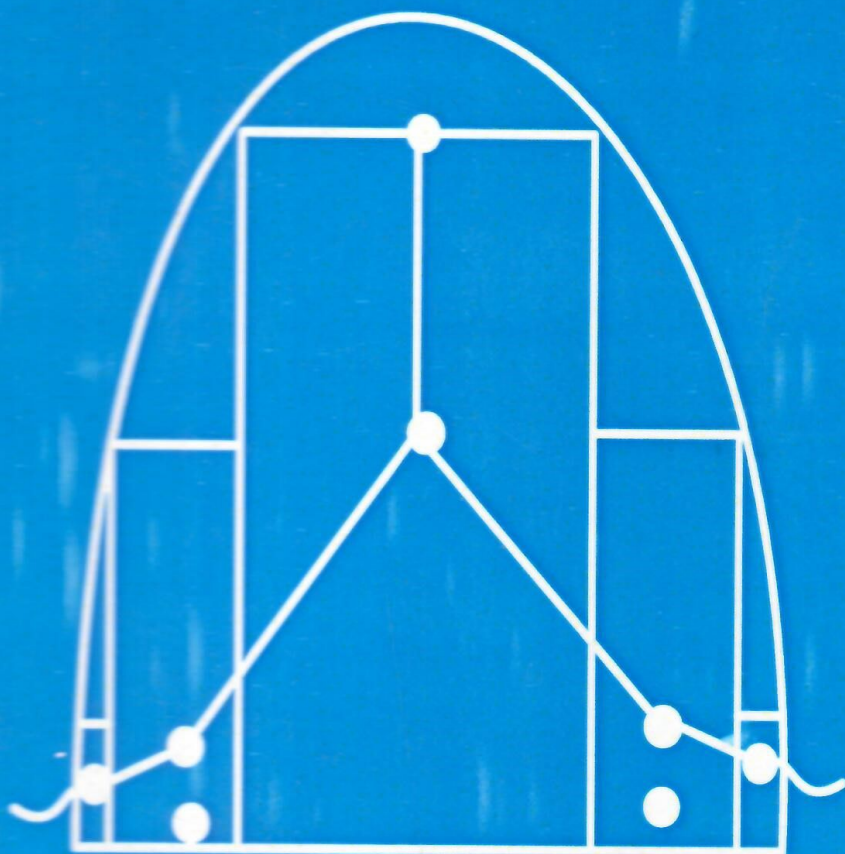


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FORWARD

This is one of our special edition of International Journal of Educational Management (IJEM) which is an annual publication of the Department of Educational Management University of Ilorin. This special edition is published in honour of Professor Noah Bisi Oyededeji to mark his retirement from the Department and by extension, the University of Ilorin.

Professor Noah Bisi Oyededeji has served the University of Ilorin for almost forty years from the lowest rank of Assistant Lecturer to the peak of his career as a Professor. He has served in many capacities as Level Adviser, Head of Department of Educational Management and Dean of Faculty of Education. He played these roles meritoriously. His area of specialization is plant management in Education and he developed interest in Business Education. He nursed the program to its maturity in the Department until it was fully accredited.

He also served as Managing Editor for Ilorin Journal of Business Education (IJBE), a second publication of the Department of Educational Management.

Original reports, theoretical papers in many areas of both Educational Management and Business Education are put together to enhance better understanding of both programs in the Department. These papers are of high quality contributed by experts, managers in the field of Educational Management and Business Education. We encourage you to avail yourself to these scholarly papers in order to enrich your knowledge.

Professor Rhoda Olape Oduwaiye,
Head, Department of Educational Management
University of Ilorin, Ilorin, Nigeria
23rd January, 2023.

Editorial Policy

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- * and other Educational Management areas

All papers, written in English, must show originality and should make contribution to knowledge in specific areas of Educational Management. Paper should be prepared following the publication manual of the American Psychological Association APA (Latest Edition). All manuscripts must be typed on separate sheets of paper. Manuscript, including tables, figures and references should not be more than 15 pages of quarto-sized paper in length. All manuscripts should be typed in Times New Roman Font 12.

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Causes and Consequences of Deviant Behaviour among Polytechnic Students in Oyo State, Nigeria

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Abstract

This study investigated causes and consequences of deviant behaviour among polytechnic students in Oyo State. Descriptive survey design was adopted. The population is all polytechnic students in Oyo State, while the target population are selected students of Oke-Ogun polytechnic, Federal School of Surveying, and Polytechnic of Ibadan. Simple random sampling technique was used to select four hundred and nineteen respondents but four hundred and five were retrieved and analyzed. The instrument, titled: "Causes and Consequences of Deviant Behaviour Questionnaire" was used to elicit information from the respondents. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by poor parental relationship, negative mass media, and negative peer group influence. The study revealed that deviant behaviour leads to school dropout, poor academic performance and abuse of substances among polytechnic students. No significant differences were found on the causes of deviant behaviour among polytechnic students based on age and religion, and no significant difference were found on the consequences of deviant behaviour among polytechnic students based on age and religion. It was recommended that counsellors should regularly sensitize students with the right information on the causes and negative consequences of deviant behaviours. School administrators, lecturers and counsellors should work together in curbing deviant behaviour exhibited by students in schools.

Keywords: Deviant behaviour, Causes, Consequences, Polytechnic students

Introduction

Education is generally acceptable as a strong tool for inculcating desirable behaviour, positive values, skills and knowledge into learners. Parents send their children to school so that they can acquire good morals, skills and knowledge needed for them to be able to make maximum contribution to the development of the society. While at school, students are expected to develop a mutual relationship with their peers and teachers. Such type of relationship if existing between students and their teachers, can strengthen the bond between them and enhance their moral character. The level of

connectedness among students and other people they interact with at school can help provide warm support around the students and thus prevent them from engaging in deviant behaviours (Babatunde, 2016; Romina, 2019).

Deviance implies any behaviour or acts of an individual or groups that violate the social norms and are abhorred by many people in the society. Any behaviour or actions that deviates from the conventional norms are called deviants. Steven (2013) stated that deviance is seen by a lot of people as unacceptable and daunting behaviour because it constitutes a social problem. Oparaduru (2020) and Suleiman (2011) expressed that there are three main elements that described behaviour as deviance. These elements are: behaviours that impede an individuals' effective functioning in the society; behaviours that hinders an individual meeting his/her personal needs and behaviour that interferes negatively with the wellbeing of other members of the society.

Deviant behaviours in schools have reached an alarming rate, and it is an escalating problem among polytechnic students in Nigeria. This could be traced to the home and society. The attitude of students towards schooling cannot be left out as negative attitude toward schooling in turn results to school dropout, absenteeism, school violence, sexual harassment, poor academic performance and deterioration of behaviours by many students in schools. Despite government interventions in reducing students' involvement in deviant behaviour, the problem persists and remain unresolved among polytechnic students. Hartl et al (2012) opined that some leading contributing factors to deviant behaviours are the negative projections from the mass media, negative peer group influence, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment for school offenders.

According to Ibuchim (2016); Bolu-steve and Esere (2017) deviant behaviour is an act or conduct that does not conform with established rules of a society or group. It is a type of behaviour that significantly violates the expected rules and norms of the society. Deviant behaviour are attributed to poor family background, negative mass media, abuse of drugs and alcohol, negative peer influence, lack of essential needs, lack of social support, frustration from home, lack of moral and religious instructions, peer group influence, poor attitudes of teachers to work, lack of provision of basic social amenities like good housing, good schools and recreational facilities, emulation of bad role models, poor parenting, and high rate of poverty (Hartl et al, 2012). Mass media has a negative consequence on students, more specifically the violent content that are aired in the television or in cinemas. It is obvious that students and youths in general are easily influenced by the fictional movies and clips they see in the media more than what happens in the real life (Dibia & Nicholas, 2017).

Nicholas and Kennedy (2018) expressed that there are many cases of cultism, sexual abuse, vandalism, blackmail, threats and intimidations reported by instructors as well as school administrators. Nicholas and Kennedy affirmed that there is an increase in the rate of moral decadence among students as a result of indiscipline. Such acts of indiscipline among students have culminated into deviant behaviour. The environment in which students live can influence them, especially when there is lack of parental guidance and counselling. The school is a major and important environment where students interact with one another and develops great potentials and talents. When school instructors are not very observant and react to the undesired behaviours of these students in the classroom, it might lead them to engage in all forms of deviant behaviours in schools (Suleimen, 2011). Poor academic performance also predisposes students to

deviant behaviours. Olawale (2001) emphasized that behavioural problems are common among students that lack reading skills, and of low intelligence. Babatunde (2016) and Idris (2016) noted that some students resort to antisocial behaviours as a result of their inability to cope with the academic stress in schools.

Echebe (2010) and Steven (2013) traced the root causes of deviant behaviour in tertiary institutions to students' poor family backgrounds, effects of mass media and societal pressure/influence. Echebe (2010) asserted that students who come from abusive parents display characteristics of abusive persons. Such students for instance end up beating their fellow classmates without feeling any kind of remorse. On the other hand, students brought up by uncaring parents usually portray delinquent behaviours (Steven, 2013). They resort to criminal activities to achieve what they could not get from their parents. Charon (2007) was of the view that such students take part in criminal activities such as stealing, truancy, destruction of property, drug abuse, stealing, bullying, taunting, fighting, punching and boxing, beating, biting, and strangling. It may be verbal and this includes acts such as hurtful name-calling, teasing and gossip. It may be emotional in nature as rejection, terrorizing, ethnic affronts, isolation, ostracizing, manipulation and peer pressure. It could be sexual like sexual propositioning, sexual harassment and assault, pre-marital sex, homosexuality among others.

Deviant behaviours pose real threat to the physical and social survival of an individual within certain social environments or collective settings. It has a destructive or self-destructive orientation characterized by persistence and repetition. The consequences of deviant behaviour lead to stealing, truancy, disobedience to school authorities, parents and community at large, destruction of property, drug abuse and smoking, among others. Students can also engage in risky behaviour which include taking part in vandalism, stealing, getting involved in robbery, drug abuse, engaging in unsafe sex, joining bad gangs, climbing on the roof tops of public buses, engaging in individual or group fights among others. All these risky behaviours affect public order and a sense of safety (Njoroge & Karimi, 2020).

Deviant behaviours by students includes antisocial, delinquent, wrongful, aggressive, self-destructing, and suicidal acts. These acts may lead to various abnormalities in personal development. The consequences of deviant behaviour are related to conditions of upbringing, peculiarities of physical development and one's social environment. Gbadamosi (2003) opined that rules and regulations are not obeyed in most schools as there are many cases of examination malpractice, truancy, bullying, extortion, sexual offences, indecent dressing, negative behaviours, dishonesty and others. These ill-attitudes signify deviation from standard functionality of students' behaviours (Bolu-Steve & Esere, 2017). To this end, this study investigated causes and consequences of deviant behaviour among polytechnic students in Oyo State, Nigeria. This study becomes necessary especially in the wake of increased deviant behaviours among polytechnic students in Oyo State, Nigeria.

Statement of the Problem

The involvement of students in deviant behaviours is of great concern to education stakeholders especially school counsellors. Deviant behaviours pose a serious threat to learning in most schools. Institutions where disruptive behaviour predominates, it becomes difficult for effective teaching and learning to take place smoothly. Students who are deviant or exhibit disruptive behaviours often threaten their

instructors, school authorities and even parents at home. This often leads to mass demonstrations and destruction of school properties. An unsafe school environment is an eye-sour to any institution and an inhibitor to learning and teaching. A lot of studies have been carried out on the nature of deviant behaviour in Nigeria. For instance, Bolu-Steve and Esere (2017) worked on strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria. Their findings revealed that deviant behaviours were caused by lack of effective parental upbringing, family instability and over-pampering of children. Patrick et al (2020) investigated perception of students on the influence of behavioural counselling on deviant behaviours among secondary school students in Etche Local Government Area of Rivers State, Nigeria. Findings from the study revealed, among others that students perceived behavioural counselling as positively influencing deviant behaviour of students.

Njoroge and Karimi (2020) investigated influence of deviant behaviour on psycho-social well-being of students in public secondary schools in Kiambu County, Kenya. The study found that sexual molestation has no influence on psycho-social well-being of students but bullying and substance use have influence on psycho-social well-being of the students. Wangari (2020) researched on the perceived causes of deviant behaviour among secondary school students in Kiambu County, Kenya. It was revealed that majority of the teachers cited major causes of deviant behaviour among students as media/social media, over protection at home, broken homes and overloading at school, family conflicts, fear and failure, poverty, parental negligence and examination pressure. In spite of the earlier researches, different independent, dependent and moderating variables were considered. Different respondents and locations were used. Therefore, to the best knowledge of the researchers, no study has been done on causes and consequences of deviant behaviour among polytechnic students in Oyo State. Therefore, this study intends to fill the gap left behind by earlier researchers.

Research Questions

1. What are the causes of deviant behaviours among polytechnic students in Oyo state?
2. What are the consequences of deviant behaviours among polytechnic students in Oyo state?

Research Hypotheses

1. There is no significant difference on the causes of deviant behaviour among polytechnic students on the basis of age
2. There is no significant difference on the consequences of deviant behaviour among polytechnic students on the basis of age.
3. There is no significant difference on the causes of deviant behaviour among polytechnic students on the basis of religion.
4. There is no significant difference on the consequences of deviant behaviour among polytechnic students on the basis of religion.

Research Methodology

A study design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed. The research design was a quantitative type,

therefore the researchers adopted descriptive survey method to gather relevant information. Ogunlade and Abiri (2006) defined descriptive method as preliminary step to be followed by researcher employing more vigorous control and more objective methods. The researchers therefore, considered descriptive survey method the most appropriate because it entails the use of direct observation in the collection of data used in finding out the causes and consequences of deviant behaviour among polytechnic students in Oyo State.

Population, sample and sampling procedure

The population for this study particularly comprised all polytechnic students in Oyo State, Nigeria. In selecting a representative sample for this study, researchers adopted the multi-stage sampling technique. The population of students at Oke-Ogun polytechnic, Saki was 7, 000 (Source: Academic Affairs Units, 2021); Polytechnic of Ibadan, Ibadan was 15, 000 (Source: Directorate of the Student Affairs, 2021); while, the population of students at Federal School of Surveying, Oyo was 14, 700 (Source: Student Affairs Office, 2021). The total population of students in the selected institutions was 36,700. With reference to the Research Advisor (2006), a sample size of 381 respondents was recommended for the population of that magnitude. In order to cater for attrition, 10% of the sample size was added to make a total of 419 respondents.

At the first stage, one institution was purposively selected from each senatorial district. Federal School of Surveying, Oyo was selected from Oyo Central Senatorial District; Oke-Ogun Polytechnic, Saki was selected from Oyo North Senatorial District while Polytechnic of Ibadan, Ibadan was selected from Oyo South Senatorial District. At stage two, proportional sampling technique was used to select students in each institution involved in this study

Table 1: Proportional Percentage of Students in the Targeted Schools in Oyo State.

S/N	Institution	Targeted Population	Sample
1	Oke-Ogun Polytechnic	7, 000	80
2	Polytechnic of Ibadan	15, 000	171
3	Federal School of Surveying	14, 700	168
	Total	36, 700	419

At third stage, simple random sampling technique was used to select 419 students without any form of bias in the study. Simple random sampling technique is a method in which each sampling unit or individual in the population has equal chances of being included in a desired sample.

Instrumentation

The instrument for data collection was designed by the researchers adopting it from the literature review. The instrument was tagged: "Causes and Consequences of Deviant Behaviour Questionnaire (CCDBQ)". The instrument has three parts i.e. sections A, B and C. Section A dealt with personal information, section B dealt with causes of deviant behaviour while section C dealt with consequences of deviant behaviour, respectively. Sections B and C were patterned in line with four (4) point Likert type rating scale format of: Strongly Agree; Agree; Disagree; and Strongly Disagree. Mean scores up to 2.5 and above were accepted as the causes and consequences of deviant behaviour, while mean scores below 2.50 were regarded as not.

Validity was done by five experts in the Department of Educational Management, University of Ibadan. The reliability was also done and the instrument was administered twice on a group of students at Kwara State Polytechnic, Department of Business Administration at an interval of four weeks. The correlation of the two sets of scores, using Pearson's Product Moment Correlation was considered and the reliability coefficient was 0.81. The null hypotheses generated were tested with Analysis of Variance (ANOVA) at the 0.05 level of significance.

Demographic Data

This deals with the data collected. It represents the results of the study with relevant interpretation. Four hundred and nineteen copies of the questionnaire were administered to the respondents, but four hundred and five were returned and analyzed. The study revealed the causes and consequences of deviant behaviour among polytechnic students in Oyo state

Table 2: Distribution of Respondents by Age and religion

Variable		Frequency	Percentage %
Age	16 – 20 years	95	23.5
	21 - 25 years	168	41.5
	26 – 30 years	64	15.8
	31 years and above	78	19.2
	Total	405	100.0
Religion	ATR	9	2.2
	Christianity	226	55.8
	Islam	170	42.0
	Total	405	100.0

Table 2 shows the distribution of demographic data of the respondents. The table reveals that 95 (23.5%) of the respondents were between 16-20 years, 168 (41.5%) of the respondents were between 21-25 years, 64 (15.8%) of the respondents were between 26-30 years and 78 (19.2%) were 31 years of age and above. The table also shows that 9 (2.2%) of the respondents were practising African Traditional religion, 226 (55.8%) of the respondents were Christians while 170 (42%) of the respondents were Muslims.

Research Question 1: *What are the causes of deviant behaviour among polytechnic students in Oyo State?*

Table 3: Mean and Rank Order of Causes of Deviant Behaviour among Polytechnic Students in Oyo State

S/N	In my own opinion, deviant behaviour is caused by:	Mean	Rank
1	poor parental relationship	3.97	1 st
8	Negative mass media	3.88	2 nd
6	Negative peer group influence	3.82	3 rd
3	Poor relationship with teachers	3.76	4 th
2	High rate of poverty	3.76	4 th
10	Lack of discipline	3.66	6 th
4	Lack of moral instructions	3.61	7 th
5	Lack of essential needs	3.56	8 th
7	Poor family background	3.42	9 th
9	Emulation of bad role models	3.39	10 th

Table 3 presents the mean and rank order of causes of deviant behaviour among polytechnic students in Oyo state. The table shows that all items were identified as the causes of deviant behaviour among polytechnic students in Oyo state, because the items have mean values that are above the average (benchmark) mean values of 2.5 for determining the causes of deviant behaviour among polytechnic students in Oyo State. Therefore, items with mean values of 3.97, 3.88 and 3.82 respectively preceded others and were ranked 1st, 2nd and 3rd. The items indicated poor parental relationship, negative mass media, and negative peer group influence. On the other hand, items 5, 7 and 9 with mean values of 3.56, 3.42 and 3.39 were the least ranked items, that is, 8th, 9th and 10th. They indicated lack of essential needs, poor family background, and emulation of bad role models.

Research Question 2: *What are the consequences of deviant behaviour among polytechnic students in Oyo State?*

Table 4: Mean and Rank Order of Consequences of Deviant Behaviour among Polytechnic Students in Oyo State

S/N	In my own opinion, deviant behaviour can result to:	Mean	Rank
8	School dropout	3.78	1 st
1	Poor academic performance	3.72	2 nd
6	Abuse of substances	3.66	3 rd
4	Expulsion from the school	3.56	4 th
2	Destruction of property	3.44	5 th
7	Sexual immoralities	3.39	6 th
9	Criminal activities (i.e. fighting, stealing, bullying and smoking)	3.39	6 th
10	Repeat of classes	3.11	8 th
3	Disobedience to school or parents	2.99	9 th
5	Absenteeism	2.57	10 th

Table 4 presents the mean and rank order of consequences of deviant behaviour among polytechnic students in Oyo state. The table shows that all items were identified as the consequences of deviant behaviour among polytechnic students in Oyo state, because the items have mean values that are above the average (benchmark) mean values of 2.5 for determining the consequences of deviant behaviour among polytechnic students in Oyo State. Therefore, items with mean values of 3.78, 3.72 and 3.66 respectively preceded others and were ranked 1st, 2nd and 3rd. The items indicated school dropout, poor academic performance and abuse of substances. On the other hand, items 10, 3 and 5 with mean values of 3.11, 2.99 and 2.57 were the least ranked items, that is, 8th, 9th and 10th. They indicated repeat of classes, disobedience to school or parents, and absenteeism.

Hypothesis One: There is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of age

Table 5: ANOVA showing differences in the Respondents' Expression of Causes of Deviant Behaviour among Polytechnic Students in Oyo State on the Basis of Age

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	116.21	3	38.73	1.32	2.60	0.001
Within Groups	11724.33	401	29.23			
Total	11840.54	404				

The table 5 shows a degree of freedom (df) of 404, the calculated value of 1.32 is less than the critical value 2.60. This indicates that no significant difference exists. Hence, the hypothesis is accepted. In summary, there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo State *on the basis of age*.

Hypothesis Two: There is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of religion

Table 6: ANOVA showing differences in the Respondents' Expression of Causes of Deviant Behaviour among Polytechnic Students in Oyo State on the basis of religion

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	147.30	2	73.65	2.51	3.00	0.00
Within Groups	11812.24	402	29.38			
Total	11959.54	404				

The table 6 shows a degree of freedom (df) of 404, the calculated value of 2.51 is less than the critical value 3.00. This indicates that no significant difference exists. Hence, the hypothesis is accepted. In summary, there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo State *on the basis of religion*.

Hypothesis Three: There is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo state on the basis of age

Table 7: ANOVA Result Showing the differences in the consequences of Deviant Behaviour among Polytechnic Students in Oyo State on the basis of age

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	120.70	3	40.23	1.38	2.60	0.001
Within Groups	11719.84	401	29.22			
Total	11840.54	404				

Table 7 shows the analysis of variance (ANOVA) on the consequences of deviant behaviour among polytechnic students in Oyo State. Therefore, the table indicates that there is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of age. This is because the calculated F. ratio of 1.38 is less than critical F. ratio of 2.60 at 0.05 alpha level.

Hypothesis Four: There is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo state on the basis of religion

Table 8: ANOVA Result Showing the differences in the consequences of Deviant Behaviour among Polytechnic Students in Oyo State on the basis of religion

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	140.70	2	70.00	2.38	3.00	0.00
Within Groups	11818.84	402	29.40			
Total	11959.54	404				

Table 8 shows the analysis of variance (ANOVA) on the consequences of deviant behaviour among polytechnic students in Oyo state. The table indicates that there is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of religion. This is because the calculated F. ratio of 2.38 is less than critical F. ratio of 3.00 at 0.05 alpha level.

Discussion

The findings of the study revealed that poor parental relationship, negative mass media, and negative peer group influence were the major causes of deviant behaviour among polytechnic students in Oyo state. The study is in line with the findings of Nicholas and Kennedy (2018) who identified the root causes of deviant behaviour to poor parental relationship, negative mass media, and peer group influence. Idris (2016) findings revealed that students engage in deviant behaviour due to lack of parental relationship, negative mass media, and negative peer group influence. Chuks (2016) asserted that the factors within the home/family, negative mass media and poor parental relationship are capable of breeding students that misbehave in school. The study also revealed that school dropout, poor academic performance and abuse of substances were the major consequences of deviant behaviour among polytechnic students in Oyo state. The study is in line with the findings of Charon (2007) who showed that school dropout, poor academic performance and abuse of substances were the major consequences of deviant behaviour. Barlow and Durand (2011) asserted that deviant behaviour is characterized by negative consequences which result to school dropout, poor academic performance and abuse of substances among students in school. Giadom (2019) therefore asserted that deviant behaviour is a notable hindrance towards the achievement of quality education among students in Nigerian educational system.

Hypothesis one revealed that there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of age. This implies that respondents were not different on the causes of deviant behaviour among polytechnic students in Oyo State on the basis of age. The finding is in line with the study of Giadom, (2019) who found no significant difference on the causes of deviant behaviour among students on the basis of age. Irrespective of their age differences they perceived the causes of deviant behaviour in the same way. Echebe (2010) found that age did not determine the causes of deviant behaviour among students. Hartl, Monnelly and Elderkin (2012) study found that age of the students did not contribute to the root causes of deviant behaviour. Therefore, the study revealed that age had no significant difference on the causes of deviant behaviour among polytechnic students in Oyo State.

Hypothesis two revealed that there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of religion. This implies that respondents were not different on the causes of deviant behaviour among polytechnic students in Oyo State on the basis of religion. The finding is in line with the study of Fishbein (2013) who found no significant difference on the causes of deviant behaviour among students on the basis of religion. Irrespective of their religious differences they perceived the causes of deviant behaviour in the same way. Erdwin (2017) found that religion did not determine the causes of deviant behaviour among students. Fong (2013) study found that religion of the students did not contribute to the root causes of deviant behaviour. Therefore, the study revealed that religion had no significant difference on the causes of deviant behaviour among polytechnic students in Oyo State.

Hypothesis three revealed that there is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of age. This implies that respondents were not different in their perception on the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of age. The finding is in line with the study of Berg and Bernard (2014) who found that age did not contribute to the consequences of deviant behaviour among students. Ajzen and Fishbein (2015) study revealed that there was no significant difference in the consequences of deviant behaviour among students on the basis of age. Also, Omotosho (2009) showed no significant difference in the age of students on the consequences of deviant behaviour. Therefore, the study revealed that irrespective of the age of the respondents, no significant difference was found on the consequences of deviant behaviour among polytechnic students in Oyo State.

Hypothesis four revealed that there is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of religion. This implies that respondents were not different in their perception on the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of religion. The finding is in line with the study of Bear (2010), who found that religion did not contribute to the consequences of deviant behaviour among students. Steven (2013) study revealed that there was no significant difference in the consequences of deviant behaviour among students on the basis of religion. Also, Omotosho (2009) showed no significant difference in the religion of students on the consequences of deviant behaviour. Therefore, the study revealed that religion had no significant difference on the consequences of deviant behaviour among polytechnic students in Oyo state.

Conclusions and Recommendations

The study revealed that poor parental relationship, negative mass media, and negative peer group influence were the major causes of deviant behaviour and most especially, resulted to school dropout, poor academic performance and abuse of substances among polytechnic students in Oyo state. The study revealed that there were no significant differences on the causes of deviant behaviour among polytechnic students based on age and religion, and the study also revealed that there were no significant differences on the consequences of deviant behaviour among polytechnic students based on age and religion. Based on the findings of the study, it was recommended that;

- School counsellors should provide right information to students on the causes and negative consequences of deviant behaviour irrespective of their age and religion in school.
- School administrators, teachers and counsellors should work together in handling deviant behaviour exhibited by students in school.
- Parents should be more careful of the kind of things they expose their children to, as this may lead them into acquiring certain deviant behaviours.
- Government should enact laws that any student who is found trying to recruit others into what is not acceptable by the society should be expelled from the school with immediate effect.
- There is need for schools to put emphasis on discipline in order to promote pupils' safety, classroom efficiency and improve the learning environment.

- There is an urgent need for the Ministry of 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.

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