: Multiple Regression of gender, single parenting and deviant behaviour.

Model	R	R Squared	Adjusted R Squared	Std Error of the Estimate	Significance	Remark
1	0.39 <sup>a</sup>	0.15	0.15	4.71		
MULTIPLE REGRESSION ANALYSIS						
Model 1	Sum of Square	Df	Mean Square	F	Significance	Remark
Regression	1958.36	2	979.18	44.06	0.00 <sup>a</sup>	Significant
Residual	11044.75	497	22.22			
Total	13003.11	499				
Significance of regression weight of variables in the Equation 2						
Model	B	Std Error	Beta	t-Ratio	Significance	Remark
Gender Influence	0.23	0.05	0.22	5.19	0.00	Significant
Single Parenting	0.25	0.03	0.30	7.19	0.00	Significant

a. Predictors: (Constant), single parenting, peer influence

b. Dependent Variable: deviant behaviour

The data in table 2 show that there is significant correlation between gender and deviant behaviour ( $r = 0.25$ ) between single parenting and deviant behaviour ( $r = 0.32$ ). This correlation observed here is positive and implies that there is significant relationship among gender, single parenting and deviant behaviour.

**Research Question 2:** What is the extent of relationship between single-parenting and deviant behaviour among adolescents in secondary school??

Table 3: Linear correlation of single parenting influence and deviant behaviour of secondary school students

	Single Parenting	Deviant Behaviour
Single Parenting	1	
Deviant Behaviour	0.32*	1
Mean	49.13	33.08
Standard Deviation	6.21	5.10

\*Significant ( $P < 0.05$ )

The data in Table 3 show that there is significant correlation between single parenting and deviant behaviour ( $r = 0.32$ ). This correlation observed here is

positive and implies that there is significant relationship between single parenting and deviant behaviour. That is, the more the influence of single parents, the greater the occurrence of deviant behaviour among adolescents.

**Hypothesis 2:** There is no significant relationship between single parenting and deviant behaviour among adolescents.

Table 4: Linear Regression of single parenting and deviant behaviour.

Model	R	R Squared	Adjusted R Squared	Std Error of the Estimate	Significance	Remark
1	0.32 <sup>a</sup>	0.11	0.10	4.84		
MULTIPLE REGRESSION ANALYSIS						
Model 1	Sum of Square	Df	Mean Square	F	Significance	Remark
Regression	1359.59	1	1359.59	58.15	0.00 <sup>a</sup>	Significant
Residual	11643.53	498	23.38			
Total	13003.11	499				
Significance of regression weight of variables in the Equation 2						
Model	B	Std Error	Beta	t-Ratio	Significance	Remark
Single parenting	0.27	0.04	0.32	7.63	0.00	Significant

a. Predictors: (Constant), single parents

b. Dependent Variable: deviant behaviour

The data in table 4 show that  $F(1,498) = 58.15, p = 0.00$ . This indicates a statistically significant relationship between single parenting and deviant behaviour. The hypothesis is, therefore, rejected and the alternative hypothesis holds true. The adjusted  $R^2$  value of 0.10 show that only 10% of deviant behaviour is due to the effect of single parenting.

**Research Question 3:** What is the extent of relationship between gender and deviant behaviour among adolescents?

Table 5: Linear Correlation of gender and deviant behaviour of adolescents

	Gender	Deviant Behaviour
Gender	1	
Deviant Behaviour	0.08	1
Male ( $\bar{x} \pm SD$ )	13.53 $\pm$ 3.54	33.52 $\pm$ 5.10
Female ( $\bar{x} \pm SD$ )	16.46 $\pm$ 5.07	29.64 $\pm$ 3.11
$\bar{x}$ - Mean	SD - Standard Deviation	

The data in table 5 show that there is no significant correlation between gender and deviant behaviour ( $r = 0.08$ ). This implies that there is no relationship between gender influence and deviant behaviour among secondary school students.

**Hypothesis 3:** There is no significant relationship between gender and deviant behaviour.

Table 6: Linear Regression of gender and deviant behaviour

Model	R	R Squared	Adjusted R Squared	Std Error of the Estimate	Significance	Remark
1	0.08 <sup>a</sup>	0.01	0.01	5.09		
MULTIPLE REGRESSION ANALYSIS						
Model 1	Sum of Square	Df	Mean Square	F	Significance	Remark
Regression	89.42	1	89.42	3.45	0.06 <sup>a</sup>	Not Significant
Residual	12913.69	498	25.93			
Total	13003.11	499				
Significance of regression weight of variables in the Equation 2						
Model	B	Std Error	Beta	t-Ratio	Significance	Remark
Gender	0.09	0.05	0.08	1.86	0.06	Not Significant

a. Predictors: (Constant), gender

b. Dependent Variable: deviant behaviour

The data presented in table 6 show that  $F(1,498) = 3.45$ ,  $p = 0.06$ . This indicates no statistically significant correlation between gender and deviant behaviour. The hypothesis is therefore accepted. The adjusted  $R^2$  value of 0.01 shows that only 1% of deviant behaviour is due to the effect of peer influence.

### Summary of the Results

The following results come from the data analysed:

1. There is significant relationship between gender, single parenting and deviant behaviour.
2. There is significant relationship between single parenting and deviant behaviour.
3. There is no significant relationship between gender and deviant behaviour.

## Discussion of Findings

The first finding indicates that there is significant relationship between gender, single parenting and deviant behaviour. This suggests that the more the influence of gender and single parenting, the greater the occurrence of deviant behaviour, all these geared to influence deviant behaviour. This is in agreement with Akanle and Odu (2004) who opined that children in single families tend to live below potentials because of the hardship that they face in their daily living and this might lead to deviant behaviour. The finding agreed with Turner (1995) who reported that adolescents are negatively influenced by the group they belong and if this not properly guided, can lead to deviant behaviour.

The second finding shows that there is significant relationship between single parenting and deviant behaviour. The reason for this may probably be that adolescents from single parental home most likely suffer deprivation among their peers and sometimes suffer stigmatization and abuses like being called bastards, irrespective of gender. The result here is in agreement with Ibiware (1999) who stated that education is an expensive project and so far any parent who successfully trained a child up to the university level has achieved greatly. Most single parents are unable to cope with the increasing high demands in secondary schools. The result is also was in line with Adeyemi (1999) who attributed all these to high fees charged for examination, cost of purchasing text books and manuals or learning aid, cost of uniform, transportation, and other funds which are paid intermittently. These are of great concern to single parents who are willing to train their children so as to cope with their peers and when they are unable to cope, have to withdraw their children from school. This leads to deviant behaviour among school drop-outs.

The third finding shows that there is no significant relationship between gender and deviant behaviour. This is probably due to the fact that gender is not a predictor of deviant behaviour. This finding disagrees with a previous study by Lunn (1992) who stated that girls tended to have more favourable school related attitude while boys tended to have a better academic self-image to be better socially adjusted and to be less anxious in the classroom. Also, the result is in agreement with Etaugh (1975) who said that some teachers tend to provide a more positive classroom atmosphere over all and

also say difference in teachers' perceptions of student abilities and characteristics are related to teachers' abilities. Teachers tend to show more aggressive disciplinary approach towards boys while teachers of either gender tended to ignore boys' disruptive behaviours than those of girls when the behaviour was not aggressive.

## Conclusion

Based on the findings of this study, the following conclusions were made.

1. Gender and single parenting influence deviant behaviour among secondary school students.
2. Single parenting influences deviant behaviour among secondary school students.
3. Gender does not influence deviant behaviour among students of secondary school students.

## Recommendations

In line with the findings of this work, the following recommendations that are imperative in curbing deviant behaviour among the secondary school students are made.

1. All groups of students (male and female) should guide against bad company with negative peer influence as this can lead to maladaptive behaviour.
2. Single parents should work hard so as to take care of their children's school responsibilities
3. School authorities should create enabling environment in form of good and adequate facilities and equipment, with motivated professional counsellors to handle negative gender influence among secondary school students.

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