

GENDER DIFFERENCES, DELINQUENT BEHAVIOURS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN NIGERIA

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Abstract- *The study explored the influence of gender on student delinquent behaviours and academic achievement. Expose facto design was used in carrying out the study. Three purposes, three research questions and three hypotheses guided the study. Validated questionnaire was used for the collection of data. In analyzing the data, mean and t-test were used for answering the research questions and testing hypotheses respectively. The results indicated that gender has no significant influence on delinquent behaviours. Gender significantly influences academic achievement of secondary school students. Location has no significant influence on students based on their academic achievement and gender.*

Keywords: Delinquent behaviour, Gender, Delinquency, Academic achievement and Location.

I. INTRODUCTION

Achievement means to accomplish or gain by effort or do something successfully with an effort or skill. It describes the level of success in relation to a task or job carried out. Wikipedia Encyclopedia (2012) defines achievement as similar to accomplishment. Academic achievement has been seen as one of the most important goals of educational process. It has been of concern to parents, teachers, guardians, students and even the wider society. The desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general the education system itself. Academic achievement is the result got by students or grades awarded to them after series of teaching and learning between teachers and learners. Academic achievement is the extent to which teachers or institutions have achieved their educational goals. In this study, it is defined as the successful result of an interactional session between a teacher and a student. Poor academic achievement brings untold hardships and frustrations to an individual and backwardness in the development of a country (Eze, 2002).

Academic achievement is a key mechanism through which in-school adolescents learn about their talents, abilities and competencies which are important parts of developing career aspirations. Usman (2000) defined academic achievement as the measure of students' learning or acquisition of certain skills at the end of teaching and learning activities. It reflects in examinations written by students after the process of learning. Academic achievement is based on the degree of intellectual stimulation that the child could receive from learning situations. Chime (2004) defined academic achievement as the result of an interactional session between a teacher and a learner. The process of teaching culminates in assessment or evaluation and the end point of evaluation is

academic achievement. The components of evaluation are marks, grades, remarks and results.

Gender refers to the roles and responsibilities of women and men that are created in families, societies and cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and behaviours of both women and men (femininity and masculinity). These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept is vital because it facilitates gender analysis revealing how women's subordination is socially constructed. As such the subordinations can be changed or ended. It is not biologically predetermined nor is it fixed forever. (A.B.C. of Women Workers Rights and Gender Equality: ILO, 2000). Gender in its narrowest sense means socially constructed sex roles of female or male. Consequently, there might be differences in male and female behaviours is partly, as a product or outcome of gender roles orientation in social construction of particular environment in which they belong to.

Location refers to a specific position or point in physical space. It is used to identify a point (Wikipedia, 2012). It is also a particular point or place in physical space. In the present study, location is seen as the setting within which teaching and learning take place. School location is classified into urban and rural. There could be variations in educational opportunities in schools due to location. The emphasis on education and the amount given to children varies from one locality to another. One of the most important effects of geographical locations is the difference between the educational conditions in the urban and rural areas. Parents in the rural areas are poorer and less exposed than those in the urban areas. They are therefore less able to provide their children with school requirements (Okafor, 2012). In a study

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carried out by Gottfried (1984) on form of environment. The findings revealed that when children are exposed to certain types of environmental stimulation early in life, their intellectual development gets adversely affected. In another study conducted by Schiff, Duyme, Dumaret, Steward, Tom Kiewiezes and Feingold (1978) on favourable environmental situations such as better schooling, leaning facilities and appropriate adoptive homes among others. The results revealed was encouraging in relation to positive intellectual development. The implication is that children that went through better location or environment might have advantage over other children that had no opportunities of such environment. The children in the rural areas are not acquainted with some electrical gadgets like computers found in the urban areas, recreational facilities such as swimming pools, cinemas and film shows, reading places like public libraries. These are known to enrich the education of children in urban areas and these may influence their academic achievement. From personal observations, it seems that male students have more opportunities and access to the above mentioned facilities than the female hence the probable influence of gender.

There is a general notion that location may predict adolescent delinquent behaviour (Eke, 2005). By implication, students from rural schools would behave differently from students in urban location. Location probably may have influence on the students and their academic achievement. Edho (2009) stated that teachers' unwillingness to be posted in the rural areas is one constraint that affects the success rate of educational programmes. Similarly; Abiodogun (2006) stated that rural areas experience greater challenges in educational development than urban areas due to peculiar socio-economic and institutional structures of the rural areas. Based on this, he reported that many teachers reject posting to rural areas while those that accept treat their presence in such areas as part time assignment. Their regular absence may lead to truancy of students which may affect not only the behaviour but also the academic achievement of students. Owwoeye & Yara (2010) observed that students in urban areas had better academic achievement than their rural counterparts. The present study investigated the influence of location on delinquent behaviour and academic achievement of secondary school students.

From the literature reviewed so far, it is seen as sexual identity, especially in relation to society or culture. It is the condition of being female or male. Gender is a concept that is used to distinguish between male kind female (Espagnol, 2002). Wikipedia defines gender as the range of physical, mental, and behavioural characteristics pertaining to and differentiating between masculinity and femininity. Depending on the context, the term may refer to biological sex that is the state of being male, female or intersex based on social structures including gender role and other social roles. In the present study, the researchers define gender as the condition of being female or male or sexual identity in relation to culture. In Okafor, (2012) observed that male students tend to receive more encouragement in sciences while female students are nurtured more in arts and that parents are often gender biased in orientation of their children. Therefore, there might be differences in male and female behaviours partly as an out come of gender role

orientation and social construction of particular environment in which they found themselves.

There were links between gender and delinquency, substance abuse, and sexual activity (Sailor, 2010). This implies that being male or female might definitely affect the developing child positively or negatively.

Children are more susceptible to antisocial peer pressure during adolescence, often frustrated, they distance themselves from their parents by rebelling against the parents values and beliefs." These categories have the highest level of violence. Violence and rebelling against values and beliefs are forms of delinquent behaviour.

Any behaviour, which is contrary to these established norms, and involves injury to individuals and their property, such behaviour are found within children and adolescents are known as juvenile delinquents or young delinquents (Mangal, 2010) these children are under aged but the crime committed by them are major problems. The offences include gambling, thief, pick-pocketing, cheating, destruction of property, drunk, kidnapping, rape and assault. Juvenile offenders are usually below 18 years, the offenses are categories as minor offenses. Delinquency is the product of social and economic conditions and is essentially a co-efficient of the friction between the individual involved and the community (Mangal, 2010). This definition is in line parenting styles because parents belong to particular community, and communities are made up with different parents. For Ramalingam (2006) delinquency is the act of violating law, minor offenses against the legal code, especially by a minor. With this definition it is proper to blame parents and their parenting styles as the major factor in delinquency. For Mangal (2010) defective and deficient family environment is a fertile ground to germinate the seed of delinquency. In line with this Verma (1970), Tannenbaum (1983) and Kavale and Forness (1985) carried out studies on delinquency and their studies revealed that family life and delinquency are closely correlated. Among their findings are improper parental control, uninteresting home environment, denial of reasonable freedom and independence to the children. These could be as a result of parenting styles, because whenever a child is not satisfied with the situation in the environment and lacks opportunities for the satisfaction the tendency to manifest anti-social behaviour (delinquency) are not properly attended so they become victims of emotional problems such as inferiority complex, and insecurity. These can change the child into a hostile rebellious and delinquent individual. According to Mangal (2010) delinquent children belong to the category of exceptional children who exhibit considerable deviation in terms of their social adjustment and are known as socially deviant. These are children who manifest criminal attitudes, yet they are not legally charged as criminals because of their age difference between adults. These children have the tendency to commit crime yet they violate the law of the land and commit offences punishable by law.

According to United Nation report (2000) the result of self report studies indicate that majority of young people who participate in delinquent behaviours are about the same age and gender in most cases the offenders are male acting in groups. United Nations reported that young people who often manifest delinquency always live in different circumstances

such as breakdown of the family, overcrowd environment and observe conditions in the home. Report indicated that the number of children in difficult situations is estimated to have increased from 80 million to 150 million between 1992 and 2000 Organization of Africa Unity and (UNICEF, 1992) considering the rate of population increase of juvenile delinquent children as far back as 2000 and the worsening new faces of crimes such as kidnapping and child trafficking in Nigeria presently, the population of young children with delinquent behaviours now may tend to be frightening. United Nation report states clearly that many developing countries have done little of nothing to practically address this problem and that the international programmes against this are definitely insufficient. It is based on these that study sought to determine the influence of gender on delinquent behaviour and academic achievement of secondary school students.

THEORETICAL FRAMEWORK

Bandura's (1977) social learning theory lays emphasis on the importance of observing and modeling behaviours, attitudes and emotional reactions of others. Bandura (1977) noted that most human behaviours are learned, through observation and modeling. By observing others one forms an idea of how new behaviours are performed and on later occasions, this coded information serves as a guide for action. Social learning theory-postulate that human behaviour comes in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. Bandura remarked that aggression is learned through a process called behaviour modeling, that individuals do not actually inherit violent tendencies but they model them. In this theory Bandura argued that individuals especially children learn aggressive responses from observing others, either personally or through observing the media or environment. The theorist stated that many individuals believe that aggression would produce reinforcement. This reinforcement can be formulated into reduction of tension, gaining financial rewards or gaining the praise of others or building self esteem. Bandura highlighted that children can model the behaviour of parents or the behaviour of a delinquent who is able to motivate them in one way or the other. According to this view point delinquent children behave the way they do because they have not been guided appropriately by the parents and other agents to imbibe the laid down rules and norms of the society and to translate them into behaviour. One can see that this theory relates and explains the present paper well by postulating that parenting styles influence children's behaviours.

REVIEW OF RELATED LITERATURE

A study was conducted by Herrero, Estevez and Musitu (2006) on the relationships of adolescent school-related antisocial behaviour and victimization with psychological distress in metropolitan area in Spain. The purpose of the study was to explore the mediating role that parents and teachers have in adolescent psychological distress. The population was four public schools of one million Spanish. The sample was 973 Spanish students aged 11-16 years old. Instrument for data collection were questionnaires. Scale scores were formed by summing up across items pertaining to

each of the scales. Multi group, Component and factor analyses were used to analyze the data and descriptive statistics were used to test hypotheses. The result of the study showed that adolescent deviant behaviour and victimization were positively related to psychological distress as seen by the total effects. However, while victimization was directly related to psychological distress, the association of antisocial behaviour and psychological distress were mediated by adolescent-parent communication and adolescent-teacher relationships. The above study is related to the present study for the fact that it portrays the influence parents can have on their children. The findings of the study revealed the influence of parenting styles on adolescents. The present study deals with students who are at the same time adolescents and the influence parenting style can have on students' behaviour which is in line with the present study. The findings portray that higher levels of antisocial behaviours were associated with a poorer communication with parents.

Another study by Unachukwu and Nwankwo (2003) on drug dependency among youths in Eastern states of Nigerian, focused on drug dependency, among youths of Nigeria and its implications for community development. A sample of 100 doctors from 4 out of 5 Eastern states of Nigeria (25 from Anambra, 25 from Enugu, 25 from Abia and 25 from Imo) were used. They were randomly selected from their various hospitals. The findings of the study revealed that Nigerian youths are highly dependent on drugs. The factors responsible for drug dependency include parental influence, peer group pressure, modelling, inferiority complex, psychic stress and tension. Sarac (2001), commenting on parenting styles, states that parents are the major influence in their children's life. Other factors such as genes, peers, culture, gender and financial status are of less importance.

In Ekiti state of Nigeria, Owoeye and Yara (2010) conducted a study on the location of schools as it relates to academic performance of students in Nigeria between 1990 and 1997. The study population was results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument, "Student Location Questionnaire (SLQ)" was used for data collection. One hypothesis was formulated and tested. Data were analysed using mean and t-test. The results showed that there was a significant difference between students' academic achievement of rural and urban secondary schools in senior school certificate examinations. The result also indicated that students in urban areas had better academic achievement than their rural counterparts.

Another study conducted by Okorodudu (2010) was on the influence of parenting styles on delinquent behaviour in Delta State of Nigeria. The purpose of the study was to investigate the influence of parenting styles on adolescents' delinquency. Six research questions and six hypotheses were formulated to guide the study. The population of the study was all the adolescents in Delta Central Senatorial District. The sample was made up of 404 adolescents in the district. The instruments for data collection was questionnaires entitled Adolescent Delinquency and Parenting Style Questionnaire (ADAPSQ) and Parenting Style Questionnaire (PSQ).

Regression statistics was used for the analyses. Irrespective of gender, location and age, the result of the analysis showed that permissive parenting styles effectively predict adolescent delinquency, while authoritarian and authoritative did not. The study is related to the current study because it dealt with parenting styles and its effect on adolescents which are also the major variables in the present study but the area of the present study differ from Okoro-dudu (2010) study.

STATEMENT OF THE PROBLEM

Generally, educational failure is an economic loss and colossal loss in a country's financial investment. Going by the report and analysis of West African Examination Council (WAEC) as recorded by the chief examiner's report on students general performances in the past six years, there are evidences that if something is not done to save the situation in relation to academic achievement there will be problem in the country. This is simply because these students are expected to be the country future leaders. In 2008 they scored 57.27%, in 2009 the score was 47.04%, 2010 and 2011 recorded 47.76% and 38.93% respectively. In 2012 and 2013 the scores were 37.82 and 42.76 respectively. Going by the records of students general performances in the past six years, there are evidences that if something positive is not done to save the situation in relation to the academic achievement of these students who are expected to be our future leaders, then there will be big problem. Infact, the unsatisfactory state of affairs in education is distressing on the general public especially with parents, teachers and those incharge of education in the zone and the entire state. In considering the impact of gender on delinquent behaviours and academic achievement of students location was also included in the present study.

PURPOSE OF THE STUDY

1. Examine the influence of gender on delinquent behaviour of secondary school students.
2. Ascertain the influence of gender on academic achievement of secondary school students;
3. Determine the influence of location on delinquent behaviour of secondary school students
4. Investigate the influence of location on academic achievement of secondary school students.

RESEARCH QUESTIONS

1. What is the influence of gender on delinquent behaviour of secondary school students?
2. What is the influence of gender on academic achievement of secondary school students?
3. What is the influence of location on delinquent behaviour of secondary school students?
4. What is the influence of school location on academic achievement of secondary school students?

RESEARCH HYPOTHESES

- H₀₁:** Gender has no significant influence on delinquent behaviour of secondary school students in Nigeria.
- H₀₂:** Gender has no significant influence on academic achievement of secondary school students in Nigeria.
- H₀₃:** Location has no significant influence on delinquent behaviours of secondary school students.
- H₀₄:** Location has no significant influence on academic achievement of secondary school students.

RESEARCH METHOD

The design is appropriate because the researcher cannot manipulate the variables. The study was carried out in Enugu State of Nigeria, which has six education zones: namely; Nsukka, Udi, Agbani, Agwu, Enugu and Obollo-Afor. Altogether are 283 public secondary schools (Planning Research and Statistics (PRS) unit, Post Primary School management Board Enugu (2014). The choice of Enugu State is that generally students in this area still record poor academic achievement particularly in mathematics in both internal and external examination results. The Ex-post facto research design was applied for this study. Ex-post facto design involves a systematic empirical inquiry which does not give researchers opportunities to control the independent variables.

POPULATION OF THE STUDY

The population of the study consists of the 2013/2014 senior secondary class two (SS II) students numbering 24,171, twenty-four thousand, one hundred and seventy one (24,171). Post Primary Schools Management Board, Enugu (2014). The numbers run in zones of follows: Agbani Zone 3650, Agwu 2940, Enugu 4663, Obollo-Afor 5045, Nsukka 5447 and Udi 2446. The researchers choice of SS II students is based on the fact that the students are neither adjusting on the syllabus nor preparing for any external examination (378).

SAMPLE AND SAMPLING TECHNIQUES

The researchers adopted a multi stage sampling technique. First, the researchers randomly selected three local government areas from each zone using balloting. This gave a total of 18 local government areas. Secondly, stratified random sampling technique was used to draw school secondary two (SS II) students. Two schools were sampled using random sampling technique. In sampling the researchers adapted the National Education Association small-sample technique (1960) as stated in Krejcie and Morgan (1970) that when the population between 377 and 379. Therefore, since the population is 24,171, the researchers sampled 378 SS II students for this study.

INSTRUMENT FOR DATA COLLECTION

Questionnaire was designed by the researchers after review of related studies. The questionnaire was a 15 items questionnaire, which was used to seek the opinions of

students on the influence of gender on students' delinquent behaviours. For the academic achievement of the students, the student continuous assessment results were used.

METHOD OF DATA ANALYSIS

In analyzing the data mean, standard deviation and t-test statistic were used in answering the research questions and testing the hypotheses respective

RESULTS AND DISCUSSION OF THE RESULTS

Table 1: Means, standard deviation and t-test analysis of the influence of gender on delinquent behaviour of secondary school students

	Gender	\bar{X}	SD	t-cal	df	Sig	Remark
Delinquent Behaviour	Male	1.85	0.66	0.879	398	.38	NS
	Female	1.79	0.65				

The result in Table 1 above shows that the mean and standard deviation of male students are 1.85 and .66 while those of the female students are 1.79 and .65 respectively. Comparatively, male students are more delinquent than their female counterparts.

Result on Table also shows the t-test analysis of the influence of gender on delinquency behaviour of secondary school students. The result shows that the value of .879 was obtained with a degree of freedom of 398 and the associated probability value of .38. Since the probability value is greater than the significant level of 0.05, the null hypothesis which states that gender has no significant influence on delinquent behaviour of secondary school students is accepted and the inference drawn is that gender does not significantly influence delinquent behaviour of secondary school students.

Table 2: Means, standard deviation and t-test statistics of the influence of gender on students' academic achievement

	Gender	\bar{X}	SD	t-cal	df	Sig	Remark
Delinquent Behaviour	Male	49.79	25.87	5.49	398	.00	S
	Female	36.84	21.25				

Analysis of data Table 2 shows that the mean achievement score and standard deviation of male students are 49.80 and 25.87 respectively, while those of the female students are 36.84 and 21.25 respectively. Comparatively, male students have higher academic achievement score than their female counterparts.

Result also shows the t-test analysis of the influence of gender on academic achievement of secondary school students. Result shows that the value of 5.49 was obtained with a degree of freedom of 398 and the associated exact probability value of .00. Since the exact probability value is less than the significant level of 0.05, the null hypothesis which states that gender has no significant influence on academic achievement of secondary school students is rejected and the inference drawn is that gender significantly influences the academic achievement of secondary school students.

Table 3: Means, standard deviation and t-test statistics of the influence of location on students' academic achievement

	Location	\bar{X}	SD	t-cal	df	Sig	Remark
Academic Achievement	Urban	43.57	24.77	0.54	398	.59	NS
	Rural	41.77	23.15				

The result in Table 3 shows that students from schools in urban locations had their mean achievement score and standard deviation of 43.55 and 24.77 respectively while those for the students from schools in rural location are 41.77 and 23.15 respectively. The analysis implies that there is difference in the mean achievement scores for the students from urban schools and those from the rural schools.

Result on Table also shows the t-test analysis of the influence of location on academic achievement of secondary school students. Result shows that the value of 0.54 was obtained with a degree of freedom of 398 and the associated probability value of .59. Since the probability value is greater than the significant level of 0.05, the null hypothesis which states that location has no significant influence on academic achievement of secondary school students is accepted and the inference drawn is that location does not significantly influence academic achievement of secondary school students.

Table 4: Means, standard deviation and t-test statistics of the influence of location on delinquent behaviour.

	Location	\bar{X}	SD	t-cal	df	Sig	Remark
Delinquent Behaviour	Urban	1.80	0.65	-0.98	398	.33	NS
	Rural	1.89	0.66				

The result in Table 4 above implies that students from schools in urban locations had the mean score and standard deviation of 1.81 and .65 respectively while the mean score of the students from schools in rural locations are 1.90 and .67 respectively. The analysis shows that there is difference in the students from urban schools and those from the rural schools. The mean score of those from the rural schools is relatively higher in comparison with that of the students from urban schools.

Result also shows the t-test analysis of the influence of location on delinquent behaviour of secondary school students. Result shows that the t-value of -0.98 was obtained with a degree of freedom of 398 and the associated probability value of .33. Since the probability value is greater than the significant level of 0.05, the null hypothesis which states that location has no significant influence on deviant behaviour of secondary school students is accepted and inference drawn is that location does not significantly influence delinquent behaviour of secondary school students.

The results of the findings reveal that gender has no significant influence on delinquent behaviour of secondary school students. This finding is in contrast with the findings of Okafor (2012) who observed that the tendency towards

aggression, abuse of drugs and truancy have been observed more among the male students than the female students. It is also in contrast with the study of Chime (2004) which revealed that the number of deviant males were higher than that of females. The results indicate that there is significant difference in the mean score of male and female students. Comparatively, male students have higher achievement score than their female counterparts. Gender has significant influence on academic achievement of secondary school students. This confirms the findings of Chime (2004) which showed that males out performed females in mathematics and English. The findings are in contrast with the findings of Yusuf (2004) which showed that there are no differences in the performance of male and female students using cooperative instructional strategy. The result of the findings equally revealed that location has no influence on disruptive behaviour of students. Gender has no significant influence on deviant behaviour and academic achievement. Location has no significant influence on deviant behaviour and academic achievement. The study has implications for principals, teachers, parents, students, curriculum planners and the government.

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Table 4 showed that there is significant difference in the mean score of male and female students. Comparatively, male students have higher achievement score than their female counterparts. Gender has significant influence on academic achievement of secondary school students. This confirms the findings of Chime (2004) which showed that males out performed females in mathematics and English. The findings are in contrast with the findings of Yusuf, (2004) which showed that there are no differences in the performance of male and female students using cooperative instructional strategy.

The result of the findings in research questions 5 revealed that location has no influence on deviant behaviour of students. The result of the findings in research question 6 showed that Location has no significant influence on academic achievement of secondary school students. This confirms the study of Kolawale and Poopola (2009) who concluded from their investigation that the academic achievement of students was not influenced by location. The result is in contrast with the studies of Owoeye and Yara (2010) which showed that there is significance difference between academic achievements of students in rural and urban schools. The above result also is in contrast to earlier findings of Hallak (1977), Kemjika (1989), among others that academic achievements of students in rural community differed from those in urban location.

From the findings of this study, there were indications that children whose parents are involved in their education have

high levels of academic achievement than the children whose parents are involved to a lesser extent.

Concluding Remarks

Based on the results presented in the foregoing, the following findings emerged. Gender has no significant influence on delinquent behaviour of secondary school students. Gender significantly influences academic achievement of secondary school students. Location has no significant influence on academic achievement of secondary school students.

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