

BROKEN HOME AND LOCUS OF CONTROL AS PREDICTORS OF DEVIANT BEHAVIOUR AMONG SENIOR SECONDARY SCHOOLS STUDENTS IN KATSINA METROPOLIS

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Abstract

The study investigates broken home and locus of control as predictors of deviant behaviour among senior secondary schools students in Katsina metropolis. Descriptive survey design was employed for the purpose of the study, the population of the study is 15,337 senior secondary school students one, SSI. A sample of 370 was randomly selected from the students. To obtain data for the study, questionnaire on broken home (QBH) adopted from (Abdullahi, 2015). Locus of control questionnaire (LCQ) adapted from an abbreviated version of the Nicholson McBride (2010). And a self-developed deviant behaviour variety scale (SDBVS) questionnaire. Three research objectives, research questions, and research hypothesis were formulated. The hypothesis were tested under 0.05 level of significance. Data obtained was analyzed using simple and multiple linear regression analysis. The study reveals that both broken home and locus of control significantly influence deviant behaviour among students. Base on the findings the study recommends among others; the authorities concern should impose laws and regulations that will checkmate the rate of forceful marriages and unnecessary divorce among marriage couple this will surely reduce the prevalence of broken homes as well reduce the escalation of deviant behaviour among adolescence. This will surely impact on level of deviance and unwanted behaviour among students in the metropolis.

Keywords: Broken Home, Locus of Control, Predictors, Deviant Behaviour

Introduction

The home influences the adolescent at the most earliest possible time of his life, at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the adolescent. They often see the parents, siblings and other things in their immediate environment to be most significant and they are capable of promoting or diminishing them in self-worth and behaviour modification (Ekanem, 2014). The family, being a powerful influence on the individual and its importance as a primary agent of socialization could in no doubt enhance or hinder the attitude and behaviour of the individual depending on the social climate in the family. Variance in psycho-social emotional fortification in the family background could be an indicator to high or low moral performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite to a socially acceptable behaviour (Adebule, 2017). When a family breaks up, it is usually difficult for everyone in the family to cope with the situation. However, children are often the worst victims of family breakup. There are powerful reasons to be alarmed about the impact of broken home on students. The stability of family creates a building block for children to progress throughout life.

The problem of broken home are universal phenomenal which affect both developed as well as the under develop countries. A home is the walls of the house but the people who live on it make a home. A house only becomes a home, when if complete. A home also became a house when is not broken. It pointed out that the family lays the psychological, moral, and spiritual foundation in the overall

development of the child. Structurally, family/homes is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy (Agulana, 2010).

The term locus of control refers to the site of a cause, that is, whether or not the outcome of an event is attributed to something inside or outside the person involved (Rotter, 2019). Locus of control relates to people's attitudes, emotions, health, and motivation, as well as behaviour in organizations and educational institutions (Spector & Fox, 2015). Locus of control forms during childhood and stabilizes during adolescence; and it depends on various experiences the individual goes through including culture, religion, societal influence, sex, age, and training. (Rotter, 2019) hypothesized that an individual develops a generalized expectancy of control when reinforcement is perceived as contingent on his or her behaviour.

Locus of control is another factor of intrinsic motivation which indicates whether individuals attribute responsibility to themselves (internals) or to others outside themselves (externals). Problem arise when students are externals, because they tend to believe that anything that happen is just by chance or caused by somebody outside themselves, there by laying blame on others and having negative feelings about them, which can have negative effect on students relationship with teachers and peers. Reinforcement serve to strengthen an individual's perception of control. On the other hand, when reinforcement fails to occur, the generalized expectancy will diminish or extinguish (Gifford et al., 2010). It is therefore important to identify students' locus of control to advance remediation in their academic attitudes and behaviour where necessary.

Deviant behaviour entails noncompliance to the norms and regulations of the society, culture, organization, institution and legislation. The origin of deviant behaviour could be traced along with the origin of human race. Deviant behaviour is seen among people right from the beginning of the existence of human beings. Though it is an inevitable problem of global society, research studies indicate that the density and intensity of deviance in human behaviour has been alarmingly increased and is creating a massive disruption in the balance of the society. Deviant thoughts and behaviours of people is the epicenter of majority of contemporary social problems. The adolescents, though they have the potential to influence the social and economic development of the country, the offensive behaviour committed by the adolescents is in increasing pace that threatens the peaceful functioning of the society.

Psychological home conditions arise mainly from illegitimacy of children (Frazer, 2018). The label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on behaviour of the child he asserts. Life in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources. As noted (Gottfredson, 2010), in order for self-control to be taught, a parent must be able to monitor their child's behaviour, recognize their inappropriate behaviour as deviant, and punish them accordingly. The problem for single parent is they may not have the enough time to monitor their child's behaviour, and they may not have the means to discipline them. Many single-parent mothers are forced to work long hours and therefore allow their children to do a lot more without any interference. They are also not necessarily aware of their child's misbehavior and their performance in school.

With the aforementioned scenario, the researcher prompt to conduct the study on broken home and locus of control as predictors of deviant behaviour among senior secondary school students in Katsina metropolis in order to create an action plan to help the students/learners find success and overcome unpleasant experiences.

Statement of the problem

In recent times, deviant behavior, which could be described as behavior that is different from the norm, has become a daunting global problem. Each year the number of student with deviant behaviour in secondary schools steadily increases (Hayden, 2017). Deviant behaviour may not only leads to problems that includes peer-pressure, bullying, and violence right within a school setting, but also more serious consequences such as social maladaptation and crime (Rogers, 2018). Within secondary schools in Nigeria there are several complaints by teachers, parents and the general public on deviant behaviour of students including noise making, inattention, fighting, loitering about, molesting fellow students, threatening and intimidating and waylaying classmates. Deviant behaviours in school can damage the school's reputation both locally and internationally. A school where disruptive behaviour predominates becomes dysfunctional, making it difficult for teaching and learning to take place smoothly. An unsafe school environment is an eye sour to any visitor and an inhibitor of effective learning and teaching.

Management of behaviour problem is a serious challenge in the running of secondary schools in Katsina metropolis, toward achievement of goals and objectives. The dynamics of any classroom can change as a result of students' deviant behaviour thus increasing the stress faced by teachers and schools. The teacher's ability to effectively manage behaviour problems in the classroom is imperative for goal attainment and improving students learning and performance (August, 2014).

Efforts have been made by the stake holders in the educational sector such as parent, teachers, psychologist, and counselors in making sure that behaviour management and counselling were given the required attention in schools and students are disciplined when ever encountered with any behaviour that is termed to be deviant. This article will try to identify those factors that are responsible for the escalation of the unwanted and deviant behaviour among adolescence in senior secondary schools thereby producing a guideline and recommendation to which such behaviours should be curbed from our schools and society in general This necessitates on studies which examined broken home and locus of control as predictor of deviant behaviour among public secondary schools students in Katsina metropolis.

Objectives of the Study

The following are the objective/goals of the study;

1. To examine the extent to which broken home predicts deviant behaviour among senior secondary school students in Katsina metropolis
2. To examine the extent to which locus of control predicts deviant behaviour among senior secondary school students in Katsina metropolis
3. To ascertain the combine influence of broken home and locus of control on deviant behaviour among senior secondary school students in Katsina metropolis

Research Questions

The following research questions were posed;

1. To what extent would broken home predict deviant behaviour among senior secondary school students in Katsina metropolis?
2. To what extent would locus of control predict deviant behaviour among senior secondary school students in Katsina metropolis?
3. What is the combine influence of broken home, locus of control on deviant behaviour among senior secondary school students in Katsina metropolis?

Hypothesis Formulated

HO1. Broken home would not significantly predict deviant behaviour among senior secondary school students in Katsina metropolis.

HO2. Locus of control would not significantly predict deviant behaviour among senior secondary

school students in Katsina metropolis.

HO3. There is no significant combine influence of broken home, locus of control on deviant behavior among senior secondary school students in Katsina metropolis.

Methodology

The study explored descriptive survey design because it is concerned with the collection and analyses of data for the purpose of describing, evaluating and comparing current or prevailing practice, events or occurrence (Olufemi, 2018). The population of the study consist of all the 13 secondary schools in Katsina metropolis. The scope of the study will be restricted to 15,337 Senior Secondary one SSI students, 6772 male and 7831 female in senior secondary schools because, they spent the period of four years in the school therefore possessed much acquaintance with the school environment when compared with those in JSS III.

In trying to select the sampled schools for the study, purposive sampling was used to select three senior secondary schools in Katsina metropolis. Thus, Government Day secondary school K/Yandaka, Government College Katsina (GCK) and Katsina Collage Katsina (KCK). In trying to obtain the sample for the study, simple random sampling technique was employed to select 370, 169 male and 201 female students from the selected secondary schools. The sample size was determine with the aid of research advisor (2006) table of determining sample size, Under 0.05 SL and 95 % confidence level This is done to give each member of the population equal chance of being selected (Musa, 2010).

To collect data for the study, questionnaire on broken home (QBH) adopted from (Abdullahi, 2015). Locus of control questionnaire (LCQ) adapted from an abbreviated version of the Nicholson McBride (2010). And a self-developed deviant behavior variety scale (SDBVS) questionnaire. Was used to assess broken home, locus of control and deviant behavior respectively. The reliability of the instruments were verified using Cronbach alpha method of establishing internal consistency. The Cronbach alpha reliability coefficients were found to be 0.903, 0.911, and 0.975 respectively.

To analyze the data collected for the study, descriptive and inferential statistics were employed where simple linear regression analysis was used to test the null hypothesis 1 and 2 while multiple linear regression for hypothesis 3 at 0.05 level of significance using Statistical Package for Social Sciences SPSS version 27.0

Results

Table I: Demographic Distribution of Data

| Variable | N | Minimum Statistic | Maximum Statistic | Mean Statistic | Std. Deviation Statistic | Std. Error |
|------------------|-----|-------------------|-------------------|----------------|--------------------------|------------|
| Gender | 366 | 1.00 | 2.00 | 1.5432 | .49880 | .02593 |
| Locus of Control | 366 | 2.00 | 20.00 | 14.5189 | 3.60531 | .18743 |
| Broken Home | 366 | 3.00 | 10.00 | 7.7378 | 1.65735 | .08616 |
| Deviant Behavior | 366 | 2.00 | 10.00 | 6.8892 | 1.80968 | .09408 |

Table one above display the demographic distribution of the data. Where N statistics, minimum/maximum statistics, mean, standard error of mean and standard deviation were captured.

Table II: Frequency Distribution of Gender

| Gender | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Male | 165 | 45.7 | 45.7 | 45.7 |
| Female | 201 | 54.3 | 54.3 | 100.0 |

Total 366 100.0 100.0

The table two above displays the frequency of gender along with the valid and cumulative percentage.

Testing Hypothesis

HO1: There is no significant influence of broken home on deviant behaviour among senior secondary school students in Katsina metropolis.

Table III: Linear Regression Showing Broken Home as Predictor of Deviant Behaviour among Senior Secondary Schools Students in Katsina Metropolis.

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------|------------|-------------|------|-------|
| Regression | 0.405 | 1 | .405 | .123 | .000b |
| Residual | 1208.052 | 368 | 3.283 | | |
| Total | 1208.457 | 369 | | | |

In table three above the p-value (0.00) is lower than the alpha value of (0.05). This means that broken home significantly influence deviant behaviour among senior secondary schools students in Katsina metropolis.

HO2: There is no significant influence of locus of control on deviant behaviour among senior secondary school students in Katsina metropolis.

Table IV: Linear Regression Showing Locus of Control as Predictor of Deviant Behaviour among Senior Secondary Schools Students in Katsina Metropolis.

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------|------------|-------------|---------|------|
| Regression | 283.103 | 1 | 283.103 | 112.586 | .00b |
| Residual | 925.353 | 368 | 2.515 | | |
| Total | 1208.457 | 369 | | | |

In table four above the p-value (0.00) is lower than the alpha value of (0.05). This means that locus of control significantly influence deviant behaviour among senior secondary schools students in Katsina metropolis.

HO3: There is no significant joint influence of broken home, locus of control on deviant behaviour among senior secondary school students in Katsina metropolis.

Table V: Multiple Linear Regression Showing the Combine Influence of Broken Home and Locus of Control on Deviant Behaviour among Senior Secondary Schools Students in Katsina Metropolis.

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------|------------|-------------|--------|-------|
| Regression | 285.215 | 2 | 142.608 | 56.688 | .000b |
| Residual | 923.242 | 367 | 2.516 | | |
| Total | 1208.457 | 369 | | | |

In table five above the p-value (0.00) is lower than the alpha value of (0.05). This means that broken home, locus of control significantly influence deviant behaviour among senior secondary schools students in Katsina metropolis.

Discussion of the Findings

The result obtained from the findings in hypothesis one shows that broken home significantly influence deviant behaviour among senior secondary schools student in Katsina metropolis. The findings is supported by (Abdullahi, 2018). His study examine the influence of broken home on aggressive behaviour among senior secondary schools student in Funtua zonal education quality assurance. The findings revealed that broken home significantly influence aggressive behaviour. Also Bakari & Musa (2019). In their study which investigate the relationship between broken home and deviant behaviour of junior high school (JHS) students in Ghana, the result shows that positive relationship exist on broken home and deviant behaviour. The finding is also supported by the work of (Adeyemo, 2014). The study examine the moderating influence of broken home on deviant behaviour among senior secondary schools students in Festac Legos state. His findings revealed that broken home significantly influence deviant behaviour among peers. The findings of the study also contradicted the study of (Idoko, 2018). Who investigated the influence of broken home on truancy among senior schools students in Kankia education zone in Katsina state? The result shows that there is no significant influence of broken home on deviant behaviour.

The second hypothesis indicates that significant influence exist between loci of control among senior secondary schools students in Katsina metropolis. The findings is supported by Funham and Feyter, (2013), where the findings indicates that significant influence exist between locus of control and deviant behaviour among senior secondary schools students in Abia state Nigeria. The findings was also supported by the investigation of (Sophie, 2020) on the relationship between deviant behaviour and locus of control among teenagers in Kaduna south Kaduna state Nigeria. Also (Habiboulla, 2012). In his study examine locus of control as correlate of deviant behaviour among high schools students in Khartoum Sudan. The study affirms that a positive relationship exist between locus of control and deviant behaviour. While (Abdullahi, 2019). Contradict the finding in his study which investigate locus of control as predictor of deviant behaviour. He revealed that deviant behaviour is not influenced by locus of control.

The result obtained from the findings in hypothesis three shows that broken home and locus of control significantly influence deviant behaviour among senior secondary school students in Katsina metropolis. The findings is supported by (Ekanem, 2018). His study examine the influence of broken home and locus of control on aggressive behaviour among senior secondary schools student in Oron zonal education quality assurance. The findings revealed that broken home and locus of control significantly influence aggressive behaviour. Also (Gilfod, 2019). In his study which investigate the relationship between broken home and deviant behavior of junior high school (JHS) students in Ghana, the result shows that positive relationship exist broken home and deviant behaviour. The finding is also supported by the work of (Frazer, 2014). His study examine the moderating influence of broken home and locus of control on deviant behaviour among senior secondary schools students in Festac Lagos state. His findings revealed that broken home and locus of control significantly influence deviant

behaviour among peers. The findings of the study also was contradicted by the study of (Adebule, 2018). Who investigated the influence of broken home and locus of control on truancy among senior schools students in Kankia education zone in Katsina state. The result shows that there is no significant influence of broken home and locus of control on deviant behaviour.

Conclusion

Based on the result generated in analyzing hypothesis 1, using the data obtained. It was concluded that broken home statistically predict deviant behaviour among senior secondary schools students in Katsina Metropolis. This is due to the fact that positive influence was observed between both variables dependent and independent. Therefore broken home has a mild positive significant influence on deviant behaviour.

Based on the result generated in analyzing hypothesis 2, using the data obtained. It was concluded that locus of control statistically predict deviant behaviour among senior secondary schools students in Katsina Metropolis. This is due to the fact that positive influence was observed between both variables dependent and independent. Therefore locus of control has a mild positive significant influence on deviant behaviour.

Based on the result obtained in analyzing hypothesis 3, it was concluded that significant combine influence of broken home and locus of control exist on deviant behaviour among senior secondary school students in Katsina metropolis. This is due to the fact that positive influence was observed between both variables dependent and independent. Therefore broken home and locus of control jointly has a mild positive significant influence on deviant behaviour.

Recommendations

The authorities concern should impose laws and regulation that will alter the rate of illegal marriages and unnecessary divorce among marriage couples this will surely impact on the prevalence of broken homes in other way reduce the escalation of the deviant behaviour among youth.

Psychologist and counsellors should put more emphasis on counseling the student that will help in guiding the student on their locus, in other way to alter the escalation of deviant behaviour among senior secondary schools students in the metropolis.

The government and policy makers should impose the necessity of republishing the need for guidance and counselling among senior secondary school students. This will surely impact on level of deviance among students in Katsina metropolis.

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