

Journal of Professional Counselling (JPC)

Volume 1, No. 2, 2018

Scanned with OKEN Scanner

JOURNAL OF PROFESSIONAL COUNSELLING (JPC)

Editor:
Professor Ngozi Osarenren
University of Lagos, Nigeria

Associate Editor
Dr. K. L. Kpanja
Nasarawa State University, Keffi, Nigeria

Editorial Board

Prof. Frederick Ocansey	-	University of Cape- Coast, Ghana
Prof. Funmi Sotonade	-	Olabisi Onabanjo Uni, Ago-Iwoye, Nigeria
Prof. John Carey	-	University of Massachusetts, Amherst, USA
Dr. Ian Martin	-	University of San Diego, USA
Prof. A.N.G Alutu	-	University of Benin, Nigeria
Prof. Irene Durosaro	-	University of Ilorin, Nigeria
Prof. A.A. Salawu	-	Usmanu Danfodiyo Uni, Sokoto, Nigeria
Prof. Marilyn Campbell	-	Queensland Uni of Technology, Australia
Prof. Belinda Harris	-	University of Nottingham, UK
Prof. Bayode Popoola	-	Obafemi Awolowo University, Ile Ife
Prof. Jonathan Osiki	-	University of Ibadan, Ibadan, Nigeria
Prof Charles Iwundu	-	Ignatius Ajuru University of Education, Port-Harcourt, Nigeria

The Executive committee of APROCON

1. Prof. O.M. Omoegun	-	President
2. Prof. L. Yahaya	-	Vice-President
3. Prof. Oyaziwo Aluede	-	General Secretary
4. Dr. S.A. Adisa	-	Asst. Gen. Secretary
5. Dr. Deborah Edide	-	Treasurer
6. Dr. Aminu Sanni	-	Internal Auditor
7. Prof. Ngozi Osarenren	-	Editor
8. Dr. K.L. Kpanja	-	Asst. Editor
9. Dr. C. Agbakwuru	-	Public Relations Officer
10. Prof. Ayo Badejo	-	Financial Secretary

Scanned with OKEN Scanner

TABLE OF CONTENTS

	PAGES
PERCEPTION OF ACADEMIC AND NON ACADEMIC PERSONNEL OF COUNSELLING FUNCTIONS IN SECONDARY SCHOOLS IN BENIN METROPOLIS Dr. (Mrs) Omozuwa Margaret Osarugue, Prof . A. N. G. Alutu	127
INFLUENCE OF SOCIO-ECONOMIC FACTORS ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN EDUCATION DISTRICT IV, YABA-LAGOS, AN IMPLICATION FOR COUNSELLING. Dr. Okoye, Philomena C. N, Ojo, Olugbenga I, Dr. Nwagwu, Ada, Enamudu, Gabriel P.	137
FACTORS RESPONSIBLE FOR JUVENILE DELINQUENCY AMONG SECONDARY SCHOOL STUDENTS AS EXPRESSED BY TEACHERS IN ILORIN METROPOLIS Dr. Lateef Omotosho Adegboyega, Shuaib Abolakale Muhammed, Prof. Adeyemi Ibukunoluwa Idowu	143
FACTORS INFLUENCING STUDENTS' INVOLVEMENT IN DEVIANT BEHAVIOUR AS EXPRESSED BY SECONDARY SCHOOL TEACHERS IN GOMBE STATE, NIGERIA Isiaka, Gafar, Abdulkadir, Olarewaju Rasaq (Ph.D), Omotunwase, Omowumi	155
PREVALENCE OF UNDESIRABLE BEHAVIOURS AMONG PUPILS IN ILORIN METROPOLIS: IMPLICATIONS FOR COUNSELLING ADEDIGBA, Olabisi Ph.D, OGUNGBADE, Oyelakin Kunmi, OWUYILE, Shola Samson	165
EFFECT OF CAREER COUNSELLING ON CAREER DECISION AND ADJUSTMENT OF IN-SCHOOL IN-SCHOOL ADOLESCENTS IN YABA LOCAL GOVERNMENT AREA, LAGOS STATE ADELEYE, Bukunola Adunni Ph.D., Asuai Nelson Chukwuyenum Ph.D., Iwuagwu, Judith Nkechi Ph.D.	173
CYBER BULLYING AS A SOCIAL MALAISE IN A NIGERIAN UNIVERSITY: LEVEL OF AWARENESS AND COUNSELLING IMPLICATIONS Badejo A.O (Prof), Akinwumi S.A, Korede D.O. and Lamidi S.B.	183
THE EFFECT OF GROUP COUNSELLING ON COMPULSIVE TEXTING BEHAVIOUR OF ADOLESCENTS IN YABA LOCAL GOVERNMENT AREA, LAGOS STATE Ikuburuju-Orola, Abigail Abidemi, Prof. A.M Olusakin	191
PREVALENCE OF SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS IN BORNO STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING Dr. Kpanja Kashim Lagu, Ngohi, Bukar Umar, Dyaji, Esther Joy, Monde, Victoria Titi	199
INVESTIGATION OF SOME FACTORS PROMOTING DEVIANT BEHAVIOUR AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN RIVERS STATE, NIGERIA Nicholas, Ikechukwu Jude, Kennedy, George Margaret	209

Scanned with OKEN Scanner

TABLE OF CONTENTS

PAGES

STRATEGIES EMPLOYED BY TEACHERS IN HANDLING DEVIANT BEHAVIOURS AMONG IN-SCHOOL ADOLESCENTS IN ILORIN WEST, KWARA STATE Mulikat Ladi Abdulqadir MUSTAPHA PhD; Falilat Anike OKESINA PhD and Azeez Omotosho SALAWUDEEN 217

DOMESTIC VIOLENCE AND ADOLESCENTS PSYCHOSOIAL ADJUSTMENT Adubi, Elizabeth S., Ashara, Ozioma, C. 229

INFLUENCE OF GENDER ON THE PREDICTION OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA Prof. Osarenren, Ngozi, Olanipekun, Olajumoke, Odewale, Oluseyi 237

TEACHERS' PERCEPTION OF THE CAUSES AND EFFECTS OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN EDO STATE: IMPLICATIONS FOR COUNSELLING OSUMAH, Obaze Agbonluae (Ph.D) 243

INFLUENCE OF TEENAGE PREGNANCY ON STUDENTS' ENROLMENT AS EXPRESSED BY TEACHERS IN ILORIN METROPOLIS AMINULLAHI, S. Alawaye (Ph.D) & ADIGUN, Akeem A. 251

INFLUENCE OF LEARNERS' PERCEPTION OF COUNSELLOR RELEVANCE ON THEIR ATTITUDE TOWARDS COUNSELLING IN NIGERIA SCHOOL SYSTEM - **Anyama, Stella Chinwe (Ph.D)** 263

Scanned with OKEN Scanner

STRATEGIES EMPLOYED BY TEACHERS IN HANDLING DEVIANT BEHAVIOURS AMONG IN-SCHOOL ADOLESCENTS IN ILORIN WEST, KWARA STATE

Mulikat Ladi Abdulqadir MUSTAPHA PhD;
Falilat Anike OKESINA PhD
&
Azeez Omotosho SALAWUDEEN
Department of Counsellor Education, University of Ilorin, Ilorin, Nigeria
Email: mustapha.mla@unilorin.edu.ng; phone number: 08062148082

Abstract
The occurrences of deviant acts amongst students have been of great concern to stakeholders in education. This study, therefore, considered the strategies utilised by teachers in handling deviant behaviours among in-school adolescents in Ilorin West Local Government Area of Kwara State. The study considered the influence of variables such as gender, age, educational qualification and teaching experience of teachers. It adopted descriptive survey to obtain information from teachers on the strategies being adopted in handling cases of deviant behaviours. A total of 307 post primary school tutors were randomly selected using a questionnaire titled: Strategies for Handling Deviant Behaviour to amass pertinent data. Four null postulations were made and verified at 0.05 level of significance. Percentile and weighted means were applied to appraise the factual data as t-test and Analysis of Variance (ANOVA) statistics were applied to confirm the postulated hypotheses. The outcomes of the inquiry showed that the strategies utilised by teachers are setting clear rules and regulations, employing corporal punishment, referring student(s) who engaged in deviant behaviours for counselling among others. Regarding the postulations, a significant variance was established in the approaches utilised by respondents based on gender and teaching experience but no significant variation was noticed based on scholastic qualification and age. Premised on the outcomes of the inquiry, it was recommended that counsellors should organize workshops for teachers on effective strategies for handling deviant behaviours. They should also advocate preventive strategies for handling deviant behaviours and discourage the use of corporal punishment.

Keywords: Strategies, Teachers, Handling, Deviant behaviours, In-school adolescents

Introduction

Deviant behaviour is deeply and widely spread among adolescents; it has gained popularity in all facets of life, thus leading to problems in various sectors. Deviant behaviours such as sexual offences, theft, bullying, drugs and substance abuse, truancy, cultism among others have gained extension, strength and stability in the educational system (Linbee, Valencia & Croner, 2000)) thereby requiring concerted efforts to curb. Macionisestal (2010) defined deviance from sociological view as an action or behaviour that violates social norms, including a formally enacted rule e.g. crime, as well as an informal violation of social norms such as rejecting folkways, superstitions and taboos. Nwankwo (2006) opined that deviant behaviour is considered abnormal or antisocial; it is different from the norm and does not conform to what society expects.

Studies (Gordon, 2001, Onukufor, 2013, Ahmed, 2016) have documented a high level of various deviant behaviours such as aggression, drug abuse and deviant sexual behaviours. For instance, Gordon (2001) revealed that smoking and drug use is basically a societal problem among in-school adolescents. The researcher found that 90% of the adolescents who are involved in smoking started at an adolescent age. Onukwufor (2013) found 20.8% and 48.3% prevalence of physical and verbal aggression among secondary school students in Rivers state. Muhammed, Mustapha and Adegunju (2014) reported that adolescents especially those in tertiary institutions in Kwara State engaged in deep kissing and sexual activities with the opposite sex. These activities could predispose them to

Scanned with OKEN Scanner

contract sexually transmitted infections and affect their reproductive health. Ahmed (2016) found that secondary school students in Ilorin metropolis engaged in drug abuse in various ways such as the use of drugs without a prior medical diagnosis, drug use without a medical prescription, smoking Indian hemp as well as alcohol consumption. Saidu (2016) identified examination malpractice as the most common form of deviant behaviour among in-school adolescents in Baruten LGA of Kwara State. He found that in-school adolescents did not differ in their deviant behaviour on the bases of school type, age and parent socio-economic level.

Factors responsible for deviant behaviours among in-school adolescents are numerous. Damron-Bell (2012) denoted that gender is a significant predictor of participation in deviant behaviours such that males are more frequently involved than females. It has also been observed that deviant behaviours could be influenced by various factors such as emotional intelligence, self-esteem, media and religiosity (Ugoji, 2014). The poor academic performance also predisposed youth to deviant behaviours. Olawale (2001) emphasized that behavioural problems are common among children of lower intelligence. Babatunde (2016) opined that some children resort to antisocial behaviour due to inability to cope with the academic rigours of the school. Many of these students cope with their problems by getting involved in behaviours like vandalism, stealing, involvement in illicit sexual activities, drug abuse etc. All these risky behaviour negatively affect public order and sense of safety of youths (Ibrahim, 2012).

John (1994) classifies deviant acts in terms of their perceived harmfulness, the degree of consensus concerning the norms violated and the response to them. Morongwa (2010) observed three types of misbehaviour which are regarded as disciplinary problems for the educator in the classroom. These include misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that these misbehaviours can be committed intentionally or unintentionally. Donnelly (2000) also mentions other common types of deviant behaviour experienced in schools to include: fighting, insubordination, and little support for educators, a general climate of disrespect and distrust of the administration.

Deviant behaviours exist all over the world especially where we have adolescents with a differing background such as schools in the urban area like Ilorin, the problem lies with how deviant behaviour is handled in school. Teachers are very important stakeholders within the school system; hence the focus of this study was to investigate the strategies employed by teachers in Ilorin in handling deviant behaviour among secondary school students.

Statement of the problem

In urban areas, deviant behaviours seem to be part of the setting which also manifests in schools located in such environment. Various scholars have indicated the increase in deviant behaviours among in-school adolescents, especially in big cities. Idrisi (2016) affirmed that there is an increase in the rate of moral decadence among youths as a result of lack of discipline. Children commit crimes such as stealing, bullying, examination malpractices and sexually related offences. Boyd (2015) reported that a lot of youths are involved in the use of tobacco, amphetamines, barbiturates, and heroin. In the same vein, Gordon (2001) had earlier affirmed that smoking and drug use is basically a societal problem among in-school adolescents. The researcher also recorded that 90% of the adolescents who are involved in smoking started at an adolescent age. Adeleke (2008) explained that there are lots of cases of cultism, sexual abuse, and acts of vandalism, blackmail, threats and intimidations reported by classroom teachers as well as school principals. There is a disparity between the nature of school violence in the 1950s and 2000s unlike in 1950s, school violence today involves the use of weapons mainly guns.

A similar situation has been reported by researchers in Ilorin as well as in Nigeria. Aminullahi (2016) identified three common forms of deviant behaviours among secondary school students in Ilorin metropolis to include

Scanned with OKEN Scanner

cheating during examinations, the problem of relating with other students and forming groups that are not helpful. Students were significantly different in the form of deviant behaviour based on gender, age, religion, and parents educational background but not different on the basis of school types.

Olatunji (2016) revealed that peer pressure, wrong use of drugs and negative attitudes of teachers are among the factors identified by teachers to be responsible for students' involvement in deviant behaviours. Teachers were not different in their expression on factors responsible for students' involvement in deviant behaviour on the basis of teaching experience and religion. However, they differ based on gender and educational attainment. If teachers who are to play a vital role in assisting in-school adolescents reduce or do away with deviant behaviour display negative attitude, it could be dangerous to the overall development of the students. Researchers such as (Peppler & Craig, 2002, Hanrahen, 2006) indicated that deviant behaviours have far-reaching effects on the adolescents and the general society. For instance, Hanrahen (2006) noted that 71% of adolescents involved in deviant behaviour progressed at adulthood to a pattern of chronic lawbreaking in the United State of America. Mustapha and Muhammed (2016) revealed that in-school adolescents involved in bullying behaviour experienced low-self-esteem, feel rejected, suffer physical discomfort, skip school, perform poorly in school work and do feel like committing suicide. For the bullies, they exhibit aggression toward friends, engage in shoplifting, have hatred for academic pursuit, beat up girls that turn down love advance among other consequences. Excessive consumption of alcohol among students could result in burning and destruction of properties, intensified sexual orientation and suicide (Adam, Welch, Pendlebury & Merrit, 2000).

Considering these consequences, it could be deduced that adolescents' involvement in some of these deviant behaviours could be devastating to individuals and the societies. Recent widespread of drug/alcohol abuse and addiction, kidnapping, political thuggery, cultists striking which are now on the high side within Ilorin metropolis could be precipitated by the non-effective handling of deviant behaviours among in-school adolescents at the right time. These findings provide an urgent need for initiating interventions to prevent or reduce cases of deviant behaviours in schools. Various researchers across the globe developed various strategies emanating from different psychological theories to address a variety of deviant behaviours. For instance, Burssens and Vettenburg (2004) developed Restorative Group Conference for addressing escalated bullying in schools.

Findings of numerous studies have shown that teachers play a key role in shaping effective education through effective management of deviant behaviours (Hattie, 2009). Bourne, Christian, Sharpe-Pryce, On-Dasis and Francis (2005) have identified strategies employed by school leaders in Jamaica in managing conflicts. These include avoidance, compromise, teaching social skills, dispute resolution foundation, counselling and accommodation. The educational leaders differ in terms of their perceptions on the use of strategies in handling the deviant behaviours based on their status. Teachers' perception was low on the effectiveness of the strategies employed. Students in the school also reported the use of corporal punishments as common strategies employed in managing deviant behaviour. Teachers' perception of strategies employed in the management of deviant behaviours less effective could suggest the need to learn effective ways of handling deviant behaviour. Thus, the focus of this study was to investigate strategies employed by teachers in handling deviant behaviours among in-school adolescents in Ilorin West Local Government Area. This will determine whether the strategies employed are effective and at par with international standard.

To guide the conduct of this study the following research question and hypotheses were postulated and tested.

Scanned with OKEN Scanner

Research Question

1. What are the strategies employed by teachers in handling deviant behaviours among in-school adolescents in Ilorin West, Kwara State?

Research Hypotheses

1. There is no significant gender difference in the strategies employed by teachers in handling deviant behaviours among in-school adolescents.
2. There is no significant age difference in the strategies employed by teachers in handling deviant behaviours.
3. There is no significant difference in the strategies employed by teachers in handling deviant behaviours on the basis of educational qualification
4. There is no significant difference in the strategies employed by teachers in handling deviant behaviours among in-school adolescent on the basis of teaching experience.

Methodology

The study adopted a descriptive survey design. This is considered appropriate to capture the strategies employed by teachers in handling deviant behaviours among in-school adolescents. The descriptive survey design is concerned with the collection and summarizing of numerical data.

The population for the study is all senior secondary school teachers in Ilorin West LGA which are estimated to be One thousands three hundred and twenty-six (1,326) (Kwara State Teaching Service Commission, 2016).While the target population is all senior secondary schools teachers in the selected schools in Ilorin West Local Local Government Area of Kwara State. A sample of three hundred and seven (307) teachers were used in the study. The simple random sampling procedure was used to select twelve (12) out of twenty-eight (28) schools in Ilorin West LGA of Kwara State and proportional random sampling technique was used to select teachers from the selected schools in Ilorin West, Kwara State.

The instrument used for the study is titled "Strategies for Handling Deviant Behaviours Questionnaire" (SHDBQ). The instrument has two sections, the first section is on demographic data while section B consist of twenty (20) items on strategies employed in handling deviant behaviours using a four-point Likert-type scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

Content validity was established for the instrument since it involves ensuring that items on a test represent the entire range of possible items a test should cover. In order to ascertain the validity of the instrument, the instrument was given to five (5) experts in the Department of Counsellor Education, University of Ilorin for vetting, suggestions and corrections made were duly effected after which they adjudged the instrument valid enough for the study. The reliability of the instrument was established using test re-test method of reliability. Pearson Product Moment Correlation (PPMC) was used to correlate the two scores which yielded a coefficient of 0.60. The researcher considered this high enough to make the instrument reliable.

The demographic data collected were analyzed using percentages. Hypothesis 1 was tested using the t-test, while hypotheses 2, 3 and 4 were tested using Analysis of Variance (ANOVA).

Scanned with OKEN Scanner

Results

Table 1: The data gathered were analyzed and presented below:

Gender	Frequency	Percentage
Male	166	55.3
Female	134	44.7
Total	**300**	**100**
Age		
20 – 30 years	89	29.7
31 – 40 years	122	40.7
41 – 50 years	73	24.3
Above 50 years	16	5.3
Total	**300**	**100**
Qualification		
NCE/OND	77	25.7
1st Degree	136	45.3
MEd/MSc	71	23.7
PhD	16	5.3
Total	**300**	**100**
Teaching Experience		
Below 5 years	79	26.3
6 – 10 years	130	43.3
11 years and above	91	30.3
Total	**300**	**100**

Table 1 presents respondents demographic characteristics. A total of 307 copies of the questionnaire were administered out of which seven were not properly completed, thus only the 300 copies duly filled were used for the analysis. The table shows that 300 teachers participated in the study, out of which 55.3% (166) of the respondents are males while 44.7% (134) were females. 29.7% (89) of the respondents were between 20-30 years, 40.7% (122) of the respondents were between 31-40 years old, 24.3% (73) of the respondents were between 41-50 years old while 5.3% (16) of the respondents were above 50 years old. 25.7% (77) of the respondents had NCE/OND certificate, almost half of the respondent 45.3% (136) of the respondents had 1st Degree, 23.7% (71) of the respondents had M.Ed/M.Sc. degree while 5.3% (16) of the respondents are Ph.D. degree holders. 79 (26.3%) of the respondents had below 5 years teaching experience, 130 (43.3%) of the respondents had 6-10 years teaching experience while 91(30.3%) of the respondents have 11 years and above teaching experience.

Research Question 1: What are the strategies employed by teachers in handling deviant behaviours among in-school adolescents in Ilorin west, Kwara state?

Scanned with OKEN Scanner

Table 2: Mean and Rank Order of the Respondents' Strategies for handling Deviant Behaviours

Item No	As for me, the following strategies for reducing deviant behaviour can be adopted:	Mean	Rank
5	Setting clear rules and regulations	3.60	1st
10	Employing corporal punishment	3.59	2nd
13	Referring students who engaged in deviant behaviour for Counselling	3.52	3rd
15	Organizing peer support group for student who are in need	3.45	4th
11	Making school and lessons meaningful to the students	3.42	5th
7	Allowing students to learn from their own mistakes	3.40	6th
2	Teaching the student appropriate self-control	3.39	7th
14	Teaching moral concept e.g. parenting classes, during and sex education, social skills	3.38	8th
1	Teaching the student the appropriate social control	3.34	9th
6	Encourage positive teacher-learner relationship	3.28	10th
16	Organizing staff support system for students in need	3.28	11th
3	Modelling positive behaviours	3.24	12th
4	Writing agreement between student and the teachers to commit students to behave appropriately	3.23	13th
17	Involving the effort of parent/family support	3.21	14th
18	Using recreational programmes	3.19	15th
20	Gathering information on deviant behaviours among students	3.18	16th
8	Scolding students who engage in deviant behaviours	3.01	17th
9	Belittling student who engage in deviant behaviours	2.88	18th
12	Allowing students to take responsibilities for themselves	2.67	19th
19	Paying attention to students' feelings and needs	2.57	20th

Table 2 shows that all the items have mean scores above the average mean score of 2.50 (which is the benchmark for determining the major strategies for handling students' deviant behaviour). Simply that the respondents believed that all the strategies could be applied in handling deviant behaviour. However, items 5, 10, 13, 15 and 11 with mean values of 3.60, 3.59, 3.52, 3.45 and 3.42 preceded others, hence, were ranked 1st, 2nd 3rd, 4th and 5th respectively. The items indicated setting clear rules and regulations employing corporal punishment, referring students for counselling, the organization of peer support group and making school meaningful as appropriate strategies in handling deviant behaviours among in-school adolescents in Ilorin metropolis.

Hypotheses Testing

Four null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and Analysis of Variance statistical methods at 0.05 level of significance.

Hypotheses One: *There is no significant gender difference in the Strategies employed by teachers in handling deviant behaviours*

Scanned with OKEN Scanner

Table: 3 Mean, Standard Deviation and t-value comparing male and female respondents' on Strategies employed in handling Deviant Behaviours

Gender	N	Mean	SD	df	Cal.t-value	Crit. t-value	Sign
Male	166	66.04	5.43				
				198	4.39	1.96	0.00
Female	134	63.28	5.43				

Significant at p < 0.05 alpha level

Table 3 shows that calculated t-value of 4.39 is greater than the critical t-value of 1.96 while the significant of 0.00 is less than the P-value of 0.05. This indicates a significant difference, thus the hypothesis is rejected. Therefore, there is a significant gender difference in the strategies employed by teachers in handling deviant behaviours.

Hypothesis Two: *There is no significant age difference in the strategies employed by teachers in handling deviant behaviours*

Table 4: ANOVA Showing Difference in the Strategies employed by teachers in handling deviant behaviours on the basis of age

Source	SS	DF	MS	Cal.t-value	Crit. t-value	Sig.
Between Group	204.296	3	68.099	2.20	2.60	0.88
Within Group	9146.491	296	30.900			
Total	9350.787	299				

Table 4 shows that the calculated t-value of 2.20 is less than the critical F-value of 2.60 while the significant of 0.88 is greater than the P-value of 0.05. This indicates no significant difference, thus the hypothesis is accepted. Therefore, there is no significant age difference in the strategies employed by teachers in handling deviant behaviours.

Hypothesis Three: *There is no significant educational qualification difference in the strategies employed by teachers in handling deviant behaviours*

Table 5: ANOVA Showing Difference in the Strategies Employed by teachers in handling Deviant behaviour on the basis of educational qualifications

Source	SS	DF	MS	Cal.t-value	Crit. t-value	Sign
Between Group	2767.839	3	192.613	1.57	2.60	0.07
Within Group	6582.948	296	122.240			
Total	9350.789	299				

Table 5 shows that the calculated t-value of 1.58 is less than the critical t-value of 2.60 while the significant of 0.203 is greater than the p-value of 0.05. This indicates no significant difference, thus the hypothesis is accepted. Therefore, there is no significant difference in the strategies employed by teachers in handling deviant behaviours on the basis of their educational qualification.

Scanned with OKEN Scanner

Hypothesis Four: *There is no significant difference in the strategies employed by teachers in handling deviant behaviours on the basis of teaching experience*

Table 6: Analysis of Variance (ANOVA) showing difference in the strategies employed by teachers in handling deviant behaviours on the basis of teaching experience.

Source	Df	Ss	Ms	Cal-F	Crit-F	P-Value
Between Group	2	17890.129	895.64	*35.16	3.00	0.00
Within Group	297	7560.658	25.457			
Total	399	9350.787				

Table 7: Duncan Multiple Range Test (DMRT) to determine difference in the strategies employed by teachers in handling deviant behaviours on the basis teaching experience

Duncan Group	N	Mean	Group	Working Experience
A	91	67.58	1	11year and above
B	130	63.00	2	6 -10 years
B	79	62.32	3	Below 5year

Table 7 shows that the mean score of group 1 (with a mean score of 67.58) is greater than the mean scores of group 2 (with the mean score of 63.00) and group 3 (with a mean score of 62.32) respectively. In another word, the mean scores of groups 2 and 3 are slightly different from each other and the difference is less than 1 but significantly different with a mean score of group 1. It can be concluded, therefore, that working experience from 11years and above contributed to the significant difference noted in table 6.

Discussion

Ilorin metropolis has recently been witnessing the influx of people due to the relative peace it was known for among cities in Nigeria. This has led to increasing rate of crime, such as political thuggery, drug abuse, kidnapping, among other social deviance. The high rate of poverty, especially among citizens, unemployment, overpopulated classrooms especially in public schools within Ilorin West LGA are great predictors of deviant behaviours in Ilorin metropolis. It could be inferred from studies that various forms of deviant behaviours are been perpetrated by in-school adolescents in schools across the state and Nigeria in general. Cases of social deviance are widely reported in the media and this no doubts reflect in the school. It is therefore pertinent to look at various ways in which teachers handle cases of deviant behaviours for necessary steps to be taken.

The purpose of this study was to examine the strategies employed by teachers in handling deviant behaviours among in-school adolescents in Ilorin West, Kwara State. Deviant behaviours emanate due to varying social issues, this has necessitated the use of different strategies in handling these behaviours. These strategies as revealed in this study include setting clear rules and regulations, use of corporal punishment, referring students who engaged in deviant behaviour for counselling, organizing peer support for students in need. Luthen (1998) has clearly stated that deviant behaviour occurs where there is lack of information dissemination. This accounts for the need to set clear rules and regulations. In-school adolescents in Ilorin metropolis are from various backgrounds with varying disciplinary problem, coupled with the fact that many students come from the home with income challenges, teachers were also blamed for the poor performance of students in public examinations. There is no doubt the teachers will use corporal punishment in addressing deviant behaviours exhibited by in-school adolescents regardless of its effectiveness. The findings are similar to that of Bourn et.al, (2015), who found that school leaders

Scanned with OKEN Scanner

employed different strategies in handling deviant behaviours in schools. However, this need to be discouraged as this could promote aggression among students.

The study also revealed that there is a significant gender difference in the strategies employed in handling deviant behaviours. The hypothesis was rejected. The difference was noticed with a mean score of males higher that of females. This means that male respondents differ in their views on the strategies employed in handling deviant behaviours among in-school adolescents. This may be due to the fact male and female teachers use a different method to handle students' deviant behaviours. This corroborates the view of Ajiteru (2013) who discovered that male and female differ in their biologically and physically makeup and this has a way of influencing their perception. This finding is in line with that of Sarwar, Awan, A'lam and Anwar (2010) who found that male teachers differ significantly in their degree of deviant behaviour. The reasons for the variation in the strategies employed might be due to differences in their perception and acceptability of the deviant behaviour manifested by students. Also, in punishing students that engaged in deviant behaviours male teachers are usually involved in the discipline of students that engage in deviance.

The second hypothesis stated that there is no significant age difference in the strategies employed in handling deviant behaviour among in-school adolescents. The hypothesis was accepted. This implies that respondents did not differ in their responses to the strategies employed in handling deviant behaviours. The finding corroborates with Isiaq (2009) who found no difference in counsellors' and teachers' expression on adolescents' deviant behaviours' control on the basis of their age.

The third hypothesis revealed that there was no significant difference in the strategies employed by teachers in handling deviant behaviour on the basis of educational qualification. This implies that strategies employed by teachers in handling deviant behaviours are not significantly different on the basis of their educational qualification. This finding is contrary with Olowonirejuaro who opined that teachers with higher educational qualification are well equipped to understand students' behaviour and as such, they are able to predict the student behaviour and set standards of behaviour for students under their tutorship.

Hypothesis four revealed that there was a significant difference in the strategies employed by teachers in handling deviant behaviours on the basis of teaching experience. This means that respondents differed in the strategies employed in handling deviant behaviours based on their teaching experience. This may due to the fact that teachers with many years of teaching experience are conversant with students' deviant behaviour and how to handle them. This finding is in line with the view of Asonibare (2016), who confirmed that practising school counsellor with cumulative years of working experience know the best behaviour modification techniques or effective approaches to managing both individual and classroom behaviour.

Conclusion

On the basis of findings, the following conclusions were drawn

1. The strategies employed by teachers in handling deviant behaviours include among others; setting clear rules and regulations; employing corporal punishment; referring students who engaged in deviant behaviour for counselling; Organizing peer support group for students who are in need etc.
2. There is a significant gender difference in the strategies employed by teachers in handling deviant behaviours.
3. There is no significant age difference in the strategies employed by teachers in handling deviant behaviours.
4. There is no significant difference in the strategies employed by teachers in handling deviant behaviours based on their educational qualification

Scanned with OKEN Scanner

5. There is a significant difference in the strategies employed by teachers in handling deviant behaviours based on their teaching experience

Implications of the Findings for Counselling Practice

Counselling is a helping relationship between a professional counsellor and counsellee/client. It is important to note that students need to be assisted in handling contemporary challenges. It could be noted that the three strategies that ranked high are reactive strategies in handling deviant behaviour which could not be effective. Imposing rules and regulation on students have been found less effective prevention strategies rather negotiating school rules and regulation are more effective (Marzeno et.al, 2003). The implication of this to the counselling practice is that professional counsellors should be ready to identify students who have behavioural problems in order to expose them to these strategies for a change. There is also the need for secondary school counsellors in Ilorin West LGA to teach the students life skills that will enhance positive behaviour among in-school adolescents. The counsellors should orientate the teachers on the importance of using effective strategies in handling deviant behaviour.

Recommendations

1. School administrators should clearly spell out and negotiates the rules and regulations of the school with the students. This could be done during orientation programmes and or on assembly ground.
2. Counsellors should organize a workshop for teachers on effective strategies for handling deviant behaviours. They should also advocate for the reduction in the use of corporal punishment.
3. Counsellors should also work together with stakeholders to create an environment that reduces involvement in deviant behaviours by assessing and meeting students' needs.
4. There is also the need to give accurate education and teach psychosocial skills to help them learn how to cope with developmental challenges.
5. Counselling centres should be established in every secondary school and course/topics in counselling that deals with techniques of managing deviant behaviours should be entrenched in the secondary school curriculum.

Scanned with OKEN Scanner

References

Abdullahi, I. A. (2006). *A Study of the Relationship between Indiscipline Cases and Punishment given to Secondary School Students in Wajar District.* Unpublished MEd Thesis, Keynyatta University

Adam, D., Welch, N., Pendlebury, C. & Merrit, K. (2000). *A Culture of consumption: an investigation into alcohol related drinking problems amongst university students. hamilton: waikato university"* Available at http://v, ww.alac.org.nz/FileLinks/2704 TertiaryStudent.e891a12c.pdf.

Ahmed, O. I. (2016). *Prevalence of Drug Abuse as Expressed by Secondary School Students in Ilorin Metropolis.* Unpublished B.Ed Project, University of Ilorin, Ilorin, Nigeria

Aminullahi, M. B. (2016). *Patterns of Behavioural Problems among Secondary school Students in Ilorin Metropolis.* Unpublished B.Ed Project, University of Ilorin, Ilorin, Nigeria

Asonibare, J. B. (2016). Modifying Maladaptive Behaviour in Schools. *Guidance and Counselling in Education* Ilorin: University Press.

Bourne, P.A. Clark-Christian, J., Shape –Pryce, C. Hudson Davis A, Francis, C (2015) Strategies in Dealing with violence in schools: Perceived effectiveness of conflict management strategies used by Education leaders in Reducing students Disagreements. *Psychiatry* 18:248 doi: 10 4172/psychiatry. 10000248.

Damron-Bell, J. (2012). *The Development of Deviant Behaviour in Client characteristics and School Climate.* Retrieved on 17 July, 2017 from http://www.assingleitem.com

Donnelly, J. (2000). Two Simple Rules – Discipline Problems Down. *Pro Principal*, 16(7): 1 – 3.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: New York: Routeledge.

Ishaq, H. (2009). Teachers can Make a Difference. *The Dawn.* Retrieved November 30 2016 from http://www.dawn.com.

Linbee, S., Valencia, B. S. & Cromer, B. A. (2000). Sexual Activity and Other High-Risk Behaviours in Adolescences with Chronic Illness: A review. *Journal of Pediatrics and Adolescents* 13(2), 53-64

Marzano, R. J., Marzano, J. S. & Pickering, D. J. (2003). *Classroom Management that works. Research-Based Strategies for Every Teacher*-Alexendria, VA: Association for Supervision and Curriculum Development (ASCD)

Morongwa, C. M. (2010). *The Impact of Discipline Problems on Educator Morale in Secondary Schools and Implications for Management.* An Unpublished MEd Thesis, University of South Africa

Muhammad, S. A.; Mustapha M. L. A. & Adegunju, K. A. (2014). Sexual Behaviours of Undergraduates of Tertiary Institutions in Kwara State Nigeria. *The Nigerian Journal of Guidance and Counselling* 19, 32 – 42

Mustapha, M. L. A. & Muhammed, S. A. (2016). Consequences of bullying behaviour on in-school adolescents in Ilorin Metropolis. *Al-Hikmah Journal of Education. 3(2), 322-335,* Published by Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, Nigeria. Available online at http://uilspace.unilorin.edu.ng:8080/jspui/bitstream/123456789/1415/1/06.%20Al-Hikma%202016.pdf

Olatunji, M. A. (2016). *Factors Responsible for Students' Involvement in Deviant Behaviours as Expressed by Secondary School Teachers in Ilorin metropolis.* Unpublished B.Ed Project University of Ilorin, Ilorin. Nigeria

Saidu, Y. Y. (2016). *Behavioural Problems of In-School Adolescents in Baruteen Local Government Area of Kwara State, Nigerian.* Unpublished B.Ed Project University of Ilorin, Ilorin, Nigerian

Ugoji, F. N. (2014). Determinants of risky sexual behaviours among secondary school students in Delta State, Nigeria. *International Journal of Adolescence and Youth* 19(3), 408-418. Retrieved Aug.17 2017 from http://dx.doi.org/10.1080/02673843.2012.751040.

Scanned with OKEN Scanner