Anxieties Disorder and Deviant Behaviors among Secondary School Studies in Obubra Local Government Area of Cross River State

Okpechi, Philip A.[1]
Ekpang Pauline U.[2]

[1,2]Department of Guidance and Counselling, University of Calabar, Cross River State, Nigeria.
[1]*Email:* philip.okpechi@yahoo.com

Abstract

This study was to determine the relationship between anxiety disorder and deviant behavior among senior secondary school students in Obubra Local Government Area of Cross River State. Various deviant behaviours of varying degrees ranging from truancy, lateness, fighting, bullying, cheating in examination, vandalism, drugs abuse, rape, disrespect to authority etc. leading to inadequate preparation towards academic test and examinations. Based on the above, hypothesis was formulated to guide the study. The study was delimited to Obubra Local Government Area and SS two students were used for the study. Anxiety disorder was delimited to phobic anxiety disorder. The instrument use was the Anxiety Disorder and Deviant Behavior Questionnaire (ADDBP) and it contained forty 40 items. A sample population of 247 students distributed among the five secondary schools in Obubra Local Government Area of Cross River State – Nigeria were used for the survey. Pearson product correlation coefficient was used to analyze the data. Based on the research findings recommendations were made.

1. Introduction

Schools are instrument used in developing individuals in the cognitive, affective and psychomotor domain. These developments are meant to produce persons who can fit into the society as useful members. Educated person, therefore, should be disciplined, morally sound and upright. Although that should be the case, however observations as well as reports in television, newspapers and research findings have shown that the school system especially the secondary school system is plagued with high level students' deviant behaviour.

Deviant behaviour as observed among secondary school students range from such demeanor as lying, stealing, disobedience, cheating, fighting, dishonesty, and disrespect authorities to more serious abnormal behaviour such as rape, drug abuse, riots, etc. this has resulted in the expulsion of some students and their career terminated in more serious matters, it has led to the destruction of school property that would have enhanced learning. Situations in this nature, peace and order cannot exist in any school that lack discipline. The challenge before educational planner, counselors, psychologist, parents and society at large is how to curb this anti-social behaviour that have association with Nigerian secondary school students.

According to Erojikwe (2002) and Denga (2013) views students' deviant behaviour to involve "activities that negate the principle of order and decency. It includes such acts as lateness to school, examination malpractice, loitering in school during school hours, stealing, fighting, cultism, absenteeism, leaving the school before official closing time Erojikwe (2002); Kilbom and Labbe (1990) "wrong and improper dressing, lack of respect for constitutes authorities, dishonesty, eating in the class, littering the school premises, hooliganism, noise making in class, averting school activities, bullying and using unauthorized paths etc" Erojikwe (2002). A clear observation in most secondary schools in the study area especially in the rural communities' reveals that most students only come to register their names and retire back to their home only to resurface on the examination day. The chance for good performance in this kind of atmosphere is not guaranteed. Deviant behaviour negates educational goal attainment and inhibit learning as well as the realization of physical, social, moral and academic expectations. As opined by Effiong (2001); Isong (1990) and Varcarolis (2015) there are always direct or indirect consequences of any act of deviant behaviour on the students.

Measured have been taken by different school authorities to curb deviant behaviour among students. Most times, measures taken include administration of corporal punishment, manual labor, suspension, expulsion, counselling, cautioning and the withdrawal of privileges. At the national level, leaders of successive administrations have had to launch one programme or another in an attempt to curb deviant behaviour. For instances, the regime of General Buhari launched a serious attack on indiscipline tagged "war Against indiscipline" (WAI) in 1983, while the democratic administration of president Obasanjo established other agencies which were geared towards ensuring disciplined behaviour in the society. For instance, the "Economic and Financial Crimes Commission" (EFCC), "Independents corrupt practices commission (ICPC), and National Agency for food and drug Administration and control (NAFDAC). Questions may have been asked as to why, where and how this various deviant behaviour which have been extended to the school system originated from. When students are found to experience a general state of worry or fear before confronting any challenge, be it curricular or extra-curricular and if such behaviour interferes with the person's ability to concentrate or participate meaningfully in a task, it might end up a deviant behaviour. Taking a critical lack at some of this behaviour, one may suggest that there are borne out of anxiety and desperation but what type and level of anxiety display is what one needs to find out.

According to (Berrios, 2001) anxiety disorders are "blanket terms covering several different forms of abnormal and pathological fear and anxiety which only come under the aegis of psychiatry. According to Effiong (2001) Anxiety is a general term for different disorders that cause nervousness, fear, apprehension and worrying" often time people exhibit certain levels of anxiety at one time or the other depending on a situation. The extent to which it is expressed might turn out to be a disorder if done abnormally. For example, students' express anxiety towards yet to be published results "when people experience a general state of worry or fear before confronting something challenging, such as test, examination and interview e.t.c. the feelings are easily justified and considered normal" Effiong (2001). Adedeji (2016) further stated that "anxiety is considered a problem when symptoms interfere with a person's ability to sleep, concentrate or function normally.

Anxiety as a term encapsulates "four aspects of experiences that individuals may encounter namely: mental apprehension, physical tension, physical symptoms and dissociative anxiety "(symptom associated with hyperventilation)" (David, 2008). Anxiety disorder is divided into generalized anxiety, phobic and panic disorder, each has its own characteristics and symptom and they require different treatment" (Barker, 2002), (Udie 2016). Sarason and Sarason (2011) opine that emotions in anxiety disorders range from simple nervousness to bouts of terror".

However, researches may have been carried out on some related variables like panic anxiety, generalized, phobia and obsessive-compulsive anxiety, to mention a few, in order to tackle the problem of deviant behavours. In spite of all the steps so far taken, the problem of deviant behavours persists.

It is against this background that this study was undertaken to address the issue of anxiety disorder and deviant behavours among secondary school students in Obubra Local Government Area of Cross River State-Nigeria.

1.1. Statement of the Problem

Abnormal behavours among secondary school students have caused much restiveness in recent times among education stake-holders in Cross River State in general and Obubra Local Government Area in particular.

The school as a channel of socialization should be characterized by well-behaved individuals. Regrettably deviant behavours have permeated almost every aspect of our educational systems, particularly, at the secondary school level. Varying degrees of deviant behavours like bullying, fighting loitering, use of hard drugs and several others are seen, among secondary school students. Inspite of this, it is also observed that many students in the secondary school exhibit fear and worry in confronting the challenges of school work. This could at time lead to some obvious bodily manifestation in form of anxiety and cloud lead to other deviant behavours like truancy, vandalism, examination malpractice, lack of concentration, inability to adequately complete a talk etc. when they are not prepared for an academic exercise.

Although many researches had been carried out to ascertain how teachers, peer group, school facilities, age of students, administrative styles, socio-economic status of parents and others could explain the high level of deviant behavours among secondary school students in cross river state. This notwithstanding, deviant behavours still persists. Taking a closer look at some of the circumstances surrounding the exhibition of most of these behavours among secondary school students, there could be other factors other them the ones already investigated, that could precipitate these deviant behavours among students. The observation of the attitude of secondary school students have revealed a high level of unruly behavours among many of them and apathy towards their studies to a large extent they confront and relegate school authority. It is against this backdrop that this study is undertaken to establish if deviant behavours manifested by students has a relationship with the anxiety they exhibit in coping with school challenges.

1.2. Purpose of the Study

The study aims at determining the relationship between anxiety disorder and deviant behaviours among senior secondary school student in Obubra Local Government Area of Cross River State Nigeria. Specifically, the study aims at finding out the level of anxiety disorder on deviant behavours, as well as determining the relationship between: (1) phobic anxiety disorder on students deviant behavours.

1.3. Research Hypothesis

The following null hypothesis was formulated to guide the study;
1.   Phobic anxiety disorder has no significant relationship with students deviant behavours.

1.4. Significance of the Study

The study may be beneficial to various stakeholders in the educational chain such as students, parents, teachers, counselors, psychologists. Others are researchers, administrators, the government and the society at large. To the student, the findings may enable them to identify the extent to which anxiety disorder affects their behavior and the types of anxiety disorder affecting them. This will enable them to adjust where necessary in order to function more effectively in school and in the larger society and to seek help in the appropriate area where necessary. The study may assist teachers to be aware of the nature of deviant behaviours among students and address or accommodate them where necessary.

For the counselors they may benefit a great deal from the findings of this study as it may enable them to identify clients with deviant behavioural problems, help modify their behavior and other therapeutic intervention. Psychologists may also be able to identify the sources of most of such behavior exhibited and thereof deduce whether such behavior is borne out of any psychological disorder.

Administrators in ministries and parastatals may through the findings and recommendations of this study play meaningful programmes within and outside their schools that will drastically reduce if not eliminate deviant behaviours among the secondary school students and make policies in line.

The government may reap the reward of the huge sum of money invested in the secondary school level of education as the students will be interested to learn, subsequently contributing their quota to the nation's development. The findings may also help the government to design policies and programmes which will enhance cohesion in the home environment so that the parents will be able to nurture their wards properly. To the larger society, sanity may be injected to redeem the image of the nation from the present moral decadence to a morally, peaceful and disciplined society and enrich knowledge bank and base of future researchers.

1.5. Scope of the Study

The study was on the relationship between anxiety disorder and deviant behavior among senior secondary school students. The study was delimited to Obubra Local Government Area of Cross River State. Only SS II students were used for the study. Anxiety disorder was delimited the phobic anxiety disorder.

1.6. Research Design

The researcher adopts the Ex-post facto research design. According to Kerlinger (1986) ex-post facto research design is a systematic empirical inquiry in which the scientist (researcher) does not have direct control of the independent variables because their manifestation has already occurred.

1.7. Population of the Study

The study population comprised all the 3,871 secondary school students in Obubra Local Government Area of Cross River State, Nigeria during the 2017/2018 academic session as presented in Table 1.

Table-1. Sample distribution table of schools and sex.

S/N	Sample distribution table of schools and sex	M	F	Total
1.	Government Technical College, Obubra	285	251	536
2.	Mbembe Comp. Sec. School Obubra	208	140	348
3.	Adun Commt. Sec. school, Adun	203	220	423
4.	Okum East Sec. School Ochon	210	177	387
5.	Community Sec. School Oguraude	112	74	186
6.	Community Sec. School Apiapum	102	136	238
7.	Community Sec. school Isobo	117	94	211
8.	Dr. Eyaba Mem, girls Sec. school Obubra		364	364
9.	Comprehensive Sec. School Yala/Nkum-Obubra	131	194	325
10.	Community Sec. School Onyadama – Obubra	91	82	273
11.	Egara sec. School Iyamitet – Obubra	190	91	281
12.	Community Sec. School Ofumbongha – Obubra	98	78	276
13.	Community sec. School Eja – Obubra	104	119	223
	Total	1851	2,020	3871

Source: Obubra Education Authority Department of Research and statistics (2017).

2. Sampling Technique

Stratified random sampling technique was adopted for the selection of sample. This was done by making the students pick pieces of papers bearing "yes" or "no" of which the yes was chosen.

2.1. The Sample

The two constituency that made up the Obubra Local Government Area, two secondary schools were selected for the study totaling four schools. 14.5% of the students totaling 247 were selected in all the schools as sample for the study see Table 2.

Table-2. Distribution of sample schools and students.

S/NO	School names	No. of schools	No. of students		Total	14.5%
			M	**F**		
1.	Government Technical college, Obubra	1	285	251	536	77
2.	Dr. Eyaba Mem. Girl School, Obubra	1		364	364	53
3.	Adun Commt. Sec. Sch. Adun	1	203	220	423	61
4.	Okum East Sec. Sch. Ochon	1	210	177	387	56
	Total		689	1,012	1,710	247

Source: Obubra Education Authority Department of Research and statistics (2017).

2.2. Instrumentation

The instrument that was used in this study is the Anxiety Disorder and Deviant Behavior Questionnaire (ADDBQ). Containing forty (40) items, the questionnaire was segmented into three sections. Section A was designed to elicit the respondent's personal data such as sex, age and class. Section B is a four-point likert type scale containing twenty items, designed to measure anxiety disorder, while section C contains ten items in a four point likert type scale, designed to measure deviant behaviours. Each item requires the respondents to indicate the frequency of his/her various acts under strongly agree, agree, disagree and strongly disagree.

2.3. Validity

Experts in guidance and counseling as well as measurement and evaluation were used to establish the face validity of the instrument. These experts were drawn from university of Calabar and Cross River University of Technology (CRUTECH) Calabar – Nigeria. The essence of the face validity was to ensure clarity of instruction to the respondents, proper wording of items, appropriateness and adequacy of the items in addressing the objectives of the study. The corrections and suggestions made by the experts were incorporated in the final instrument.

2.4. Reliability

To determine the reliability of the questionnaire, Cronbach co-efficient Alpha reliability was used. This method of reliability measure was preferred to others because it lends itself to the measure of reliability when the items in the questionnaire are not measured dichotomously and when the trial testing is administered once. The reliability estimate for the instrument was 0.7342. This value was considered high to justify the use of the instrument for the study. This is because, according to Ogbazi and Okpala (1994) if the correlation coefficient obtained in an instrument is up to 0.60 and above, the instrument should be considered good enough to be used for a study.

3. Data Collection Procedure

The researcher provided basic guide and instruction on the methods of distribution and collection of questionnaire to two research assistants who assisted in the data collection. In order to gain access to the respondents, a letter of introduction from school principals in the schools selected for the study, subsequently, the researcher and the research assistants were introduced, thereafter the researchers and the research assistants administered the 247 copies of the questionnaire on the respondents in their classes. The respondents were requested to complete the questionnaire and return same to the research assistants on the spot. This method was adopted to enhance a high rate of return of the instrument and reduce distortion of information.

3.1. Procedure for Testing Hypothesis

The response columns of the (ADDBQ) were allocated score as follows: SA = 4, A = 3, DA = 2 and SD = 1 as the case may be. All the 247 copies of the questionnaire were properly completed and returned; and were used for data analysis.

Pearson correlation coefficient 'r' was employed to answered the hypothesis in order to describe the influence of phobic anxiety disorder over students deviant behavior. Wilson (1989) interpretation, of the value of 'r' was adopted. In the interpretation value of 0.01-0.19 was considered 'very low' influence, 0.20-39 'low' 0.40-0.69 'moderate' 0.79-0.89 'high', 0.90-0.99 very high influence. A plus (+) or (-) sign indicates that the

influence is positive or negative. Stepwise multiple regression analysis was employed to test the hypothesis at 0.05 level of significance.

3.2. Hypothesis One
Phobic anxiety disorder does not significantly influence students 'deviant behaviours'.
Data in testing the hypothesis are presented in Table 3.

Table-3. Pearson correlation co-efficient analysis of the influence of phobic anxiety disorder on students' deviant behavior (N = 247).

Variables	X	SD	r-value
Phobic anxiety disorder X	16.44	4.52	
Disrespect Y1	7.59	2.86	0.210*
Dishonesty Y2	7.19	2.43	0.151*
Drug abuse Y3	6.29	2.42	0.182*
Truancy Y4	6.91	2.35	0.114*

* Significant at .05, critical r = .062, df = 530.

As seen in Table 3, the result of the analysis revealed that the calculated R-value for disrespect (0.210), dishonesty (0.151), drug abuse (0.182), and truancy (0.114) are each higher than the critical r-value of .062 at .05 significant level; with 530 degree of freedom. Based on this result, the null hypothesis, which states that there is no significant relationship between phobic anxiety disorder and students' deviant behaviours was rejected. This means that, phobic anxiety disorder is significantly positively related with students' deviant behaviours. The positive implied that the higher the phobic anxiety disorder, the higher student deviant behaviours tend to be. Hence, the lower the phobic anxiety disorder, the lower students' deviant behaviours tend to be.

The study result indicates that phobic anxiety disorder and deviant behavior have a significant relationship. The result also reveals that 28 percent of the subjects under study exhibited a high level of phobic anxiety disorder, 41 percent exhibited a moderate level while 31 percent exhibited a low level. Relating this type of anxiety disorder to the deviant behavior under study, it is observed that while 28 percent exhibited high level of disrespect, 34 percent a high level of dishonesty, 31 percent a high level of dishonesty, 31 percent a high level of drug abuse and 32 percent a high level of truancy. This suggests that 28 percent of phobic can influence disrespect, dishonesty, drug abuse and truancy. This is a significant influence. Similarly, while 41 percent of the respondents manifested a moderate percentage of phobic anxiety disorder, 41 percent of disrespect, 37 percent of dishonesty, 39 percent of drug abuse and 35 percent of truancy while exhibited at moderate level. This is a significant influence at a moderate level. At a low level of 31 percent phobic anxiety disorder, it was observed that 31 percent showed disrespect, 29 percent showed dishonesty, 30 percent showed drug abuse and 33 percent showed truancy all at low level suggesting that phobic anxiety disorder has a significant influence on student deviant behaviours. This explain why some student get scared when they find themselves in a crowd or get uncomfortable at the sight of water, blood or even height and many dodge certain assignment which could be seen as deviancy. The study is in line with (Denga, 2013) Kilbom and Labbe (1990) who remarked that phobic might have maladaptive consequences which might directly or indirectly result to deviant behaviours among students. For instance, a student who met a snake on his way to school and returned back home for suffering from simple phobia was considered absent from school which of course is an act of deviant behaviours. Again, a student who is sent by the teacher to get a piece of chalk and could not do so for the presence of a dog or a spider on the way would even be punished for disobedience irrespective of what he/she is suffering from as the teacher will consider this as an act of indiscipline.

Adedeji (2016) also opined that most students in the secondary schools are being punished out of ignorance for dodging certain situations and objects not as if they do so on purpose but as a result of suffering from simple phobia.

Sarason and Sarason (2011) also observed that a student suffering from social phobia sometimes does not go to class because he thinks the teacher might call on him. He was afraid not have anything to do with being unprepared if he is being asked a question because he was not well prepared.

4. Conclusions
Based on the findings of the study, it was concluded that phobic anxiety disorder has a significant relationship with student deviant behaviours. The levels of anxiety disorder possessed by senior secondary school students in Obubra Local Government Area are significantly high.

5. Recommendations
This research finding has revealed that much is still required to be done to address the issue of anxiety disorders and deviant behaviours among students in secondary schools. They should be counseled both at home and school by professional counselors, parents, guardians and teachers to reduce the high rate of different types of anxiety disorders as this could paralyze rather than enhance disciplined behavior among

them in schools. Teachers should use their expertise to identify children with different types of high anxiety disorders and direct them to school counselors, principals of schools should use PTA meeting to enlighten and sensitize parents to be more vigilant on certain observed minor disorder in their wards and find a way to handle such to forestall the escalation of such disorder. At home front, there should be a good domestic and communication relationship between parents and their wards as this will easily expose such behavior if any. Children should also be given an opportunity to play their role or participate meaningfully in some things, by so doing they may get to differentiate right from wrong.

Furthermore, when parents inculcate the habit of very close and meaningful relationship with their teenage children, it tends to repose certain level of confidence in them which will in turn reduce unnecessary expression of anxiety.

References

Adedeji, J. P. (2016). *Non-formal education practice in Nigeria*. Ibadan: Evans Brothers.

Barker, M. D. (2002). *Parental background and children anti-social behavior*. New York: Golden Press.

Berrios, G. E. (2001). Anxiety disorders: A conceptual history. *Journal of Affective Disorders, 56*(2-3), 83-94.

David, H. (2008). Psychiatric drugs explained, section S: management of anxiety. *Elsevier Health Sciences, 2*(1), 136-137.

Denga, I. D. (2013). *Child psychology: Development and education*. Calabar: Eti-Nwa Associates.

Effiong, F. I. (2001). Pattern of juvenile delinquency in Calabar Municipality. *Unpublished M.Ed Project*.

Erojikwe, E. L. (2002). Discipline in secondary schools. *Proceedings for the Workshop for Re-Training of Mathematics Teachers at the University of Nigeria Secondary School,s Nsukka, 9th – 11th December*.

Isong, C. G. (1990). Crisis in schools. *The Nigeria Chronicles, Monday, May 16th p. 2*.

Kerlinger, A. (1986). *Research statistic in educational management*. Ibadan: Autographic Nigeria Limited.

Kilbom, L. C., & Labbe, E. E. (1990). Magnetic resonance imaging scanning response during scan and at one month follow up. *Medical Journal, 13*(3), 291-407.

Ogbazi, E., & Okpala. (1994). A configuration analysis of children: Report of parents behavior. *Abnormal Psychology, 15*(1), 205-214.

Sarason, I. G., & Sarason, B. R. (2011). *Abnormal psychology: The problem of maladaptive behaviour* (5th ed.). London: Prentice-hall.

Varcarolis, E. (2015). Manual of psychiatric nursing care planning: Assessment guides diagnoses and psychopharmacology (4th ed., pp. 109). New York: Saunders Elsevier.

Wilson, E. S. (1989). *Personality*. New York: Rinehart and Winston.