International Journal of Innovative Education Research 14(3):185-194, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org **ISSN: 2354-2942**

DOI:10.5281/zenodo.21737516

Impact Of Deviant Behaviours On Academic Performance Of Junior Secondary School Students In Abuja Municipal Area Council, Abuja, Nigeria

[1]ZUBAIR, Taiye Hassan & [2]AKINWALE, Mubaraq Abiodun

Department of Educational Foundations,
University of Abuja, Abuja, Nigeria
[1]hassan4allofus@gmail.com; [2]akinwalemubaraq4@gmail.com

ABSTRACT

This study investigated the impact of deviant behaviour on the academic performance of junior secondary school students in Abuja Municipal Area Council (AMAC), Federal Capital Territory. The study was guided by four objectives, four research questions, and four null hypotheses tested at the 0.05 level of significance. A descriptive survey design was employed, with a sample of 200 students selected through simple random sampling from a population of 88,721 junior secondary school students in AMAC. An instrument titled Impact of Deviant Behaviour Questionnaire (IDBQ) was used for the study. Mean score was used to analyze research questions, regression analysis was used to analyze hypothesis one while t-test was used to analyze hypotheses two and three. The findings revealed that there is a significant relationship between deviant behaviour and academic performance of junior secondary school students in AMAC, FCT, Abuja. The finding also revealed that there is no significant difference in the male and female deviant behaviours of junior secondary school students in Abuja Municipal Area Council, Abuja. The findings equally indicated that and there is significant difference in urban and rural area deviant behaviours of junior secondary school students in Abuja Municipal Area Council, Abuja. Based on the finding the study, the study recommended that guidance and counselling units, enhance parental supervision, enforce school rules, and improve learning environments to promote positive behaviour and academic success.

Keywords: Deviant behaviour, academic performance, secondary school.

INTRODUCTION

Education has long been regarded as the most effective instrument for fostering social transformation, economic progress, and individual empowerment. It is the medium through which knowledge, skills, cultural heritage, and moral values are transmitted from one generation to another. In every society, the school system plays a dual role: to develop the intellectual capacity of learners and to instill in their desirable values and behaviours that align with societal norms. Parents and guardians enroll their children in schools not merely to pass examinations but also to become disciplined, responsible, and productive members of society. Rutter (2012) stated that education aims at producing individuals who are useful to themselves and to the society at large. However, in recent decades, schools across the globe have been confronted with a persistent challenge: the prevalence of deviant behaviour of students.

Deviant behaviour is any behaviour exhibited by members of a group or society which is at variance with established rules of the group or society. It has been noted that deviant behaviour increases globally yearly (Hanimoglu, 2019). Deviant behaviour short chains the purpose of education by impacting negatively on teaching and learning in school (Nabiswa et al. 2016). These may include truancy, lateness, bullying, stealing, drug abuse, cultism, disobedience, examination malpractice, vandalism, sexual immorality, and other disruptive practices. Deviant behaviour in schools is a multifaceted social and psychological problem that extends beyond simple rule-breaking. It encompasses a wide range of actions that violate established norms, disrupt academic processes, and undermine the overall school climate. Scholars generally agree that deviant behaviour arises from an interplay of individual, family, school, and societal factors (Agboola & Salawa, 2011). At the individual level, issues such as poor self-control, low moral development, emotional instability, exposure to violence, and negative peer influence often predispose students to misconduct.

Deviant behaviour may carry long-term consequences: declining academic performance, deteriorating school safety, increased dropout rates, emotional and psychological harm to victims, and the potential transition into adult criminality. This underscores the need for holistic interventions involving parents, teachers, school administrators, counsellors, and the wider community. According to Rutter (2012), deviant behaviours if not checked, have far-reaching implications not only on students' academic performance but also on their personal growth and in life outcomes. Indeed, when behavioural problems are left unaddressed, they often persist into adulthood, leading to difficulties in employment, family life, and integration into society.

Academic performance is a key indicator used to determine the extent to which students have achieved the learning objectives set out in the school curriculum (Eugene, 2018). In junior secondary schools, academic performance reflects how well students demonstrate understanding, mastery, and application of the knowledge and skills taught across various subjects. This stage of education is particularly important because it serves as the foundation for further learning at the junior secondary level and beyond. Students' performance at this stage often determines their readiness for more advanced academic work, their career pathways, and overall educational progression. Academic performance is an indicator of the effectiveness of schools, an indicator of the quality of education, and a determinant of the level of academic success of students in particular and the nation in general. Academic performance plays a crucial role in determining an individual's future career placement and opportunities. Students who achieve higher academic success are more likely to access a wider range of career options and enjoy better earning potential.

Several studies have shown that students involved in deviant behaviours are more likely to demonstrate low academic motivation, diminished study habits, and poor classroom engagement, which directly affect their academic outcomes (Agboola & Salawu, 2011). According to Rutter (2012), deviant behaviour violates the norms, rules which may result in negative social consequences. Hanimoglu (2019) found that deviant behaviours contribute to classroom disorder, thereby reducing teachers' instructional effectiveness and lowering overall academic performance. Owusu et al. (2012) reported that moral abuse and bullying prevalence of junior secondary school students is alarmingly high, creating anxiety, fear, and depression of victims. Such psychological distress reduces concentration, weakens confidence, and results in poor academic performance. They further stressed that perpetrators may also suffer disciplinary actions, suspensions, or expulsions that hinder their academic progress. Adeyemo (2014) posited that students who indulge in chronic absenteeism, drug abuse, or criminal activities tend to abandon school entirely. Dropping out denies them access to quality education, leaving them ill-prepared for higher studies or meaningful employment. This does not only affects the individual involved but also undermines national human capital development. Officers of the juvenile courts, child welfare associations, educational bodies, and mental hygiene clinics have been instrumental in bringing together a vast amount of data concerning child delinquency, from which certain general conclusions may be drawn.

Various researchers have reported different reasons for delinquent behaviour. Delinquents are viewed as individuals who come from less intact families, often referred to as "broken homes. When parents abdicate their roles and fail with their responsibilities to mould and inculcate in their children the right

norms, etiquette, values and belief system that are generally accepted within the society, the young adults become dangerous specie to the society manifesting alien, pervasive and uncultured behaviours such as truancy, restiveness, drug abuse, kidnapping, banditry, armed robbery, cultism and fraud amongst others (Gidado & Diffang, 2024; Gidado & Diffang, 2023).

Nwaka (2024) found that deviant students fail to prioritize academic responsibilities, thereby reducing their ability to meet expected learning standards. Missing classes, avoiding assignments, and neglecting study routines hinder mastery of the curriculum, resulting in consistently low grades. Gidado and Zubair (2025) revealed that there is no significant relationship between student's anxiety level and academic achievement in senior secondary schools in South-West, Nigeria. Uzor (2020) discovered that deviant behaviour directly undermines the objectives of secondary education by shifting students' focus away from learning to disruptive or antisocial activities. Osarenren (2013) emphasized that when disruptive students dominate classroom activities, the effectiveness of instructional delivery declines, which negatively affects the overall performance of the entire class. Romina (2019) reported that deviant behaviours, including truancy and bullying, are widespread in urban and rural schools and negatively affect students' learning. As regards to gender, Gidado (2021) indicated that no significant sex difference was observed in all the courses analysed at the .05 level except in the continuous assessment scores of HIS 102 (Foundation of Nigeria History II), which revealed a sex difference with $P \leq 0.001$. Since adolescents may not witness peers challenging their parents at home, their self-esteem could remain relatively low since it may not be enhanced as a result. The way parents nurture, discipline, and communicate with their children has a direct impact on their aggression and hostility levels. Some delinquent children may be products of a low socio-economic background, which may have a psychological impact on their behaviour (Gidado & Anyio, 2025).

Arising from the foregoing, the need to interrogate the impact of deviant behaviours on academic performance as it continues to generate interest among researchers and educationists, especially in a setting like the AMAC, where the verse majority are individual are from different ethnic groups and tribes in the city, becomes imperative. It is clear that the impact of deviant behaviours on academic performance in this region remains unaddressed. The researchers examined the components that constitute deviant behaviours on the academic performance of junior secondary school students in Abuja Municipal Area Council, FCT, Abuja, Nigeria.

Research Questions

The following research questions were raised to guide the study.

1. What are the deviant behaviours exhibit among junior secondary school students in Abuja Municipal Area Council, Abuja?
2. What is the academic performance of junior secondary school students in Abuja Municipal Area Council, FCT, Abuja?
3. What is the difference in the deviant behaviours between male and female students in junior secondary school in Abuja Municipal Area Council, Abuja?
4. What is the difference in deviant behaviours between urban and rural students in junior secondary schools in Abuja Municipal Area Council, Abuja.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H_{01}: There is no significant relationship between the deviant behaviours and the academic performance of junior secondary school students in Abuja Municipal Area Council, Abuja.

H_{02}: There is no significant difference in the deviant behaviours between male and female students of junior secondary schools in Abuja Municipal Area Council, Abuja.

H_{03}: There is no significant difference in the deviant behaviours between urban and rural students of junior secondary schools in Abuja Municipal Area Council, Abuja.

METHODOLOGY

Research Design

The study adopts a descriptive survey design which is appropriate for investigating the impact of deviant behaviour on academic performance in junior secondary school students. The survey design allows for the collection of quantitative data from respondents and provides the current state of deviant behaviour and its impact on student academic outcomes. This design is particularly suitable as it enables the researcher to gather information on the impact of deviant behaviours on academic performance of junior secondary school students in Abuja, Nigeria.

Population of the Study

The population of the study comprised all junior secondary school students in AMAC. According to the Federal Capital Territory Education Secretariat, AMAC has 32 public junior secondary schools with an approximate total of 88,721 students. (FCT Secondary Education Board, 2025).

Sample Size and Sampling Procedure

A sample size of 200 junior secondary school students was selected for the study appropriate for a descriptive survey design because it allows for meaningful analysis while ensuring that the population is adequately represented. The simple random sampling technique was used to select respondents, giving every student an equal and independent chance of being chosen.

The sampling procedure obtained a total of 200 students across selected junior secondary schools. Each student was assigned a unique identification number on a sampling frame. Using a random selection method such as balloting or a random number generator 200 students are drawn from the list. This systematic and unbiased approach ensures that the final sample reflects the diversity of students in terms of class levels, gender, and behavioural patterns, thereby enhancing the credibility of the study's results.

Instrumentation

The instrument used for this study was a structured questionnaire titled Impact of Deviant Behaviour on Academic Performance Questionnaire (IDBAPQ). The structured questionnaire was designed specifically for junior secondary school students. The questionnaire consisted of four sections aligned with the research objectives. The items were Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Reliability of the Instrument

The reliability of the questionnaire was determined by conducting a pilot study with 20 respondents in schools outside the main study area. A test-retest method was employed to determine the reliability coefficient. The first test was administered to the students, two weeks later the same test was administered to the same students. Students' responses were collated after which data collected was subjected to Pearson Product Moment Correlation Coefficient (PPMCC) which yielded reliability index of 0.82.

Method of Data Analysis

The data collected was analyzed using descriptive statistics, such as mean scores, and standard deviation was used to answer the research questions. Multiple Regression Analysis was used to analyzed hypothesis one and t-test for hypotheses two and three.

RESULTS

Research Question One: *What are the deviant behaviours exhibit among junior secondary school students in Abuja Municipal Area Council, FCT?*

Table 1: Deviant behaviours of junior secondary school students

N = 200

SN	Statements	Mean	Std. Dev
	Truancy		
1	I intentionally stay away from school without permission	3.34	.72
2	Being present in school but absent in class	2.97	.91
3	I have constantly been absent from school for several days	3.11	.79

4	I stay away from school because I find my lessons boring	2.83	.89
5	I feel insecure staying in school and this explains why I sometimes avoid school	2.82	.91
6	My friends and I enjoy visiting places that keeps me away from school	2.98	.89
7	I feel bad each time my teacher abuses me to stay aways from school	3.22	.04
8	The fear of being beaten and harassed makes me avoid attending classes	2.89	.02
	Mean Score	**3.02**	**.64**
	Substance Abuse		
9	Sometimes I abuse prescription of drugs	2.90	.92
10	I take alcohol and cigarette	2.80	.93
11	I take nicotine mixed with petrol sniffing	3.07	.76
12	I always neglect classroom activities as a result of drug use	3.17	.74
13	I feel more self-confident	3.42	.64
14	Sometimes I always feel bad or guilty about drug use	2.42	.61
15	I always involve in examination malpractice as a result of drug use	2.90	.92
	Mean Score	**2.95**	**.78**
	Social Abuse		
16	I have less respect to my teachers since I started resume school	3.15	.86
17	I always disobey school rules more frequently	3.14	.84
18	I always take something not belonging to me without permission	3.21	.81
19	I feel less concerned about my moral conduct than before	3.14	.76
20	I often involve in class argument or fight during and after school hours	2.64	1.01
21	I always thought of harming people	2.61	.96
22	I easily influenced to do wrong things	2.83	1.09
23	I always cheat during examination	3.02	.56
	Mean Score	**2.96**	**.86**
	Moral Abuse		
24	I always respect and obedient to my teachers	2.65	.93
25	I have mutual respect to my peer groups	2.95	.86
26	I always try to influence friend against violence	3.23	.76
27	I always maintain good moral conduct	3.02	.89
28	I try to avoid from going out with bad friends	3.11	.73
29	I always try to act orderly in classroom	2.55	.38
30	I avoid insulting my teacher	2.98	.33
	Mean Score	**2.92**	**.69**
	Sectional mean	**2.96**	**.74**

As shown in Table 1, deviant behaviours of junior secondary school students was presented. The Table revealed a mean score of 3.02 for truancy, 2.96 for substance abuse 2.95 for social abuse and 2.92 for moral abuse behaviour. The table further revealed a sectional mean of 2.96, which is more was more than 2.50 mid-point in a four-point scale. It can therefore be concluded, statistically, that deviant behaviours were significantly displayed among junior secondary school students in AMAC, FCT, Abuja, Nigeria.

Research Question Four: *What are the academic performance of junior secondary school students in Abuja Municipal Area Council, FCT, Abuja?*

Table 2: Academic Performance of Junior Secondary Schools in Abuja Municipal Area Council, FCT, Abuja

Variables	Minimum	Maximum	Mean
Mathematics	23.00	93.00	60.77
English Language	12.00	68.00	60.28
Academic Performance	29.00	85.50	60.53

As shown in Table 2, the academic performance of junior secondary school students in Abuja Municipal Area Council was carried out. Academic performance of of junior secondary school students in Mathematics had a minimum of 23 and maximum of 93 with a mean score of 60.77, their scores in

English Language was a minimum of 12 and a maximum of 68, with a mean score of 60.28. Academic performance which was the mean average of both subjects were minimum of 29 and maximum of 85.50 with a mean performance of 60.53. The academic performance was 60.53% which was more than 50%. This meant that academic performance of junior secondary school students in Abuja Municipal Area Council was more than average.

Hypotheses

H_{01}: There is no significant relationship between deviant behaviours and academic performance of junior secondary school students in Abuja Municipal Area Council, Abuja.

Table 2a: Model Summary for Test of the relationship between deviant behaviour and academic performance of junior secondary school students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852a	.726	.722	6.22385

As shown in Table 2a, the model summary for the test of relationship between deviant behaviours and academic performance of junior secondary school students was presented. The result shows a multiple correlation coefficient (R) of 0.852a, indicating a very strong relationship between the predictors (truancy, substance abuse, social abuse and moral abuse) and academic performance. The coefficient of determination (R^2) is 0.726, which mean that about 72% of the variance in students' academic performance can be explained by the combined influence of deviant behaviours. The adjusted R^2 value of 0.722 further confirms the robustness of the model.

The model summary demonstrates that deviant behaviours are strong predictors of academic performance of junior secondary school students. The findings imply that variations in student's deviant behaviour play a substantial role in determining their academic performance. To further ascertain the dominant influence of deviant behaviours on academic performance, an analysis was conducted and presented in Table 2b.

Table 2b: ANOVA Test of Dominant Influence on Academic Performance by Deviant Behaviour

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	417.472	4	736.245	203.300	.000	Significant
	Residual	223.370	196	18.736			
	Total	640.842	200				

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Personality traits

As shown in Table 2b, ANOVA test of dominant influence on academic performance by deviant behaviours was presented. The table indicated a mean square of 736.245 and 18.736 with an F-value of 203.300. The table further revealed a significant value of 0.000. This shows that there is a significant relationship between deviant behaviours and academic performance of junior secondary school students in AMAC.

The results provide strong empirical evidence that deviant behaviours are significant determinants of academic performance among junior secondary school students in AMAC. To further ascertain the statistical significance of each independent variables, analysis was carried out and presented in Table 2c.

Table 2c: Multiple Regression Analysis of the Relationship among Truancy, Substance Abuse, Social Abuse, Moral Abuse and Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	33.636	5.809		4.758	.000
	Truancy	21.472	.763	.052	1.928	.000
	Substance Abuse	14.914	.813	.489	18.337	.000
	Social Abuse	1.436	.776	.275	-.563	.112
	Moral Abuse	85.823	.919	.682	17.221	.000

a. Dependent Variable: Academic Performance

As shown in Table 2c, a multiple regression analysis of the relationship among truancy, substance abuse, social abuse, moral abuse and academic performance was presented. The table further revealed that truancy, substance abuse and moral abuse standardized coefficient of .052, 489 and .682 with a significant value of .000, .000 and .000 which are less than .05 indicates statistical influence of students' academic performance. Also, social abuse standardized coefficient of .275 with a significant value of .0112 did not significantly influence students' academic performance.

The results indicates that truancy, substance abuse and moral abuse are the dominant deviant behaviours influencing academic performance among junior secondary school students in AMAC while social abuse did not significantly influence academic performance.

H_{02}: There is no significant difference in the deviant behaviours between male and female students in junior secondary school in Abuja Municipal Area Council, Abuja.

Table 4: t-test analysis on Difference in the deviant behaviours between male and female students in junior secondary schools

Gender	Number	Mean	S.D	t-value	df	Sig(2-tailed)	Decision
Male	106	2.80	.209	-.012	198	.991	Accepted
Female	94	2.80	.198				

As shown in Table 4, a t-test analysis on difference between in the deviant behaviours of male and female students in junior secondary schools was presented. The table revealed a mean score of 2.80 with standard deviation of 0.209 for male students, while a mean score of 2.80 with standard deviation of 0.198 was obtained for female students. The table also indicates a calculated t-value of -0.012 at 198 degree of freedom with a p-value of .991 which is greater than $p > 0.05$. Therefore, the null hypothesis was accepted. This implies that there is no significant difference in the deviant behaviours between male and female students in junior secondary schools in AMAC.

H_{03}: There is no significant difference in the deviant behaviours between urban and rural students of junior secondary schools in Abuja Municipal Area Council, Abuja.

Table 5: t-test analysis on Difference in the Deviant Behaviours Between Urban and Rural Students of Junior Secondary Schools

Location	Number	Mean	S.D	t-value	df	Sig(2-tailed)	Decision
Urban	121	59.37	15.91	.165	198	.930	Accepted
Rural	79	59.48	15.48				

As shown in Table 5, a t-test analysis on difference in the deviant behaviours between urban and rural students of junior secondary schools was carried out. The table revealed a mean score of 59.37 with standard deviation of 15.91 for male students, while a mean score of 59.28 with standard deviation of 15.48 was obtained for female students. The table also indicated a calculated t-value of .165 at 198 degree of freedom with the p-value of .930 which is greater than $p > 0.05$. Therefore, the null hypothesis was accepted. This implies that there is no significant difference in the deviant behaviours between urban and rural students of junior secondary schools in AMAC.

DISCUSSION OF FINDINGS

The study found that there is significant relationship between the deviant behaviours and the academic performance of junior secondary school students in Abuja Municipal Area Council, Abuja. The finding is consistent with the finding of Adeyemo (2014) who revealed that students who indulged in absenteeism, drug abuse, or criminal activities tend to abandon school entirely. Dropping out denies them access to quality education, leaving them ill-prepared for higher studies or meaningful employment. This does not only affect their academic performance as individuals but also undermines national human capital development. The finding is in line with the finding of Nwaka (2024) who found that deviant students fail to prioritize academic responsibilities, thereby reducing their ability to meet expected learning standards. Missing classes, avoiding assignments, and neglecting study routines hinder mastery of the curriculum, resulting in consistently low grades. However, there is the need to further interrogate the likely factors that influence academic performance on gender. Gidado (2020) has shown that gender do not play any role in the determination of academic success of examination and continuous assessment. The need to also find out the influence of differentiated instrument based on academic performance is imperative. Gidado et al. (2024) has revealed that differentiated instruction has significant influence on students' performance.

The study found that there is no significant difference in the deviant behaviours between male and female students of junior secondary schools in Abuja Municipal Area Council, Abuja. The finding is in agreement with the finding of Williams (2019) who reported that there was no significant difference between the performance of male and female students since their performances were above average. The finding contradicts with Oludipe (2015) who revealed that the general academic achievement of male and female students was above average. Similarly, Rathod and Chauhan (2023) revealed that there was significant relationship between gender difference and academic performance among primary school in Gujarati. Lau and Leung (2021) also revealed that poor relation with school had a more negative effect on the self-concept of girls than boys, and a more negative impact on the deviant behaviour of boys.

The study found that there is no significant difference in the deviant behaviours between urban and rural students of junior secondary schools in Abuja Municipal Area Council, Abuja. The finding is disagreement with the finding of Nadja (2015) who revealed that parenting practices have a positive bearing on juvenile delinquency in children. Particularly, children whose parents are from urban area, and have positive impact on the child's progress and experience of mild juvenile delinquency level compared to children from rural area. Also, Haruna (2018) indicated that there was significant difference between Parental Socio-economic background and Academic Achievement. He further emphasized that school location of a child could have significant impact on their academic performance. The finding is in line with the finding of Romina (2019) who reported that deviant behaviours, including truancy and bullying, are widespread in urban and rural schools and negatively affect students' learning.

CONCLUSION

Based on the findings, it is concluded that deviant behaviour significantly affects students' academic performance in junior secondary schools within the Abuja Municipal Area Council. Students who frequently engage in acts such as truancy, fighting, and disobedience are less likely to achieve high academic success. The persistence of deviant acts disrupts classroom order, reduces instructional time,

and lowers teachers' morale. Therefore, improving discipline and addressing the underlying causes of deviance are essential for promoting better academic outcomes among students.

RECOMMENDATIONS

In light of the findings of this study, the following recommendations were made:

1. Parents should be actively involved in monitoring and guiding their children, promoting good moral and social values to reduce deviance.
2. Since there is no significant difference in gender deviant behaviour among students with behavioural issues, interventions should be uniform and inclusive, rather than being gender-targeted in the area.
3. Schools should organize regular in-school programmes, seminar or workshops geared towards modifying the students' attitudes toward deviant behaviours regardless of their location.

REFERENCES

Adeyemi, T. O. (2022). *Influence of family and peer groups on student behaviour in secondary schools*. Educational Research Press.

Agboola, A. A., & Salawu, R. O. (2011). Indiscipline model and academic performance of secondary school students in Ibadan: Implication for educational foundation in Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS), 4*(8), 450–460. https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-4-issue-8/450-460.pdf

Eugene, F. (2018). *Deviant behaviour and its impact on junior secondary school students' academic achievement*. Journal of Education and Social Sciences, 10(1), 18–29.

Gidado, B.K. (2020). Relationships and Gender Disparity in Continuous Assessment and Examination among Biology Students of the University of Abuja. *Journal of Education in Developing Areas (JEDA)* vol. 28(1).

Gidado, B. K. (2021). Sex differences in continuous assessment and examination scores among history students in the University of Abuja. *International Journal of Creative Research Thoughts*, vol. 9 (2), pg. 265-272. IJCRT2102033 I, www.ijcrt.org

Gidado, B. K., & Diffang, A. D. (2023). Family Dysfunction and Parental Role Abdication as Predisposing Factors for Drug Abuse among Secondary School Adolescents and Youths in the Federal Capital Territory, Abuja, Nigeria. *International Journal of Social Science & Humanities Research*, vol. 6 (6), pg. 01-12. https://doi.org/10.5281/zenodo.7998101

Gidado, B. K., & Diffang, A. D. (2024). Relationships among Home Background Factors, Conduct Disorder and Academic Achievement of Senior Secondary School Students in FCT, Abuja, Nigeria. *International Journal of Education and Evaluation* (IJEE), Vol 10. (1), pg. 487-497. DOI: 10.56201/ijee.v10.no1.2024.pg487.497

Gidado, B.K., Apeh, H.A. and Adeola, B.F. (2024). Effect of Differentiated Instruction on Attitude towards Mathematics among pupils in Basic Schools in Federal Capital Territory, Abuja, Nigeria. *Unizik Journal of Educational Research and Policy Studies,* vol 17(1). https://unijerps.org

Gidado, B. K., & Anyio, B. T. (2025). Influence of parenting styles on conduct disorder among secondary school students in north-central Nigeria. *Journal of Educational Research in Developing Areas*, 6(2), 55 - 67. https://doi.org/10.47434/JEREDA.6.2.2025.55.

Gidado, B.K. & Zubair, T. H. (2025). Influence of test anxiety on academic achievement of senior secondary school students in south-west, Nigeria. *Journal of Theoretical and Empirical Studies in Education* Vol. 10 Issue 1, p 80-92. https://journals.unizik.edu.ng/jtese

Hanimoglu, E. (2019). Deviant behaviour in school setting. Journal of Education and Training Studies. 6:10 pps. 133-141. Retrieved 13 Feb., 2020 from https://core.ac.uk/download/pdf/228083515.pdf DOI: https://doi.org/10.11114/jets.v6i10.3418

Nabiswa, J. Misigo, B. L., Makhanu, F. N. (2016). Analysis of students deviant behaviour most prevalent in schools in Bungoma County. Journal of Research in Humanities and Social Sciences, 4(11), 19-23.www.questjournals.org.

Nwaka, W (2024) The Effect of Deviance on Academic Performance, Wichita State University. Osarenren, N. (2013). A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya. International Journal of Education and Research, 3(12), 1-10

Romina, I. F. A. (2019). Deviant behaviour in secondary school and its impact on students' learning. Journal of Educational and Social Research, 9(3), 170.https://www.richtmann.org/journal/index.php/jesr/article/view/10499

Rutter, M. (2012). Causes of Offending and Antisocial Behaviour 1. In A new response to youth crime (pp. 180-200). Willan.

Uzor, B. (2020). Causes of Indiscipline amongst Secondary School Students: A case of Murang'a District. Unpublished master'sthesis, Kenyatta University, Nairobi, Kenya