

**A SURVEY ON DEVIANT BEHAVIOUR AND STUDENTS' ACHIEVEMENT
IN SCIENCE-RELATED SUBJECTS IN EBONYI SOUTH SENATORIAL ZONE:
THE CLASSROOM CURRICULUM AND ASSESSMENT IMPLICATIONS**

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ABSTRACT

The study was conducted to survey deviant behaviour and students' achievement in science-related subjects (Mathematics, Chemistry, Physics and Agricultural Science) in Ebonyi South Senatorial zone: The classroom curriculum and assessment implications. The study adopted the ex post facto design using a population of 7,071 senior secondary school three (SS3) students. The sampling techniques adopted for this study were the stratified and simple random sampling technique (hat and draw method). The study sample was ascertained with the Taro Yamane sample size determination which gave a sample of 707 SS3 students in the study area. From this number, males stood at 315 (44.55%) and females at 392 (55.46%) SS3. The instrument for data collection was a researcher's developed instrument titled "Deviant Behaviour and Academic Achievement Questionnaire (DBAAQ)". Validated by experts' scrutiny in Measurement and Evaluation and Guidance and Counselling who scrutinise the items in the instrument to ensure adequate face validity of the instrument. The reliability of the instrument a pilot test was carried out with 50 SS3 students. The reliability was established using Cronbach alpha reliability of internal consistency after the administration the reliability was calculated and the index ranged from 0.76 to 0.82. Data analysis was carried out hypothesis-by-hypothesis basis. The hypothesis was tested at a significant level of 0.05. The simple linear regression analysis and the findings revealed that dishonest behaviour, disrespectful behaviour and truancy behaviour significantly predict the academic achievement of secondary school students in science-related subjects. It was concluded that deviant behaviour among students should be frowned upon by teachers as it has a negative drastic and devastating effect on the overall academic achievement of students and the need for using other possible means of dealing with deviant behaviour. It was also concluded that corporal punishment should be sparingly used by teachers to reduce inflicting harm on the students. In recommendation, parents should create a peaceful home environment to inculcate good morals and values in their children this might be the greatest contributor when it comes to the management of deviant behaviour.

Keywords: Deviant Behaviour, Achievement in Science related subjects Classroom, Curriculum and Assessment

INTRODUCTION

Education is regarded as a tool for fostering technological advancement and promoting economic development and societal advancement. This is because no nation can strive effectively without quality education. underscores why most countries strive to attain academic excellence in this global era where every sphere of human endeavours has been transformed digitally. To this end, most parents have strived to offer quality education to their children who are believed to be leaders of tomorrow. In most societies, parents and the government have made it compulsory for children who are of school age to be allowed to have access to quality education so that they can learn good morals and acquire the skills and knowledge needed for them to be able to make the maximum contribution to the development of self and their society. While at school, students build relationships with their peers and their teachers that can foster the development of strong bonds that enhance the studying of good character.

In this regard, Science-related subjects such as Mathematics, Chemistry, Physics and Agricultural Science are indispensable for the students' enhanced performance. Understanding these subjects can foster human capacity in all other subjects most especially at the secondary school level. It has been observed that students' outright performance in the subject has declined over the past three years. For instance, the general performance of students in Senior secondary school three in some selected LGA in the state revealed that in 2022, the overall performance dropped to 59%, which arithmetically rose to 70% in 2023 and geometrically increased to 87% in 2024. (Source: Senior Secondary Certificate Examinations, SSCE 2024, Office of the Ministry of Education Ebonyi State, Nigeria)

Most teachers blame the students for not being serious with their academic work by portraying deviancy to their teachers and the school authorities. Deviant behaviour is regarded as behaviours to are not in conformity to the set standards of society. Deviant behaviours are negative actions and conduct shown by individuals that significantly deviate from the social (societal) norms and expectations. This implies that deviant behaviour is actions that violate social norms, which may include both informal social rules or more formal societal expectations and laws. Deviant behaviours range from minor infractions like public displays of anger to serious crimes like murder, and are largely dependent on cultural context and social situation; what is considered deviant can vary depending on the time, place, and community. Hence, their academic achievement is drastically affected. According to Uzor (2017), children who exhibit behaviour deviation, are often prone to poor academic performance than children who behave well in society. Students who are disrespectful to normal societal behaviours do not see learning activities as something to devote time to.

Eyong (2022) noted that parents have persistently attacked most teachers who try to inculcate the acceptable norm to the students. In the form of employing disciplinary control measures. To the author, persistent attack in secondary schools hurts the process of learning which determines how students will approach the learning task. When learning is accompanied by an attack, there is the likelihood that the learning environment will be rowdy which will negatively affect the learning process. Thus, it is important to consider how to prevent an attack on secondary schools. Educational assessors and evaluators should as a matter of urgency ensure that the assessment is tailored towards feedback about the learning environment this is because data generated from the assessment can give the government, particularly curriculum

planners information they need to adjust their instruction for a change in character and learning on the part of the learner.

Esien (2019) identified two types of deviants in the society. These are: Individuals with destructive tendencies: Who delight in causing pain to others and are vandals and individuals with dishonest tendencies: Who delight in cheating, telling lies, impersonation, examination malpractice, bribery etc. forgery, in our society today, those who have worked in secondary schools like teachers, school administrators, researchers, guidance counsellors and social workers all remark on the increasing deviant behaviour and poor academic performance of students. These deviant conducts affect the cultural norms of society and influence their academic performance as some students end up as school dropouts and hooligans.

The source of these social vices is the increased rate of dropout in school drug abuse among youths, gambling, stealing, and pickpocketing and they also constitute a nuisance to society. There is an adage which says that the idle mind is the devil's workshop. This denotes that since deviant behaviour has made students involved in bad habits they move about not staying in school to learn and they move about the streets without a sense of direction, they are likely to meet with bad friends who are corrupt and learn all from of a bad act from there they are likely to be tempted to engage in deviant behaviour' such as stealing drunkenness, committing abortion, absenteeism from school and others. These behaviours constitute dishonesty, disrespectful and truant behaviours.

Dishonesty behaviour is likely to bring acts of not showing fraudulent and deceitful acts on others in society. Del Carlo and Bodner, (2019) study was to investigate and carry out the research whereby, the researcher looks at the causes that lead to dishonesty behaviour in secondary schools where most students come from a poor family background, the media, and societal influence that promotes deviant behaviours among students the researcher used some formulated research questions in data collection that directed him/her to obtain specific objectives of the study. The researcher also used Stratified Random Sampling to cover the students with deviant behaviour in secondary schools (SDBSS) whereby he/she used expressive measurements and topical insights to assist in determining the level of influence, the independent variables have on dependent variables. The study findings indicated that uncaring parent promotes delinquent behaviours where most students spend a lot of time on television than on school work. There was a review of relevant literature on deviant behaviours among students in secondary school on how to identify, monitor and control the behaviour. The main research Instrument that was used for data collection was questionnaires, which were given to teachers, students, and school Administrators then data was analyzed mathematically and presented in tables and pie charts. There were a lot of challenges to the government and the community at large for the increasing cases of deviant behaviours among students is alarming. The main challenge includes the lack of provision of basic social amenities like good housing, good schools and recreational facilities besides infrastructural development. The study was undertaken to ascertain the main reasons. The purpose of this study was to establish perceived factors that influence deviant behaviour among the students in the Tarang'anya sub-location of Migori County. From the study, it was found that dishonesty behaviour among the students was common in both males and females.

In Shomolu Education District II in Lagos State, Nigeria, Olugbode (2019) utilized a descriptive survey approach to investigate the impact of dishonesty behaviour on senior secondary students' academic achievement and social adjustment. 300 senior secondary pupils were chosen at random from six schools to make up the sample population. A total of fifty (50) students were assigned to each of the six institutions. Three hypotheses were investigated, and the students were given two instruments that they constructed themselves (a multiple-choice achievement test and a questionnaire). The data was examined using an independent t-test and the Pearson Product Moment Correlation Coefficient. Social difficulties hurt

students' academic progress; dishonesty behaviour has an impact on students' social adjustment; and deviant behaviour is not gender-specific, according to the findings.

Mopen (2019) researcher intends to find out the impact of dishonest behaviour on the academic performance of secondary school students in Makindye division, Kampala district Uganda. This research has not been done before so the researcher hopes to get better solutions to be used by stakeholders to solve the challenges. The researcher conducted his research using qualitative and quantitative approaches. He also used a survey strategy to collect information. Questionnaires were the main tools to be used by the researcher. A sample population of forty teachers from four schools (sampled schools) used and the results of the findings were recorded, and analyzed, recommendations, were made and suggestions for further studies were also made and suggestions for further studies were made. A major conclusion is that if dishonest behaviour is reduced and finally eradicated, the nation shall have serious and law-free citizens who are fruitful in nation-building. The study recommended that teachers and parents ought to be excellent role models and guiding and counseling programmes must be emphasized in schools. Suggestions for further studies were recorded as follows. The role of government to the learners with deviant behaviour, the reaction of parents and teachers to learners with deviant behaviours and strategies applied to solve the deviant behaviours learners in Kampala district.

Also, is disrespectful behaviour, which is behaviour that tends to undermine impolite, insolence, rude or ill-mannered acts shown by students to others. In an empirical study, Ada and Baysal (2018) study aim to put forth student misbehaviours confronted by academics and their experiences of coping with these behaviours concerning types of student misbehaviours, setting, student characteristics, academics' responses, students' reaction to intervention, academics' feelings, attributions to possible causes of misbehaviours, and precautions to prevent a repetition of misbehaviours. In this phenomenological study, the data were gathered from 19 academics working at different departments of various universities in Turkey through a semi-structured interview form in which they were asked to narrate a memory about a student's misbehaviour. Descriptive analysis was employed in the analysis process and the codes were constantly compared. Interrater reliability of the coding was found as .80. Some of the main findings of the study include; student misbehaviours are grouped into categories of interfering with the teaching of a lesson, not being interested in the lesson, inappropriate behaviours towards the academic, inappropriate behaviours towards peers, and disobeying the rules. The ratio of misbehaviours conducted by 'problematic' students is close to students who are perceived as 'unproblematic' or 'agreeable' students by the academics. The academics' responses to student misbehaviours include verbal warning, ignoring, imposing sanctions, resorting to violence, making changes about the class and leaving the setting. The students continued misbehaviour, quit misbehaviour, resorted to violence or left the setting. Academics' attributions to misbehaviours are out-of-class causes (family-related, society-related and school administration-related) and in-class causes (students-related, academic-related and curriculum/ school system-related). This study aims to contribute to research in the literature on academic classroom management.

Houghton (2022) researched perceptions of classroom misbehaviour among secondary school students in Hong Kong (=18). Nineteen categories of classroom misbehaviours were identified, with talking out of turn, disrespecting the teacher, and doing something in private being most frequently mentioned. Findings revealed that students tended to perceive misbehaviours as those actions inappropriate in the classroom settings and even disrupting teachers' teaching and other students' learning. Among various misbehaviours, talking out of turn and disrespecting teachers were seen as the most disruptive and unacceptable. These misbehaviours were unacceptable because they disturbed teaching and learning, and

violated the values of respect, conformity, and obedience in the teacher-student relationship within the classroom. The frequency and intensity of misbehaviours would escalate if students found it fun, no punishment for such misbehaviours, or teachers were not authoritative enough in controlling the situations. Implications for further research and classroom management are discussed.

Sapancı and Kuyumcu Vardar's (2018) study assessed Students' Social Behaviour and School Discipline Policy. The specific objectives were to determine the impact of Punitive and Non Punitive Discipline Policies on Students' Behaviour. The population of the study was 21,726 Senior Secondary Two (SS2) Students drawn from 86 public Secondary schools in Akwa Ibom North East Senatorial district of Nigeria. A sample size of 1090 (SSS2) Students was adopted for the study using the Nssiuma formula. Descriptive statistics was used to answer the research questions while r² value Regression Analysis was applied to test the Hypotheses. The result showed that there is no significant impact of the Punitive Discipline Policy on Students' Social Behaviour while there is a significant impact of the enforcement of the Non-punitive Discipline Policy on Students' Social Behaviour. Recommendations made include the need for Schools to implement Non-Punitive Discipline Policies such as Positive behavioural interventions and supports, Counseling, Peace Education, Social and Emotional Development Programmes and Behaviour modification.

Twum and Peprah (2020) students have varying preferences for study locations. Academic accomplishment, however, is not always an absolute indication of a student's intelligence. Instead, involvement, parental investment, school quality, and student engagement can all have an impact on academic performance. Student behaviour also has a significant impact on academic attainment because it can impair his or her ability to learn as well as the learning environment for other students. Numerous behavioural characteristics can have an impact on the learning environment for all learners. The respondents employed basic random sampling to ensure that all two hundred twenty (220) students had an equal probability of being chosen as responders. The researchers received a one hundred percent (100%) response rate. The information was retrieved and evaluated for tabulation and interpretation. According to the two hundred twenty (220) respondents, academic performance has an impact on behaviour in terms of attendance, habits, time management, and test examinations. There are various methods for encouraging, motivating, and inspiring students. According to the experts, all college and university schools should create better peer groups that might be encouraging in the university and have an affirmative influence on their academic behaviour and performance. Again, Students' truancy and academic achievement of students malingering, absenteeism and skiving acts displayed by students are detrimental to their academic work in school. Truancy is one of the major antisocial discipline problems among secondary school students in Nigeria. The concept and acts of indiscipline have received a lot of attention from researchers. Peck opined that the various behavioural disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning processes that some teachers have become helpless and disorganized in their task of imparting knowledge to the learners.

An empirical study by Dekalb (2019), the study identified the relationship between truancy and the academic performance of secondary school students in Southwestern Nigeria. It also examined the relationship between the school's physical environment and truant behaviour among students. It also investigated the difference between male and female manifestations of truancy behaviour. A stratified sampling technique was used to select 360 sample sizes from four secondary schools in four out of six states in Southwestern Nigeria. Three research instruments were used for this study namely, Academic Records of Students, Attendance Registers and "School Environment Questionnaire" (SEQ). Four hypotheses were raised and tested using chi-square and t-test analysis. The study revealed that there was a significant

relationship between truancy and the academic performances of students; there was not a significant relationship between the school's physical environment and truancy behaviour among students; there was not a significant difference between the academic performance of male and female truants. However, there was a significant difference between male and female manifestations of truancy behaviour. The study concluded that truancy hindered effective learning and could lead to poor academic performance.

Carter's (2010) study identified the influence of truancy on the academic achievement of secondary school student in science-related subjects in Maiha Local Government Area, Adamawa State. Truancy has often been observed to pose serious problems for the academic achievement of students, and this study was designed to identify the major causes, effects and strategies for curbing truancy. The study adopted the descriptive research design method. A total of four secondary schools were selected. Three research instruments were used for this study, namely; academic records of student performance, attendance register and a questionnaire titled "Influence of Truancy on Academic Achievement of Students' Questionnaire (ITAASQ) which was validated by an expert in Guidance and Counselling from the Department of Science Education, the reliability was calculated using Kuder-Richardson formula which yielded the reliability coefficient of 0.83. One hundred students from each of the four secondary schools were randomly selected. The results obtained were used to determine the causes, effects, and strategies for curbing truancy. Academic records and attendance registers were used to determine the prevalence of truancy among students. Data were analyzed using frequency counts and percentages in answering the four research questions formulated, t-test and chi-square were used in testing the three hypotheses tested. The findings of the study showed that there was a significant relationship between truancy and the academic performance of the student, there was a significant relationship between the physical environment and truancy of the student and there was no significant difference between the academic performance of male and female truants the study concluded that truancy has a serious effect on student learning and their general academic performance. It was recommended that parents should guide their children on the right path and be good models to their children and parents should pay serious attention to the financial needs of their children and provide their school materials.

Ukume, Uguma and Agbinya (2020) study was to find out the influence of truancy on the academic performance among pupils in primary schools in Delta State, Nigeria. To effectively carry out the study four (4) research questions were raised. The study was descriptive and a self-developed structured questionnaire based on a four-point rating scale was used to seek the responses of the respondents. The target population for the study consisted of public primary schools in Delta State. The schools selected for the study were sampled using random sampling techniques. Thirty (30) primary schools out of the public and private primary schools in the three (3) sectorial districts of Delta State were sampled to give a fair representation of the schools in Delta State. A 34-item research-made questionnaire was used for data collection. The sample size for the study was 2545 respondents. The questionnaire was used to collect data from the respondents and the data were analysed researcher using mean and standard deviation. The data obtained was analyzed with the Z-test statistics. The results indicated that there is no significant difference between male and female pupils and influence of school-related and family in the academic performance of primary school pupils but there is a significant difference in truancy and academic performance of primary school pupils in Delta State. The study concluded that there are factors responsible for pupil truancy in primary school and truancy hurts academic performance. The study recommends that there should be enlightenment campaigns by government agencies, and non-government organizations for parents and children on the dangers inherent in truancy and Teachers should invite parents of the truants for conferences to reduce the incidence of truancy in school.

Again, Yerneni (2008) study investigated major truancy and Basic Science Students' Academic Performance in Secondary Schools in Ikot Ekpene, Akwa Ibom State. The respondents for this study were 162 students from junior secondary one and two (JS1 and JS2). They were randomly chosen as respondents through stratified random sampling techniques, four research questions and four null hypotheses were raised for the study. A researcher-made instrument entitled Student Truancy and Academic Performance Questionnaire and an Achievement Test was used to generate data for the study. The data collected was analyzed by using the Pearson product-moment correlation statistical techniques to determine the correlation between truancy and Basic Science Students Academic Performance. The findings showed that there is a correlation between peer group influence, students' academic achievement parental socio-economic background, and teachers' personal Basic science Student Academic Performance. The following recommendations were offered the Ministry of Education and State Secondary Education Board should develop guidelines for the formation of effective attendance policies in secondary schools to check truancy behaviours and Parents Teachers Association (PTA) should be encouraged. It was based on the issues that the study was conducted to survey deviant behaviour and students' achievement in science-related subjects in Ebonyi South Senatorial zone: The Classroom Evaluation and Assessment Implications.

Statement of the problem

The problem of poor academic achievement in selected science subjects like Mathematics Chemistry, Physics and Agricultural science among secondary school students in recent decades has become an issue of great concern to school authorities, parents, education and the government of Nigeria. Poor academic achievement in science-related subjects among secondary school students has left parents and society at large enduring otherwise avoidable pains of disappointment they get from poor academic achievement. Parents spend their hard-earned money despite the difficult economic situation to see that their children are given quality education. The government on its part has trained and employed quality teachers with improved curricula to ensure better performance all to no avail. The Cross River State Government has recently embarked on a teachers retraining exercise to update the knowledge of teachers to ensure that students are helped to improve their academic achievement. The ugly incidence of failure still prevails. These problems need to be given urgent attention. The researcher therefore seeks to survey deviant behaviour and students' achievement in science-related subjects in Ebonyi South senatorial zone: the classroom evaluation implications.

Purpose of the study

The main purpose of the study was to survey deviant behaviour and students' achievement in science-related subjects namely; Mathematics, Chemistry, Physics and Agricultural science in Ebonyi South Senatorial Zone: The Classroom Curriculum and Assessment Implications. Specifically, the study sought to:

1. Ascertain how dishonest behaviour predicts academic achievement of secondary school students in science-related subjects in Calabar Education Zone, Cross River State
2. Find out how disrespectful behaviour predicts the academic achievement of secondary school students in science-related subjects in Calabar Education Zone, Cross River State
3. Assess how truancy behaviour predicts the academic achievement of secondary school students in science-related subjects in Calabar Education Zone, Cross River State.
4. Determine how dishonesty, disrespect and Truancy behaviour do not collectively predict the academic achievement of secondary school students in science-related subjects

Research questions

The following research questions were formulated to guide the study

1. To what extent does students' dishonest behaviour predict academic achievement in science-related subjects?
2. To what extent does students' disrespectful behaviour predict academic achievement in science-related subjects?
3. What is the extent to which students' truancy behaviour predicts academic achievement in science-related subjects?
4. To what extent do dishonesty, disrespect and Truancy behaviour collectively predict the academic achievement of secondary school students in science-related subjects?

Statement of null hypotheses

The following null hypotheses were formulated to guide the study

1. Dishonest behaviour does not significantly predict academic achievement in Science related subjects
2. Disrespectful behaviour does not significantly predict academic achievement in Science related subjects
3. Truancy behaviour does not significantly predict academic achievement in science-related subjects.
4. Dishonesty, disrespect and Truancy behaviour do not collectively predict the academic achievement of secondary school students in science-related subjects

RESEARCH METHODS

The research design for this study was the ex post facto design. Cohen, Manion, and Morris (2012) informed the ex-post facto research design of the correlational type. This design is a systematic empirical inquiry in which the researcher does not have direct control of the independent variables because their manifestations have already occurred, thus, because the variables under study are inherently not manipulable and the population of the study consists of all the 7,071 senior secondary school three (SS3) students. The sampling techniques adopted for this study were the stratified and simple random sampling technique (hat and draw method). This is because the zone was first categorized based on the Local Government areas namely, Afikpo North, Afikpo South (Edda), Ivo, Ohaozara, and Onicha. Thereafter the respective schools were considered, and the respondents were drawn from the sample (male and female). The study sample was ascertained using the Taro Yamane sample size determination formula, representing 10% of respondents, which amounts to 707 SS3 students in the study area. From this number, males stood at 315 (44.55%) and females at 392 (55.46%) SS3. The instrument for data collection was a researcher's developed instrument titled "Deviant Behaviour and Academic Achievement Questionnaire (DBAAQ)". (see appendix 1). In developing the instrument, six items were developed to measure each of the variations of dishonest behaviour, disrespectful behaviour and truancy behaviour on students' academic achievement. Also, a fifty (50) items Science related subjects test with five options (A-E) was employed to measure students' academic achievement in Science related subjects. The validity of the instrument was established by subjecting the questionnaire to experts' scrutiny in Measurement and Evaluation and Guidance and counselling who scrutinise the items in the instrument to ensure adequate face validity of the instrument. Their suggestion and modifications were then incorporated into the final copy before administration. To ascertain the reliability of the instrument a pilot test was carried out with 50 SS3 students. The reliability was established using Cronbach alpha reliability of internal consistency employed for confirmatory factor analysis after the administration the reliability

was calculated and the index ranged from 0.76 to 0.82. The response pattern was on a four-point modified Likert scale which was adopted ranging from Strongly Agree (SA) 4 points Agree 3 points (A) Disagree 2 points (D) Strongly Disagree 1 point(SA). Data analysis was analysed based on the hypothesis-by-hypothesis basis. The hypothesis was tested at a significant level of 0.5. The simple linear regression was used for the analysis as thus;

Hypothesis one

Dishonest behaviour does not significantly predict the academic achievement of secondary school students in science-related subjects.

Independent variable: Dishonest behaviour

Dependent variable: Academic achievement of senior secondary school students

Statistical tool: Simple Linear Regression Analysis

Hypothesis two

Disrespectful behaviour does not significantly predict the academic achievement of secondary school students in science-related subjects.

Independent variable: Disrespectful behaviour

Dependent variable: Academic achievement of senior secondary school students

Statistical tool: Simple Linear Regression Analysis

Hypothesis three

Truancy behaviour does not significantly predict the academic achievement of secondary school students in science-related subjects.

Independent variable: Students' truancy

Dependent variable: Academic achievement of senior secondary school students

Statistical tool: Simple Linear Regression Analysis

Hypothesis four

Dishonesty, disrespect and Truancy behaviour do not collectively predict the academic achievement of secondary school students in science-related subjects

Independent variable: Dishonesty, disrespectful and truancy behaviour

Dependent variable: Academic achievement of senior secondary school students

Statistical tool: Multiple Regression Analysis

RESULTS AND DISCUSSION

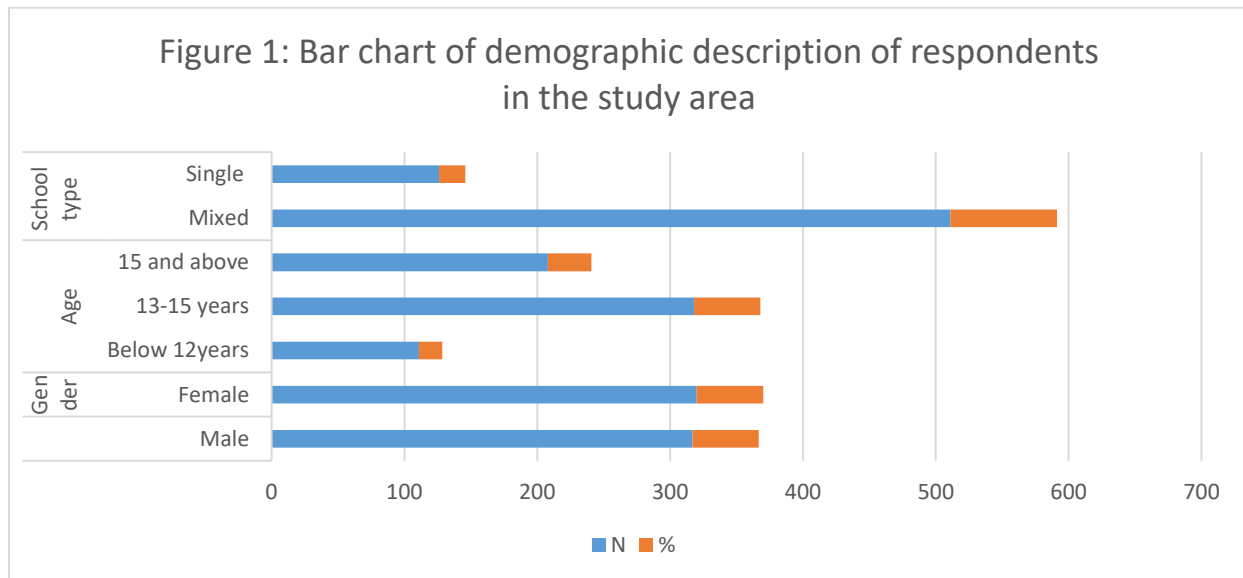
Demographic description of the study sample

The data collected from the field was from a random sample of 707 respondents. However, the returned questionnaire was 637 and this number was used in the final study. It presents the demographic description of the discrete data using frequency counts and simple percentages. The results are presented in Table 1.

TABLE 1
Demographic description of the study sample (n=637)

Demographic variable	Category	N	%
Gender	Male	317	49.76
	Female	320	50.24
Age	Below 12years	111	17.43
	13-15 years	318	49.92
	15 and above	208	32.65
School type	Mixed	511	80.22
	Single	126	19.78

The results in Table 1 show 317 (49.76%) males and 320(50.24%) females. By age, Below 12 years 111(17.43%), 13-15 years are 318 (49.92%) while 15 and above stood at 208 (32.65%) concerning school type, Mixed are 511(80.22%), and single are 126 (19.78%) This sample was considered heterogeneous enough for the study. For better visual presentation of the demographic presentation, it is presented in figure1.



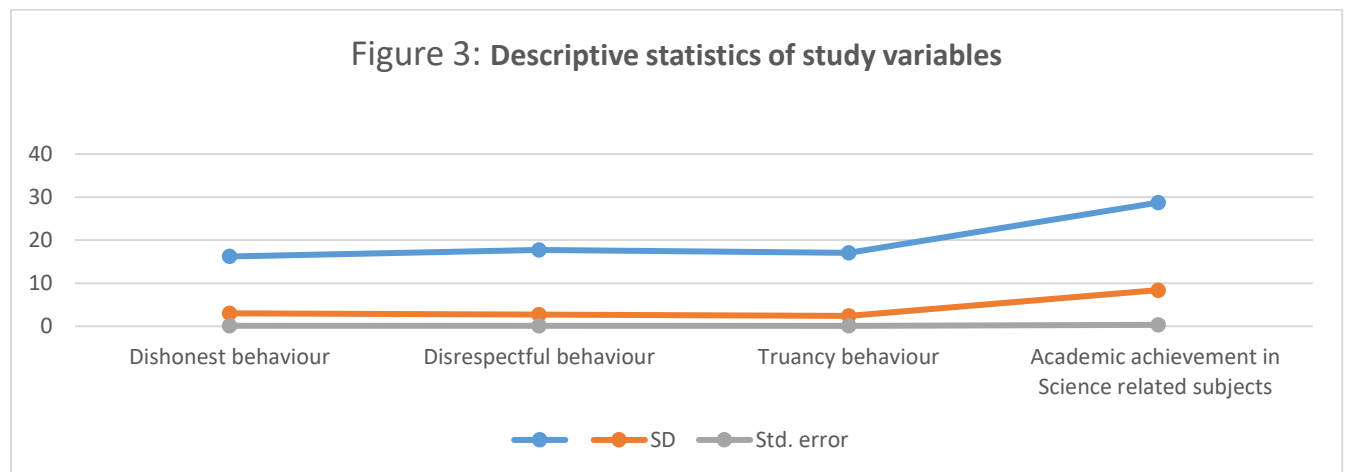
Descriptive statistics of study variables

The descriptive statistical analysis was carried out with mean, standard deviation and standard error for the five continuous study independent variables for deviant behaviours namely dishonest behaviour, disrespectful behaviour and truancy behaviour on academic achievement. The results are presented in Table 2.

TABLE 2
Descriptive statistics of study variables

Variables	\bar{x}	SD	Std. error
Dishonest behaviour	16.2119	3.03294	.12017
Disrespectful behaviour	17.7033	2.73140	.10822
Truancy behaviour	17.0612	2.41282	.09560
Academic achievement in Science related subjects	28.7378	8.40085	.33285

The result in Table 2 of deviant behaviour variables was measured using the same number of items and response options. Therefore, their descriptive statistics can be validly compared. From Table 6, the mean disrespectful behaviour ($\bar{x} = 17.7033$) was the highest and the least was the mean dishonest behaviour ($\bar{x} = 16.2119$). These differences were not tested for significance because such tests fell outside the scope of this study. The visual presentation of the results is presented in Figure 2.



Hypothesis-by-hypothesis presentation of results

The procedures followed in testing each of the stated hypotheses are explained very briefly. The presentation and interpretation of the results follow this. All decisions were taken at a .05 level of significance such that a null hypothesis was rejected if the p-value associated with the computed test statistics was less than .05, but retained if otherwise.

Hypothesis one

Dishonest behaviour does not significantly predict the academic achievement of secondary school students in science-related subjects. The simple linear regression analysis was executed using dishonest behaviour as the predictor variable and the dependent variable is academic achievement in science-related subjects. Also, to test for the overall prediction model, the F-ratio test was used and the t-test was used to test for the significance of the relative contribution of the regression constant and coefficient in the prediction model. See the results as presented in Table 3.

TABLE 3

Regression of Academic Achievement in Science-related subjects

on dishonest behaviour

R	R Square	Adjusted R Square	Std. Error of the Estimate
.097 ^a	.009	.008	8.36788

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	421.649	1	421.649	6.022	.014*
Residual	44463.570	635	70.021		
Total	44885.218	636			

Variables	B	Std. Error	Beta	t-value	p-value
Academic achievement in Science related subjects	33.090	1.804		18.339	.000
Dishonest behaviour	-.268	.109	-.097	-2.454	.014

*p<.05

The results in Table 3 show that all R-value of .097 was obtained, giving an R-squared value of .009. This means that the variation in destructive behaviour accounts for about 0.9% of the total variance in academic achievement in science-related subjects. This indicates that this variable explains only a small proportion of the variance in academic achievement. The p-value (.014) associated with the computed F-value (6.022) is less than .05. Thus the null hypothesis was rejected. This means that destructive behaviour does significantly predict Academic achievement in Science related subjects, with both the regression constant (33.090) and coefficient (-.268) making significant contributions in the prediction model ($t = 18.339$ & -2.454 respectively, $p = .000 < .05$). The prediction model may therefore be written as: $x =$ destructive behaviour and $y =$ Academic Achievement in Science related subjects.

Hypothesis two

Disrespectful behaviour does not significantly predict the academic achievement of secondary school students in science-related subjects. The simple linear regression analysis was executed using disrespectful behaviour as the predictor variable and the dependent variable is an academic achievement in Science related subjects. Also, to test for the overall prediction model, the F-ratio test was used and the t-test was used to test for the significance of the relative contribution of the regression constant and coefficient in the prediction model. See the results as presented in Table 4.

TABLE 4

Regression of Academic Achievement in Science-related subjects
on disrespectful behaviour

R	R Square	Adjusted R Square	Std. Error of the Estimate
.057 ^a	.003	.002	8.39364

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	147.487	1	147.487	3.093	.048 ^b
Residual	44737.731	635	70.453		
Total	44885.218	636			

Variables	B	Std. Error	Beta	t-value	p-value
Academic achievement in Science related subjects	31.859	2.183		14.596	.000
Disrespectful behaviour	-.176	.122	-.057	-1.447	.048

*p<.05

The results in Table 4 show that all R-value of .003 was obtained, giving an R-squared value of .009. This means that the variation in disrespectful behaviour accounts for about 0.3% of the total variance in academic achievement in science-related subjects. Hence, this indicates that this variable explains only a small proportion of the variance in academic achievement. The p-value (.048) associated with the computed F-value (3.093) is less than .05. Thus the null hypothesis was rejected. This means that disrespectful behaviour does significantly predict Academic achievement in Science related subjects, with both the regression constant (31.859) and coefficient (-.176) making significant contributions in the prediction model ($t = 14.596$ & -1.447 respectively, $p = .048 < .05$). The prediction model may therefore be written as: $x =$ disrespectful behaviour and $y =$ Academic Achievement in Science related subjects.

Hypothesis three

Truancy behaviour does not significantly predict the academic achievement of secondary school students in science-related subjects. The simple linear regression analysis was executed using truancy behaviour as the predictor variable and the dependent variable is academic achievement in science-related subjects. Also, to test for the overall prediction model, the F-ratio test was used and the t-test was used to test for the significance of the relative contribution of the regression constant and coefficient in the prediction model. See the results as presented in Table 5.

TABLE 5

Regression of Academic Achievement in Science-related Subjects
on truancy behaviour

R	R Square	Adjusted R Square	Std. Error of the Estimate
.238 ^a	.057	.055	8.16507

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	2550.823	1	2550.823	38.261	.000*
Residual	42334.395	635	66.668		
Total	44885.218	636			

Variables	B	Std. Error	Beta	t-value	p-value
Constant	14.577	2.312		6.305	.000
Truancy behaviour	.830	.134	.238	6.186	.000

*p<.05

The results in Table 5 show that all R-value of .238 was obtained, giving an R-squared value of .057. This means that the variation in truancy behaviour accounts for about 5.7% of the total variance in academic achievement in science-related subjects. Hence, this indicates that this variable explains only a small proportion of the variance in academic achievement. The p-value (.000) associated with the computed F-value (38.261) is less than .05. Thus the null hypothesis was rejected. This means that truancy behaviour does significantly predict Academic achievement in Science related subjects, with both the regression constant (14.577) and coefficient (.830) making significant contributions in the prediction model ($t = 6.305$ & 6.186 respectively, $p = .000 < .05$). The prediction model may therefore be written as: $x = \text{truancy behaviour}$ and $y = \text{Academic Achievement in Science related subjects}$.

Hypothesis four

Dishonesty, disrespect and Truancy behaviour do not collectively predict the academic achievement of secondary school students in science-related subjects. The independent (predictor) variables are dishonesty, disrespect and Truancy behaviour, while the dependent (predicted) variable is the academic achievement of secondary school students in science-related subjects. Since each of the predictors and the predicted is metric, the null hypothesis was tested using Multiple Regression with results as shown in Table 6.

Table 6

Multiple Regression of academic achievement on dishonesty, disrespect and Truancy behaviour

R	R Square	Adjusted R Square		Std. Error of the Estimate		
.797 ^a	.634	.631		4.45009		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value	
Regression	25126.222	3	3589.460	181.255	.000	
Residual	14476.235	633	19.803			
Total	39602.457	636				
Variables	Unstandardized Coefficient		Standardized Coefficient			
	B	Std. Error	Beta	t-value	p-value	
(Constant)	.722	.659		1.095	.274	
Dishonesty	1.655	.150	1.054	11.057	.000	
Disrespectful	1.445	.174	.899	8.316	.000	
Truancy	-1.312	.291	-.819	-4.502	.000	

*p<.05

The results in Table 6 show that an R-value of .797 was obtained, giving an R-squared value of .634. This means that about 63.4% of the total variation in the students' achievement in science-related courses was accounted for by variation in dishonesty, disrespectful and truancy behaviours. The p-value associated with the computed F-value (181.255) is less than .05. Hence, the null hypothesis was rejected. This means that dishonesty, disrespect and truancy behaviour collectively predict the academic achievement of secondary school students in science-related subjects. With constant of ($\beta = .722$, $t = 1.095$, $p = .274$); dishonesty ($\beta = 1.655$, $t = 11.057$, $p = .000$); disrespectful ($\beta = 1.445$, $t = 8.316$, $p = .000$); and truancy behaviour ($\beta = -1.312$, $t = -4.502$, $p = .000$) The prediction model may therefore be written as: $Y_1 = .722 + 1.655X_1 + 1.445X_2 - 1.312X_3$

Where; X_1 = dishonesty behaviour

X_2 = disrespectful behavior

X_3 = Truancy behaviour

Y = Academic achievement

Summary of the study

The following research hypotheses were formulated to guide the study

1. Dishonest behaviour significantly predicts the academic achievement of secondary school student in science-related subjects s.
2. Disrespectful behaviour significantly predicts the academic achievement of secondary school student in science-related subjects s.
3. Truancy behaviour significantly predicts the academic achievement of secondary school student in science-related subjects s.

Discussions of Findings

The findings of the study are presented based on the stated hypotheses as presented thus;

Dishonest behaviour and academic achievement of secondary school student in science-related subjects s.

The study revealed that dishonest behaviour significantly predicts the academic achievement of secondary school student in science-related subjects s. This may be because dishonesty hurts students' academic performance. It comes in the form of telling lies, avoiding punishment is the primary motivator for both children and adults. Other typical reasons include protecting ourselves or others from harm, maintaining privacy, and avoiding embarrassment, to name a few. It hinders their learning process and prevents them from gaining a deep understanding of the study material. The impacts of cheating on test-takers can be varied and consequential, both on those who engage in cheating behaviour and those who don't. For those who do cheat, the most obvious consequences are academic. Allowing another student to copy from your test or homework. Using materials such as textbooks, notes, or formula lists during a test without the professor's permission. Collaborating on an in-class or take-home test without the professor's permission. The finding agrees with the study of Del Carlo and Bodner, (2014) study findings indicated the uncaring parent who promotes the delinquent behaviours where most students spend a lot of time on television than on school work. In the same vein, Olugbode (2012) finding revealed that dishonesty hurts students' academic progress; dishonesty behaviour has an impact on students' social adjustment; and deviant behaviour is not gender-specific, according to the findings.

Disrespectful behaviour and academic achievement of secondary school students in science-related subjects.

The results showed that disrespectful behaviour significantly predicts the academic achievement of secondary school students in science-related subjects. This implies that students who are disrespectful to normal societal behaviours do not see learning activities as something to devote time to. Rather, as their normal characteristics, they tend to disregard serious learning activities and this has often translated into their poor or dismal academic outcomes. This can lead to social isolation and difficulties in forming positive connections with others. Disrespectful behaviour can negatively impact academic performance. It can disrupt classroom environments, distract other students, and hinder the learning process for everyone

involved. Thus, the results show that the effects of indiscipline on students' academic performance lead to poor performance of students that tarnishes the school image, indiscipline results to poor academic performance, indiscipline among secondary school students affect teachers' efficiency and nonchalant attitudes among secondary schools. The results are in line with the study of Ada and Baysal (2018) findings of the study include; student misbehaviours are grouped into categories of interfering with the teaching of a lesson, not being interested in the lesson, inappropriate behaviours towards the academics, inappropriate behaviours towards peers, and disobeying the rules. The ratio of misbehaviours conducted by 'problematic' students is close to students who are perceived as 'unproblematic' or 'agreeable' students by the academics.

Truancy behaviour and academic achievement of students in science-related subjects.

The findings showed that truancy behaviour significantly predicts the academic achievement of secondary school students in science-related subjects. The study identified the effects of truancy as poor academic performance for the truants, their class and school, wastage of learning time, dropping out of school, poverty to the individual and family in future, involvement in delinquent behaviour, family instability, social maladjustment and insecurity in the family. Schools where truancy prevails and disobedient children are likely to face problems in their academic pursuits, which lead to laziness and stealing. This goes a long way to affecting their academic performance such that, they score low marks in class, they are unable to learn new techniques and examples used by the teacher in class and they respond wrongly to questions in class. This in the end leads to school dropout or continuous repetition in a class. The present study agrees with that of Dekalb (2019) study revealed that there was a significant relationship between truancy and the academic performances of students; there was not a significant relationship between the school's physical environment and truancy behaviour among students; there was no a significant difference between the academic performance of male and female truants in a similar manner, Carter (2010) results obtained were used to determine the causes, effect, and strategies for curbing truancy. Also, the findings of the study showed that there was a significant relationship between truancy and the academic performance of the student, there was a significant relationship between the physical environment and truancy of the student and there was no significant difference between the academic performance of male and female truants the study concluded that truancy has a serious effect on student learning and their general academic performance. Similarly, Uguma and Usani (2016) findings revealed that peer group factors, socioeconomic background of the students, and poor academic performance of students, are contributory factors to absenteeism and truancy in our secondary schools. Also, Ukume, Uguma and Agbinya (2020) results indicated that there is no significant difference between male and female pupils and the influence of school-related and family in the academic performance of primary school pupils but there is a significant difference in truancy and academic performance of primary school pupils in Delta State.

CONCLUSION

Based on the findings of the study it has been concluded that deviant behaviors have profound effects on the academic achievement of secondary school students in science-related subjects. However, these effects tend to be negative as truancy could lead to poor performance or failure in terminal examinations. Thus, students who study hard can achieve more academically, while those who do not are bound to fail. Parenting practices and negative teacher attitudes are instrumental in shaping deviant behaviours. However, negative teacher attitudes seemed to have a greater influence on deviant behaviour. The study found that parents who share a poor relationship with their children tend to promote deviant behaviours through a lack of monitoring and supervision of their activities. Based on these findings it would appear that deviant students are not solely to be held accountable for their behaviours. Other factors, which are out of the control of the child do impinge and play vital roles in helping to shape and stabilize deviant

behaviours. Also, it would appear plausible to conclude that the parents and academic stakeholders serve to highlight how the beliefs of others can impact one's attitude, intentions and finally, actions. Therefore, teachers and administrators should seek to utilize strategies that aim at reducing and eliminating deviant behaviours in the school, by showing sensitivity and compassion for students considered deviant. Without ample training workshops to assist teachers in counteracting deviancy, the fundamental purpose of schooling that being, learning, will be lost.

RECOMMENDATIONS

From the data analysis made from the responses and comments made by the respondents, the following recommendations must be made:

1. There is an urgent need for the Ministry of Primary and Secondary Education to educate teachers on measures for handling deviant behaviour by organising workshops, seminars or short courses on effective management of deviant behaviour in schools. Some of these staff-development courses could be school-based so that teachers could feel motivated and inspired in disciplining students with disruptive and disrespectful behaviour tendencies.
2. Parents should create a peaceful home environment to inculcate good morals and values to their children this might be the greatest contributor when it comes to the management of deviant behaviour.
3. Teachers are urged to also seriously consider some form of interactionist approaches like guidance and counselling when dealing with dishonest misbehaviour tendencies as these are equally good and effective measures in the attainment and maintenance of discipline among pupils.
4. The government should also use methods like incapacitation, retribution and rehabilitation which will help in no small way to check individuals whose deviant acts can cause severe damage to society at large

THE CLASSROOM CURRICULUM AND ASSESSMENT IMPLICATIONS

Academic success is dependent on the extent of evaluation and assessment which is solely dependent on the part of the teachers and the learners. This implies that a key benefit of quality evaluation goes beyond the students and to continuous quality improvement. Striving to improve quality requires continual feedback and evaluation data from stakeholders, facilitators, and participants. Student evaluation and assessment play an enormous role in the teaching and learning process. Deviant behaviour affects curriculum which is envisaged in poor teaching and learning as teachers spend more time trying to control students rather than teaching them. It leads to poor parent-child relationships. On the part of the teachers, it helps teachers to improve the teaching and learning process in the classroom. While to students, it helps in forming the values of judgment, educational status, or achievement of students. Student evaluation and assessment enable instructors to measure the effectiveness of their teaching by linking student performance to specific learning objectives. As a result, teachers can institutionalize effective teaching choices and revise ineffective ones in their pedagogy. Hence, the primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluations helps teachers to identify students' difficulties as well as to detect weaknesses in programs.

Limitations of the study

The study used ex post facto design, which limits causal inference since the study was Although the authors acknowledge this, it should be explicitly mentioned. Researchers cannot randomly

assign participants to groups, which can make it difficult to establish a cause-and-effect relationship. Also, the inability to manipulate variables in ex-post facto research design does not give the researcher the leverage to directly manipulate the independent variable, which is the cause poses some major limitations of the study.

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APPENDIX I

Deviant Behaviour Questionnaire (DBQ) for Confirmatory Factor Analysis

Dear Respondents,

We are researchers conducting a study on “Survey Deviant Behaviour and Students' Achievement in Science-related Subjects (Mathematics, Chemistry, Physics and Agricultural Science) in Ebonyi South Senatorial Zone: The classroom curriculum and assessment implications.”. Kindly provide your true responses to the items presented below, confidentiality is highly guaranteed as the information provided here shall be used for this study alone.

Thanks.

Researchers

SECTION A

Respondents Bio-data; Tick (✓) as appropriate

1. Name of School: _____
2. Gender: Male [] Female []

SECTION B

Tick (✓) against one of the responses:

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SA)

S/N	STATEMENTS	RESPONSES			
		SA	A	D	SD
DISHONEST BEHAVIOUR					
3	I like cheating on my classmates				
4	I dislike lying to my class teacher				
5	I deliberately withholding of information from my classmates				
6	I am always being deliberately deceptive to my parents				
7	I cannot compromise my integrity.				
8	I like showing knavishness to others				
DISRESPECTFUL BEHAVIOUR					
9	I like nagging to my teachers				
10	I spend time pressuring my classmates				
11	I always desist from disloyal friends in school				
12	I shot at people when talking				
13	Most time I yessed to my teacher when he is teaching				
14	I blink at others when they offend me				
TRUANCY BEHAVIOUR					
15	I always missed class without an excuse from his/her parents				
16	I like leaving school without permission from my teacher				
17	I hardly write my examination				
18	I use the odd uniform to go to school				
19	Most time disobey the school rules				
20	I hardly miss morning devotion in my school				