Data Article

Survey dataset on the types, prevalence and causes of deviant behavior among secondary school adolescents in some selected schools in Benin City, Edo State, Nigeria

Sheila A. Bishop\textsuperscript{a}, Hilary I. Okagbue\textsuperscript{a}, Olumuyiwa A. Oludayo\textsuperscript{b}, Olasunmbo O. Agboola\textsuperscript{a}, Michael C. Agarana\textsuperscript{a}, Muminu O. Adamu\textsuperscript{c}

\textsuperscript{a} Department of Mathematics, Covenant University, Ota, Nigeria
\textsuperscript{b} Department of Business Management, Covenant University, Ota, Nigeria
\textsuperscript{c} Department of Mathematics, University of Lagos, Akoka, Lagos, Nigeria

\textbf{A R T I C L E  I N F O}

\textbf{Article history:}
Received 16 April 2018
Received in revised form 4 June 2018
Accepted 24 July 2018
Available online 27 July 2018

\textbf{Keywords:}
Deviant behavior
Survey
Questionnaire
Statistics
Benin city
Survey analytics

\textbf{A B S T R A C T}

This data article contains the exploratory analysis of data obtained from a field survey done to determine the types, prevalence and likely causes of deviant behaviors among secondary schools’ adolescents in some selected schools in Benin City. The data presents the findings in tables and will be helpful in childcare guidance, counseling, education management and for education policy makers.

© 2018 The Authors. Published by Elsevier Inc. This is an open access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/).

\textbf{Specifications Table}

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>More specific subject area</td>
<td>Guidance and Counseling, Child Psychology</td>
</tr>
<tr>
<td>Type of data</td>
<td>Tables</td>
</tr>
</tbody>
</table>

\textit{E-mail address}: sheila.bishop@covenantuniversity.edu.ng (S.A. Bishop).

https://doi.org/10.1016/j.dib.2018.07.059
2352-2409/© 2018 The Authors. Published by Elsevier Inc. This is an open access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/).
How data was acquired  
Field Survey

Data format  
Analyzed

Experimental factors  
Simple random sampling of some selected secondary schools in Benin City, Nigeria.

Experimental features  
Analysis of sample selection of the responses of students and teachers from structured Questionnaires.

Data source location  
University of Benin, Edo State, Nigeria

Data accessibility  
All the data are in this data article

Value of the data

- The data could be useful in detecting deviant behavior attributes in adolescents [1,2].
- The data can be useful in child psychology.
- The data could be used by policy makers in formulating policies on child and adolescent mental health.
- The data can also help educationist in educational management especially in the area of curriculum and needed educational infrastructure.
- The data can also help secondary school teachers and lower level tertiary school teachers to predict and understand the behavior of their students and how to relate with them.
- The data can also help to shed more light on the possible solutions to the prevalence of such behaviors in similar demographics.
- Types of deviant behaviors exhibited by adolescents in different geopolitical zones can be compared. This can be very useful in making some decisions that have to do with the education of the child and well-being.

1. Data

The data is a set of responses solicited from a total of nine (9) randomly selected secondary schools consisting of private and public secondary schools (three mixed schools (MS), three boys' schools (BS) and three girls' schools (GS)) in Benin City, Nigeria. The mixed school can also be regarded as co-educational school while BS and GS can be regarded as same sex schools.

The data was obtained with the aid of structured questionnaires administered to the subjects (students and teachers). The investigators made two visits to each of these schools to ensure thorough examination and completion of each item. In each of these schools, hundred (100) students were randomly selected from both senior classes (SSS I, II, III) and junior classes (JSS I, II, III) making a total of nine hundred (900) students. On the other hand, fifteen (15) teachers were randomly selected from each of these schools making it a total of one hundred and thirty-five (135) teachers.

Thus, the sample of the data consists of nine hundred students and one hundred and thirty-five teachers.

The variables of the data are the measure of the deviant behavior of the respondents as responded by the students and teachers.

2. Experimental design, materials and methods

Different methodologies are available in the study of deviant (externalizing) and internalizing behavioral patterns in children and adolescents [3–10]. Most often standardized or structured questionnaires tailored to suit particular (the studied) demographics are used [11–15]. Evolving trends and behavioral patterns are often observed and made available as scientific findings. Some examples can be seen in [16–26]. Different statistical analysis can be useful for further behavioral analysis [27–32].
2.1. Instrument of data collection

The two instruments developed for this study are:

(i) Deviance Survey Scale for Students (DSSS)
(ii) Deviance Survey Scale for Teachers (DSST)

The DSSS consists of two parts. The first part is designed to obtain personal data from the students. The second part consists of two sections ‘A’ (consists of two items. Item 1 and 2 are designed to determine the types of deviant behaviors in such schools and the degree of their occurrence. The responses required are “Yes/No” and Rarely/Occasionally/ Very often.

Section ‘B’ consists of nine items, designed to determine the role or causes of these behaviors in secondary schools. The responses required are “Yes/No”. The DSSS can be assessed as Supplementary Data A.

The teacher’s questionnaire also consists of two parts. The first part is designed to obtain personal data from the selected teachers and the second part consists of three sections. Section ‘A’ is designed to determine the types of deviant behavior exhibited in such secondary schools and also the degree of their exhibition. The responses demanded are Rarely/ Occasionally/ Very often. Section ‘B’ consists of ten items, designed to determine the part played by parents, teachers, society, exposure to obscene films, social media, Face Book, twitter, Instagram, WhatsApp, literatures and school administrators as possible causes for the prevalence of deviant behaviors in secondary schools. The responses required are “Yes/No” responses.

In Section ‘B’ Item eleven (11) is designed to determine the measures used to check these behaviors from further reoccurrence, four (4) measures were listed, requesting the respondents to tick the ones used in their schools.

Table 1
The data summary of analysis of DSSS.

<table>
<thead>
<tr>
<th>Types of Deviant behaviors</th>
<th>Mixed Schools</th>
<th>Girls’ Schools</th>
<th>Boys Schools</th>
<th>Total</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>R12</td>
<td>261</td>
<td>0.870</td>
<td>286</td>
<td>0.953</td>
<td>240</td>
</tr>
<tr>
<td>R15</td>
<td>237</td>
<td>0.790</td>
<td>264</td>
<td>0.880</td>
<td>196</td>
</tr>
<tr>
<td>R5</td>
<td>194</td>
<td>0.647</td>
<td>183</td>
<td>0.610</td>
<td>230</td>
</tr>
<tr>
<td>R6</td>
<td>209</td>
<td>0.697</td>
<td>161</td>
<td>0.537</td>
<td>178</td>
</tr>
<tr>
<td>R8</td>
<td>147</td>
<td>0.490</td>
<td>203</td>
<td>0.677</td>
<td>188</td>
</tr>
<tr>
<td>R7</td>
<td>170</td>
<td>0.567</td>
<td>136</td>
<td>0.453</td>
<td>188</td>
</tr>
<tr>
<td>R8</td>
<td>126</td>
<td>0.420</td>
<td>169</td>
<td>0.563</td>
<td>192</td>
</tr>
<tr>
<td>R16</td>
<td>142</td>
<td>0.473</td>
<td>151</td>
<td>0.503</td>
<td>140</td>
</tr>
<tr>
<td>R21</td>
<td>152</td>
<td>0.507</td>
<td>93</td>
<td>0.310</td>
<td>160</td>
</tr>
<tr>
<td>R19</td>
<td>107</td>
<td>0.357</td>
<td>129</td>
<td>0.430</td>
<td>111</td>
</tr>
<tr>
<td>R1</td>
<td>90</td>
<td>0.300</td>
<td>59</td>
<td>0.197</td>
<td>182</td>
</tr>
<tr>
<td>R14</td>
<td>127</td>
<td>0.423</td>
<td>78</td>
<td>0.260</td>
<td>107</td>
</tr>
<tr>
<td>R2</td>
<td>85</td>
<td>0.283</td>
<td>50</td>
<td>0.167</td>
<td>165</td>
</tr>
<tr>
<td>R20</td>
<td>90</td>
<td>0.300</td>
<td>50</td>
<td>0.167</td>
<td>89</td>
</tr>
<tr>
<td>R3</td>
<td>88</td>
<td>0.293</td>
<td>68</td>
<td>0.227</td>
<td>68</td>
</tr>
<tr>
<td>R4</td>
<td>60</td>
<td>0.200</td>
<td>52</td>
<td>0.173</td>
<td>80</td>
</tr>
<tr>
<td>R17</td>
<td>63</td>
<td>0.210</td>
<td>81</td>
<td>0.270</td>
<td>48</td>
</tr>
<tr>
<td>R11</td>
<td>72</td>
<td>0.240</td>
<td>15</td>
<td>0.050</td>
<td>47</td>
</tr>
<tr>
<td>R10</td>
<td>61</td>
<td>0.203</td>
<td>7</td>
<td>0.023</td>
<td>24</td>
</tr>
<tr>
<td>R13</td>
<td>36</td>
<td>0.120</td>
<td>11</td>
<td>0.037</td>
<td>19</td>
</tr>
<tr>
<td>R9</td>
<td>48</td>
<td>0.160</td>
<td>0</td>
<td>0.000</td>
<td>0</td>
</tr>
</tbody>
</table>

Remarks: Likert scale of 3 was used for the coding. Rarely is assigned ‘0’, occasionally is assigned ‘1’ and very often is assigned ‘2’. The variables with higher mean values are the most prevalent deviant behavior among the 900 respondents. $X_M$, $X_G$, $X_B$ and $X$ are the means for the mixed schools, girls ‘schools’, boys’ schools and total mean respectively.
Table 2
The data summary of analysis of DSST.

<table>
<thead>
<tr>
<th>Types of Deviant behaviors</th>
<th>Mixed Schools $X_M$</th>
<th>Girls’ Schools $X_G$</th>
<th>Boys Schools $X_B$</th>
<th>Total</th>
<th>Overall $X$</th>
</tr>
</thead>
<tbody>
<tr>
<td>S17</td>
<td>65</td>
<td>1.444</td>
<td>61</td>
<td>1.356</td>
<td>79</td>
</tr>
<tr>
<td>S19</td>
<td>54</td>
<td>1.200</td>
<td>71</td>
<td>1.578</td>
<td>64</td>
</tr>
<tr>
<td>S20</td>
<td>61</td>
<td>1.356</td>
<td>75</td>
<td>1.667</td>
<td>47</td>
</tr>
<tr>
<td>S1</td>
<td>54</td>
<td>1.200</td>
<td>46</td>
<td>1.022</td>
<td>74</td>
</tr>
<tr>
<td>S15</td>
<td>52</td>
<td>1.156</td>
<td>67</td>
<td>1.489</td>
<td>50</td>
</tr>
<tr>
<td>S7</td>
<td>61</td>
<td>1.356</td>
<td>50</td>
<td>1.111</td>
<td>56</td>
</tr>
<tr>
<td>S2</td>
<td>47</td>
<td>1.044</td>
<td>43</td>
<td>0.956</td>
<td>68</td>
</tr>
<tr>
<td>S3</td>
<td>50</td>
<td>1.111</td>
<td>51</td>
<td>1.133</td>
<td>48</td>
</tr>
<tr>
<td>S16</td>
<td>43</td>
<td>0.956</td>
<td>60</td>
<td>1.333</td>
<td>28</td>
</tr>
<tr>
<td>S18</td>
<td>31</td>
<td>0.689</td>
<td>20</td>
<td>0.444</td>
<td>69</td>
</tr>
<tr>
<td>S6</td>
<td>34</td>
<td>0.756</td>
<td>18</td>
<td>0.400</td>
<td>67</td>
</tr>
<tr>
<td>S8</td>
<td>33</td>
<td>0.733</td>
<td>39</td>
<td>0.867</td>
<td>47</td>
</tr>
<tr>
<td>S21</td>
<td>28</td>
<td>0.622</td>
<td>40</td>
<td>0.889</td>
<td>46</td>
</tr>
<tr>
<td>S5</td>
<td>32</td>
<td>0.711</td>
<td>33</td>
<td>0.733</td>
<td>42</td>
</tr>
<tr>
<td>S12</td>
<td>35</td>
<td>0.778</td>
<td>11</td>
<td>0.244</td>
<td>47</td>
</tr>
<tr>
<td>S11</td>
<td>22</td>
<td>0.489</td>
<td>19</td>
<td>0.422</td>
<td>41</td>
</tr>
<tr>
<td>S4</td>
<td>20</td>
<td>0.444</td>
<td>9</td>
<td>0.200</td>
<td>25</td>
</tr>
<tr>
<td>S14</td>
<td>9</td>
<td>0.200</td>
<td>12</td>
<td>0.267</td>
<td>32</td>
</tr>
<tr>
<td>S13</td>
<td>5</td>
<td>0.111</td>
<td>8</td>
<td>0.178</td>
<td>11</td>
</tr>
<tr>
<td>S9</td>
<td>8</td>
<td>0.178</td>
<td>2</td>
<td>0.044</td>
<td>11</td>
</tr>
<tr>
<td>S10</td>
<td>5</td>
<td>0.111</td>
<td>3</td>
<td>0.067</td>
<td>9</td>
</tr>
</tbody>
</table>

Fig. 1. Perceived incidence of Deviant behavior as responded by the students.
Item twelve (12) is a free response designed to solicit the teachers’ recommendation for solving the problems of deviant behavior so as to stop the prevalence and spread in our schools and society at large. The DSST can be assessed as Supplementary Data B.

The two questionnaires were validated with the help of experienced lecturers, school administrators, and senior tutors with respect to:

i. Comprehensiveness of each of the instruments in terms of the types of deviant behaviors and nature of their seriousness.

ii. The language in terms of clarity and meaningfulness to the students and teachers.

2.2. Method of data collection

Two-stage probability sampling was used to obtain the sampling frame and simple random sampling was used to administer the questionnaires. The choice of Benin City is because as the state capital, different demographics that constitute the state are captured. Non-response was reduced drastically because the investigators made two visits to each of these schools to ensure thorough examination and completion of each item.

The raw dataset for DSSS can be assessed as Supplementary Data C. The 21 variables used to measure the deviant behaviors are coded R1 to R21. Similarly, the one for DSST can be assessed as Supplementary Data D, where the variables as observed by the teachers (respondents) are coded S1 TO S21.
2.3. Data presentation

The total and mean score for the students and teachers which are the measure of the deviant behavior are presented in Tables 1 and 2 respectively.

Furthermore, research questions can be posed and hypotheses tests can be obtained. Also the comparison between the analysis of the scores of DSSS and DSST can be obtained and validated by the necessary statistical tools. The questionnaires can be modified to include measures of deviant behaviors not captured in this article.

2.4. Incidence of deviant behavior

There seems to be a general agreement of the prevalence and incidence of deviant behaviors as observed by both the students and the teachers. These are presented in Figs. 1 and 2.

Acknowledgements

This research benefited from sponsorship from the Statistics sub-cluster of The Industrial Mathematics Research Group (TIMREG) of Covenant University and Centre for Research, Innovation and Discovery (CUCRID), Covenant University, Ota, Nigeria.

Transparency document. Supporting information

Transparency data associated with this article can be found in the online version at http://dx.doi.org/10.1016/j.dib.2018.07.059.

Appendix A. Supporting information

Supplementary data associated with this article can be found in the online version at http://dx.doi.org/10.1016/j.dib.2018.07.059.

References


