



Journal of Professional Counselling (JPC)

Volume 1, No. 2, 2018

All Right Reserved

While the Editorial Board makes every effort to ensure that no misleading information or statement appears in JOURNAL OF PROFESSIONAL COUNSELLING (JPC), the data and information in the articles are the responsibility of the contributors/authors. Therefore, the Editorial Board accepts no responsibility for the consequences of any such misleading data and / or information.

ISSN: 2645-2308

**Published in Nigeria by:
Association of Professional Counsellors in Nigeria (APROCON)**

**Printed in Nigeria by:
Azion Resources Limited,
9, Adetayo Oso Street, Akoka, Lagos.
aziontechnologies@yahoo.co.uk**

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, 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

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

TABLE OF CONTENTS

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

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

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

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)

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

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

PERCEPTION OF ACADEMIC AND NON ACADEMIC PERSONNEL OF COUNSELLING FUNCTIONS IN SECONDARY SCHOOLS IN BENIN METROPOLIS.

Dr. (Mrs) Omozuwa Margaret Osarugue
College of Education Ekiadolor, Benin
Omozuwameg@yahoo.com.

&

Prof. A. N. G. Alutu
Department of Educational Evaluation and Counselling Psychology
University of Benin, Benin City.

Abstract

This study investigated the perception of academic and non academic personnel of Counselling functions in Secondary Schools in Benin Metropolis. Counselling Functions Questionnaire (CFQ) was developed by the researchers to elicit the opinion of academic and non academic personnel on counselling functions and objectives in secondary schools in Benin Metropolis. The psychometric properties of the instrument were established, and the reliability coefficient of 0.78 was obtained using the Cronbach alpha statistics. Four research questions were raised, hypothesized and tested at 0.05 level of significance. A sample size of 252 respondents was randomly selected from a population of 2,520 respondents. The data collected were analyzed using frequency counts, percentages, mean and t- test statistics. The study revealed that there is no significant difference in the perception of academic and non academic personnel of Counselling functions in Secondary Schools in Benin Metropolis on the basis of job position, gender, school location and school type. The study therefore recommended that counselors should be more effective in carrying out their counselling functions. Academic and non academic personnel should be enlightened about the functions of counselors and be encouraged to cooperate and also support counsellors when carrying out their counselling duties within the school.

Keywords: Relationship, Counsellor, Personnel, Teachers.

Introduction

Counselling can be seen as a helping relationship that requires a trained counsellor to assist an individual who needs help to make good and wise decisions. It is a purposeful reciprocal relationship between two people in which one, a trained person helps the other to adapt to his or her environment (Idowu 2004). Some of the school personnel in the Nigerian Education system include the academic personnel - principals and teachers whose sole responsibility after training is mainly to impart knowledge on the students while the non academic personnel are the support staff who include the administrative staff, health workers, cleaners, typists and every other staff involved in various co-curricular activities in the school. The various aforementioned staff assists students to develop their full potentials, be effective, productive and useful to themselves and others. It is therefore imperative that all school personnel should be involved in the school guidance programme. All stake holders need to work together in order to achieve guidance objectives.

The school counsellor is the administrator of counselling whose duty is to work with students and parents to help guide students' academic, behaviour and social growth. Counsellors help solve personal, social and academic problems, identify problems such as alcohol, substance abuse family problems among others. Counsellors also help students find their appropriate educational path, help them stick to it, prepare students for their post graduation plans and also advise students about admission to higher schools. Guidance and counselling therefore is more than concerned with academic matters and choice of subjects. It has to do with the nurturing of the individual at every stage of his or her development in order to eventually become useful to him or herself and the society as a whole. The co-operation of the principal and other personnel in the school will help to provide quality education and reduce

or solve educational, vocational and socio personal problems such as physical health problems, which could lead to emotional disturbances, stress and so on in the society.

Some factors could create emotional and psychological stress for students, such as meeting up with the requirements of the school, home and family issues, separated or broken parental relationship, death of either or parents, crowded school time table, socio economic problems, peer group influence, negative effects of mass media on the students and so on. An emotionally and psychologically stable student is more likely to benefit from the educational system than an unstable and maladjusted student. There is no gainsaying the fact that there is need to clamour for trained counsellors who will carry out their counselling functions for greater effectiveness to ensure quality education for students in Schools. This is with a view to assist the maladjusted students and all students to become more productive.

According to (Ipaye 1983 and Bojuwoye,1997) in Adeoye (2004), other professionals in the school system do not see themselves as guidance personnel and their attitude to counselling is poor no matter their age, status, sex or religion. Simon (2008) opined that counsellors have not been accorded full recognition and professional status in Nigeria. There is therefore need to find out from academic and non academic personnel in the school system their views about counselling functions in schools. According to Wiley (2017) the core functions of the certified counsellor include; assisting the students with educational and vocational planning, helping the students with school related problems and planning instructional activities. These counselling functions if well carried out will assist learners to express and develop their ideas feelings and values. Wiley (2017) also stated that the objectives of counselling include: achieving of positive mental health, resolution of problems, improving personal effectiveness, counselling to help change decision making and modification of behaviour.

Counselling helps people discover their needs, interest and capabilities in order to formulate their own goals and make plans to realize them. In the school system the functions of the counsellor are to collaborate with other stakeholders to promote students achievements and address the needs of all students through prevention and intervention programmes. The school counsellor and the principal hold prominent positions within the school organization. While the principal is viewed as the primary administrator and academic personnel, the school counsellor is often viewed as part of the administrative or leadership team. They both focus their efforts on securing a safe and appropriate education for all students. Given their close working relationship and shared administrative goals, it is natural that the principal and the school counsellor would have a strong desire and mutual interest in ensuring that the counselling functions are achieved.

According to Ogunyemi(2003), Academic and non academic personnel refuse counsellors the enabling environment to carry out their counseling functions. They may refuse to accept the position of the counsellor as the third of authority in the administrative cadre of the school. Aluede, Adomen, and Afen-Akpaida(2004) stated that ; Literate and non literate persons see counselling as a talking tool that can be handled by any person. They further reiterated that Lack of standardized assessment materials for professional use especially in rural, public and private secondary schools prevent practicing counsellors in schools from carrying out their counselling functions effectively. Ogunyemi (2003) also opined that academic and non academic staff see counsellors as threats to their official position and regard counselling roles and objectives as irrelevant in the school system

Statement of the Problem

The Federal and State Ministries of Education expect efficiency in trained counsellors in terms of carrying out their professional functions and objectives for the good of everyone in the school system. It is also expected that there is peaceful coexistence among counsellors, principals and other personnel in the school system to enhance efficiency and harmonious co-existence in the school for the good of all especially the students. It is however regrettable to

note that this aim is yet to be achieved. It also appears that academic and non academic personnel look down on counsellors and do not support them based on their perception of the roles of counsellors. Some believe that the functions of the counsellor are not relevant in the school system since the counsellor's roles are mainly advisory and they feel that advisory role in the African culture require the older person in the family advising the younger ones on issues and it does appear to them that counselling does not require receiving special training to be able to advise or counsell any one because in their opinion, the ability to advise is a gift from God accumulated with age and experience.

Most of the school principals perceive counsellors as competitors and threats to the authority they hold. Principals are of the opinion that sending counsellors to their school may give the impression that their school is a problem school. Teachers and non academic personnel may also see counsellors as lazy persons that merely sit in the office to gist with clients. The aim of the counselor in the school system is to give advisory role which can help to curb or reduce to the barest minimum vices such as cultism, smoking, drug use, truancy, bullying, poor reading habits and so on. It appears that these laudable functions have not been achieved perhaps because of the non acceptance of counsellors by academic and non academic personnel in encouraging or allowing fair playing ground for the effective implementation of the counselling skills and training the counsellor wish to apply in the school. It appears that despite the existence of counsellors in schools, high rate of vices such as cultism, truancy and so on still exist in secondary schools. It appears that there is no positive effect of counselling in schools and counsellors do not also receive adequate support from academic and non academic personnel to function within the school as they should have. However there is no study within the reach of the researcher on the perception of academic and non academic personnel of the counselling functions in secondary schools in Benin Metropolis hence the need for this study in order to seek the opinion of academic and non academic personnel of the counselling functions and objectives in secondary schools in Benin Metropolis.

Purpose of the Study

The aim of this study is to examine the perception of academic and non academic personnel of counselling functions in secondary schools in Benin Metropolis.

Research Questions

The following research questions were raised to guide the study.

1. Is there a difference in the perception of academic and non academic personnel on the counselling functions in secondary schools in Benin Metropolis?
2. Is there a difference in the perception of academic personnel on the counselling functions in secondary schools in Benin Metropolis on the basis of gender?
3. Is there a difference in the perception of non - academic personnel on the counselling functions in secondary schools in Benin Metropolis on the basis of school location?
4. Is there a difference in the perception of principals, on the counselling functions in secondary schools in Benin Metropolis on the basis of school type?

Hypotheses

The research questions were hypothesized as follows:

1. There is no significant difference in the perception of academic and non -academic personnel on the counselling functions in secondary schools in Benin metropolis.
2. There is no significant difference in the perception of academic personnel on the counselling functions in secondary schools in Benin Metropolis on the basis of gender.
3. There is no significant difference in the perception of non -academic personnel on the counselling functions in secondary schools in Benin Metropolis on the basis of location?

4. There is no significant difference in the perception of principals on the counselling functions in secondary schools in Benin Metropolis on the basis of school type?

Research Design

The descriptive survey research design was used in carrying out this study. This method was considered appropriate for this study because the researcher's main interest was to investigate the opinion of academic and non academic personnel on the counselling functions and objectives in secondary schools in Benin metropolis.

Population of the Study

The total population for the study is 2,520 respondents. The academic personnel were 2,210 and the non academic personnel were 310. The population of this study comprised all academic and non academic personnel in public and private secondary schools in urban and rural areas of Benin Metropolis.

Table 1
Sample and Sampling Procedure

Variables	Frequency	Percentage (%)
Job Position		
Academic	221	87.69
Non Academic	31	12.30
Total	252	100
Gender		
Male	111	44.04
Female	141	55.95
Total	252	100
School Location		
Urban	9	60
Rural	6	40
Total	15	100
School Type		
Public	151	68.32
Private	70	31.67
Total	221	100

Multistage sampling technique was adopted in selecting the sample for this study. First, Proportionate sampling technique of 10 % was used to select 252 respondents from the population. Secondly, the random sampling method was used to select 15 secondary schools from the 3 local government areas of Benin Metropolis (Egor, Oredo, and Ikpoba Okha) 9 urban and 6 rural secondary schools, 221 academic and 31 non academic personnel, 111 males and 141 females, 151 public and 70 private secondary schools were used for the study. Each segment sum up to 100 percent as seen on Table 1.

Research Instrument

The researcher developed the "Counsellors Functions Questionnaire" (CFQ) which was used to gather the data for the study. The questionnaire has two (2) sections; A and B. Section A was designed to collect the demographic data of respondents such as job position; principals, teachers(academic) or non academic personnel), gender(male or female) Location (urban or rural) and school type (public or private) The instrument was designed following the modified Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

The instrument "Counselling Functions Questionnaire" (CFQ) used for the study was content validated by three experts in the Department of Educational Evaluation and Counselling Psychology (EECP) University of Benin.

Benin City. These experts made their comments and suggestions and the necessary corrections were incorporated by the researchers. The experts affirmed that the items on the instrument were adequate, standard, covered the intended content, construct and is valid for use.

Reliability of the Instrument:

The Cronbach alpha was the statistical tool used to determine the reliability of the instrument. Questionnaire were given to 20 respondents (academic and non academic staff members of private secondary schools) who were not part of the study. The responses of the respondents were then analyzed using cronbach alpha reliability statistics. The estimate of the reliability was 0.78 which was considered high for the measure of internal consistency of the instrument.

Administration of the Instrument

The instrument titled "Counselling Functions Questionnaire" (CFQ) was administered to academic and non academic personnel. The researcher was assisted by two research assistants who helped in the administration, collection of research instrument, and general supervision of subjects to avoid any form of interruption from non participants.

Data Collection

The questionnaires were administered to the respondents in their schools and collected on the spot. The two hundred and fifty two (252) questionnaires were retrieved after the administration.

Method of Data Analysis

The data collected was analyzed using mean, standard deviation and t- test statistics at alpha level of 0.05.

Results

H₀ 1: There is no significant difference in the perception of academic and non- academic personnel on counselling functions in secondary schools in Benin Metropolis.

Table 2: Mean, Standard Deviation and t-value on the perception of academic and non academic personnel on counselling functions in Benin metropolis.

Job type	N	Mean	SD	df	cal t-value	Crit t-value
Acad	221	37.76	13.762	250	1.93	1.96
Non -acad	31	20.66	16.534			

Table 2 showed the calculated value of 1.93 which is lower than the critical value of 1.96 hence the hypothesis is accepted and the alternate rejected indicating that there is no significant difference between academic and non academic respondents in the way they perceive counselling functions in secondary schools.

H₀ 2: There is no significant difference in the perception of academic personnel on the counselling functions in secondary schools in Benin Metropolis based on gender.

Table 3: Mean, Standard Deviation and t-value on the perception of academic personnel on the functions of counsellors based on gender.

Gender	N	Mean	SD	df	cal t-value	Critical t-value
Male	99	30.47	12.762	219	1.82	1.96
Female	122	38.66	14.534			

Table 3 showed the calculated value of 1.82 which is lower than the critical value of 1.96 hence the hypothesis is accepted and the alternate rejected indicating that there is no significant difference between male and female respondents in the way they perceive counselling functions in secondary schools.

Ho3 : There is no significant difference in the perception of non -academic personnel on the counselling functions in secondary schools in Benin Metropolis based on school location.

Table 4: Mean, Standard Deviation and t-value on the perception of academic personnel on counselling functions based on school location.

Location	N	Mean	SD	df	cal t-value	Critical t -value
Urban	22	30.47	15.762	29	1.90	1.96
Rural	09	18.66	19.534			

Table 4 showed the calculated value of 1.90 which is lower than the critical value of 1.96 hence the hypothesis is accepted and the alternate rejected indicating that there is no significant difference between urban and rural respondents in the way they perceive counselling functions in secondary schools.

Ho 4: There is no significant difference in the perception of principals on counselling functions in secondary schools in Benin Metropolis based on school type.

Table 5: Mean, Standard Deviation and t-value on the perception of principals on counselling functions based on school type.

Sch. type	N	Mean	SD	df	cal. t-value	Critical t-value
Public	9	30.47	18.762	13	1.93	1.96
Private	6	21.66	11.534			

Table 5 showed the calculated value of 1.93 which is lower than the critical value of 1.96 hence the hypothesis is accepted and the alternate rejected indicating that there is no significant difference between public and private secondary school principals in the way they perceive counselling functions in their schools.

Findings and Discussion of Results

The following are the major findings of the study:

The findings of this study revealed that there is no significant difference in the academic and non academic personnel on counselling functions in secondary schools in Benin Metropolis. This study further revealed that there is no significant difference in the perception of all the respondents on the basis of gender, school location and school type. Academic and non academic personnel perceive counselling as not relevant in schools. It appears students prefer counsell from their parents or family members than from counsellors who students perceive as strangers to their problems. Ogunyemi (2003) in his study on counseling functions and sustainability in Nigeria observed that there is still much to do when it comes to implementation and sensitization of the citizenry regarding the relevance of guidance and counseling in institutions of learning. It appears that academic and non academic personnel look down on counsellors; and does not allow them take their rightful place as the third tier of power in the school administrative cadre. This is in agreement with the opinion of Simon (2008) who noted that counselling is yet to attain full recognition and professional status due to little priority accorded to it by Government.

Male and female respondents are of the opinion that counsellors find it difficult to effectively carry out their counselling functions in schools due the unfriendly environment in secondary schools and poor acceptance of counsellor by academic and non academic personnel. This findings is in tandem with the assertion of Aluede, Adomen, and Afen-Akpaida(2004) that ; Literate and non literate persons see counselling as a talking tool that can be handled by any person, added to the fact that the counselling profession does not have any regulatory body to oversee the professional challenges of practicing counsellors nor assess the counselling functions in schools.

Academic and non academic respondents in urban and rural secondary schools, public and private secondary schools are unanimous about the negative circumstances professional counsellors are exposed to in carrying out their counselling functions. This is in line with the study carried out by Aluede, et al (2004) that; Lack of standardized assessment materials for professional use especially in rural, public and private secondary schools prevent practicing counsellors in schools from carrying out their counselling functions effectively. The above explanations may be suggested as the reasons why academic and non academic personnel in secondary schools do not see the need for counseling in secondary schools.

Implications for Counselling

The findings of this study have some implications for counselling practice. The counsellor has a great responsibility to effectively carry out the counselling functions with regards to the welfare and wellbeing of the students in the school. The study has now created awareness to counsellors that lots of persons are watching them in their quest to carry out their professional assignment especially within the school environment. Counsellors therefore carry out their professional task with more professional zeal in order to give good impression about counselling to all stakeholders especially within the school system. The school counsellor as a trained psychologist and a human relation expert employs his or her training skills to ensure that academic and non academic personnel in the school are involved in and are enlightened on the benefits of the guidance programme. Therefore, counsellors should perform counselling functions to meet the academic, personal social, emotional and psychological needs of the students

Conclusions

Based on the findings of this study, it is obvious that academic and non – academic personnel in schools negatively perceive counselling functions in terms of gender, school location and school type. They are unanimous in their opinion that the presence of counsellors in secondary schools has not yielded positive results regarding the rate of existing negative vices among students ranging from cultism, rape, truancy drug abuse among others.

Recommendations

Guided by the findings, this study recommends that the Federal and State Governments in collaboration with their various ministries of Education should strongly support the training of counsellors and emphasize on frequent checks on the counsellors through periodic assessment to ensure that counsellors professionally carry out their counselling functions.

There is also the urgent need to encourage and enlighten academic and non academic personnel on the relevance of counselling in schools for the benefit of students and the society at large.

Counsellors, principals, teachers and non academic personnel should co-operate in their different responsibilities towards meeting the needs of the students in their care.

PERCEPTION OF ACADEMIC AND NON ACADEMIC PERSONNEL OF COUNSELLING ...

References:

- Adeoye, E.A (2004). Relationship between the counsellor and other school guidance personnel in *Guidance and counselling in Education*. Ilorin: Indemac Publishers
- Aluede, O., Ademeh, I.O. C. And Afen-Akpaída, J. K.(2004) *Some thoughts about the future of guidance and counselling in Nigeria*. Calabar Counsellor . Counselling Asociation of Nigeria. 6(1), 154-162.
- Idowu, A. (2004). *Guidance and counselling in education*. Ilorin: Indemac Publishers (Nig.) Ltd.
- Ogunyemi (3003) Counselling for functional and sustainable education. A21st century approach. Retrieved 11/3/18 from [http ://books.google.com,ng.>books](http://books.google.com.ng/>books)
- Simon, D. (2008). *Introduction to Guidance Services*. Maiduguri: A lone-Psycho Educational services
- Wiley, J. (2017). *Functions of the school counsellor*. View issue TOC. 3(2).1-8 Retrieved from www.caccf.ca.pdf.12 core functions

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.
Educational Foundations Department, School of Technical Education
In Affiliation with University of Nigeria, Nsukka
Yaba College of Technology, Yaba, Lagos
E-mail:pcn.okoye@gmail.com

Abstract

This study examined the Influence of Socio-economic Factors on the Academic Performance of Senior Secondary School students in Lagos-state, an implication for counselling. Students in Nigerian secondary schools are still experiencing problems such as low self-esteem, school unrest, poor academic performance, drunkenness, skipping of classes, stealing, sexual harassment, drug abuse, actual or attempted suicide and examination malpractices. These have been related to the socio-economic status of the students. These problems exist even with the presence of guidance and counselling programmes in various schools. The population composed of 10,784 senior secondary school two students (S.S.S 2), from which 200 students were randomly selected. A four-point rating scale questionnaire was used for data collection. The weighted mean and Analysis of Variance was used to analyze the data collected. Reviewing related literature, the study shows that parental educational background and Parents' financial status are some of the major factors. There is a significant relationship between the socioeconomic factors and students' academic performance. The paper concludes by recommending that government should provide more schools that will accommodate various students from different family background. Stakeholders should be adequately informed of the importance of guidance and counselling services in schools to reduce social vices and high level of insecurity bedeviling our society. It is hoped that this paper will be valuable to the Ministry of Education and Non -governmental organizations working to expand guidance and counselling in schools.

Keywords: Academic Performance, Socio-economic factors, Social vices, Guidance and Counselling Programmes.

Introduction

Education is a basic tool used by society for transmission of its societal values. It is very vital in the human existence because the society and education are interrelated and inter-dependent.

Human life, which is the best creation of God, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is through education that he promotes his intelligence and adds his knowledge with which he can move the world for good or for evil according to his wishes. Education has become an area of prime importance not only for government or voluntary agencies but also for individuals, families, governments and communities. Education is said to be a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society.

Asiru (2014) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Olayanju (2014) posited that education plays a critical role in human capacity building and skills acquisition. Every nation hoping to have bright future needs to emphasize education because it is the only way to much development and it is the best legacy a nation can give to her citizens especially the youth.

Yusuf & Al-Banawi (2013) also noted that education must be considered as a key investment in modern economy because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth. Despite the fact that the development of any nation depends largely on the quality of education of her citizen, the academic performance of most Nigerian students in secondary schools is decreasing. This has become a major concern of education stakeholders and researchers.

Academic performance is generally regarded as the display of knowledge attained or skills developed in school subjects and it is the resultant progress of one in education. Such performance is indicated by test scores or marks assigned by assessors. It is the school's evaluation of the students' classroom work on the basis of marks or grades (Busari, 2001).

The school is an umbrella governing children from different parental background and social background and as such the children learning and rate of academic development is closely related to other experience. The environment in which the child finds himself or herself determines the child's performance in school. The division of society into different classes and association of parents with a certain class and its linked with the education of their children is an all important feature of our society. The home, as is universally accepted, is the first school of a child. As such, a suitable home environment is most conducive to the spread of education among its young members. Parent's socio-economic status is an important factor in shaping their attitude towards encouragement or neglect of education of children. Students belonging to high socio-economic status could get easily all the necessary things which they require for their high achievement. Researchers, education administrators, teachers and trainers have long been interested in exploring the various factors contributing effectively to quality academic performance. These factors are found within and outside the school and they include learner factors, peer groups, school factors and socioeconomic factors among others.

Academic performance of a student is the expected outcome after teaching, which is expected to effect a change in the behaviour of the learner. Academic performance refers to the level of performance in school, accomplishment or success in school. However, academic performance is the core of educational growth (Aremu & Oluwole, 2001). Jansen (2004) defined academic performance as the process of developing the capacities and potentials of the individual student so as to prepare that individual to be successful in a specific society or culture.

Student's academic performance can be predicted by a chain of social-economic factors resident in parents, family and network (Mohammed, Yinusa & Akanle, 2008). Socio-economic factors are important factors in many different disciplines like health, child development and educational research. Socio-economic factors are the social and economic experiences and realities that help mold one's personality, attitude and lifestyle. Research has shown that socio-economic factors are associated with health, cognitive and socio-emotional outcomes (Bradley & Corwyn, 2002). Educational outcomes have been shown to be influenced by family background in many different and complex ways. For example, the socioeconomic status of families has been consistently found to be an important variable in explaining variance in student achievement. There seems to be a correlation between socio-economic factors and students' performance in Lagos State senior secondary schools. Socio-economic background may affect learning outcomes in numerous ways: From the onset, parents with higher socioeconomic status are able to provide their children with the (often necessary) financial support and home resources for individual learning. They are also more likely to provide a more stimulating home environment to promote cognitive development, hence, improve the academic performance of such privileged children. Socio-economic factors that affect academic performance of senior secondary school students in Lagos-state may include parental background (level of education, language), financial status, parental involvement in child education, learning environment and peer group in school environment.

Low financial status and poor educational background of parents are some of the factors responsible for students' poor academic performance. Researchers have shown that many senior secondary school students in Lagos-state may not pass well in external examination such as Senior Secondary School Certificate (SSSCE); this can be attributed to the financial status and educational background of the parents. Thus, parents do not have the financial capability to provide their children with the academic resources needed as well as get involved in the child's education. On the other hand, this might make the students to drop out of school, join bad peers or gangs and have low interest in classroom activities.

Learning environment such as classrooms, libraries and laboratories which are important for improved academic performance are insufficient and structurally defective in most secondary schools in Lagos-state. Therefore, this study aims at examining the various socio-economic factors and the influence it has on the performance of senior secondary school students in Education district IV of Lagos state:

1. Examine the influence of parental educational background on the academic performance of senior secondary school students in Education district IV of Lagos-state.
2. Determine how parents' financial status influences the academic performance of senior secondary school students in Education district IV of Lagos state.

To aid the study the following hypotheses were tested;

1. There is no significant influence of parental educational background on the academic performance of senior secondary school students.
2. There is no significant influence of parental financial status on the academic performance of students.

Methodology

A survey design was adopted to examine the influence of socio-economic factors on the academic performance of senior secondary school students in Education district IV of Lagosstate. The instrument used to collect the data for the study was a structured questionnaire. The questionnaire was administered to students. The questionnaire solicited data from students on the influence of social economic factors on student's academic performance. The questionnaire was divided into two sections (A and B). Section A for collection of information on personal data of respondents while Section B consisted of questions that elicits responses from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The method of data analysis used was the simple percentage, weighted mean and analysis of variance. Four points summated rating scale was used.

- Strongly Agree (SA) = 4 points.
- Agree (A) = 3 points.
- Disagree (D) = 2 points
- Strongly Disagree (SD) =1 point.

The responses with a mean score of 2.5 and above are regarded as an agreed response while mean scores below 2.5 are regarded as disagreed response.

Results

The data shows that the total number of respondents were two hundred (200) in which ninety (90) were males, representing 45% of the total respondents. The total female respondents were one hundred and ten (110) respondents, representing 55% of the total respondents.

Analysis of Research Hypotheses:

Research Hypothesis 1: There is no significant influence of parental educational background on academic performance of senior secondary school students. Table 1: Response from respondents

S/N	STATEMENTS	SA	A	D	SD	TOTAL	MEAN	REMARK
1	Parents with strong educational background motivates their children to improve their academic performance.	78 (39.0%)	81 (40.5%)	24 (12.0%)	17 (8.5%)	200 (100%)	3.1	Agree
2	Parents with good educational background follow up on children's school work.	78 (39.0%)	83 (41.5%)	24 (12%)	15 (7.5%)	200 (100%)	3.12	Agree
3	Assistance from parent in students' homework does not influence their academic performance.	13 (6.5%)	15 (7.5%)	84 (42.0%)	88 (44%)	200 (100%)	1.77	Disagree
4.	Students whose parents have good background knowledge takes academic work seriously.	97 (48.5%)	64 (32.0%)	22 (11.0%)	17 (8.5%)	200 (100%)	3.21	Agree
5.	Parental educational background does not influence students' academic performance.	14 (7.0%)	13 (6.5%)	86 (43.0%)	87 (43.5%)	200 (100%)	1.77	Disagree
TOTAL MEAN SCORE							2.6	AGREE

Research Hypothesis 2: 2. There is no significant influence of parental financial status on the academic performance of students. Table 2: Response from respondents

S/N	STATEMENTS	SA	A	D	SD	TOTAL	MEAN	REMARK
1	Early payment of school fees influence the academic performance of students.	78 (39.0%)	83 (41.5%)	24 (12%)	15 (7.5%)	200 (100%)	3.12	Agree
2	Provision of necessary stationery for learning by parents does not influence the academic performance of students.	33 (16.5%)	42 (21%)	68 (34%)	57 (28.5%)	200 (100%)	2.26	Disagree
3	Provision and availability of personal textbooks by parents does not affect academic performance of students	13 (6.5%)	25 (12.5%)	78 (39.0%)	84 (42.0%)	200 (100%)	1.84	Disagree
4	Students with adequate feeding allowance and financial provisions have better academic performance.	88 (44.0%)	77 (38.5%)	22 (6.5%)	13 (6.5%)	200 (100%)	3.20	Agree
5	Parents' financial status influences the academic performance of students.	87 (43.5%)	76 (38.0%)	22 (11.0%)	15 (7.5%)	200 (100%)	3.18	Agree
TOTAL MEAN SCORE							2.72	AGREE

Discussion of Findings

Through the research work, the questionnaire was distributed among senior secondary school students. The data collected was analyzed and the following findings were identified in order to investigate the ways socio-economic factors influence students' academic performance. **Research Table 1** investigated the influence of parental educational background on the academic performance of senior secondary school students. From the finding, it was revealed that parental educational background significantly influences the academic performance of the students having a mean result of 2.6. Penny (2001) noted that educated parents are more likely to use complex language and a wider vocabulary with their young children. He further explained that better-educated parents are familiar with how schools work and are likely comfortable with school structure. Parents with lower levels of education are less likely to have high expectations for the children's academic careers. It is said that students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation and they may use more effective learning strategies than children of parents with lower levels of education.

Research Table 2 investigated the influence of parental financial status on the academic performance of students of senior secondary school. The study revealed that parental financial status does influence the academic performance of the students with a mean result of 2.72. This was in agreement with the report of Muhammed, Yinusa & Akale (2008), revealing that low income of the parent was a major impediment to academic success and development on the part of the student. From our literature review, it was seen that poverty alone does not account for all the difference in the performance of the student.

Summary

From the research study carried out among the students, some socio-economic factors were identified. Factors such as parental educational background and parents' financial status have been identified to have effect on the academic performance of students. If these factors are attended to, then the academic performance of students would improve.

Conclusions

Based on the study, it can be reasonably inferred that there are so many factors that can improve students' academic performances and there are also many factors that reduce students' academic performances. The research established that parents' involvement and educational background influences the students' performance.

The study also ascertained the extent to which parents provide financial and material support to their children for successful academic performance, it was established that financial and material support to a certain extent influenced students' academic performance.

However, despite the relationship between socio-economic factors and education achievement, sometimes there is an exceptional case whereby the student chooses not to take academic activities serious.

Implication of this study to Counselling

The findings of this study in relation to the influence of socio-economic factors on the academic performance of students in senior secondary schools, has a maximal implication on students. The researchers recommended that parents from whatever location and socio-economic status should have enough time to check their children's attendance at school from time to time, and that school counsellors should render necessary counselling service to truant students in their various schools in order to improve on their school attendance.

It is also recommended that school counsellors should engage teachers in seminars on effective behaviour modification strategies and techniques so as to instill discipline in the students. This will help to build in student's high self-esteem and self-efficacy.

Counsellors should organize workshops, seminars and symposium for parents where effective parenting will be discussed. Parents should be encouraged to visit their children in the school so that they can do a follow up of their children's progress in school and also know the kind of friends they keep. This constant check on children can sustain their educational and moral development.

Counsellors should organize orientation programmes for freshmen on the activities. Counsellors should organize seminars; symposium and workshops for students on other social clubs on campus where they can become members and participate actively in sporting. sporting activities should be encouraged among the students. If these are done the students outside academic work will always be engaged as academic performance is not only dependent on general intelligent that is the cognitive domain.

Recommendations

Based on the findings and conclusions, the following recommendations were made:

- Parents who are not educated or have low educational qualification should endeavour to allow their children to attend remedial coaching provided by non-governmental organization during holidays to supplement the regular school programmes.
- Parents should have interest in their children's education and endeavour to provide their children with the financial support needed for their studies. This is because students would perform better academically with parent's involvement.
- Government should provide textbooks and other learning materials required by secondary school learners in all secondary schools, this will assist the students whose parent are not financially buoyant.
- Adequate school facilities should be provided by the State Government and private school owners, in all senior secondary schools in Lagos-State. This will help to engage the students in meaningful activities.
- Schools should employ counsellors who specifically will be assigned with counselling duties and not overload them with classroom teaching.

References

- Aremu O.A. & Oluwole, D.A (2001). Gender and birth order as predictors of normal pupil's anxiety pattern in examination. *Ibadan J. Educ. Studies*, 1(1) 1-7.
- Asiru, T.A. (2014), "Primary education and national development in Nigeria", *International Journal of Special and General Education*, 3:155-165.
- Bradley, R. H., Corwyn, R. F. (2002). Socioeconomic Status and Child Development. *Annual Review of Psychology*, 53:371-99.
- Busari. O. O. (2001). Correlations of achievement and psychosocial factors of Chemistry classroom environment of field-independent and field dependent students. *Journal of the Science teachers association of Nigeria*, 28 (1& 2), 86-92.
- Jansen, J.V. (2004). *Taalvaardigheid as moderator in die voorspelling van akademiese prestatie: master's thesis*. Bloemfontein: University of the Free State.
- Muhammed, A. Yinusa & Akanle, O.B. (2008). *Socioeconomic factors influencing student academic performance in Nigeria some explanation from a local survey*. Retrieved on 19/9/2012 from [http; //www.medwelljournals.com/abstract](http://www.medwelljournals.com/abstract)
- Olayanju, O.J. (2014), "Historical analysis of the implementation of teacher education policy in Nigeria: 1896-2013", *International Journal of Special and General Education* 3:131-154.
- Penny, M. (2001) *Understanding children's challenging behaviour, why try to influence or change behaviour for a variety of purposes*. Richmond: Nelson.

FACTORS RESPONSIBLE FOR JUVENILE DELINQUENCY AMONG SECONDARY SCHOOL STUDENTS AS EXPRESSED BY TEACHERS IN ILORIN METROPOLIS

Dr. Lateef Omotosho Adegboyega¹
adegboyega.lo@unilorin.edu.ng

Shuaib Abolakale Muhammed²
muhammadshuaib7@gmail.com

&

Prof. Adeyemi Ibukunoluwa Idowu³
yemidowu2003@yahoo.com

Abstract

Juvenile delinquencies (JD) are rampant among secondary school students and this has become a major social concern. The purpose of this study was to examine the factors responsible for juvenile delinquency among secondary school students as expressed by teachers in Ilorin metropolis. Four moderating variables of paramount interest were gender, religion, highest educational attainment, and teaching experience. Descriptive survey design was adopted for the study and Juvenile Delinquency Questionnaire (JDQ) in relation to factors responsible for JD was used to obtain relevant information. The instrument was validated and the test re-test method was employed to determine its reliability which yielded a co-efficient of 0.83. Multi-stage sampling procedure was used to select 180 respondents for the study. Five (5) research questions were raised while four (4) null hypotheses were formulated and tested at 0.05 alpha level. Percentage and weighted means were used to analyze the descriptive data while t-test and Analysis of Variance (ANOVA) were used to test the formulated hypotheses at 0.05 alpha. The findings revealed that the major factors responsible for juvenile delinquency among secondary school students are inadequate parental love in the home; aiding and abetting crime for money and fame by religious leaders; inadequate monitoring of students by teachers; non provision of basic needs for children by parents among others. The findings also revealed that there were no significant differences in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender, religion, highest educational attainment, and teaching experience. Based on the findings, it was recommended among others, that there should be proper planning and implementation of guidance programmes and interventions in order to minimize the factors responsible for juvenile delinquency. It is also imperative to come up with preventive programmes involving stakeholders in order to reduce the number of students involved in delinquency.

Key words: Juvenile Delinquency, Students, Teachers, Metropolis

Introduction

Juvenile Delinquency (JD) is a global problem, which affects children of all social classes which vary from different religious beliefs to different ethnic groups. In fact, no area or group seems to be immune from it. Nearly every society since the dawn of history (from time immemorial) has looked on youth crime as a serious problem and our society in Nigeria is not different (Adegoke, 2015). To this end, juvenile delinquency as a concept has been viewed in different ways by different authors; such as Seigel, Larry, Welsh and Bradon (2011), who believes that juvenile delinquency is the participation of minors (i.e. individual younger than statutory age of maturity, as in the case of Nigeria, under 18 years) in illegal behaviour. Adegoke (2015) further stated that juvenile delinquency also known as juvenile offending is described as resistant, antisocial, illegal or criminal behaviour perpetrated by children or adolescent to the level that it cannot be controlled or corrected by the parents, endangers others in the community and also become the concern of the law enforcement agencies. From the above definitions, it can be concluded that a juvenile delinquent is a child or adolescent under the age of 18 years who engaged in an anti-social behaviours which otherwise could have been charged as a crime if he/she was an adult. This is suffice to say that it is not all

delinquent behaviours that are charged as criminal acts, some of the delinquent behaviours are seen as deviating from social norm.

Delinquent behaviours can be categorized as minor delinquency and major delinquency behaviours (Miller, Me Nick, Bernes, Sabo & Farmel, 2006). According to Miller et al (2006), minor delinquency is any behaviour that contradicts social norm while major delinquencies are classified as behaviours that causes measurable harm to others and/or is subject to serious legal penalties. Therefore, juvenile delinquency has been defined by Siegel, Larry Welsh, and Brandon (2011) as the participation in illegal behaviour by minors (individual younger than the statutory age of majority i.e. under 18 years). Most legal system prescribes specific procedures for dealing with juveniles such as juvenile detention centres and courts (Ikeh, 2014).

The manifestation of delinquency among secondary school students has remained an age long issue in the Nigerian secondary school system and several researchers have attributed different factors to the causes and prevalence rate of delinquency such as economic status of parents, alcohol and drug use, peer influence, parent-child relationship, school environment, media violence, broken home, availability of fire arms etc. (Adegoke, 2015; Egodi, 2013).

Some of the problems associated with delinquency are not only bear by the individual alone, it affects the family and the national development at large. For instance, delinquent students drop out of school, engage more in drug use and abuse, turn into miscreants, area boys, cultists, rapists, kidnappers and engage in other delinquency crimes. Producing delinquent adolescent also makes society unsafe and can be regarded as a waste of human resources of the nation. The family of the delinquent adolescent also pays huge and is affected psychologically, financially and otherwise.

A study by Adegoke (2015) demonstrated that broken home, poverty and peer influence are the main sustainer of juvenile delinquency. Demut and Brown (2014) also posited that broken homes are associated with juvenile delinquency and maintained that juvenile delinquency were much higher in teenagers residing with single parent as compared to teenagers who are living together with the two parents. Also a study carried out by Animashahun and Aremu (2015) identified age, family warmth and school connectedness as a major factor influencing delinquency among in-school adolescents in Osun State, Nigeria. The study showed that there exist a significant relationship between age of student, family warmth and school connectedness.

Considering the challenges involved and associated with delinquency, the researchers deem it fit to look into some of the factors that are responsible for delinquent act in Ilorin metropolis which is generally known to be relatively peaceful under recent time when adolescent is reported to have been engaging in.

Problem

It is observed that students engage in sexual promiscuity which leads to unwanted pregnancies, incompetent parent, abortion and even the death of the students. The students who also engage in alcohol consumption are usually not discipline, they use abusive languages towards their teachers, elders, and fellow students, in some cases, these students often involve in thefts, destruction of school properties and so on. The menace need to be checked since youth happens to be future of tomorrow. The effect of this on the student and the society at large cannot be over emphasized. Most of these students end up committing serious crime which can lead them to drop out of school and become hardened criminal if not jailed.

Considering the challenges associated with delinquent behaviours among students, several researches have been conducted within and outside the country on issues relating to adolescents delinquencies. For example, Etifit (2012) carried out a research on the nature and consequences of juvenile delinquency in Nigeria: A case study of Enugu North L.G.A, Enugu State. The findings showed that 50% of the respondents viewed that biological makeup are

what make juvenile commit crime, 45% of respondents felt that parental makeup are capable of influencing juvenile and push him or her to commit crime, 5% of the respondents were of the opinion that juvenile engage in criminal act as a result of societal makeup.

Oloruntimehin (2013) worked on a study of juvenile delinquency in a Nigerian city "Ibadan". The findings showed that 64% of juveniles are involved in delinquent acts. Adegoke (2015) examined factors responsible for juvenile delinquency in Nigeria: A case study of selected primary schools in Ikorodu, Lagos State, Nigeria. The study found that about 50% juveniles are involved in delinquent behaviours such as cruelty, bullying, fighting, vandalism, roughness during games, use of foul languages, stealing, lying, cheating, examination malpractices, gambling, truancy, drug abuse, noise making, disobedience, stubbornness, apathy, untidiness, failure to wear correct uniform, reading of pornographic materials, sexual immorality, mob action, loitering, carrying of weapon, and other forms of aggressive behaviours.

However, to the best of the researchers' knowledge, none of the previous studies investigated factors responsible for juvenile delinquency among secondary school students as expressed by teachers in Ilorin metropolis. This is the gap this study filled. Therefore, this study investigated the factors responsible for juvenile delinquency among secondary school students as expressed by teachers in Ilorin metropolis.

Research Questions

The following research questions were raised based on the problem:

1. What are the factors responsible for juvenile delinquency among secondary school students as expressed by teachers in Ilorin Metropolis?
2. Is there any difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender?
3. Is there any difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on religious affiliation?
4. Is there any difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on highest educational attainment?
5. Is there any difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on teaching experience?

Research Hypotheses

The following null hypotheses are generated to guide the conduct of this study:

1. There is no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender.
2. There is no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on religious affiliation.
3. There is no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on highest educational attainment.
4. There is no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on teaching experience.

Methodology

The research design that was adopted in this study was descriptive survey. It involves observation and careful studying of existing features of a particular event. Beard and Verma (2002) observed that descriptive method has the advantage of being an effective way of collecting data from a large number of sources. This study employed the use of a questionnaire for data gathering, therefore, descriptive survey design was deemed appropriate.

The population for this study consists of all teachers of secondary schools in Ilorin metropolis estimated at Three thousand two hundred and fifty-four (3,254) (Kwara State Bureau of Statistics, 2016) while the target population consists of teachers of selected secondary schools in Ilorin metropolis. Multi-stage sampling procedure was used in selecting the respondents for the study. Multi-stage technique is the process by which many sampling techniques are adopted in stages in selecting sample for a study. There are three (3) Local Government Areas in Ilorin metropolis and they are; Ilorin-west, Ilorin-east, and Ilorin-south.

At the first stage, purposive sampling was used to select one (1) secondary school each from the three Local Government Areas in Ilorin metropolis. At the second stage, stratified random sampling technique was used to stratify respondents based on gender, religion, highest educational attainment, and teaching experience. At stage three, simple random sampling was used to select 60 respondents from each secondary school; therefore, a total number of 180 respondents were selected from the three secondary schools.

The main instrument that was used for this study was researchers-developed questionnaire, entitled "Juvenile Delinquency Questionnaire" (JDQ). The instrument comprised two sections. Section A consists of personal data of the respondents such as gender, religion, educational level, and teaching experience. Section B contains 20 items which sought to find out the factors responsible for juvenile delinquency among secondary school students as expressed by teachers in Ilorin metropolis.

The instrument (questionnaire) was validated by experts in counseling and social work while the reliability of the questionnaire was determined through test re-test method. The set of scores were subjected to PPMC and a reliability co-efficient of 0.83 was obtained, indicating that the instrument is reliable for use.

This study employed both descriptive and inferential statistics to analyze the data collected. The descriptive statistics was used for organizing and describing the characteristics in concise and quantifiable terms, this involves the use of percentage and computation of central measures aimed at describing characteristics of the variables in the study. The hypotheses generated were analyzed using t-test and Analysis of Variance (ANOVA). Hypotheses 1 and 4 were tested using t-test statistical method while hypotheses 2 and 3 were tested using Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 alpha level.

Results

The data presented in Table 1 to 4 included demographic characteristics of the respondents' and percentages. The moderating variables used were gender, religion, teaching experience and highest educational attainment.

Table 1: Percentage Distribution of the Respondents based on Gender

Gender	Frequency	Percentage (%)
Male	96	53.3
Female	84	46.7
Total	180	100.0

Table 1 reveals that out of the 180 teachers that participated in the study, 96 representing (53.3%) of the teachers were male, while 84 representing (46.7%) of the teachers were female. This shows that there were more male teachers than female teachers in this study.

Table 2: Percentage Distribution of the Respondents based on Religious Affiliation

Religion	Frequency	Percentage (%)
African Traditional Religion	17	9.4
Christianity	34	18.9
Islam	129	71.7
Total	180	100.0

Table 2 reveals that out of the 180 teachers that participated in the study, 17 representing (9.4%) of the teachers were worshippers of African Traditional Religion, while 34 representing (18.9%) of the teachers were worshippers of Christianity religion, while 129 representing (71.7%) of the teachers were worshippers of Islam religion. This shows that respondents that were worshippers of Islam religion participated more than worshippers of Christianity and African Traditional Religion in this study.

Table 3: Percentage Distribution of the Respondents based on Teaching Experience

Teaching Experience	Frequency	Percentage (%)
1 – 10 years	57	31.7
11 years and Above	123	68.3
Total	180	100.0

Table 3 reveals that out of the 180 teachers that participated in the study, 57 representing (31.7%) of the teachers had between 1 – 10 years of teaching experience, while 123 representing (68.3%) of the teachers had between 11 years and above of teaching experience. This shows that teachers that had between 11 years and above teaching experience participated more than teachers that had between 1 – 10 years of teaching experience in this study.

Table 4: Percentage Distribution of the Respondents on Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage (%)
NCE/OND	18	10.0
HND/B.Sc./B.Ed.	126	70.0
M.A./M.Sc./M.Ed./PhD	36	20.0
Total	180	100.0

Table 4 reveals that out of the 180 teachers that participated in the study, 18 representing (10.0%) of the teachers had NCE/OND, 126 representing (70.0%) of the teachers had HND/B.Sc./B.Ed., while 36 representing (20.0%) of the teachers had M.A./M.Sc./M.Ed./PhD. This shows that there were more teachers that had HND/B.Sc./B.Ed. than teachers that had M.A./M.Sc./M.Ed./PhD. and NCE/OND in this study.

Research Question 1: *What are the factors responsible for juvenile delinquency among secondary school students as expressed by teachers in Ilorin metropolis?*

In order to answer this research question, responses of the teachers to items on the factors responsible for juvenile delinquency questionnaire were collated. The output of the analysis reveals thus:

Table 5: Mean Rating Analysis of the Factors Responsible for Juvenile Delinquency among Secondary School Students as expressed in Ilorin Metropolis

S/N	Factors Responsible for Juvenile Delinquency	Mean	Ranking
1.	Inadequate showing of parental love in the home	3.56	1 st
2.	Religious leaders aid and abet crime for money and fame	3.21	2 nd
3.	Inadequate monitoring of students by teachers	3.06	3 rd
4.	Non provision of basic needs for children by parents	3.04	4 th
5.	Imitation of bad models through films	2.99	5 th
6.	Lack of self-control	2.91	6 th
7.	Sermon on the fear of God by religious leader has become a thing of the past	2.87	7 th
8.	Influence of peer groups	2.80	8 th
9.	Observation of crime related films that teaches advanced techniques in crime	2.79	9 th
10.	Too much love shown by parents to their child that lead to over pampering	2.77	10 th
11.	Lack of proper implementation of the national policy on guidance and counseling services in schools	2.73	11 th
12.	Living with siblings with criminal record	2.68	12 th
13.	Experience of violence in home	2.63	13 th
14.	Lack of discipline by community	2.58	14 th
15.	Influence of broken home	2.57	15 th
16.	Taking of drugs and alcohol consumption	2.57	15 th
17.	Absence of guidance and counselling services in the school	2.53	17 th
18.	Living in slums and ghettos	2.35	18 th
19.	Absence of moral education in the school curriculum	2.19	19 th
20.	Idleness during holidays	2.13	20 th

Table 5 indicates the mean and ranked order of item statement. The major factors responsible for juvenile delinquency among secondary school students in Ilorin metropolis was inadequate showing of parental love in the home which has a mean score of 3.56 (1st), while religious leaders aid and abet crime for money and fame with a mean score of 3.21 came 2nd, inadequate monitoring of students by teachers which has a mean score of 3.06 came (3rd). Living in slums and ghettos with a mean score of 2.35 came (18th), absence of moral education in the curriculum with a mean score of 2.19 came (19th), while idleness during holidays with a mean score of 2.13 came (20th). Other statements have mean score below the benchmark of 2.50.

Hypotheses Testing

Hypothesis One: *There is no significant difference in the factors responsible for Juvenile delinquency among secondary school students as expressed by teachers based on gender.*

In order to test this null hypothesis, responses of the teachers to items on the factors responsible for juvenile delinquency questionnaire were collated based on gender. The data collected from the study was analysed as shown on Table 6.

Table 6: Means, Standard Deviation and t-test Analysis of Difference on the Factors Responsible for Juvenile Delinquency among Secondary School Students as expressed by Teachers Based on Gender

Gender	N	Mean	S.D	df	Cal. t-value	Sig.(2-tailed)	Decision
Male	96	54.81	6.45	178	0.31	0.76	H₀₁ Not Rejected
Female	84	55.12	6.79				

As shown on Table 6, the calculated t-value was 0.31 while its calculated significance value was 0.76 at alpha level of 0.05. On this basis, hypothesis one was therefore not rejected. This means that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender. The reason was that the calculated significance value (0.76) was greater than 0.05 alpha level, (0.76 > 0.05).

Hypothesis Two: *There is no significant difference in the factors responsible for Juvenile delinquency among secondary school students as expressed by teachers based on religious affiliation.*

In order to test this null hypothesis, responses of the teachers to items on the factors responsible for juvenile delinquency questionnaire were collated based on religion. The data collected from the study was analysed as shown on Table 7.

Table 7: ANOVA Summary of Difference on the Factors Responsible for Juvenile Delinquency among Secondary School Students as expressed by Teachers based on Religious Affiliation

Sources	Sum of Squares	df	Mean Squares	Cal. F-ratio	Sig.	Decision
Between Groups	94.193	2	47.097	1.08	0.341	H₀₂ Not Rejected
Within Groups	7691.451	177	43.455			
Total	7785.644	179				

Table 7 shows a calculated F-value of 1.08 with calculated significant value of 0.341 at 0.05 alpha level. Since calculated significance of 0.341 is greater than 0.05 alpha level, hypothesis two is thus not rejected. This implies that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on religious affiliation.

Hypothesis Three: *There is no significant difference on the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on highest educational attainment.*

In order to test null hypothesis, responses of the teachers to items on the factors responsible for juvenile delinquency questionnaire were collated based on highest educational attainment. The data collected from the study was analysed as shown on Table 8.

disruptive friends in middle school predicted delinquent behaviour in high school. Ingoldsby, et. al., (2006) found that individuals from disadvantaged neighborhoods, and who experienced high levels of family conflict as young children, tended to seek out deviant friends in adolescence.

Also, Boroffice (2004) believes that factors such as biological, social, view of self, attitudes, beliefs, sense of his future etc., are some of the factors that predispose adolescents to unhealthy behaviours. Okorodudu and Okorodudu (2003) listed environmental factors; social factors, physical factors, psychological factors; peer group influence, drug abuse and the family factor as causes of delinquency among adolescents. This implies that environmental factors and family dysfunctions such as inadequate showing of parental love in the home, inadequate monitoring of students by their parents, and non provision of basic needs for children by parents etc., are some of the factors responsible for students' delinquent behaviours.

Another finding revealed that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender. This finding is in consonance with that of Bingham, et. al., (2006) generally observed that men had greater numbers of offence than women. Also, Mallum, Haggai and Ajaegbu (1999) reported that there was no significant difference in delinquency between the two categories, males and females. This indicates that delinquency is common among students regardless of their gender as expressed by teachers.

Finding revealed that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on religious affiliation. This finding is in line with that of Solomon (2001) who found no significant difference on the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on religious affiliation. This implies that teachers expression do not differ towards the factors responsible for juvenile delinquency among students regardless of their religious affiliation.

Finding further revealed that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on highest educational attainment. This finding negates the findings of Regnerus (2002) who reported that teachers with college certificate perceived factors responsible for juvenile delinquency differently from teachers with degree certificate. This implies that teachers expression based on their highest educational attainment do not differ in respect to the factors responsible for juvenile delinquency among students.

Finding revealed that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on teaching experience. This finding negates the finding of Vitaro, Pedersen and Brendgen (2007) who reported that less experienced teachers' perceived factors responsible for juvenile delinquency differently from experienced teachers. This implies that teaching experience of teachers do not make difference in their view pertaining to the factors responsible for juvenile delinquency among students.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

Juvenile delinquency is an increasing wave among secondary school students and this has become a major social concern. The following major conclusions were drawn from the findings. The findings of this study revealed that major factors responsible for juvenile delinquency among secondary school students in Ilorin metropolis was inadequate showing of parental love in the home. Religion leaders aid and abet crime for money and fame; inadequate monitoring of students by teachers; non provision of basic needs for children by parents among others.

Also, there were no significant differences in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender, religious affiliation, highest educational attainment, and teaching experience.

Implications of Findings for Counselling Practice

The findings of this study have far reaching implications for counselling. Counsellors are saddled with great task of promoting, understanding, and encouraging behavioural patterns that are associated with good mannerism and pursuit of socially acceptable behaviour. Hence, their major concern is how students will develop their potentiality to the maximum level. Thus, the findings of this study, point to the need to utilize and improve guidance and counselling support services in secondary schools with a view to promoting acceptable behaviour among students. This can be done by employing more professionally trained counsellors into secondary schools and give them necessary logistics support to perform their functions. Information service which is an aspect of guidance programme should make provisions in educating the students such as recreational programme, bullying prevention programme, and broadcasting of unacceptable behaviour that is not conforming to societal norms through media platform.

Counsellor should pay more attention to deviant behaviours and make use of all behavioural modification techniques to help to bring stop to juvenile delinquent acts. Counsellor should counsel parents to reduce the rate of juvenile delinquency in schools, home, and the entire society. Counsellors in Nigerian schools should work in collaboration with law enforcement agents to give awareness and enlightenment lectures, seminars, workshop regularly to students on the consequences of delinquency.

Recommendations

The following recommendations were made; based on the findings of this study:

- Parents should spend more time with their children especially always communicate with their children about school activities, expectations of academic achievement, the importance of achieving a good result and always ask, and give encouragement to the children about the importance of homework.
- Delinquent students should be shown love by teachers as this will instill value and self-esteem in them which will in turn enhance learning.
- Teachers should not neglect delinquent students, in the course of teaching but rather try to understand each student as an individual and treat him as such.
- There should be counselling unit in all secondary schools in Ilorin metropolis where students can go to and present their concerns for appropriate guidance.

References

- Adeboye, A. A. (2015). *Causes and effects of juvenile delinquency among adolescent: A case study of senior secondary school students in Odeda Local Government Area of Ogun State*. An unpublished (NCE) project, Federal College of Education, Osiele, Abeokuta.
- Adegoke, N. (2015). Factors responsible for juvenile delinquency in Nigeria: A case study of primary schools in Ikorodu, Lagos State, Nigeria. *Research on Humanities and Social Sciences*, 5(5), 78-85.
- Akinboye, J. O. (2002). *Success without stress: Psychological principles for success in life and workplace*. Ibadan: Stirling – Horden Publishers.
- Beard, J. W. & Verma, J. V. (2002). *Research in education*. Boston: Illinois State University. Retrieved February 24th, 2010 from <http://www.shs.ilstu.edu.html>.
- Bingham, D., Raymond, C., Shope, J. T. & Raghunathan, T. (2006). *Patterns of traffic offences from adolescent licensure into early young adulthood*. P. 35-42.
- Boroffice, O. B. (2004). *Recreation and health behaviour of adolescents: Contemporary issues and researches on adolescents*. Ibadan: Royal People Press.
- Daramola, S. O. (2006). *Research methods and statistical analysis in education*. Ado-Ekiti: Petoa Educational Publishers (Nig) Ltd.
- Delisi, M. (2005). *Career criminals in society*. London, UK: Sage Publications.
- Etifit, D. E. (2012). *The nature and consequences of juvenile delinquency in Nigeria: A study of Enugu-north L.G.A, Enugu State*. An unpublished undergraduate Project, university of Nigeria, Nsukka.
- Ikeh, J. T. (2014). *Causes of juvenile delinquency as perceived by secondary school student teacher and student in Ilorin metropolis*. An unpublished undergraduate Project, University of Ilorin.
- Ingoldsby, E. M., Shaw, D. S., Winslow, E., Schonberg, M., Gilliom, M. & Criss, M. M. (2006). Neighborhood disadvantage, parent-child conflict, neighborhood peer relationships and early antisocial behavior problem trajectories. *Journal of Abnormal Child Psychology*, 34, 303-319.
- Kiesner, J., Kerr, M., & Stattin, H. (2004). Very important persons in adolescence: Going beyond in-school, single friendships in the study of peer homophily. *Journal of Adolescence*, 27, 545-560.
- Okorodudu, R. I. & Okorodudu, G. N. (2003). Causes of behavioural problems among Adolescents. *Journal of Nigerian Society for Educational Psychologist*, (NISEP), 73-81.
- Oloruntimehin, O. (2013). *A study of juvenile delinquency in a Nigeria city "Ibadan"*. Ibadan: Behavioural sciences research unit, University of Ibadan, Nigeria.
- Olowe, O. I. (2011). *Types and consequences of juvenile delinquency among secondary school students as viewed by teachers in Ogbomoso township*. An unpublished Undergraduate Project, University of Ilorin.
- Prescott, D. S. (2006). *Introduction: A brief history of treating youth with sexual behaviour problems, current perspectives: working with sexually aggressive youth and Youth with sexual behaviour problems*, (PP.31-43). Massachusetts: Nearl press.
- Regnerus, M. D. (2002). Friends' influence on adolescent theft and minor delinquency: A developmental test of peer-reported effects. *Social Science Research*, 31, 681-705.
- Sanni, K. B., Nsiong, A. U., Abayomi, A. O., Odo, F. N. M., & Leonard, N. E. (2010). Family types and juvenile justice delinquency issues among secondary school Students in Akwa-Ibom State, Nigeria: Counselling Implications. *Journal of Social Sciences*, 23(1), 21-28.
- Siegel, J. A., Larry J., Welsh I., & Brandon, C. (2011). *Juvenile delinquency: The core (4th Ed.)*. Belmont, California. Wadsworth/ Cengage learning.
- Solomon, P. M. (2001). *Impact of juvenile delinquency on academic performance of junior secondary school social studies education students in Zaria education in Kaduna State*. An Unpublished M.Ed. Dissertation, Ahmadu Bello University, Zaria.
- Stangor, G. (2004). *Research methods*. United States: Houghton Mifflin.

- Vincent, F., Pedersen, S. & Brondgen, M. (2007). Children's disruptiveness, peer rejection, friends' deviant delinquent behaviors: A process-oriented approach. *Development and Psychopathology*, 19, 433-447.
- Wolke, S. (2003). *Understanding criminology: Current theoretical debates* (2nd edn). Maiden head: University Press.

FACTORS INFLUENCING STUDENTS' INVOLVEMENT IN DEVIANT BEHAVIOUR AS EXPRESSED BY SECONDARY SCHOOL TEACHERS IN GOMBE STATE, NIGERIA

ISIAKA, Gafar isiakagafar87@gmail.com

Department of Counsellor Education, Faculty of Education,
University of Ilorin, Nigeria

ABDULKADIR, Olarewaju Rasag (Ph.D) dr.abdulrasq@gmail.com

Educational Foundations Department, Faculty of Education,
Federal University Kashere, Gombe, Nigeria

&

OMOTUNWASE, Omowumi wummymercy@yahoo.com

National Teachers' Institute, Kaduna
Ilorin, Kwara State, Nigeria

Abstract

Deviant behaviour is an act of behaviour disorder which served as a major source of social vices in Nigeria society, which is of great concern to the parents, teachers and government. This study therefore investigated the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe state, Nigeria. The study also examined the influence of variables of gender, years of experience and educational attainment on respondents' views. Descriptive survey design was adopted for the study, while proportional and stratified sampling techniques were employed in drawing a total sample of 322 secondary school teachers from the three senatorial districts in Gombe State. A researcher developed instrument entitled "Factors Influencing Students' Deviant Behaviour Questionnaire (FISDBQ)" was used to collect data for the study. The instrument has a test re-test reliability co-efficient of 0.69. The hypotheses were tested using t-test and Analysis of Variance (ANOVA) at 0.05 alpha level. The findings of the study revealed that secondary school teachers expressed students' involvement in deviant behaviour to poor parenting style, lack of parental guidance and separation between parent/divorce among others. The results of the hypotheses tested revealed no significant difference in the factors influencing students' involvement in deviant behaviour based on gender, and years of experience while there is significant difference based on educational attainment. Based on the findings of the study, it is recommended that parents should serve as a role model to their children by conducting themselves in a manner acceptable to the norms and values of the society, parent should be encouraged to employ family counsellor for themselves and their children and Counsellors should be made available in all schools to save the life of student with deviant behaviour.

Keywords: Adolescents, Deviant behaviour, involvement, students and teachers.

Introduction

Human behaviour is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the (inanimate) physical environment. It is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary (Levitis; William & Glenn, 2009).

The education of a child starts at very young stage in the family. The parents are the first teachers of a child. This education is called informal education. The education plays the role of an instrument of social change which is imparted to the children initially. Here it is of great consideration that the socio-economic status (Socio-economic status of parents' means educational level of parents, the income of family, environment in the family and standard of living of the family) of parents plays an important role in the academic achievement and social behaviour of the students. In home environment there are a number of factors which contribute towards the wholesome development of the child namely, staying facilities, means of recreation, parental personality, administrative and supervisory policies at homes, humanistic relations and democratic discipline among the family members etc. (Singh & Singh, 2014).

for all the behaviours they exhibit rather the contributing factors for these deviant acts must be well checked and analyzed. Features like educational system, family and parenting, media, peers, and social support system may play a pivotal role in influencing the behaviours of the adolescents.

It has been pointed out by Abiri and Daramola (1991) that there is no way a research can be carried out on a problem is recognized, deliberated upon and formulated in a useful way. According to Adebayo (2005), one of the major problems of secondary school student is low socio-economic status of their parent which may be one of the determinants of student bad behaviour and level of their academic performance. Fear of student deviant behaviour is a constant concern for millions of people all over the world. Kids seem to take up crimes that are usually committed by adults over the age of 18. Statistics confirm that more horrendous crimes are being committed by increasingly younger children (Levine, 2007). Student violence is a phenomenon in all countries, and increases in student deviant behaviour have been of considerable concern over the past twenty years all over the world. So the increases in youth crime have resulted from changes in the way violent youth behaviours have been responded to (Levine, 2007).

The study therefore investigated factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria. The study also aim at examine whether or not the variables gender, year of experience and educational attainment would influence the respondents' responses on factors influencing students' involvement in deviant behaviour.

To aid the study the following research questions are raised for this study:

1. What are the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria?
2. Is there any significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State based on gender?
3. Is there any significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria based on year of experience?
4. Is there any significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria based on educational attainment?

In an attempt to find answer to the stated research questions, the following null hypotheses were postulated and tested.

1. There is no significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria based on gender.
2. There is no significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria based on year of experience.
3. There is no significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State based on educational attainment.

Method

The research design used for this study is descriptive research in which the goal is to describe people, their thoughts, feelings and behaviours. It is directed towards determining the nature of situation as it exists at the time of the study. Therefore, survey design was adopted. Population of the study comprises all secondary school teachers in Gombe State, Nigeria while the target population consists of junior secondary school teachers in Gombe State, Nigeria which is estimated at 1,971. This is determined based on given population by Universal Basic Education Profile National and Regional Statistics (2010). The required sample size for this study is 322 (Research Advisor, 2006) at 95% confidence interval, under 5% margin of error. In selecting the sample therefore, the researcher employed proportional sampling technique to select 6 LGAs from the three senatorial districts in Gombe State, Nigeria. The selected respondents were stratified based on gender, educational attainment and year of experience.

A researcher's designed questionnaire was used as a tool for data collection in this study. The questionnaire is tagged "Factors Influencing Students' Deviant Behaviour Questionnaires (FISDBQ)". The questionnaire therefore consists of 2 sections; A and B. Section A focuses on the demographic data of the respondents which include information on gender, educational attainment and year of experience, while section B on the other hand, consists of twenty (20) items that seek information on the factors influencing students' deviant behaviour. The researcher used the Four Point Likert-Type Rating Scale format to score section B which are patterned as thus: Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; Strongly Disagree (SD) = 1 point.

In section B, the highest score for an item is 4, while the least score anybody could get on an item is 1. The average point = $1+2+3+4 = 10/4 = 2.5$. Therefore, the average mean score is 2.5, any score ranging from 2.5 and above was considered as major influential factors, while scores lower than 2.5 was considered the least influential factors of students' deviant behaviour.

In section A of this instrument, percentage was used to analyze the generated raw data. Section B was analyzed using t-test and Analysis of Variance (ANOVA). Adana (1996) defined t-test as a parametric test most often used by researchers to compare the means of two different groups. In view of this, hypothesis 1 was tested with t-test its variable has only two means. While hypotheses 2 and 3, were tested using Analysis of Variance (ANOVA) as a means of comparing mean score of groups that have more than two variables in a study.

Results

This section presents the results of data obtained from the respondents in frequency and percentages.

Table 1: Distribution of respondents by gender, years of experience and educational attainment

S/N	Variables	Frequency	Percentage %
1	Gender		
	Male	189	58.7
	Female	117	41.3
	Total	322	100
2	Year of Experience		
	Below 10 years	101	31.4
	10-20 years	141	43.8
	21 years above	80	24.8
	Total	322	100
3	Educational Attainment		
	ND/NCE	149	46.3
	HND/1 st Degree	127	39.4
	Postgraduate	46	14.3
	Total	322	100

Table 1 shows that out of 322 respondents who participated in the study, 189 (58.7%) were male while 117 (41.3%) were female. 101(31.4%) of the respondents have below 10 years teaching experience, 141 (43.8%) were teachers with 10 to 20 years teaching experience, while 80 (24.8%) were teachers with 21 years and above teaching experience. On educational attainment, 149 (46.3%) possessed ND/NCE certificate, 127 (39.4%) were HND/1st Degree holders, while 46 (14.3%) were postgraduate holders.

Research Question: What are the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria?

Table 2: Mean and rank order of factors influencing students' deviant behaviour

Item No	Statement	Mean	Rank
4	poor parenting style	3.26	1 st
1	lack of parental guidance	3.21	2 nd
3	separation between parent/divorce	3.01	3 rd
13	negative attitudes exhibited by peer groups	2.91	4 th
14	abuse of seniority by prefects	2.88	5 th
2	low parental income	2.84	6 th
7	lack of effective counselling in school	2.84	6 th
20	social media influence	2.83	8 th
17	poor study habit	2.79	9 th
5	excessive use of corporal punishment in school		
9	harsh school rules and regulation	2.78	10 th
18	restlessness of the students	2.66	11 th
11	isolation of students by peers	2.56	12 th
12	bullying by peers	2.53	13 th
8	irregular school activities	2.50	14 th
15	discouragement of students from academic pursuit by peers	2.48	15 th
19	students inability to compete averagely academic wise with others	2.46	16 th
16	low self-concept due to constant negative labels	2.45	17 th
6	teachers negative attitude to work	2.43	18 th
10	lack of extra-curriculum activities in school	2.41	19 th
		2.40	20 th

Table 2 presents the factors influencing students' involvement in deviant behaviour as expressed by teachers in Gombe state. The table shows that fourteen out of the twenty items have means scores not less than 2.5 which is the cut-off point. However, items 4 (with mean score of 3.26), 1 (with mean score of 3.21) and 3 (with mean score of 3.01) took precedence over others and were ranked 1st, 2nd and 3rd respectively. The items stated that as a secondary school teacher, I believe students' deviant behaviour could be caused by "poor parenting style", "lack of parental guidance" and "separation between parent/divorce" respectively. This implies that the respondents attributed students' deviant behaviour to several factors which include poor parenting style, lack of parental guidance and separation between parent/divorce among others.

Hypothesis One:

There is no significant difference in factors influencing students' involvement in deviant behaviour on the basis of gender.

Table 3: The t-test results showing difference in respondents' factors influencing students' involvement deviant behaviour on the basis of gender.

Gender val.	N	Mean	SD	df	Cal. t-val.	Crit. t-val.	p-
Male	189	55.14	11.03	320	1.75	1.96	.08
Female	133	56.47	9.99				

Table 3 shows that the calculated t-value of 1.75 is less than the critical t-value of 1.96 with a corresponding p-value of .08 which is greater at 0.05 alpha level. This indicates no significant difference; hence, the hypothesis is not rejected. Therefore, there is no significant difference in factors influencing students' involvement in deviant behaviour on the basis of gender.

Hypothesis Two: *There is no significant difference in factors influencing students' involvement deviant behaviour based on years of experience*

Table 4: Analysis of Variance (ANOVA) of Respondent on the factors influencing students' involvement deviant behaviour on the year of experience

Year of Experience	Sum of squares	df	Square Mean	Calculated F-ratio	Critical F-ratio
Between Groups	5.341	2	2.67		
Within Groups	2540.659	299	12.90	0.21	3.00
Total	2546.000	321			

Table 4 above indicates that the calculated F-ratio is 0.21 while the critical F-ratio is 3.00. Since the calculated F-ratio of 0.21 is less than the critical F-ratio 3.00, the hypothesis is not rejected. This means that there is no significant difference in the factors influencing students' deviant behaviour on the basis of year of experience.

Hypothesis 3: *There is no significant difference in the factors influencing students' involvement in deviant behaviour based on educational attainment.*

Table 5: Analysis of Variance (ANOVA) of Respondent on the factors influencing students' involvement in deviant behaviour based on educational attainment.

Educational Attainment	Sum of Squares	df	Square Mean	Calculated F-ratio	Critical F-ratio
Between Groups	158.590	2	79.30	6.54*	3.00
Within Groups	2387.410	299	12.12		
Total	2546.000	321			

*Significant, $p < 0.05$

Table 5 above indicates that the calculated f-ratio is 6.54 while the critical f-ratio is 3.00. Since the calculated f-ratio of 6.54 is greater than the critical f-ratio of 3.00 at 0.05 alpha level of significance, thus the hypothesis is rejected. This means that there is significant in the factors influencing students' deviant behaviour based on educational attainment of the respondents.

Since there is significant difference on the factors influencing students' deviant behaviour based on educational attainment, Duncan Multiple Range Test (DMRT) was used as a post hoc-test to determine the type of school that was responsible for the significant difference.

Table 6: Duncan Multiple Range Test (DMRT) on factors influencing students' involvement in deviant behaviour based on educational attainment

Educational Attainment	Frequency	Mean	Duncan	Group
ND/NCE	140	65.42	A	1
HND/1 st Degree	127	65.64	B	2
Postgraduate	46	67.27	C	3

The Duncan 6 above shows the mean score of Postgraduates respondents as 67.27 which is statistically greater than the mean scores of ND/NCE and HND/1st Degree which are 65.64 and 65.27 respectively. Hence, teachers with postgraduate qualification contributed more to the significant difference that was noticed in the DMRT table 6. This might have been caused by their high level of education.

Discussion of Findings

This study found that secondary school teachers in Gombe State attributed students' involvement in deviant behaviour to different factors such as poor parenting style, lack of parental guidance and separation between parent/divorce among others. This means that secondary school teachers in Gombe State attribute students' involvement in deviant behaviour strongly to parental factors. The implication of this is that students behaviour can basically be influence by their parents since home is the first social institution of every child. The finding of this study is in line with the view of Matherne, & Thomas (2001) which noted that family is a major predictor of adolescent deviant behaviour and delinquency.

Hypothesis one revealed that there is no significant difference on the factors influence students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria State based on gender. This implies that both male and female secondary school teachers in Gombe state are not different in their attribution of factors influencing students' involvement in deviant behaviour. The finding of this study is in line with that of Ademola (2015) who found no difference in male and female teachers on the causes of deviant behaviour among students in selected secondary schools. The reason for male and female teachers similarities in factors influencing students' deviant behaviour might be because social and cultural beliefs are strong factors influencing an individual behaviour regardless of gender.

The second hypothesis revealed that there is no significant difference on the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria State based on year of experience. This means that different in teaching years of experience of the respondents has no significant influence in their responses of students' deviant behaviour. This finding is not in agreement with that of Herrero, Estevez & Musitu (2006) whose findings revealed that there is relationship on the perception of teachers on adolescents school-related deviant behaviour based on their level of experience. This could be influenced by the variable of their study which was drawn from only school- related factors.

The result of the third hypothesis revealed that there is significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State, Nigeria State based on educational attainment. This means that different in level of educational attainment of the respondents has significant influence in their perception on students' involvement in deviant behaviour. This means that the

perception of teachers with postgraduate certificate on the factors influencing students' involvement in deviant behaviour was different to that of teachers with ND/NCE and HND/1st Degree certificate respectively.

Conclusion

The findings of this study revealed that secondary school teachers expressed students' involvement in deviant behaviour to poor parenting style, lack of parental guidance and separation between parent/divorce among others. The results of the hypotheses tested revealed that there is no significant difference in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State based on gender, and years of experience while there is significant in the factors influencing students' involvement in deviant behaviour as expressed by secondary school teachers in Gombe State based on educational attainment.

Implications for Counselling

Counselling as a learning-oriented process, which occurs usually in an interactive relationship with the aim of helping individual learn more about themselves and to use such understanding to enable the person to become an effective member of the society. Counsellors in secondary schools should gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions of the students. Individuals at this level should be helped to understand himself, know how to get on with others, learn manners and etiquette, practice social skills, develop family relationships and understand social roles and responsibilities. This will enable them to understand the danger deviant can cause to their life, parent and people around them.

Recommendations

Based on the findings of the study, it is recommended that:

- Parents should serve as a role model to their children by conducting themselves in a manner acceptable to the norms and values of the society.
- Parents should watch over their children and teach them acceptable behaviours and correct them where they are wrong.
- There is need to educate parents properly about the need for cordiality between them and their children and not permit misconduct of behaviours among their children
- Parents should place emphasis on proper discipline of the child, the moral etiquette, spiritual, educational and social knowledge about what is right and what is wrong.
- Parent should be encouraged to employ family counsellor for themselves and their children.
- Counsellors should be made available in all schools to save the life of student with deviant behaviour.

References

- Abdulkadir, O. R. (2008). *Child and adolescent psychology*. Ilorin: Nathadex publisher.
- Abiri, A. & Daramola, S. (1991). *Research methodology in library education: An interdisciplinary approach*. Ilorin: University of Ilorin and public committee.
- Adebayo, C. B. (2005). *Influence of peer acceptance on school drop-out as perceived by students*. Unpublished M.Ed thesis, University of Ilorin, Ilorin, Nigeria.
- Adio, I. G. (2003). *Socio-economic background and deviant behaviour of selected secondary school students in Kwara state*. Unpublished B.Ed thesis, University of Ilorin, Nigeria.
- Aimee, T. (2003). The Psychological Effects of Violent Media on Children. *AllPsych Journal*, 8 (10). Retrieved at <https://allpsych.com/journal/violentmedia/> Accessed June 26, 2017
- Berger B. S.; Kahzami, S.; Selmaoui, S. & Carvalho, G. (2008). Sex education: teachers' and future teachers' conceptions and social representations: what relevance for teachers' training. *Institute of Science and Technology Education Symposium*, September 21-26, 2008, Kuşadası Turkey
- Femi, O. & Adewale, A. M. (2012). The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu Lga of Kwara State Nigeria; *International Journal of Academic Research in Business and Social Sciences* July 2012, Vol. 2, No. 7
- Herrero, J., Estevez, E. & Musitu, G. (2006). The relationship of adolescent school-related deviant behaviour and victimization with psychological distress: Testing a general model of the mediational role of parents and teachers across groups of gender and age. *Journal of Adolescence* 29(2) 671-690.
- James, V. (2001). Japan's youth runs out of control. *New Statesman*, 130(4554), 23-25.
- Jan, N. K., & Becker, M. H. (1997). The Health Belief Model: A Decade Later. *Health Education Quarterly* 11:1-47.
- Levine, J. M. (2013). *Group processes*. New York: Psychology Press.
- Levitt, D., William Z.; Lidicker, J. & Glenn F. (2009). Behavioural biologists do not agree on what constitutes behaviour" (PDF). *Animal Behaviour* 78: 103-10.
- Mathern, M. & Thomas, A. (2001). Family environment as a predictor of adolescent delinquency. *Adolescence* 36(3) 655-665
- Moore, J. D. (2005). Independent school attendance and social class status. *Educational studies* 8(3)253-257.
- Research Advisor (2006). *Population sample size*. Retrieved from advise.co.html.
- Salman, A. S. (2010). Causes of absenteeism among students as expressed by secondary school students in Ilorin West LGA, Kwara state. Unpublished M.Ed thesis, University of Ilorin, Ilorin, Nigeria
- Shishehgar, S.; Dolatian, M.; AlaviMajd, H. & Bakhtiary, M. (2014). Socioeconomic Status and Stress Rate during Pregnancy in Iran. *Global Journal of Health Science* 6 (4).
- Sokol-Katz, J., Dunham, R., & Zimmerman, R. (1997). Family structure versus parental attachment in controlling adolescent deviant behavior: A social control model. *Adolescence*, 32(125), 199-215.
- Steinberg, L. (2008). *Adolescence*, 8th ed. 287. New York, NY: McGraw-Hill. "You're Wearing That?" by Stacey Schultz. U.S. News & World Report Special Issue
- Universal Basic Education Commission (2010). Basic education profile: National and regional statistics. Retrieved from <http://www.ubec.html>.
- World Health Organization (2015). *The world adolescents*. Fact sheet no: 404. Retrieved from <http://www.who.int/mediacentre/factsheets/fs204/en> Accessed 2015 Oct 27.

PREVALENCE OF UNDESIRABLE BEHAVIOURS AMONG PUPILS IN ILORIN METROPOLIS: IMPLICATIONS FOR COUNSELLING

Olabisi ADEDIGBA, Ph.D

Department of Adult and Primary Education
University of Ilorin, Ilorin, Nigeria
bisifaithpp@yahoo.com or adedigba.o@unilorin.edu.ng

Oyelakin Kunmi OGUNGBADE

Centre for Supportive Services for the Deaf
Faculty of Education, University of Ilorin, Ilorin
ogungbadeoyelakink@yahoo.co.uk

&

Shola Samson OWUYILE

Department of Adult and Primary Education
University of Ilorin, Ilorin, Nigeria

Abstract

Undesirable behaviours exhibited by pupils in the schools have created serious concerns to teachers, counsellors, parents and the society at large. This study therefore examined the prevalence of undesirable behaviours among pupils in Ilorin Metropolis and also categorized the common undesirable behaviours among pupils. The study adopted descriptive survey design. Simple random sampling was used to draw ten public and ten private primary schools and 250 pupils from the schools. The researchers developed instrument titled "Prevalence of Undesirable Behaviours Rating Scale" (PUBRS) was used for data collection. The face and content validity of PUBRS were ascertained. Internal consistency method of reliability was used and reliability coefficient of 0.86 was obtained through Pearson Product-Moment Correlation. The data collected were analyzed using percentage, Analysis of Variance (ANOVA) and t-test. The findings revealed that aggressive behaviours have the highest sub-scale mean (3.16). It also showed that there was significant difference in the prevalence of undesirable behaviours among pupils on the basis of gender ($t = -2.596$; $df = 248$; $p < 0.05$). Recommendation were made that government should establish a functional counselling unit in primary schools and adequate counselling services be made available to pupils to promote desirable behaviours among them.

Key Words: Undersirable behaviour, Counselling, Aggression, Deviant behaviours

Introduction

The nation witnesses many societal and economic problems like corruption, robbery, assassination, smuggling and pipeline vandalisation, all of which are offspring of pupils' undesirable behaviours that children exhibit right from the early years. Children who are the hopes, wealth and pride of a nation are most times not able to fulfill these aspirations. In order to achieve sustainable development in the society, the young population must not only be preserved but also be of desirable behaviours. That is why undesirable behaviours have been over time an issue of concern for educators, counsellors, parents, policy makers and the society at large. All the stakeholders express dissatisfaction on such behaviours exhibited by pupils in the schools.

Several authors have described undesirable behaviours in children and all agreed that it manifested in different forms (Beaman, Wheldall & Kemp, 2007; Bru, 2009; Gulec & Balick, 2011). Notable among these behaviours are aggressiveness, violence within teacher-student relationship and vandalism as well, examination malpractice, lateness and poor academic performance leading to perpetual existence of problem of drop out. In school context, undesirable behaviours can be in form of not having respect for school laws and regulations and the non-maintenance of an established standard of behaviour and various unwanted forms of behaviour that can cause interruption to the flow of teaching and learning process in the classroom. Undesirable behavior is any act, habit or

conduct exhibited by the learners or students within the school premises and outside the school, which attracts condemnation (instead of praise) by the public and/or the school staff. Nwakoby (2001) concludes that person who exhibits an undesirable behaviour is one who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society.

Concisely, undesirable behaviour is any form of misbehaviours which the learner(s) can display. Examples of such behaviours are disobedient to constituted authority, destruction of school property, poor attitude to learning, immoral behaviour, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul language, lying, fighting, bullying, cheating, disobedience, indiscipline etc. as the forms of undesirable behaviours. These behaviours are inexhaustible and categorized in this study into disruptive behaviours, aggressive behaviours, withdrawal behaviours and deviant behaviours (Bru, 2009; Gulec & Balick, 2011; Dad & Okunade, 2014).

Studies have found that undesirable behaviours do have serious implication for the child, the parents, the school and the society at large (Thornberg, 2008; Skiba, 2011; Wech & Payne, 2011; Kaya, Bilgin & Singer, 2011). For example, violations of school rules and regulations is capable of obstructing the smooth and orderly functioning of the school system, deviant behaviours and aggression a child expresses can end him/her in police custody or serious criminal case and this becomes a heartache for the family as the integrity and health of the family is at risk (Wech & Payne, 2011). These undesirable behaviours could ruin the entire family totally or lead the family either into crime, poverty, sickness, death and many more. That is why it is always emphasized that families should always take care of their children in order not to cause havoc for the family (Kaya, Bilgin & Singer, 2011).

Researches have confirmed that undesirable behaviours have impact on children's academic and personal life in general (Bru, 2009; Wech & Payne, 2011; Obi & Obikeze, 2013). It really affects the progress of the school likewise the learning and teaching process in the school. The behaviours make them have the tendency of becoming rude, arrogant to their dreams in life and eventually, hinder them from attaining the goals of their education (Skiba, 2011). According to Thornberg (2008), impact of undesirable behaviours on school is enormous as in drawing back the national goals and objectives of the National policy on Education. Also, Lyons and O' Connor (2006) stated that a society where children lack desirable behaviours will experience social crime and setback.

Undesirable behaviours among pupils affect both school, home, society and so it becomes a very important matter in our educational life. The future of any nation largely depends on the young ones who constitute the potential human resources needed for the continuity of the society. Some teachers express fear while some leave the teaching profession abruptly. Even though the issue of undesirable behaviours among pupils has received a great amount of attention from researchers, teachers, counsellors and government, there is still a general outcry about undesirable behaviours among children in schools and the society at large. Undesirable behaviours among pupils. It is necessary to identify current favourable conditions could hatch a monster that will be difficult to exterminate. Earlier studies have touched the aspect of causes and management of undesirable behaviours among pupils. Hence, this study investigated the prevalence of these undesirable behaviours among pupils. In the prevalence of undesirable behaviours among pupils on the basis of their gender, age and religion. To give direction to the study, one research question was asked: what is the prevalence of undesirable behaviours among pupils in Ilorin Metropolis? Three hypotheses stated and tested at 0.05 level of significance, they are as follows:

1. There is no significance difference in the prevalence of undesirable behaviours among pupils on the basis of gender.
2. There is no significance difference in the prevalence of undesirable behaviours among pupils on the basis of age.
3. There is no significance difference in the prevalence of undesirable behaviours among pupils on the basis of religion.

Methodology

This is a descriptive survey research. This design was considered appropriate because the study involved exploration of an observed phenomenon and requires representative of the population. The population for this study comprised all private and public pupils in Ilorin Metropolis, Kwara State. Twenty (20) primary schools were selected using simple random sampling technique and a total of two hundred (250) respondents were selected to participate in the study. Researchers used a self-developed instrument entitled 'Prevalence of Undesirable Behaviours Rating Scale (PUBRS)'. The instrument has sections A and B. Section A focuses on the demographic data of the respondents such as gender, age and religion while Section B consisted 20 items showing different forms of undesirable behaviours among pupils which are categorized into disruptive behaviours, aggressive behaviours, withdrawal behaviours and deviant behaviours. The 20-item rating scale was assessed on four-point likert scale ranging from always-4 points to never-1 point. The face and content validities of the instrument were established by lecturers from Childhood Education and Counsellor Education. The instrument was trial tested on 20 primary school pupils who were not part of the study sample. Internal consistency method otherwise known as split half method was used and reliability coefficient of 0.86 was ascertained through Pearson Product-Moment Correlation. The only question asked in the study was answered with percentage and mean while the three hypotheses generated were tested using ANOVA and t-test at 0.05 level of significance.

Results

Research Question: What is the prevalence of undesirable behaviours among pupils in Ilorin Metropolis?

Table 1: Prevalence of undesirable behaviours among pupils in Ilorin Metropolis.

S/N	Items	Always	Almost always	Sometimes	Never	Mean
Disruptive behavior						
1	I go late to school every day	21(8.4)	177(70.8)	34(13.6)	18(7.2)	2.80
2	I submit assignment late	62(24.8)	122(48.8)	51(20.4)	15(6.0)	2.92
3	I laugh at my teacher		20(8.0)	75(30.0)	155(62.0)	1.46
4	I talk while the class is going on		10(4.0)	50(20.0)	190(76.0)	1.28
5	I eat while the class is going on	1(.4)	10(4.0)	52(20.8)	187(74.8)	1.30
Sub-scale mean						1.95
Aggressive behavior						
6	I revenge back to people	143(57.2)	95(38.0)	7(2.8)	5(2.0)	3.50
7	I shout at my mates	50(20.0)	165(66.0)	25(10.0)	10(4.0)	3.02
8	I get annoyed easily	30(12.0)	195(78.0)	25(10.0)		3.02
9	I damage school property	10(4.0)	180(72.0)	35(14.0)	25(10.0)	2.70
10	I use foul languages	170(68.0)	65(26.0)	5(2.0)	10(4.0)	3.58
Sub-scale mean						3.16
Withdrawal behavior						
11	I eat alone always		10(4.0)	215(86.0)	25(10.0)	1.94
12	I go home alone and early		10(4.0)	110(88.0)	135(54.0)	1.96
13	I don't play with all my mates		5(2.0)	110(44.0)	135(54.0)	1.48
14	I sit alone in the class		35(14.0)	190(76.0)	25(10.0)	2.04
15	I walk alone in the school		10(4.0)	225(90.0)	15(6.0)	1.98
Sub-scale mean						1.88
Deviant behavior						
16	I bully my mate who offends me	5(2.0)	220(88.0)	15(6.0)	10(4.0)	2.88
17	I steal from my class mates	10(4.0)	210(84.0)	15(6.0)	15(6.0)	2.86
18	I take school materials without informing the school	10(4.0)	206(82.4)	19(7.6)	15(6.0)	2.84
19	I wear wrong uniform to school	6(2.4)	63(25.2)	164(65.6)	17(6.8)	2.23
20	I cheat my fellow mates	10(4.0)	196(78.4)	27(10.8)	17(6.8)	2.80
Sub-scale mean						2.72

PREVALENCE OF UNDESIRABLE BEHAVIOURS AMONG PUPILS IN ILORIN METROPOLIS ...

Table 1 showed the prevalence of undesirable behaviours among pupils in Ilorin Metropolis. The following are the most prevalent of undesirable behaviours among pupils in Ilorin Metropolis: disruptive behaviour (1.95), withdrawal behaviour (1.88). The prevalent undesirable behaviours are aggressive behaviours (3.16) and deviant behaviours (2.72). However, the most prevalent undesirable behaviour was aggressive behaviours (3.16) because it has the highest sub-scale mean among other undesirable behaviours.

Hypothesis One: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age.*

Table 2: ANOVA result comparing the prevalence of undesirable behaviours among pupils on the basis of age.

Source	Sum of Squares	df	Mean Squares	F	Sig.
Corrected Model	18.577	2	9.288	.703	.496
Intercept	567721.280	1	567721.280	42945.711	.000
Age	18.577	2	9.288	.703	.496
Error	3265.219	247	13.220		
Total	593871.000	250			
Corrected Total	3283.796	249			

Table 2 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of age. There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age ($F_{(2, 247)} = .703$; $P > .05$). The hypothesis is therefore not rejected in the light of the result. This implies that age had no significant influence on prevalence of undesirable behaviours among pupils.

Hypothesis Two: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their gender.*

Table 3: Mean, Standard Deviation and t-test Value on the prevalence of undesirable behaviours among pupils on the basis of gender.

Gender	N	Mean	Std. Deviation	t	df	Sig.	Remark
Male	90	47.81	4.986	-2.596	248	.010	Significant
Female	160	49.04	2.519				

Table 3 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of gender. There was significant difference in the prevalence of undesirable behaviours among pupils on the basis of their gender ($t = -2.596$; $df = 248$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result. This implies that gender had significant influence on prevalence of undesirable behaviours among pupils.

Hypothesis Three: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion*

Table 1 showed the prevalence of undesirable behaviours among pupils in Ilorin Metropolis. The following are the prevalent of undesirable behaviours among pupils in Ilorin Metropolis: disruptive behaviour (1.95), withdrawn behaviour (1.88). The prevalent undesirable behaviours are aggressive behaviours (3.16) and deviant behaviours (2.72). However, the most prevalent undesirable behaviour was aggressive behaviours (3.16) because it has the highest sub-scale mean among other undesirable behaviours.

Hypothesis One: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age.*

Table 2: ANOVA result comparing the prevalence of undesirable behaviours among pupils on the basis of age.

Source	Sum of Squares	df	Mean Squares	F	Sig.
Corrected Model	18.577	2	9.288	.703	.496
Intercept	567721.280	1	567721.280	42945.711	.000
Age	18.577	2	9.288	.703	.496
Error	3265.219	247	13.220		
Total	593871.000	250			
Corrected Total	3283.796	249			

Table 2 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of age. There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age ($F_{(2, 247)} = .703$; $P > .05$). The hypothesis is therefore not rejected in the light of the result. This implies that age had no significant influence on prevalence of undesirable behaviours among pupils.

Hypothesis Two: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their gender.*

Table 3: Mean, Standard Deviation and t-test Value on the prevalence of undesirable behaviours among pupils on the basis of gender.

Gender	N	Mean	Std. Deviation	t	df	Sig.	Remark
Male	90	47.81	4.986	-2.596	248	.010	Significant
Female	160	49.04	2.519				

Table 3 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of gender. There was significant difference in the prevalence of undesirable behaviours among pupils on the basis of their gender ($t = -2.596$; $df = 248$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result. This implies that gender had significant influence on prevalence of undesirable behaviours among pupils.

Hypothesis Three: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion*

Table 4: Mean, Standard Deviation and t-test on the prevalence of undesirable behaviours among pupils on the basis of religion

Religion	N	Mean	Std. Deviation	t	df	Sig.	Remark
Islam	115	48.22	4.557	-1.558	248	.121	Significant
Christianity	135	48.93	2.269				

Table 4 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of their religion. There was no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion ($t = -1.558$; $df = 248$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result. This implies that religion had no significant influence on prevalence of undesirable behaviours among pupils.

Discussion of Findings

The finding of the study revealed that undesirable behaviours was prevalent among pupils in Ilorin Metropolis and that the most prevalent undesirable behaviour was aggressive behaviours followed by deviant behaviours. This was not in agreement with the findings of Infantino and Little (2005) that examined students' perceptions of troublesome behaviours and found that the three behaviours students considered the most troublesome and frequent were talking out, being out of seat and eating which are all deviant behaviours. This study corroborated Dada and Okunade (2014) in a study conducted on classroom undesirable behaviours and strategies used for controlling them among primary school teachers and found that excessive noisemaking was the most common undesirable behaviour, fighting that occurred among the pupils and disruptive acts were also common undesirable behaviours among primary school pupils. Another study conducted by Teyfur (2015) on the undesirable behaviours encountered by primary school teachers and solution proposals confirmed that coming late, disrespect to elderly person, arrogance and talking without taking permission were most undesirable behaviours encountered by primary school teachers in Agri, Turkey.

The study also revealed that there was no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age. This was in agreement with the findings of Supaporn (2000) who found that age has nothing to do with occurrence of undesirable behaviours among children. Another finding of the result indicated significant difference in the prevalence of undesirable behaviours among pupils on the basis of gender. This is supported by Kaplan (2002) who found that boys have more undesirable behaviours than girls, and also tend to manifest more aggressive behaviours. Additionally, this study is in line with the study conducted by Babaroglu (2016) which showed that males were more determined to be aggressive when compared to female pupils. This finding showed that male pupils exhibit undesirable behaviours more than female pupils, this could be because of inborn tendency and the urge of feeling superior to girls. The result of the study showed no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion.

Conclusion

The study investigated prevalence of undesirable behaviours among pupils in Ilorin Metropolis. The findings of the study revealed that undesirable behaviours are prevalent in Ilorin metropolis and are influenced by gender. Among these undesirable behaviours, aggressive behaviours have the highest sub-scale mean (3.16), which is far above the average. This shows aggressive behaviours as the most prevalent undesirable behaviours.

Implications for Counselling

This study revealed that undesirable behaviours are prevalent among pupils. Undesirable behaviours if not checked or dealt with can grow up in a child to become serious antisocial behaviours and critical issues in future. Realizing

the negative implications of this on children's learning and development, the school, parents, society and the nation at large if left to persist, there is urgent need for establishment of a functional counselling unit in our primary schools. The counselling units are to be managed and counselling services be rendered by qualified or professional counsellors. The practice whereby some teachers be selected to act as counsellors in schools should be discouraged.

Undesirable behaviours among children pose a serious threat to all and sundry. There is tendency that these behaviours reduce the productivity of teachers and also performance of pupils. This study therefore has implications for effective counselling services in schools. The counsellors in schools should not be overloaded with teaching roles. In an ideal situation, they are supposed to be excused from teaching allocation if we really want pupils to get the best from counselling services. Both the schools and the staff will benefit from the services of the counsellor to pupils if there is an understanding that the counsellors' intervention in schools can reduce or eliminate undesirable behaviours among pupils. Therefore, there should be cooperation between the counsellors and other members of staff, realizing that their roles are complementary.

Also, facilities for an effective counselling services should be provided in primary schools. A functional counselling services in our schools needs fund to operate. Aside the professional training of the counsellor, to really get involved in behaviour modification of children, there are diagnostic tools and some other resources to be used in the process of counselling cum awareness programme to be organized for children, the teachers as well as the parents. An environment conducive for an effective counselling services should be provided by the government and other personnel in schools.

Professional counsellors need to work hand in hand with teachers to encourage them to improve on the methods of handling pupils' misbehavior and undesirable behaviours. There should be regular interactive sessions with the school counsellor to create awareness and provide enablement for teachers to ensure a better teacher-pupil relationship that can encourage desirable behaviours among pupils. Also, the counsellors need to work in partnership with the parents. The knowledge of each pupil's family background and collaboration with the parents/family can be of help in understanding the pupils and their problems and in choosing the right approach to use in counselling the pupils.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Government should establish a functional counselling unit in primary schools and adequate counselling services be made available to pupils.
- Counsellors, teachers and other members of staff should inculcate moral values in the mind of pupils in order to avoid aggressive behaviours such as revenging, shouting on their mates and the use of foul language.
- Also, counsellors should collaborate with teachers so that pupils would desist from deviant behaviours such as bullying one another, stealing from classmates and taking school materials without informing the school.
- Counsellors should give adequate information to the pupils concerning behaviours that are regarded as undesirable in the school.
- Counsellors should intensify efforts in assisting parents, teachers and other adults around children to develop skills and techniques of handling children in their care; in a manner that will discourage undesirable behaviour among them.

References

- Araujo, M. (2005). Disruptive or disrupted? A qualitative study on the construction of Indiscipline. *International Journal of Inclusive Education*, 9 (3), 241- 268.
- Arsenio, W. & Lemerise, E. (2004). Aggression and moral development: Integrating social information processing and moral domain models. *Child Development*, 75 (4), 987 -1002.
- Babaroglu, A. (2016). Aggression behaviours in children with and without hearing-impairment. *International Journal of Psychological Studies*, 8 (2), 14-27.
- Beaman, R., Wheldall, K. & Kemp, C. (2007). Recent research on troublesome classroom behavior: A review. *Australasian Journal of Special Education* 31 (1) 45-60
- Bru, E. (2006). Factors associated with disruptive behaviour in the classroom. *Scandinavian Journal of Educational Research*, 50 (1), 23 -43.
- Bru, E. (2009). Academic outcomes in school classes with markedly disruptive pupils. *Social Psychology of Education*, 12, 461-479.
- Buck, J., Vittrup, B. & Holden, G.W. (2007). It makes me feel really sad: The role of children's reactions to discipline in internalization. In A. Columbus (ed.). *Advances in Psychology Research*, (38). New York: Nova Science, 117-136.
- Dada, E. M. & Okunade, H. F. (2014). Classroom undesirable behaviours and strategies used for Controlling them among primary school teachers. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 3 (9), 51- 57.
- Gervais, J., Tremblay, R. E. & Desmarais-Gervais, L. (2000). Children's Persistent Lying, Gender Differences, and Disruptive Behaviours: A Longitudinal Perspective. *International Journal of Behavioral Development*, 24(2), 213 -221.
- Gibbs, S. Gardiner, M. (2008). The structure of primary and secondary teachers' attributions for pupils' misbehaviour: A preliminary cross-phase and cross-cultural investigation. *Journal of Research in Special Educational Needs*, 8 (2), 68-77.
- Gulec, S. & Balcik, E. G., (2011). Undesirable behaviours elementary school classroom Teachers encounter in the classroom and their reasons. *Bulgarian Journal of Science and Education Policy*, 5 (2), 163-177
- Igbo J. N. (2005). Types, causes and remedies of deviant behaviour among Secondary School Student in Imo State: *The Journals of Advocacy and Rehabilitation of in Special Education*.
- Kaya, F., Bilgin, H. & Singer, M. I. (2011). Contributing factors to aggressive behaviors in high school students in Turkey. *The Journal of school Nursing*, 28 (1), 56-63.
- Nwakoby, J.U. (2001). Parental attitudes towards disciplinary measures among students of Federal Government Secondary Schools in Delta State: Implication for counseling. An M.Ed. Thesis. University of Nigeria, Nsukka.
- Obi, I. E. & Obikeze, N. J. (2013). Incidence of aggressive behavior among University Undergraduates on Nigeria. *ANSU foundation of Educational Research*, 1 (2) 19-26.
- Skiba, R. J., & Peterson, R. L. (2011). The dark side of zero tolerance: Can punishment lead to safe schools? *Phi Delta Kappan*, 30, 372-376.
- Supaporn, S. (2000). High school students' perspectives about misbehavior. *Phys. Educator*, 57 (3), 124.
- Teyfur, M. (2015). Undesirable student behaviours encountered by primary school teachers and solution proposals. *Educational Research and Reviews*, 10 (17), 2422-2432.
- Welch, K. & Payne, A. A. (2011). Exclusionary school punishment: The effect of racial threat on expulsion and suspension. *Youth Violence and Juvenile Justice*.

EFFECT OF CAREER COUNSELLING ON CAREER DECISION AND ADJUSTMENT OF IN-SCHOOL ADOLESCENTS IN YABA LOCAL GOVERNMENT AREA, LAGOS STATE

ADELEYE, Bukunola Adunni Ph.D. bukunolaadunni@gmail.com

Asuai Nelson Chukwuyenum Ph.D. asunel124@gmail.com

&

Iwuagwu, Judith Nkechi Ph.D. e.iwuagwu@hotmail.com

Department of Guidance and Counselling,
St Augustine's College of Education, Akoka, Yaba, Lagos.

Abstract

Career decision is an important task that every in-school adolescent is required to make. Consequently, career counselling, as an educational programme is designed to assist students to understand themselves and the world in order to make career, educational, and life decisions. This study investigated the effect of career counselling on career decision and adjustment of in-school adolescents in Yaba Local Government Area of Lagos State, Nigeria. A total sample of 119 students was selected through simple and stratified random sampling from two secondary schools in Yaba Local Government Area, Lagos state, Nigeria. Two hypotheses were raised to guide the conduct of the study. In the process of gathering necessary information for the study, "Career Decision Scale (CDS) and Career Adaptability Scale (CAS) of 0.74 and 0.96 reliability co-efficient respectively in a closed ended question format of 4-point Likert type scale were used as instruments. The data collected were analyzed using the t-test. The findings of this study revealed that career counselling positively affected in-school adolescents' career decision making. It was also found that career counselling positively affected career adjustments of the respondents. Taking clues from the findings, recommendations and suggestions were made towards assisting the in-school adolescents to make appropriate career decisions and adjustments.

Keywords: Counselling, Career decision, Career adjustment, In-school in-school adolescents

Introduction

In the early development years, the major influence on children's ideas about work comes from their families. As children grow, they seem to learn more about different types of jobs and may begin to imagine themselves in careers that sound interesting and exciting. When children reach teenage years, they may gather more information on jobs from teachers, friends, relatives and other acquaintance. During secondary school period, children tend to answer questions such as "what do I want to be in the future?" Generally, this question requires them to declare their career intentions by choosing a major course of study in a University (Benjamin, Ahmed & Angure 2004).

Some students could be seen as "ideal career planners" (primarily due to the complexity of career planning), some may appear to have less career indecision and seemingly find it easier to decide on a career path than others do. Those who struggle with career indecision may find it difficult to decide on the career he or she would take in the future (Morgan and Ness 2003).

The word career in its generic term can be conceived as a general course of action or progress of a person through life, often expressed in some professions. It is used to refer to a person's total life pattern including both work and non-work factors. Arthur, Hall & Lawrence (1989) defined career as the evolving sequence of a person's work experiences over time. According to Ezeahurukwe (2011), an individual builds career for himself or herself over a long period of time, the longtime includes what happens during school years in preparation for a career the retirement plan as well as adjustment during retirement. Career, therefore, can be taken to mean the sequence of

activities engaged in by an individual throughout life which includes pre-occupation activities like getting education or training, occupational activities like getting job and maintaining the job and post occupational activities which includes life during retirement. From the forgoing, one can deduce that career is lifelong and also developmental in nature because it includes all educational preparations for the entire life span.

Counselling is a deeper level of guidance. It can be defined as a learning oriented process which occurs usually in an interactive relationship with the aim of helping a person to learn more about himself and to use such understanding in such a manner as to make him become an effective member of the society

Career counselling has a long history within the field of professional counselling. It is evident that all counselors, regardless of age and gender, engage in career and vocational counselling. The world of work is rapidly changing, therefore, individuals may be seen seeking for counselling due to personal and social stressors in addition to a desire to seek for career counselling in times of life transition. Students are confronted with substantial career and life decisions at an early age with limited opportunities for career exploration (Salami, 2009). In secondary schools, students are expected to choose subjects of study that will equip them with necessary skills in readiness for higher education which subsequently can initiate them into the workforce.

Career may decrease hopelessness, increase internalized locus of control, and improve self-esteem, career self-efficacy, self-knowledge, career interest, autonomy, and interpersonal skills. Career counselling may also empower and renew interest in school and other educational pursuits, including improvement in academic retention. It promotes future employment, which is a key factor in preventing recidivism and may increase the adolescent's beliefs about their ability to successfully choose a career congruent with their interests and abilities. Many individuals seem not to see clearly what is really important to them, consequently they may often time unable to specify what they want to attain today, tomorrow or in the more distance future. Making a career decision could be seen as the process of making administrative choice among many available alternative. There is need for a decision maker to identify the career paths, which will fit into his preferred life style. He should study and explore the career paths so as to reduce the uncertainties surrounding his or her goals. A decision is wise when it contributes to the achievement of one's goals. Individual may choose a goal and establish a series of objectives, which can help him or her realize his or her goals. Makinde (2004) asserted that a healthy and well-adjusted individual will enjoy a feeling of adequacy and can benefit in his or her life aspirations as a result of proper career decision.

Career decision making is a life-long process which is all about exploring and experiencing the world of work and understanding one's ability, interest, skills and values and combining these to create a meaningful framework for life, hence the need for in-school adolescents to be informed about career choice becomes very imperative. Learning the decision making skills may increase the probability that a person can achieve what he wants in life.

Since most students find it difficult to take a decision about their future career, then there is the need to place emphasis on career development program because it will help them to explore different career opportunities of interest. It may help keep the individual well academically adjusted and motivated towards school work. Career adjustment could be a process that provides applicants who met and exceeded the condition of their firm choice an opportunity to reconsider where and what to study. Students' career adjustment is influenced by different personal and family characteristics, and societal trends. It is the interaction of the child's personal characteristics and their experiences that determines how the student adjusts to school (Margetts, 2002). School adjustment seems to be the process of coping with the role of being a student and to other aspects of the school environment. Failure to adjust may lead to wrong selection of future career, mental health issues and school dropout and this may require counselling.

Students face many adjustments in school such as changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Well-adjusted students which usually have value for what they are learning are usually involved in classroom activities and have high grades. Abdullah, Elias, Mahyuddin and Uli (2009), defines school adjustment as a person's interaction with his or her environment by taking cognizance of academic achievement, personal growth and accomplishments outside the classroom situation such as in art, music, creativity and leadership. When one as students is well adjusted, he or she may be flexible and adaptable to every situation he or she finds himself or herself, acquires adequate grades, passes his or her courses and eventually graduates.

Adolescent could be regarded to as a young person who is developing from a child into an adult whose chronological age is between 11 and 20 Osarenten (2001). Adolescent could be seen as young human beings characterized by physical strength, high cognitive ability, matured behavioural traits, logical thought, objectivity, abstract and critical reasoning. She explained further that, the accelerated psychological growth of this stage makes in-school adolescents more inquisitive, aspiring, self-conscious and engage in more complicated social attention of parents, teachers, psychologist, school counsellors and society to be able to make informed career decisions.

Statement of the Problem

Over the years, it has been observed that Nigeria in-school adolescents do not have appropriate career information or education on their future career decisions making/adjustment and choice which has greatly affected their career decisions, adjustment and choice after their graduation. This issue might have resulted to the problem of unemployment, underemployment, job frustrations, frequent change of jobs unsatisfactory with the job they are doing, inefficiency among the youth thus resulting to low productivity and breeding of in-school adolescents with undefined and properly directed and productive skills for the development of the society. Individuals who come from disadvantaged backgrounds seems to be often unaware of career options, uneducated on steps to obtain a career, or are not given a choice.

Inadequate career counselling among in-school adolescent might have been seen as one of the contributing factor to social vices of which career decision-making ability is one component lacking in our secondary education. These in-school adolescents may face a number of issues among which is an increased risk for social maladjustment during adulthood including unemployment and underemployment. Majority of do not have knowledge of what career is all about not to talk of making right decision or adjustment. The result of this has constantly increased the number of youths without employment and job satisfaction as well as those in wrong profession in the society.

Many in-school adolescents, after struggling to get a degree, do not secure a good job which often discouraged them and make them to join band wagon. This constitutes not only a waste of time on the part of the adolescent but also waste of financial resources on the part of the parent as well as the society at large. However, very few efforts have been made to understand and analyse the problem empirically as regards to this, thus there is need to investigate the influence of career counselling on career decision and adjustment of in-school adolescents

Theoretical framework

This study is hinged on Parsons theory which states that occupational decision making occurs when people have achieved an accurate understanding of their individual traits (aptitudes, interests, personal abilities) Parsons (1900). This include a knowledge of jobs and the labour market, rational and objective judgments about the relationship between their individual traits, and the labour market which operates under the premise that it is possible to measure both individual talents and attributes required in particular jobs. It also assumes that people may be matched to an occupation that fit their potentials. Parsons suggests that when individuals are in jobs best suited to their abilities they perform best and their productivity is highest.

Purpose of the Study

The main purpose of this study was to investigate the influence of career counselling on career decision and adjustment of in-school adolescents. Specifically it is to:

1. find out if there would be any effect of career counselling on in-school adolescents' career decision making in the two experimental groups.
2. determine the difference that would exist in in-school adolescents' career adjustment among participants exposed to career counselling and those in control group.

Research Hypotheses

The following hypotheses were formulated for in this study.

1. There would be no significant effect of career counselling on in-school adolescents' career decision making in the two experimental groups.
2. Significant difference would not exist in in-school adolescents' career adjustment among participants exposed to career counselling and those in control group.

Significance of the Study: This study will be of immense benefit to students, Policy makers, Counsellors, Psychologists, Teachers and Ministries of Education, in ensuring that in-school adolescents are equipped with required skills in exploring their environment, and are fulfilled in their career decision.

LITERATURE REVIEW

Relevant, related and current literature were reviewed thus:

The Concept of Career Counselling

Career counselling could be seen as the process of assisting individuals in the development of a life career with focus on the definition of the worker role and how that role interacts with other life role (National Career Development Association, 2007). Career counselling has been found to be effective in helping clients become more career decided and in making vocational choices (Oliver & Spokane 2002). In discussing results from Ryan's meta-analysis, Brown and Krane (2000) noted that five critical components contributed to the effectiveness of career counselling, but they also noted that little information is available on the role of race, gender or sexual orientation on career interventions. In other words, although research shows that career counselling is effective, it is not clear how cultural variables may influence the career decision making process and effective career counselling.

Career Counselling and Career Adjustment

Career counselling is to help individuals with career planning, the decision-making process, implementation of career choice, career adjustment, and the interplay between career and personal issues. Therefore, the role of career and counselling in schools is to assist the students with career development and other career related issues they may be faced with (such as course of study, learning difficulties) using counselling theories and techniques. According to the National Research Center for Career and Technical Education, University of Louisville (2012), school counselors can play a powerful role in the career development of students. For instance, research on school counselling and guidance services has found that students who receive career development services reported greater career awareness and higher levels of career exploration and planning. Further, long-term effects of career counselling resulted in higher levels of success in transitioning into life roles, a better sense of direction in their careers, and higher levels of overall life satisfaction.

Lapan, Gysbers and Sun (1997) studied the impact of more fully implemented guidance programmes on the school experiences of high school students and the result revealed that students who have access to counselling programmes were more adjusted, positive and having greater feelings of belonging and safety in their schools. Also in agreement with the findings, the result of Adeusi, Adekeye, and Babalola, (2015), who did a study on Influence of Guidance and Counselling on Students Motivation and School Adjustment Among Covenant University Students, Ogun State, revealed that career guidance and counselling made a significant influence on students' motivation ($t=3.059$, $t\text{-critical}=1.96$, $df=287$) and school adjustment ($t=2.979$, $t\text{-critical}=1.96$, $df=287$).

Career Counselling and Career Decision Making

Isdor (2001) affirmed that career decision making is a life-long process which is all about exploring and experiencing the world of work and understanding one's ability, interest, skills and values and combining these to create a meaningful framework for life, hence the need for in-school adolescents to be informed about career choice becomes very imperative. Learning the decision making skills may increase the probability that a person can achieve what he wants in life. Schmidt (2009) found several positive outcomes of career development course on career decision making ability. Using longitudinal follow-up study of three cohort groups of students in the course to compare retention rate in 2003 between students who had completed the career class and students who had not. The analysis showed that students in the career course were retained at a rate of 7.7% than students who did not complete the career course. For African American students, the rate was 22.1%. Dykeman, Wood, Ingram, Pehrsson, , Mandsager., & Herr. (2010) did a study on career intervention and career decision, their findings showed that there is positive correlation between career intervention and career decision making. Salami (2009) investigated the effects of problem-solving technique and anxiety management training on the career decision making among the school going in-school adolescents, one hundred and twenty two school going in-school adolescents (56male; 66 female) were randomly selected from three co-educational secondary school in Ibadan. The differences between the treatment groups were established through the use of Fisher's protected least significant difference method. Six hypotheses were tested at 0.05 level of significant. Result obtained showed that intervention techniques are likely to be effective when used with in-school adolescents having career indecision problem. In a recent meta-analysis by Whiston, Sexton and Lasoff (2009) who examined 47 studies conducted between 1983 and 1995, including nine studies of career classes. Gao (2008) pointed out that career counselling within class is an effective way of providing true contextualized career guidance. It brings career planning into daily teaching activities in class and provides many opportunities for students to ask questions, seek information, and share their concerns and experiences within a social group. In contrast to this view, Kraus and Hughes (1999) reviewed the impact of career exploration training on career decision making and self- efficacy. They compared the students in control and experimental group after participating in the career intervention programme. Their result did not show any significant differences between the experimental and control group.

Methodology

This section presents the following: research design, area of study, population, sample and sampling techniques. The study used quasi-experimental pre-test, post-test control group designs. This research design is considered appropriate for use in educational research where it is not possible to randomize subjects (students) into groups. This is to avoid disrupting school activities, consequently, intact classes were used. The target population for the study comprised Senior Secondary School II Students in Lagos State. The accessible population consisted of all male and female Senior Secondary School II Students in Yaba Local Government Area in Lagos State.

The sample for the study consisted of 119 Senior Secondary II students drawn from two randomly selected Senior secondary schools in Yaba Local Government Area, Lagos State. Simple random sampling technique was used to select two schools in Yaba Local Government Area while stratified random sampling was also used to select 63

male and 56 female students out of 252 Senior Secondary II students. The treatment in form of training package took place in the two selected schools. The group in school 1 received training on Counselling Career, while second group (the control group) received training on malaria prevention for the same duration so as to keep them busy. The training lasted for six weeks and period of eighty minutes per week was used for the training.

Instrumentation

Two major instruments were used to obtain relevant data for this study. They are:

Career Decision Scale (CDS)

Career Decision Scale (CDS) is a 22 item on a 4-point Likert Scale adapted from Osipow (1983). The instrument was used to measure the career decision-making ability of the participants. It consists of two sections, section A elicits information on the participants' demographic data such as gender, age, class, age and parents' educational qualification, while section B contains item used to elicit the participants' capability of chosen a career or work that one would probably do when he or she finishes schooling. The response is on 4-point response category ranging from Strongly Agree-SA, Agree-A, Disagree-D to Strongly Disagree-SD. The scoring of the instrument ranged from 4 to 1 for positively worded statement and in reverse order for negatively worded statement. The instrument originally has reliability co-efficient of 0.90 and a validity of 0.71. Using test re-test reliability for internal consistency, a reliability co-efficient of 0.74 was established during pilot study considered high; therefore adjudged suitable and reliable for the study.

Career Adaptability Scale: The scale was developed by Shelley, Yu-Chen, Hui-Chuang, Chu and Tsu-Lun, (2012). This scale consists of 24 items with four subscales which measures concerns, curiosity, control and confidence as psychological resources for managing occupational transition, developmental tasks and work trauma. The instrument was adopted. The response is on 4-point response category ranging from Strongly Agree-SA, Agree-A, Disagree-D to Strongly Disagree-SD. The internal consistency of the instrument is 0.96 obtained during pilot study.

A pilot study was carried out before the main study to have a tryout of the instruments and to determine their psychometric properties. 20 students consisting of 10 boys and 10 girls were randomly selected through stratified random sampling to participate in the exercise. The two instruments were administered to a set of SSII students and after two weeks it was re-administered to the same set of SSII students. The results of the two tests at different intervals were analyzed using Pearson Product Moment Correlation statistics to estimate the test-retest reliability coefficient. The test-retest reliability indices of CDS was 0.74 while CAS is of 0.96.

Appointment and Training of Research Assistants

The researcher made use of two research assistants who are University graduates to assist in the administration, collection and recording of data for this study. The research assistants were professional Teachers who were degree holders in Education, with more than five years work experience in teaching. They were properly trained before the commencement of the study. The training was carried out for six weeks.

Intervention Procedure

This was done in three phases

Phase One: Pre-training Assessment: The researcher established rapport with the participants by stating the purpose of the study and administered all research instruments to the participants for pre-assessment.

Phase Two: Group One: Career Counselling.

This training is designed to assist individuals in the development of a life career with focus on the definition of the worker role and how that role interacts with other life role.

Session 1: Introduction and Administration of Instruments (Pre-test)

Session 2: Career goals, understand the world of work and develop career-management skills

Session 3: Self-awareness in areas such as interests, values, abilities, and personality style,

Session 4: Connecting students to resources so that they can become more knowledgeable about jobs and occupations.

Session 5: Decision-making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style.

Session 6: Career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan.

Session 7: Print-based, computer-based or online services to produce and disseminate information about jobs and careers, courses of study and vocational training to help individuals make career choices.

Phase Three: Post Administration of Instruments

All the instruments were re-administered to the participants for post-test.

Training for the Control Group: The training for the Control Group was a dummy. The researcher guided against the use of any intervention to avoid contamination of the result. However, the pre-test was administered at the first contact of the researcher with the participants. The participants in the Control Group were not exposed to treatment because it was a treatment expectancy Control Group but were taken through how to prevent mosquitoes bites which may cause malaria fever in the home for the same period and the same number of weeks but later exposed to the training so as to benefit from the training .

Data Analysis: The following hypotheses were analysed using the t-test at 0.05 level of significance

Method of Data Analysis

The data collected from the participants with the various instruments were analysed using inferential statistics appropriate for each hypothesis. The mean and standard deviations for pre-and post-training assessment measures were computed. Hypotheses 1 and 2 were tested using the t-test statistics . All the hypotheses were tested at 0.05 level of significance.

Hypothesis One: There would be no significant effect of Career Counselling on in-school adolescents' career decision making between the two experimental groups

Table 1: t-test Analysis of Career Decision Making Test scores between students that were exposed to Career Counselling training and control groups

	Group	N	Mean	Std. Dev	d.f.	t-cal	Sig.(p) v	t-tab	Decision
Career Decision Making	Treatment	60	29.45	1.72	11	16.17	0.00	1.98	H ₀ is Rejected
	Control	59	25.18	1.05	7				

Sig @ 0.05 . df = 117; t-cal = 16.17; t-critical = 1.98

The t-test results presented in Table 1 shows that for the training group, the t-test value of 16.17 was greater than t-critical value of 1.98, given 117 degrees of freedom at 0.05 level of significance. Since the calculated t-test-value was greater than the t-test-critical value, hypothesis 1 was rejected. An inspection of the group means indicates that participants exposed to career counselling had a higher mean score of 29.45 than those in the control group who had a mean score of 25.18. It was therefore concluded that training in career counselling was efficacious in improving students' decision-making ability.

Hypothesis Two: There would be no significant difference in in-school adolescents' career adjustment among participants exposed to Career Counselling and those in control group.

Table 2: Test of Difference in In-school adolescents' Career Adjustment Test scores between training and control groups

	Group	N	Mean	Std. Dev	d.f.	t-cal	Sig.(p) v	t-tab	Decision
Career Adjustment Test	Treatment	60	34.56	1.55	117	27.90	0.00	1.98	H_0 is Rejected
	Control	59	27.74	1.06					

Sig @ 0.05 . df = 117; t-cal = 16.17; t-critical = 1.98

The t-test results presented in Table 2 shows that for the training group, the t-test value of 27.90 was greater than t-critical value of 1.98, given 117 degrees of freedom at 0.05 level of significance. Since the calculated t-test-value was greater than the t-test-critical value, hypothesis 2 was rejected. An inspection of the group means indicates that participants exposed to Career Counselling had a higher mean score of 34.56 than those in the control group who had a mean score of 27.74. It was therefore concluded that training in career counselling was efficacious in improving adolescent career adjustment.

Discussion of findings

Hypothesis one states that there would be no significant effect of career counselling on in-school adolescents' career decision making in the two experimental groups. The findings indicated that there is a significant effect between the training groups and the control group on career decision making. This finding is consistent with the work of Dykeman et al (2010) who did a study on career intervention and career decision, their findings showed that there is positive correlation between career intervention and career decision making. In agreement with this findings, Schmidt (2009) found several positive outcomes of career development course on career decision making ability.

Hypothesis two stated that significant difference would not exist in in-school adolescents' career adjustment among participants exposed to career counselling and those in control group. When tested, the result revealed that Career counselling is significant and it influences students adjustment to school as those who have received career counselling were more adjusted than those who have not received career counselling. In support of this findings, Lapan, Gysbers and Sun (1997) studied the impact of more fully implemented guidance programmes on the school experiences of high school students and the result revealed that students who have access to counselling programmes reported being more adjusted, positive and having greater feelings of belonging and safety in their schools. Also in agreement with findings, Adeusi, Adekeye, and Babalola, (2015) who did a study on Influence of Guidance and Counselling on Students Motivation and School Adjustment Among Covenant University Students, Ogun State, revealed that career guidance and counselling made a significant influence on students' motivation ($t=3.059$, $t\text{-critical}=1.96$, $df=287$) and school adjustment ($t=2.979$, $t\text{-critical}=1.96$, $df=287$).

Conclusion

This study identified that career guidance and counselling is an essential factor that contributes in assisting students. It also identified that career guidance and counselling has an influence on students' career decision and student's adjustment to school. The main identification in this study was that those students who had received career counselling were encouraged and better adjusted to school than others who had not received career counselling training and also many students do not seek for counselling and this may be due to lack of exposure or knowledge about the counselling service. Findings of this study can assist schools on how to encourage students and also help them with coping strategies in school. Therefore, it is important for schools to provide adequate and effective counselling service and personnel to work together with the school administrators and teachers so as to assist students towards achieving academic and professional excellence.

Recommendations

1. Based on the major findings, the following recommendations are provided:
2. In-school adolescents should be exposed to adequate information on career choice.
3. Parents and guardians should be counseled on giving their wards opportunity to make a career choice in which they have interest in.
4. The ministry of education should give more recognition to counselling services because it is very essential in schools and also ensure that all schools have an effective counselling service as there are students who need guidance and counselling.
5. The schools should ensure they organise career counselling seminar on career choice and decision making early enough for students.
6. The school should employ qualified personnel to provide guidance and counselling in order to assist the students.

References

- Abdullah M. C., Elias H., Mahyuddin, R., & Uli J. (2009). Adjustment amongst first year Students in a Malaysia University, *European Journal of Social Sciences*, 493.
- Adeusi, S., Adekeye, O & Babalola, O. (2015). Influence of Guidance and Counselling on Students Motivation and School Adjustment Among Covenant University Students, Ogun State, *Proceedings Of Edulearn Conference* 6th-8th, 4400-440.
- Arthur, M. B., Hall, D. T., & Lawrence, B. S. (Eds.). (1989). *Handbook of Career Theory*. Cambridge, UK: Cambridge University Press.
- Brown, S.D. & Krane, N.E.R. (2000) four or five Sessions and a Cloud of Dust: Old Assumptions and new Observations about career Counselling. In S.D. Brown and R.W. Lent *Handbook of Counselling Psychology*. New York Wiley 3rd Edition, 140 – 766.
- Dykeman, C., Wood, C., Ingram, M. A., Pehrsson, D., Mandsager, N., & Herr, E. L. (2010). The structure of school career development intervention: Implications for school Counsellors. *Professional School Counselling*, 6, 272-286.
- Ezeahurukwe J.N. (2011), *Psychology of Adjustment*. Lagos State. Akingson Commercial Press Publications.
- Guo, T.Q. (2009). Research on university students' career planning issues and strategies [Original in Chinese] *Heilongjiang Researches on Higher Education*. 4:88–90.
- Ikejiaku L.A. & Ayobami T.U. (2011). *Introduction to Guidance and Counselling: Principles and Practice*. Lagos State. Eldona Nigeria Limited.
- Kraus, L.J. & Hughey, K.F. (1999). The impact of an intervention on career decision- making self-efficacy and career indecision. *Professional School Counselling*, 2(5): 384-390.
- Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programmes on the school experiences of high school students: A statewide evaluation study. *Journal of Counselling & Development*, 75, 292-302.
- Levesque, K., Laird, J., Hensley, E; Cloy, S.P., Cataldi, E.F., & Hudson, L. (2008). *Career and technical education in the United States : 1990-2005* (NCES 2008-O35). Washinton DC: National Center for Education Statistics.
- Makinde O. (2004). Guidance and Counselling in Nigeria Schools Today, *Journal of the Nigerian Careers Council*, (3) 78 – 82.
- Margetts, K. (2002). The Developing Child in Today's World, Issues and Care in Education, 10-11.
- Morgan T., Ness D. (2003). Career decision making difficulties of first year students. *The Canadian Journal of Career Development*, 2, 33–39
- Oliver, L.W. & Spokane, A.R. (2002). Career Intervention Outcome: What Contributes to Client Change? *Journal of Counselling Psychology*, (35) 447 – 462.
- Omoegun, O.M & Buraimoh, B. (2007). *Career guidance for Nigerian students*. Lagos: Onas B Press.
- Osarenren, N. (2001). *Child development and personality*. HI-Wits Press, Lagos.
- Osipow, S.H. (1983). *Theories of career development* (3rd ed.) New Jersey: Prentice-Hall, Inc., Englewood Cliffs.
- Parsons, F. (1909). *Choosing a vocation*. Boston : Houghton Mifflin.
- Salami, S.O. (2009). Effects of problem-solving technique and anxiety management training on career indecision of school-going in-school adolescents in Nigeria. *The Nigeria journal of guidance and counselling*. 5 (1&2), 22-39.
- Schmidt, D. (2009). *Effects of a personal and career exploration course on students' retention/persistence*. (Unpublished study) Long Beach, CA: College of Education, California State University, Long Beach.
- Sexton, T.L., & Lasoff, D.L. (2003). Career-intervention outcome: A replication and extention of oliver and Spokane (1998). *Journal of counselling psychology*, 45, 150-165.
- Shelley, T; Yu-Chen, W, Hui-Chuang, Chu, C. & Tsu-Lun, H (2012). Career Adapt-Abilities Scale — Taiwan Form: Psychometric properties and construct validity Hsiu-Lan, *Journal of Vocational Behavior* 80 (2012) 744–747.

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.

Department of Educational Foundations and Counselling Psychology
Faculty of Education, Lagos State University, Ojo, Nigeria

Abstract

The phenomenon of bullying can be traced as far back as 1530s but the exposure to modern communication facilities has come with new ways in which people use technology to harass, threaten, embarrass or target other people on the internet. This new way of bullying is called cyber bullying. This paper examined cyber bullying as a social malaise in a Nigerian university: level of awareness and counselling implication. Three research questions and two hypotheses were written to guide the research. The sample consisted of two hundred (200) undergraduate students randomly selected from the Faculty of Education of a Nigerian University. A 23-item questionnaire titled Cyber Bullying Awareness and Involvement Questionnaire (CBAIQ) was designed for data collection. The study adopted the descriptive survey design to seek information. Data analysis was carried out with descriptive and chi square statistics. Results showed that there is low level of awareness of cyber bullying among students in Nigeria university hence it was concluded that much is needed to be done to enlighten the students in the Nigerian universities on the implication of cyber bullying as a social malaise. The counselling psychologists have a responsibility to make counselling information services available to students on the consequences of cyber bullying on the social and emotional development of students in Nigerian universities.

Keywords: Awareness, Bullying, counselling implications, Cyber Bullying, social malaise.

Introduction

In contemporary society, there are several ways in which people victimize others. Some of these ways could be by bullying. Bullying has been in existence for a very long time. According to Harper (2008), bullying can be traced as far back as 1530s. Bullying involves two people; a bully or an intimidator and a victim. Hitherto, what had obtained has been the traditional bullying which is a face to face bullying situation. However, as technology evolved, bullying has proliferated. It is now more common for people especially the youth to assault one another through technology. This is cyber bullying. As pointed out by Smith, Mahdavi, Carvalho, Russel, and Tippett (2008), Cyber-bullying or Cyber-harassment is a form of bullying or harassment using electronic forms of contact. Cyber bullying has become increasingly common, especially among teenagers. In most cases bullying behaviour can include posting rumors about an individual, threatening message with someone's private pictures, hate speeches, sexual remarks or disclosing someone's personal and highly confidential information online.

Bullying in any form is a very offensive behaviour and crime. Bullying leads to more violent behaviour in the bullies in their adult years. They eventually get rejected by their peers, lose friendships and become depressed as they age. Many teens feel further stressed when they get bullied online. Others may become easy targets of online predators and once treated badly, they turn to more harmful practices (family & Parenting, 2014). The recent use of mobile application and rise of Smartphone's have yielded to a more accessible form of cyber-bullying. It is expected that cyber-bullying via these platforms will be associated with bullying via mobile phones to a greater extent than exclusively through other more stationary internet platforms. Internet access and the instant availability of these modern Smartphone technologies yield themselves to specific types of cyber-bullying not found in other platforms. It is likely that those cyber-bullied via mobile device will experience a wider range of cyber-bullying types than those exclusively bullied elsewhere.

Cyber bullying is often similar to traditional bullying, with some notable distinctions. Victims of cyber bullying may not know the identity of the bully. The harassment can have wide-reaching effects on the victim, as the content used to harass the victim can be spread and shared easily among many people and often remains accessible for a long time after the initial incident (Pattalia, Levin, & Dickinson, 2013).

Cyber bullying can be as simple as continuing to send emails or text messages harassing someone who has said they want no further contact with the sender. It may also include public actions such as repeated threats, sexual remarks, pejorative labels (hate speech) or defamatory false accusations, ganging up on a victim by making the person the subject of ridicule in online forums, hacking into or vandalizing sites about a person, and posting false statements as fact aimed at discrediting or humiliating a targeted person on the social media (The National Science Foundation, 2011).

Cyber bullies may disclose victims' personal data (e.g. real name, home address, or workplace/schools) at websites or forums or may use impersonation, create fake accounts, comments or sites posing as their target for the purpose of publishing material in their name that defames, discredits or ridicules them. This can leave the cyber bully anonymous which can make it difficult for the offender to be caught or punished for their behaviour, although not all cyber bullies maintain their anonymity. Text or instant messages and emails between friends can also constitute cyber bullying if what is said or displayed is hurtful to the participants.

Severe, long-term, or frequent cyber bullying can leave both victims and bullies at greater risk for anxiety, depression, and other stress-related disorders. In some rare but highly publicized cases, some kids have turned to suicide. Experts say that kids who are bullied and the bullies themselves are at a higher risk for suicidal thoughts, attempts, and completed suicides (Lakitta, Johnson, Haralson, Batts, Brown, Collins, Van Buren-Travis, & Johnson, 2017).

Of recent, findings from studies on ICT usage suggest that the majority of University students use their computers in private. Most of them spend quite a bit of time online daily. For their university course work, few of them spend one to two hours or less online per day. During their free time, they spend three hours or more online per day. The evening hours of 6pm to midnight are the peak usage hours, but afternoon usage is also common, both during the week and on weekends. Virtually all of them use the Internet for their school work, chatting and for entertainment (Faucher, Jackson & Cassidy, 2014).

To this end, Faucher, et al (2014), submit that Cyber bullying is an emerging issue in the context of higher education as information and communication technologies (ICT) increasingly become part of daily life in the university. The term "cyber bullying" may have a juvenile connotation, which is at odds with assumptions about adult behaviour. However, the types of threatening, degrading, harassing, and intimidating behaviours that adult undertake do fit within the scope of cyber bullying.

Currently it is the term most often used when describing related behaviour at the university level, as well as in the workplace although other terms are also used. For example, online or cyber harassment has been used as have cyber-stalking and technology-based sexual coercion. Studies conducted to date on cyber bullying at the university level have documented highly variable prevalence rates for victimization and perpetration (Hirsch, 2014). The variations may be partially accounted for by differing definitions of cyber bullying, time frames, and methodologies. Therefore this study intends to investigate the level of awareness of cyber bullying among students in Nigerian universities.

To aid the study, three research questions are asked:

1. What is the prevalence of Internet Usage among students in the Nigerian university?
2. What is the association between Gender and level of awareness of cyber bullying among students in a Nigerian university?
3. What is the association between Age and level of awareness of cyber bullying among students in a Nigerian university?

Two hypotheses are equally postulated and tested at 0.05 level of significance:

1. There is no significant association between gender and level of awareness of cyber bullying among students in the Nigerian university.
2. There is no significant association between age and level of awareness of cyber bullying among students in the Nigerian university.

Method

The sample for the study consisted of 200 undergraduate students (48 male students and 144 female students) drawn from the Faculty of Education of a University in Nigeria. The participants were randomly selected. A 23-item questionnaire called Cyber Bullying Awareness and Inventory Questionnaire (CBAIQ) was designed for data collection. It consists of two sections: A and B. Section A sought information on demographic data while section B sought participants' information on awareness, involvement and participation in cyber bullying. The instrument was validated by experts in the field of psychometrics. The reliability of this instrument was tested using the split-half method. Responses obtained were split to two parts. The scores from both parts of the test were correlated and the Cronbach's Alpha reliability coefficient stood at 0.81. The main instrument, Cyber Bullying Awareness and Inventory Questionnaire (CBAIQ) that was used for the study was scored on one to four points as follows:

Rarely	1 point
Sometimes/few times	2 points
Often/most times	3 points
Always	4 points
Strongly disagree	1 point
Disagree	2 points
Agree	3 points
Strongly agree	4 point

The study adopted the descriptive design to seek information about university students' levels of awareness and involvement in cyber bullying. The questionnaire was administered on individual basis. The cooperation of the participants was sought and confidentiality was assured. The participants had enough time to respond to the questionnaire. The collected data from the instrument and the formulated hypotheses as well as research questions were analyzed. Frequency count, percentages, bar charts and chi-square statistics were adopted to answer the research questions and test the hypotheses.

Results

The section presents the results of the findings. The presentation follows the order in which the research questions and hypotheses were presented. The level of significance was set at $p < 0.05$.

Research Question 1: What is the prevalence of Internet Usage among students in Nigerian universities?

Table 1: Table showing the level of prevalence of internet usage among students in Nigerian universities**Table 1: Usage**

Type of Social media	Frequency	Valid Percent	Cumulative Percent
Email	12	6.0	6.0
Whatsapp	124	62.0	68.0
Facebook	28	14.0	82.0
School work	28	14.0	96.0
Entertainment	4	2.0	98.0
News	4	2.0	100.0
Total	200	100.0	

From Table 1, 62% of respondents use Whatsapp, followed by Facebook and school work with 14 %. Other users are email 6%, entertainment and News, 2%. From the findings, most Nigerian University students use Whatsapp (62%), Facebook (14%) and for school work (14%). The usage of Whatsapp and Facebook is high among students in universities in Nigeria. We can therefore say that the rate or prevalence of internet usage among students in a Nigerian university is high.

Research Question 2: What is the significant association between gender and level of awareness of cyber bullying among students in a Nigerian university?

Table 2 Gender * Awareness Cross tabulation

		Awareness		Total
		Aware	Un aware	
Gender	Male			
	Count	12	40	52
	% within Gender	23.1%	76.9%	100.0%
	% within Awareness	60.0%	22.2%	26.0%
	% of Total	6.0%	20.0%	26.0%
	Count	8	140	148
female	% within Gender	5.4%	94.6%	100.0%
	% within Awareness	40.0%	77.8%	74.0%
	% of Total	4.0%	70.0%	74.0%
	Count	20	180	200
Total	% within Gender	10.0%	90.0%	100.0%
	% within Awareness	100.0%	100.0%	100.0%
	% of Total	10.0%	90.0%	100.0%

Findings from Table 2 showed that 23.1% male undergraduate students in Nigerian universities were aware of cyber bullying and 76.9% were un-aware of cyber bullying and 4.0% female university students were aware and 70% were un-aware of cyber bullying. This result indicates that in spite of the high prevalence of internet usage among students in Nigerian universities, their level of awareness of cyber bullying is low.

Research Question 3: What is the association between Age and level of awareness of cyber bullying among students in a Nigerian university?

Table 3 (a) Age * Awareness Cross-tabulation

		Awareness		Total
		Aware	Un Aware	
Age	Early	Count 12	72	84
		% within Age 14.3%	85.7%	100.0%
		% within Awareness 60.0%	40.0%	42.0%
		% of Total 6.0%	36.0%	42.0%
	Mid	Count 8	84	92
		% within Age 8.7%	91.3%	100.0%
		% within Awareness 40.0%	46.7%	46.0%
		% of Total 4.0%	42.0%	46.0%
	Late	Count 0	24	24
Total		% within Age 0.0%	100.0%	100.0%
		% within Awareness 0.0%	13.3%	12.0%
		% of Total 0.0%	12.0%	12.0%
		Count 20	180	200
		% within Age 10.0%	90.0%	100.0%
		% within Awareness 100.0%	100.0%	100.0%
		% of Total 10.0%	90.0%	100.0%

Findings from Table 3 (a) indicate that high percent of university students in early age (85.7%), mid age (91.3%) and late age (90.0%) are un-aware of cyber bullying. The result from this findings indicated that the level of awareness is low among students in a Nigerian university used for the study.

Table 3(b)

Age range	years	Frequency		percentage	
		aware	unaware	aware	unaware
Early age	15-19	12	72	14.3%	85.7%
Mid age	20-24	8	84	8.7%	91.3%
Late age	25 and above	20	180	10.0%	90.0%

However, relatively, from Table 3(b), Nigerian university students in early ages (15-19 years) indicated relatively higher awareness (14.3%).

Hypothesis 1

There is no significant association between gender and level of awareness of cyber bullying among students in a Nigerian university

Table 4: Chi-Square Test of significance of association between gender and level of awareness of cyber bullying among students in a Nigerian university

	Value	df	Asymp. Sig. (2 sided)	Exact Sig. (2 sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.647 ^a	1	.056		
Continuity Correction ^b	1.860	1	.173		
Likelihood Ratio	3.133	1	.077		
Fisher's Exact Test					
Linear-by-Linear Association	3.571	1	.059	.092	.092
N of Valid Cases	200				

From table 4, it is evident that $\chi(1) = 3.647, p = 0.056$. This is not statistically significant. Hence, we accept the hypothesis that there is no significant association between gender and cyber bullying awareness among students in a Nigerian university. That is male and female undergraduates do not differ significantly in their level of awareness of cyber bullying.

Hypothesis 2

There is no significant association between Age and level of awareness of cyber bullying among students in Nigerian universities?

Table 4 presents the cyber bullying awareness cross-tabulation between Early, Mid and late university students in Nigeria. The table shows that the level of awareness of cyber bullying among Nigerian University students of different age groups in Nigeria is very low.

Table 5: Chi-Square Tests of significance of association between Age and level of awareness of cyber bullying among students in the Nigerian university

	Value	df	Asymp. Sig. (2 sided)
Pearson Chi-Square	1.052 ^a	2	.591
Likelihood Ratio	1.644	2	.440
Linear-by-Linear Association	.972	1	.324
N of Valid Cases	200		

$\chi(1) = 1.052, p = 0.591$

From Table 5, we can see here that $\chi(1) = 1.052, p = 0.591$. There is no statistically significant association between Age and cyber bullying awareness; that is, early, mid and late adolescents' university students are unaware of cyber bullying activities. Therefore the null hypothesis is retained.

Discussion

This study investigated cyber bullying as a social malaise in a Nigerian university: level of awareness and counselling implication. The findings show that as a social malaise and a threat to global social interaction, there is a low level of awareness of cyber bullying among students in Nigerian university. The reason might result from the fact that the concept of cyber bullying in Information Technology is relatively new in Nigeria.

However, all the participants indicated that they use the internet in one way or another for e-mails, Whatsapp, Facebook, school assignments, news and this presupposes that they were all exposed to Information Technology, yet their awareness of cyber bullying is low. This finding corroborates the findings of Johnson, Haralson, Batts, Brown, Collins, Buren-Travis & Spencer (2017), Rebecca.& Dion (2010); Tolga, Sinem, Aysegul., Sevda, Songul,

Nesrin, & Cemil (2008,) who found that overall, there was a low prevalence rate for cyber bullying at the university. However, it is opposed to the findings of Mishna, Saini and Solomon (2009) who reported that youths reported adequate awareness. The difference could be as a result of the differences in the social background and exposures of the different participants. Furthermore, these findings revealed that more participants in the age brackets of 15-19 (early ages) were relatively more aware than the older ones with (14.3%), ages 20-24 (mid age) with (8.7%) and late ages (25 +) with (10.0%). It is notable that from the findings the level of awareness of cyber bullying among Nigerian students. The reason could be that they do not term all the harassment sent to them via the internet on Whatsapp, Facebook and E-mail as cyber bullying. This could be because they do not really know what it means. One may therefore conclude that their responses which brought about the scores of low level of awareness is as a result of ignorance. However, relatively, students in the early ages 15-19 were aware. This could be traced to the fact that students in this age brackets stay long on gadgets such as phones, tablets, laptops, this may be because they have less responsibility and they are sponsored by their parents. As a result, they have more time to play around while the mid (20-24) and late age (25+) students on their own part have more commitments. For instance, some of them may be married and some may be working to sustain themselves. As a result of this they may have less time for leisure.

Conclusion

Based on the findings from this study, it could be concluded that the level of awareness of cyber bullying among the students in the Nigerian universities is low. This finding is quite worrisome. This is because although, the internet has transformed our society by re-inventing the way individuals interact and how relationships are developed through social networking innovative, the growing influence has created several social challenges.

Implications for counselling

Cyber bullying as a social malaise has great implications for counselling. Counselling psychologists have a responsibility to make information about cyber bullying and its consequences available to students in the Nigerian university.

Guidance counsellors should encourage Students in the Nigerian universities to report and discuss their experiences with the guidance counsellors because some of them might be unaware of the impact of cyber bullying on their social and emotional adjustment. To be relevant in the contemporary society, it is practically impossible to remain a novice in the use of Information Technology media and resources. The counsellor has the responsibility to encourage the students in Nigerian universities on the positive use of the internet.

CYBER BULLYING AS A SOCIAL MALAISE IN A NIGERIAN UNIVERSITY ...

References

- Adeniyi B.F. (2015). The effect of bullying on learning outcomes among adolescents in some selected secondary schools in Bariga Local Government Area of Lagos State. *The Lagos Counsellor*, 8 (1): 17-21
- Badejo A.O., Osakwe G.O. & Uhuegbu S.I. (2016). Bullying among adolescents in schools: threats to national security. *Lagos State University 4th faculty of education International conference proceedings*, 54-60
- Family & Parenting (2014). *The Most Common Problems Teenagers Face Today*. Retrieved From www.yurtopic.com retrieved on July 18th, 2017
- Faucher, J, Jackson, M. & Cassidy, W (2014). *Cyber-Bullying among University students: Gendered Experiences, Impacts and Perspectives*. Canada: Simon Fraser University
- Harper D. (2008). Online etymology, London, Cambridge University Press
- Hinduja, S.; Patchin, J.W. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyber-bullying*. Thousand Oaks, CA: Corwin Press
- Hirsch, I. (2014). *Cyber Bully*. <https://www.stopbullying.gov/cyberbullying/what-is-it/> retrieved on August 2nd, 2017
- Lakitta D. Johnson, Alfonso Haralson, Sierra Batts, Ebonie Brown, Cedric Collins, Adrian Van Buren-Travis, and Melissa Spencer Johnson (2017). Cyber bullying on Social Media Among College Students. *Vistas online*, www.counselling.org/knowledge-center/vistas, retrieved on July 14th, 2017
- Mishna F.Saini M. and Solomon S. (2009). Ongoing and online: children and youths' perception of cyber bullying. *children and youth services Review*, 31: 222-1228
- Moreno, Megan A. (2014). "Cyber-Bullying" *JAMA Pediatrics*. 168 (5). ISSN2168-6203 doi:10.1001/jamapediatrics.30: 87-94.
- Okorie N. & Ekeanyanwu N.T. (2014). ICT, cyber bullying and self-disclosure: an experiential study of Twitter. *Covenant journal of communication* 2 (1): 61-76
- Pettalia, J. L.; Levin, E. & Dickinson, J. (2013). Cyber-bullying: Eliciting harm without consequences. *Computer in Human Behaviour*. 29 (6); 2758-2765.
- Rebecca P.A. & Dion H.G.(2010). Cyberbullying among adolescents: the role of affective and cognitive empathy on gender. *Child psychiatry and human development* 41(4)387-397
- Smith, P.K., Mahfavi, J., Carvalho, M., Fisher, S., Russel, S. & Tippet, N. (2008). "Cyber-Bullying: its nature and impact in secondary school pupils" *Journal of Child. Psychology and Psychiatry*. 49 (4): 376-385
- Tolga A, Sinem S, Aysegul, U, Sevda S, Songul C, Nesrin Y, Cemil M (2008,). Cyberbullying among Turkish Adolescents, *Cyberpsychology & behaviour*, 11(3), 253-261

THE EFFECT OF GROUP COUNSELLING ON COMPULSIVE TEXTING BEHAVIOUR OF ADOLESCENTS IN YABA LOCAL GOVERNMENT AREA, LAGOS STATE

Ikuburuju-Orola, Abigail Abidemi
Department of Educational Foundations
University of Lagos
abbyorola@gmail.com

&

Prof. A.M Olusakin
Department of Educational Foundations
University of Lagos
mopeolusakin@gmail.com

Abstract

The need for social acceptance and connection during adolescence has made some adolescents stay longer checking for and sending text messages at the expense of their engagement in other meaningful activity. This study investigated the effect of group counselling on compulsive texting behaviour of adolescents in Yaba local government area, Lagos state. Pretest- posttest control quasi experimental research design was adopted in the study. The population for this study comprised all SS2 students in co-educational public schools in Yaba local government area. A total of 145 participants were selected from two co-educational public senior secondary schools in Yaba local government area, through a simple random sampling technique. Thirty nine (39) out of one hundred and forty five (145) participants were identified to be compulsive texters based on their response to the compulsive texting items and their frequency of texting. In other words, only thirty nine (39) participants who scored below twenty six (26) out of forty (40) in compulsive item statements, and send or check for text messages often and most times, were further selected for the study through a purposive sampling technique. Sixteen (16) out of the thirty nine (39) participants indicated interest to take part in the study. Eight (8) out of sixteen (16) were exposed to group counselling (treatment), while the remainder received no treatment. Two (2) hypotheses were tested in this study. A questionnaire developed by the researcher with a reliability coefficient of 0.65 was employed in collection of data from the respondents. The data collected were carefully analysed and the hypotheses were tested with the use of mean, standard deviation, independent t-test, and one-way analysis of covariance (ANCOVA). The hypotheses were tested at 0.05 level of significance. The findings of this study revealed that there is a significant difference in the post-test scores of compulsive texters exposed to group counselling and those who were not. There is also a significant gender difference in the compulsive texting behaviour among adolescents. It was recommended that Group counselling should be organized for adolescents who are compulsive texters.

Keywords: Group counselling, compulsive texting behaviour

Introduction

Adolescence is a period of increasing influence of one's peers and a diminishing role of one's parent as a primary reference group (Adams in Osarenren 2002). They find support from one another and take advantage of any medium that enhances social connectivity. Chatting or text messaging as a medium for social connectivity has increased among adolescents as a result of the use of smartphones and flexible data rates.

According to Cholz (2012); Tulane and Beckert (2013), text messaging has now become adolescents' best mode of communication. Lenhart (2012) reports that adolescents' texting far surpasses their use of any other modes of communication. He noted that adolescents send and receive an average of 167 texts per day, with the median number of daily text arising from 50 to 60 since 2009. Sixty-three per cent (63%) of adolescents text on a daily

basis as compared to other medium of alternative communication; including thirty-nine per cent (39%) engaging in voice calls, thirty-five per cent (35%) socializing face to face outside school and twenty-nine per cent (29%) exchanging messages through social media sites.

A stronger tie of friendship and romantic relationships are built especially by these adolescent groups through this medium. Text messaging allows them the opportunity to have secretive communication with their peers as they earnestly desire. Also, communication outside their parents' or teachers' knowledge or supervision has now become very possible and easier as they now have a private text-based world. Given the importance of social connections during adolescence, it is no surprise that technologies serving social functions are popular among adolescents. In addition to this, its popularity among the adolescent folk is because it has evolved to be cheaper and easier to use overtime.

In recent times, mobile text message technologies or their applications have exchanged interpersonal communications by encouraging more text-based communication rather than face to face discussions, especially after the advent of internet mobile text applications like blackberry messenger (BBM), Whatsapp, 2go, Badoo, IMO, We-chat, Snapchat, Instagram, etc. In Nigeria, adolescents have taken advantage of the flexible and cheaper data plans or bundle by network providers such as Glo, MTN, Etisalat and Airtel. These have given room for adolescents to socialize and connect longer using their smartphones without paying network providers for short message service (SMS).

Today, it is not uncommon to observe adolescents chatting while talking, walking, eating, reading, and in the classroom when lecture is going on. Moeller (2010) stated that many adolescents cannot imagine a world without mobile phones, as it has become an integral part of their life and has now gradually taken over them unawares as they are addicted and really dependent on it. Some sacrifice their sleep on the altar of chatting. This could have a negative impact on their academics, behavioural, and emotional well-being.

One of the principles of guidance and counselling is that "counselling is for all". Children, adolescents, adults and the aged need counselling. The needs, challenges or concerns of clients differ from one age to another (Olusakin & Ubangha 1996). The adolescents have their peculiar developmental guidance needs as they approach adulthood. According to Osarenren (2002), independence struggles, acceptance or rejection conflicts, identity formation crises, the search for security, pressures to conform and the need for approval are all part of this period. The release of internet based texting application coupled with its popularity among adolescents is a force to reckon with in adolescents pressure to conform the demands of peer social relations and the need for approval.

Olusakin and Ubangha (1996) noted that several problems whether vocational, educational or personal-social can be tackled through effective use of group counselling. When a problem is common and cut across an age group or group of persons, group counselling is considered an effective approach for handling them. Compulsive texting may be considered a psycho-social problem that may be handled through group counselling. According to Omoegun (2009), group counselling is best for adolescents since it gives them the opportunity to freely express their conflicting feelings, self-doubts and realise that they share these concerns with their peers. Group approach to counselling gives room for adolescents to freely question their values and make amends where necessary.

In the group, adolescents can learn to communicate with their peers constructively. They can benefit from the modelling provided by the leader and group members and can safely experiment with reality and test their limits. Another unique value of group counselling is that it offers adolescents the chance to be instrumental in one another's growth through the interaction opportunities available during group situation, expression of concerns would be aired and they can help each other towards self-understanding. Because of the opportunities for interaction available

in the group situation, the participants can express their concerns and be heard, and they can help one another on the road toward self-understanding and self-acceptance (Omoegun 2009).

Statement of the Problem

Compulsive texting behaviour is a serious problem for an adolescent's social life and work. Compulsive adolescents tend to feel uncomfortable, depressed, lost and isolated without checking their phones to read and send text messages. Their work (study, home chores and other meaningful activity) and lives are sometimes disturbed by frequent text messages. They cannot restrict themselves from viewing or responding to a text message while engaging in other activities, which leads to lack of effectiveness and attention to that activity. Also, adolescents may become proficient in text jargon (laugh out loud (LOL) , rolling on the floor (ROTFL), laugh wan kill me die (LWKMD) etc. They also make use of abbreviated words like "wt" instead of "what", "skul or schl" instead of "school", "sumtn" instead of "something" etc. in order to be swift in typing and to manage limited number of characters allowed in text messaging. Because of the frequent use of text jargons and abbreviations, many adolescents may find it difficult to spell correctly. Adolescents check their phone continually, snap if they are interrupted and get so pre-occupied with texting that they skip sleep and don't get all necessary work done. This constitutes a big problem because it impairs their sleep, may affect their academic functioning or performance and engagement in other meaningful activities. Hence, this study aims at investigating the effect of group counselling on compulsive texting behaviour among adolescents in Yaba local government area of Lagos state.

Purpose of Study

The essence of this study is to investigate the effect of group counselling on compulsive texting behaviour among adolescents in Yaba Local Government Area of Lagos State. Other reasons for embarking on this study are to:

1. Determine the difference in the pre-test and post-test scores of compulsive texters exposed to group counselling and those who were not.
2. Determine gender differences in compulsive texting among adolescents in Yaba Local Government Area, Lagos State.

Research Hypotheses

To aid the study two hypotheses were postulated;

1. There is no significant difference in the pre-test and post-test scores of compulsive texters exposed to group counselling and those who were not.
2. There is no significant gender difference in compulsive texting behaviour among adolescents.

Methodology

This study employed a pretest-posttest control quasi-experimental research design. A total of one hundred and forty five (145) participants were randomly selected from two co-educational public senior secondary schools in Yaba local government area to respond to the questionnaire, through a simple random sampling technique. The questionnaire developed by the researcher with a reliability coefficient of 0.65 is made up of three sections. The first section consists items seeking information on the respondent's bio-data (name, age and gender) and questions on participants' usage of smartphone and the degree at which they check or send text messages on their phone. The second section is made up of three (3) clusters. The first cluster is made up of ten negative statements on a four point Likert scale adapted from Lister-Landman, Domoff and Dubow (2015) to identify adolescents who are compulsive texters. The second cluster is made up of six (6) statements to determine the relationship between compulsive texting and academic performance. The third cluster is made up of fourteen (14) sentences with wrongly spelled words (short form word or textism), which require the respondents to give the correct spelling of the words in bracket. The wrongly spelled word were derived by asking some whatsapp users to send commonly misspelled words used during chatting.

Thirty nine (39) out of one hundred and forty five (145) participants were identified as compulsive texters based on their response to the compulsive texting items and their frequency of texting. In other words, only thirty nine (39) participants who scored below twenty six (26) out of forty (40) in compulsive texting statements, and send or check for text messages often and most times, were further selected for the study through a purposive sampling technique. Sixteen (16) out of thirty nine (39) participants indicated interest to take part in the study. Eight (8) out of the sixteen (16) interested were exposed to group counselling (treatment), while the remainder eight (8) received no treatment (control group).

Administration of Treatment

Administration of treatment (group counselling) was carried out for a period of three weeks. Group members met once every week (on Thursdays) for forty five (45) minutes.

In the first session the group leader started by establishing rapport among group members by asking them to introduce themselves with the title of the profession they want to be in the nearest future. Each group member took turns to introduce themselves. The objective and the goal of the intervention were explained by the group leader. In addition, the group leader also assured them of confidentiality of information provided and rules guiding the behaviour of members and expectation of their roles as group members were also spelt out. The group leader explained what compulsive texting meant, and encouraged members to narrate their experiences. Each member took turn to share their experiences on the issue. The reason for their engagement in addictive texting and its effect on their daily life activities was also discussed. The session came to an end by asking a group member to summarise the proceedings. Assignment was also given to group members to find out ways of reducing compulsive texting behaviour. The date and time for next meeting was scheduled and agreed upon by all group members.

The second session began by a warm welcome by the group leader to group members. Two group members were absent because they had a teacher in their classes. The proceedings of the last meeting were briefly reviewed by a group member. Attempts made by group members to reduce the behaviour and the result were discussed. Practical ways of reducing compulsive behaviour were also discussed. Ways of reducing compulsive texting behaviour as provided by group members include preparing a time schedule of activities to be carried out daily and ensuring strict compliance with them, deciding on the amount of time to be allocated to chatting and checking of social platforms with strict compliance, the use of reinforcement (intangible and tangible) to be used by members after achieving a prolonged period of holding back on texting, and putting phones away during study and other meaningful activities. Group members were encouraged to adopt these practical ways, and monitor the frequency of their engagement in texting. The session was brought to a closure by summarising the discussions in the session.

The second session began by a warm welcome by the group leader to group members. The proceedings of the last meeting were briefly reviewed by a group member. The experience of members as they worked on themselves and the result was discussed. Each group member took turns to share their experiences on their attempt to reduce compulsive behaviour. Seven members reported improvement in their ability to cut back on texting. Only one of the group members reported that "auntie I will not lie o, I still text even till night". Before the session ended, the researcher re-administered the questionnaire to the group members to get post-treatment data, and appreciated them for their co-operation during the research study.

Data Analysis

The bio data of the respondents were analysed using simple percentage, mean, standard and standard deviation. The hypotheses were tested using independent t-test and Analysis of co-variance (ANCOVA). All hypotheses were tested at 0.05 level of significance.

Results

Hypothesis One: There is no significant difference in the pretest-posttest scores of compulsive texters exposed to group counselling and those who were not?

Table 1: Descriptive data of Pre and Post Compulsive texting behaviour scores of participants in the Experimental and Control group

GROUP	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
Experimental	8	21.63	2.44	26	3.38	19.19
Control	8	23	3.74	19.63	3.96	3.37
TOTAL	16	44.63	6.18	45.63	7.34	22.56

Evidence from the Table of the Descriptive data reveals that the participants exposed to group counselling had a higher mean difference of 19.19, whereas participants in the control group had a lower mean difference of 3.37. This shows that there is a difference in the mean scores of students exposed to counselling across the group. To determine whether a significant difference exists between the groups, One-way Analysis of Covariance (ANCOVA) was done and the result is presented in the table below:

Table 2: ANCOVA Test of Difference in Post Compulsive texting behaviour scores of participants in the Experimental and Control group

	Type III Sum of Squares	DF	Mean Square	F	P-value
Corrected Model	270.723 ^a	2	135.362	21.535	.000
Intercept	2.813	1	2.813	.448	.515
COVARIATE	108.161	1	108.161	17.207	.001
group	218.274	1	218.274	34.725	.000
Error	81.714	13	6.286		
Total	8679.000	16			
Corrected Total	352.438	15			

DF=1 and 13; critical $F=4.67$; 0.05 level of significance

Evidence in table 2 shows a calculated F-value of 34.73 which is greater than the critical F-value of 4.67 given at 1 and 13 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This implies that a significant difference exists in the post-test scores of compulsive texters exposed to group counselling as compared to those who were not. This suggests that group counselling was effective in reducing the compulsive texting behaviour of the participants.

Hypothesis Two: There is no significant gender difference in compulsive texting behaviour among adolescents?

Table 3: Showing Independent t-test analysis on gender difference and compulsive texting

Variable	N	Mean	SD	DF	t-cal	t-critical	Decision
Male	17	21.82	3.17	37	-3.15	2.04	Reject Ho
Female	22	22.09	2.14				

*Significance level at 0.05

Table 3 shows that female adolescents had a higher mean score of 22.09, while male participants had a mean score of 21.82. The calculated t-value of -3.15 is greater than t-critical value of 2.04, given at 37 degrees of freedom and 0.05 level of significance. The null hypothesis was rejected. This implies that a significant gender difference exists in the compulsive texting behaviour among adolescents.

Discussion of Findings

Hypothesis One: Hypothesis one states that there is no significant difference in the posttest-pretest scores of compulsive texters exposed to group counselling and those who were not. The findings reveal that there is a significant difference in the posttest-pretest scores of compulsive texters exposed to group counselling and those who were not. This is to say that group counselling is effective in reducing compulsive texting behaviour among adolescents. Thus, the null hypothesis was rejected. This finding supports the report of Kim (2008), which revealed that reality therapy group counselling program is effective in improving internet addiction level and self-esteem of internet addiction university students. This finding also agrees with the study by Ushie, Onongha, Emeka, and Lasisi (2012) on the effect of group counselling on the coping behaviour of people living with HIV/AIDS in Yakurr local government area, Cross river state, Nigeria; Datbaaz, YeganehFarzard, Azkhoosh, Shoace and Salehi (2014) study on the effect of group counselling "narrative therapy" on the reduction of depression and loneliness among older women and Cordioli, Heldt, Bochi, Margis, Sousa, Tonello, Teruchkin and Kapczinski's (2002) study on the effect of cognitive group therapy on obsessive-compulsive disorder. The reason for similarity in findings could be attributed to the commonality of problem experienced by participants in the different studies. This is to say that when a problem is common and cut across an age group or group of persons, group counselling may be considered an effective approach for handling them.

Hypothesis Two: It was stated that no significant gender difference exists in compulsive texting behaviour among adolescents. The result of the analysis reveals that a significant gender difference exists in compulsive texting behaviour among adolescents with females having a higher mean score than their male counterparts. Hypothesis two is therefore rejected. This finding supports earlier study by Lister-Landman, Domoff, and Dubow (2015) on the role of compulsive texting on adolescents' academic functioning. They concluded that female participants endorsed significantly higher levels of compulsive texting than male participants. The finding of this study is also in agreement with the findings in a study carried out by Ceccucci, Peslak, Kruck and Sendal (2013) on the effect of gender on text messaging (SMS), and Baron and Campbell's (2011) study on gender patterns in a cross-national study of mobile phone use by university students in Sweden, the US, Italy, Japan and Korea. A plausible reason for the similarity in findings is that the three studies randomly sampled more females than males. Ceccucci, Peslak, Kruck and Sendal (2013) study had a sample of 153 participants. 63 (42%) were male and 89 (58%) were females. Lister-Landman, Domoff, and Dubow (2015) study sampled 403 participants, of which 211 were females and 192 were males. Baron and Campbell's (2011) also had a sample of participants comprising of more females than males. Females unlike males always want to stay connected with their peers. At adolescence, females value attachment or relationship most especially with the opposite gender unlike males. Texting supports their needs for attachment

which may contribute to their intrusive thoughts about their phones and the irresistible urge to always check their phones for messages.

Conclusion

In conclusion, group counselling is effective in reducing compulsive texting behaviour among adolescents. Female adolescents were found to text more than male adolescents.

Recommendations

As a result of the observations from the data collected in this study and treatment given to the participants, the following are the recommendations:

1. Group counselling should be organized for adolescents who are compulsive texters because it allows them to share their experiences with one another, as well as to be contributory in the behavioural change of one another.
2. Group counselling should also be organized for compulsive texters on gender bases. Female and male students should be grouped and counselled separately; because female students feel free to share their experiences among themselves and so do male students.

References

- Adams, J.E. (1976). Understanding adolescence: Current development in adolescent psychology. In Osarenren, N.A. *Child development and personality*, Lagos: Derate Nigeria Limited
- Baron, N. S. & Campbell, E. M. (2012). Gender and mobile phones in cross-national context. *Language Science*, 34, 13-27
- Ceccucci, W., Peslak, A., Kruck, S. E., & Sendall, P. (2013). Does gender play a role in text messaging? *Issues in information systems*, 14 (2), 186-194
- Chóliz, M. (2012). Mobile-phone addiction in adolescence: The test of mobile phone dependence (TMD). *Progress in Health Sciences*, 2, 33-44
- Cordioli, V. A., Heldt, E., Bochi, B.D., Margis, R., Basso de Souza, M., Fonseca, T.J., Gus Manfro, G., & Kapczinski, F., (2002). Cognitive-behavioural group therapy in obsessive-compulsive disorder: A clinical trial. *Rev bras psiquiatr*, 24 (3), 113-120
- Dastbaaz, A., YeganehFarzard, S., Azkhosh, M., Shoace, F. & Salehi, M. (2014). The effect off group counselling "narrative therapy" to reduce depression and loneliness among older women. *Iranian rehabilitation journal*, 12 (20), 11-15
- Kim, J.U. (2008). The effect of a reality therapy group counselling program on the internet addiction level and self-esteem of internet addiction university students. *International Journal of Reality Therapy*, Spr: 27(2) 4-12.
- Lister-Landman, K. M., Domoff, S. E. & Dubow, E. F. (2015). The Role of Compulsive Texting in Adolescent Academic Functioning. *Psychology of Popular Media Culture*, 6 (4), 311-325
- Moeller, S. (2010). Aday without media. Retrieved from <http://withoutmedia.wordpress.com>.
- Olusakin, A.M. and Ubangha, M.B. (1996). *Introduction to guidance and counselling: A basic text for tertiary institutions*. Ibadan: KSP & Depet Publishers
- Omoegun, O.M. (2001). *A functional approach to practicum in guidance and counselling*, Lagos: Onas Press
- Osarenren, N.A. (2002). *Child development and personality*, Lagos: Derate Nigeria Limited
- Tulane, S. & Beckert, T. E. (2013). Perceptions of texting: A comparison of female high school and college students. *North American Journal of Psychology*, 15, 395-404.
- Ushie, M.A., Onongha, G.I., Emeka, J.O. & Lasisi, C.J. (2012). Analysis of the effect of group counselling on the coping behaviour of people living with hiv/aids in Yakkur local government area, Cross river state. *Education sciences*, 3 (2), 329-335

PREVALENCE OF SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS IN BORNO STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING

Dr. Kpanja Kashim Lagu
Educational Foundations, Nasarawa State University, Keffi
Lagukpanja4k@gmail.com

NGOHI, BUKAR UMAR
Mohammed Goni College of Legal and Islamic Studies,
Maiduguri, Borno State, Nigeria
ngohiumar@gmail.com

Dyaji, Esther Joy
Bingham University
Nasarawa State, Nigeria
&
Monde, Victoria Titi
Educational Foundations
Nasarawa State University, Keffi

Abstract

This study investigated the Prevalence of substance abuse among senior secondary school students in Borno State, Nigeria. It adopted a survey design. Target population of the study comprised of 241,417 Senior Secondary School Students (SS 11) in Borno State. Stratified random sampling technique was used to draw a sample of 2,600 Senior Secondary school Students (SS 11) made up of 1,400 (53.8%) males and 1,200 (46.2%) females from public and private schools. Researchers' self designed questionnaire tagged "Students' Substance Abuse Questionnaire" (SSAQ), was the instrument used to collect data for the study. Data collected were analyzed using frequency counts, percentages and rank difference correlation coefficient (r). Results of the study showed that Kola nut, Cigarette, Alcohol, Tramol, Marijuana, Traditional Snuff, Suck and die, Emzoklyn Syrup, Coffee and Local Wine (Brukutu) were the most substances commonly abused by the respondents. Sources of the substances abused include Street Hawkers and Special dealers. Reasons for substances abused were to aid concentration while readings, increase performance in sports, to experiment the effects of the substances, imitate peers and feel bold while indiscipline, low academic performance, indulgence in crime, poor school attendance, and violence against school authority, examination dishonesty and expulsion from school were some of the effects of substances abused.

Keywords: Substance abuse, drug use, drug abuse.

Introduction

Nigeria is internationally recognized as a nation naturally endowed with human and material resources however, her inability to adequately and profitably harness such resources has in the contemporary besieged its multi-numerous social problems. Some of these contemporary problems among others include terrorism, poverty, prostitution, arm-rubbery and substance abuse. Although some of these problems received a certain appreciable degree of attention, substance abuse has not been given the desirable attention required due to probably inadequate understanding of its detrimental incidences and effects (Ikwuba and Comfort, 2015)

The use of substances by human beings to escape from pain and relief from illness dates back to antiquity. In the contemporary however, the alarming rate of abuse and trafficking in substances which existed for decades and

continue to exist remain the major intractable problem facing humanity. The recent astronomical increase in the proportion of substance abuse cuts across all inter and intra national boundaries socially, economically and politically. The universal nature of the menace of substance abuse led to numerous multi-lateral and bilateral treaties among countries of the globe with varying socio-economic and political backgrounds in which Nigeria is a party (NDLEA, 2005). Substances are categorized according to the functions they perform in human body. Some of them like Cocaine, Methadone, Kola nut, Coffee, Tramol etc, broadly alter the entire body system by acting on the central nervous system thus, increasing body activity, greater alertness and these are called Stimulants. The direct opposites are called Depressant such as Valium, Activan, diazepam etc. These drugs causes decrease in body activity, reducing alertness, causing sleep or even produce unconsciousness. There are others that serve varying purposes for instance, pain killers such as Paracetamol, Indocine etc meant to reduce body pain. There are certain substances meant to substitute certain body chemicals while others correct unhealthy diet (NDLEA, 2005). Most substances are produced with good intention of curing people but the basic question one is bound to ask is, how do they become problem to their users?

Substances become problem to their users only when taken too much, too often, or taken without proper medical prescription (Substance abuse). Ngohi, Aliyu and Ngohi (2008) expressed that a drug is abused when its use is not medically necessary, not recommended by a health worker, forbidden by law, socially unacceptable or that it is socially acceptable but taken excessively. Drugs can be abused based on the dosage. Emenike and Ogbonna (1995) expressed that minimal dose of a drug is regarded as the smallest amount of a drug that would produce a therapeutic effect, while maximum dose is the largest amount of a drug that will produce a desired therapeutic effect. Abusive dose of a drug is the amount needed to produce side-effects and actions desired by an individual abusing the drug. Substance abuse has continued to constitute a serious threat to the survival and effective functioning of the Nigerian society. World Health Organization (WHO, 1993) defined drug as any substance that when taken into the living organism may modify one or more of its functions. National Drug Law Enforcement Agency (NDLEA, 1998) viewed drug as natural and synthetic chemical substances which can affect humans and its processes as well as behavior and feelings. Ray and Ksir (2004) as cited by Mburza and Ngohi (2007) defined drug as any substance, natural or artificial other than food that by its chemical nature alters structure or functions in the living organism.

Nwokolo, Obiora and David (2005) expressed that the increase in the trend of drug abuse among students cannot be divorced from availability of the drugs, curiosity, peer group influence, parents and teachers influence, family neglect, advertisement by electronic and print media, to excel in studies and sports, for boldness to challenge friends, parents and teachers, ignorance and low level of education/understanding. Mburza and Ngohi (2007) identified alcohol, marijuana, cocaine, codeine phosphate, caffeine, petrol, Tramol, ICD, glue, valium, heroine, alabuku, ephor, phenigal, soneryl, amphetamine, morphine, norolon, dexadrine, proplus, chlordinazepoxide, mandrax, limbritol and pethidine as the drugs abused by secondary school students in Borno State. Enakpoya (2009) studied substance abuse among secondary school students in Ethiopie East Local Government Area of Delta State, Nigeria and found that alcohol, Librium and marijuana were the most commonly abused substances in that order. NDLEA (2012) reported that several substances are being used and abused in Nigeria however, Marijuana also known as Indian hemp is the most commonly abused. In 1999 for example, 16,000kg of Indian hemp and 15.6kg of cocaine were seized. The figure jumped to 272,000kg of Indian hemp and 54kg of cocaine in 2000 and by 2012, Nigeria became the fourth largest country after United States, Mexico and Bolivia in terms of Marijuana seizures. Ikwuba and Comfort (2015) reported that most of the substances abused by adolescents in especially Oju local government area of Benue State, Nigeria is because they are cheap with the prices ranging from N10:00 to N200:00 only and are readily available within the immediate environment. The substances identified by Ikwuba and Comfort (2015) include Bull, Squared, Seaman, Bossman, Alome Bitter, Rest Dry, De Rock, 8.pm, Bullet, Boss whisky, Calypso,

Makossa and Gin. The main causes of their substance abuse were peer influence (imitating friends) and media influence while the substance abusers frequently beat up (bully) junior students and talk rudely to teachers.

Longbap and Momoh (2005) found out that drug abuse cuts across all social classes among secondary school students in Jos North and South. Their study which was on the need to integrate drug education counselling program in Plateau State secondary schools curriculum as a panacea for drug abuse revealed that religious differences exist in the types of drugs abused. Muslim students abused cigarette more while Christian students abused alcohol more and traditionalists' students abused both. However, NDLEA in 1999 identified substances like stimulants, sedatives, narcotics, hallucinogens, tranquilizers and other miscellaneous groups such as inhalants like nitrous oxide, volatile solvents and household products like glue, tube repair kits, "zakami", "gadagi", "haukata yaro" and lizard dung as the major classes of substances abused most commonly in Nigeria. According to Haladu (2003) and NDLEA (2005) as cited in Hashidu (2014), the adverse consequences of substance abuse can be broadly categorized in physical, psychological and social. The physical are those drugs that when abused can lead to damage of the vital organs of the body such as the brain, liver and kidney. Prolonged use of alcohol for example destroy liver, causes liver cirrhosis, high blood pressure, abortion and still birth. Psychologically, this has to do with those drugs that when abused can lead to depression, anxiety, loss of memory, hallucination, moodiness and aggressiveness as well as changes in behavior and panic attack. Among the social consequences include lack of interest in attending school activities, stealing, prostitution, and low academic productivity, road traffic accidents, and homelessness, violence in school, cultism, gangsters and bullying of the junior ones in school.

Garba, Nayawo and Njodi (2003) in their study on the incidence of drug abuse among student-athletes in secondary schools in North-Eastern Nigeria revealed that drug abuse among students-athletes was on the increase and it cuts across all gender, ages and schools in the North-Eastern part of the country and that the drugs commonly abused were psychoactive and the main sources of the drugs were through special dealers and hawkers. On the age range of substance abusers in Nigeria, NDLEA (2012) revealed that over 97% were between the ages of 11 to 40 years. It is against this background that this study sought to identify the demographic characteristics and substances abused by senior secondary school students in Borno State, sources of the substances abused, reasons for and its attendant effects on the abusers. Hence, five research questions guided the study.

Objectives of the Study

The objectives of the study were to identify:

1. Demographic Characteristics of Substance Abusers in Senior Secondary Schools in Borno State, Nigeria
2. Substances Abused by Senior Secondary School Students in Borno State, Nigeria
3. Sources of the Substances Abused by Senior Secondary School Students in Borno State, Nigeria
4. Reasons why Senior Secondary School Students in Borno State abused substances
5. Effects of Substances Abused by Senior Secondary School Students in Borno State, Nigeria

Research Questions

The following research questions were answered in the study:

1. What is the Demographic Characteristics of Substance Abusers in Senior Secondary Schools in Borno State, Nigeria?
2. What is the Substance Abused by Senior Secondary School Students in Borno State, Nigeria?
3. What are the Sources of Substance Abuse by Senior Secondary School Students in Borno State, Nigeria?
4. What are the Reasons for Substance Abuse by Senior Secondary School Students in Borno State, Nigeria?
5. What are the Effects of Substances Abused by Senior Secondary School Students in Borno State, Nigeria?

Methodology

The study was a survey that identified common substances abused by Senior Secondary School Students in Borno State, their sources, reasons and effects, and as well, determined if there exist relationship between gender and substances abused by the Senior Secondary School Students. The population of the study comprised of 7,684 Senior Secondary School Students in Borno State, Nigeria. However, 2,600 Senior Students (SS11) drawn from Secondary Schools in the study area was selected as the sample. Specifically, two Secondary Schools from each of the four educational zones of the State were randomly selected in which 350 males and 300 females were picked across the selected schools. Stratified random sampling technique was adopted in selecting samples. The stratification was based on gender, age and school type. Researchers' self designed questionnaire tagged Student Substance Abused Questionnaire (SSAQ) was the instrument used to collect data for the study. The instrument was divided into five sections (A-E). Section A was on the respondents demographic data such as sex, age and school type, Section B elicited information on Common Substances abused, Section C sought data on the sources of substances abused, Section D obtained data on the reasons for substance abuse while Section E elicited information on the effects of substances abused by the Senior Secondary School Students in Borno State, Nigeria. The instrument was pilot tested among 100 Senior Secondary School Students (1 public and 1 private) in Jere Local Government Area of Borno State using test-re-test method. The data from the test-re-test was correlated using Pearson Product Moment Coefficient of Correlation. Reliability coefficient of 0.82 was obtained which was considered adequate and adjudged appropriate for the study.

Data Analysis

To analyze the data collected for this study, the five research questions were answered using frequency counts, percentages and rank ordering. The results were presented in Tables 1-5.

Results

Research Question 1: What are the demographic characteristics of substance abusers among senior secondary school students in Borno State, Nigeria?

Table 1: Demographic Characteristics of substance abusers among senior secondary school students in Borno State, Nigeria

Characteristics	Responses	Rank
1. Sex		
a. Male	1,400 (53.8%)	1 st
b. Female	1,200 (46.2%)	2 nd
Total	2,600 (100.0%)	
2. Age-Range		
a. 13-16	1,464 (56.3%)	1 st
b. 17-20	1,136 (43.7%)	2 nd
Total	2,600 (100.0%)	
3. School Type		
a. Public	1,321 (50.8%)	1 st
b. Private	1,279 (49.2%)	2 nd
Total	2,600 (100.0%)	

Table 1 indicated that the respondents cut across gender with the age range of 13-20 covering both public and private schools in Borno State, Nigeria.

Research Question 2: What are the substances abused by Senior Secondary School Students in Borno State, Nigeria?

Table 2: Substances Abused by Senior Secondary School Students in Borno State, Nigeria (N=2,600)

S/N	Substances	Responses	Rank
1.	Kola nut	134 (5.2%)	1 st
2.	Traditional Snuff (<i>Angur/Matala</i>)	130 (5.0%)	2 nd
3.	Cigarette	128 (4.9%)	3 rd
4.	Coffee	125 (4.8%)	4 th
5.	Marijuana	121 (4.7%)	5 th
6.	Lacassera + Maggi	117 (4.5%)	6 th
7.	Jankey	115 (4.4%)	7 th
8.	Valium	110 (4.2%)	8 th
9.	Bossman (<i>Haukata</i> <i>Yaro/Zakami</i>)	107 (4.1%)	9 th
10.	Tramol	106 (4.1%)	10 th
11.	Alome Bitter	101 (3.9%)	11 th
12.	Emzoklyn Syrup	99 (3.8%)	12 th
13.	Extol/Codeine	99 (3.8%)	12 th
14.	Cocaine	99 (3.8%)	12 th
15.	Phenigal	88 (3.3%)	15 th
16.	Glue (Solution)	85 (3.3%)	16 th
17.	Petrol/Gasoline	83 (3.2%)	17 th
18.	Alcohol	81 (3.1%)	18 th
19.	Soneryl	78 (3.0%)	19 th
20.	Makossa	74 (2.8%)	20 th
21.	Bull	70 (2.7%)	21 st
22.	ICD (Crack)	70 (2.7%)	21 st
23.	Gin (<i>Ogogoro</i>)	63 (2.4%)	23 rd
24.	Local Wine (<i>Brukutu</i>)	62 (2.4%)	24 th
25.	Suck and Die	62 (2.4%)	24 th
26.	Lafinta (Scent)	57 (2.2%)	26 th
27.	Pawpaw Leaves	40 (1.5%)	27 th
28.	Nail Polish Remover	36 (1.4%)	28 th
29.	Lizard Excreta	30 (1.2%)	29 th

Table 2 revealed that Kola nut, Traditional Snuff "*Angur*"/"*Matala*", Cigarette, Coffee, marijuana, Lacassera +Maggi, Jankey, Valium, Bossman ("*Haukata Yaro*"/"*Zakami*"), Tramol and Alome Bitter comprised the major substances abused by senior secondary school students in Borno State, Nigeria thus, ranked from 1st to 11th. Others such as Soneryl, Makossa, Bull, ICD (Crack), Gin ("*Ogogoro*"), Local wine ("*Brukutu*"), Suck and Die, Lafinta (Scent), Pawpaw Leaves, Nail Polish Remover and Lizard Excreta constituted the minor substances abused by the subjects in the study area hence, ranked from 19th to 29th.

Research Question 3: What are the sources of substances abuse by senior secondary school students in Borno State, Nigeria?

Table 3: Sources of substances abuse by senior secondary school students in Borno State, Nigeria (N=2,600)

S/N	Sources	Frequency	Percentage	Rank
1.	Local Environment	894	34.4	1 st
2.	Street Hawkers	722	27.8	2 nd
3.	Patent Medicine Stores	596	22.9	3 rd
4.	Special Dealers	388	14.9	4 th

Table 3 revealed four sources of substances abused by the respondents in which local environment and street hawkers constituted the major sources thus ranked the 1st and 2nd while special dealers formed the least source hence ranked the 4th.

Research Question 4: What are the reasons for substance abuse by senior secondary school students in Borno State for substance abuse?

Table 4: Reasons for substances abused by senior secondary school students in Borno State, Nigeria (N=2,600)

S/N	Reasons	Responses	Rank
1.	Aid Concentration while Reading	347	13.3
2.	Become more Active	329	12.7
3.	Enhance Performance in Sports	300	11.5
4.	Imitate Peers	278	10.7
5.	Imitate Parents	264	10.2
6.	Reduce Anxiety/Stress	202	7.8
7.	Feel Bold and Remove Shyness	194	7.5
8.	Feel Good and Confident	180	6.8
9.	Sleep and Relax with no Tension	168	6.5
10.	Challenge Authorities	161	6.2
11.	Bully Junior Students	137	5.3
12.	Experiment Effects of the Substance	40	1.5

Table 4 indicated that aiding concentration while reading, become more active, enhance performance in sports, imitate peers, imitate parents and reduce anxiety/stress were the six major reasons why senior secondary school students in Borno State, Nigeria abuse substances. Feel bold and remove shyness, feel good and confident, sleep and relax with no tension, challenge authorities, bully junior students and experiment effects of the substance constituted the six minor reasons for substance abuse by the respondents.

Research Question 5: What are the effects of substances abused by senior secondary school students in Borno State, Nigeria?

Table 5: Effects of substances abused by senior secondary school students in Borno State, Nigeria (N=2,600)

S/N	Effects	Responses	Rank
1.	Changes in mood	432 (16.6%)	1 st
2.	Low academic performance	421 (16.2%)	2 nd
3.	Reduced motivation in learning	358 (13.8%)	3 rd
4.	Lack of interest in schooling	345 (13.2%)	4 th
5.	Poor school attendance	207 (8.0%)	5 th
6.	Indiscipline	114 (4.4%)	6 th
7.	Violence against school authorities	114 (4.4%)	6 th
8.	Lack of zeal to achieve academically	106 (4.1%)	8 th
9.	Excessive heart beats/restlessness	99 (3.8%)	9 th
10.	Destruction of school properties	95 (3.7%)	10 th
11.	Examination dishonesty	88 (3.4%)	11 th
12.	Clumsiness in movement and general appearance	79 (3.0%)	12 th
13.	Expulsion from school	59 (2.3%)	13 th
14.	Inability to control emotions	47 (1.8%)	14 th
15.	Indulgence in crime	36 (1.3%)	15 th

Table 5 indicated that changes in mood, low academic performance, reduced motivation in learning, lack of interest in schooling, poor school attendance, indiscipline and violence against school authorities were the major effects of substances abused by the respondents. Others include lack of zeal to achieve academically, excessive heart beats/restlessness, destruction of school properties, examination dishonesty, clumsiness in movement and general appearance, expulsion from school, inability to control emotions and indulgence in crime.

Discussion

Findings of this study identified 29 different substances abused by senior secondary school students in Borno State, Nigeria. This study corroborates the earlier studies of Obot, Ibanga, Ojeji & Wai (2001), Stanley & Enoh (2004), Longbap & Momoh (2005), Ngohi, Aliyu & Ngohi (2008), Okoza & Aluede (2009) and Hashidu (2014) which found out that substance abuse cuts across all strata of students in Nigeria irrespective of age, gender, marital status, class level, school type and school location. Hashidu (2014) for example, found the prevalence of Kola nuts, Cigarette, Marijuana, Alcohol, Local Wine (*Brukutu*), Valium, Cocaine, Glue (Rubber/Solution), Alabukum, Lacassera, Petrol/Gasoline, Heroine, Emzoklyn Syrup, Chinese capsules and other psychoactives/depressants among students of secondary and post-secondary schools in Nigeria. This study is also in agreement with the works of Ngohi, Aliyu & Ngohi (2008) and Ikwuba and Comfort (2015) that the substances abused are both natural and artificial and by their chemical composition can alter structures or functions in the living organism or abuser because every drug is a potential poison.

Findings of this study revealed four different sources of substances abused by senior secondary school students in that Borno State, Nigeria. This study agreed with the earlier findings of Garba, Nayawo & Njodi (2003), Tanimu (2005), Rumirgo (2011) and Ikwuba and Comfort (2015) that the main sources of substances abused by secondary school students were special dealers, street hawkers and the local natural environment. Rumirgo (2011) for example, found that substances such as "*Zakami*", "*Ogogoro*" and "*Brukutu*" are commonly found in the local environment.

The same author added street hawkers and patent medicine stores greatly contribute in providing easy access to the sources of substances abused by Secondary School Students.

Findings of this study also identified 12 different reasons for substances abused by senior secondary school students in Borno State, Nigeria. The findings of this study is in consonance with the earlier studies of Musa (1993), NDLEA (1999), Tanimu (2005), Mulima (2008) and Hashidu (2014). NDLEA (1999) for example, affirmed that the major reasons given by students for their involvement in substance abuse were to feel like stars, curiosity, boldness, friends do it, academic pressures, parents do it and performance in sports. Also, in support of the findings of this study, Mulima (2008) found that the main reasons that prompted secondary school students to substance abuse were to imitate friends, taste effects of the substance, remove shyness, keep awake, reduce tension/stress and influence of the social media such as advertisements that encourages (glamorize) drinking, smoking and pills taking. Additionally, Hashidu (2014) confirmed the findings of this study that secondary school students in Nigeria give reasons like to feel good, sleep and relax, imitation of peers, feeling high, enables concentration while reading, increase performance in sports and influence of the media (print and electronic). As youngsters, they observe their parents, peers, media and curiosity in addition to the psychological phenomenon of experimentation to engage in substance abuse.

Findings of this study revealed 15 different effects of substances abused by senior secondary school students in Borno State, Nigeria. Studies conducted by Mamot (1989) and Jatau (1995) as cited by Hashidu (2014) and Mulima (2008) well attested the findings of this study. Mamot (1989) and Jatau (1995) for example, confirmed that effects of substance abuse can result in decline of students' interest, attention and motivation to learning, increase reports of students' truancy, sharp academic failure, expulsion from school and subsequently, occupational inefficiency. In agreement with the findings of this study, Mulima (2008) found out that indulgence in crime, violence against school authority, bullying of junior students, low appetite, inability to control emotions, cheating in examinations, dizziness, rioting and destruction of school properties were some of the effects of substances abused by secondary school students in Nigeria.

Implications for Counselling

This study gives counsellour enough information on prevalence of substance abuse. With this information, Guidance Counsellors in secondary schools can organize programmes periodically to enlighten students on the effects of substance abuse on their social and academic lives. The counsellors may in collaboration with the school authority introduce clubs like Drugs Free Club (DFC) to engage students at their free periods not to indulge in anti-social activities in addition to having a planned and effective study habit that will involve sufficient recreational activities, enough resting time and sleep rather than abusing substances that will artificially keep the students awake and active.

The counsellour should involve stakeholders in intensify effort at providing value re-clarification/re-orientation to their students who are the leaders of tomorrow. School prefects should watch out for common symptoms of substance abuse among other students and report to the appropriate quarters for disciplinary measures to be taken with a view to serving as deterrents to others who may imitate their peers. Muslim Students Society (MSS), Christian Students Society (CSS) etc should assist the school counsellour in the campaign against substance abuse. Counsellour should in collaboration with, Psychologists and religious/ community leaders organize workshops/talkshops, seminars or conferences on the detrimental social and academic effects of substance abuse and activities students should engage in whenever they are bored and lonely.

The counsellour inform the IDPs to be rational on the use of drug; that drug are use for purpose and must be prescribe by specialist, but our irrational reasoning towards these drugs let to their use and abuses which have negative effect in our life. The counsellour tells students to resist any temptation by parents, peers and irrational thought of using drug.

Conclusion

Based on the findings of this study, substances such as Kola nut, Cigarette, Emzoklyn Syrup, Coffee and Suck and Die were abused. Sources of the substances abused include Street Hawkers and Special Dealers. To feel bold, and concentration while reading as well as imitating peers and parents were some of the reasons identified for substances abused while disrespect for school authorities, indulgence in crime, poor academic performance and expulsion from school were some of the effects of substances abused by senior secondary school students in Borno State, Nigeria. Counselling Implications explains how counsellour can proffered solutions which include creating awareness programmes to enlighten students on the negativities of substance abuse and introducing Drugs Free Clubs in secondary schools to further educate the students and to serve as watch dogs/watch out for the bad eggs that may wish to imitate their peers.

Recommendations

Based on findings of this study, it is therefore recommended that:

1. The finding revealed that characteristics of the abuser cut across sex, age and school types; there is need for counselling on drug use and abuse across sex, age and school type
2. To curtail substance abuse among students, the school counsellour authorities should in conjunction with Senior Masters, Discipline Master, Counselling desk officer from the Ministry of Education, school head boy and other prefects organize Drug Free Clubs that would serve as a watch dog in picking all those that may be indulge in drugs and destroy sources of drug within the location.
3. It is say that idle mind is the devilish work shop, the school counsellour and authorities (principals and vice principals) should in collaboration with State Ministries of Education and Youths and Sports to organize inter school games/sports and quiz competitions at regular intervals to occupy students after school/class hours.
4. Counselling clinics should be provided in each secondary school in Borno State by the State Ministry of Education to be providing behavioral, educational, vocational and other counselling needs to students by the counsellors.

References

- Emenike, C. C & Ogbonna, C. I. C. (1995). Effects of drug abuse on the health of individual, *Nigerian journal of policy and strategy*, 10(1&2), 99-118
- Enakpoya, E. (2009). Prevalence of drug abuse among Nigerian adolescents: Implications for counselling. *The Counsellor*, 17(1), 20-28
- Garba, H, Nayawo, Z & Njodi, I. (2006). Incidence of drug abuse among student-athletes in secondary schools in North-East region. *Educational forum, Journal of educational series*, 9(1), 101-105
- Haladu, A. A. (2003). Outreach strategies for combating drug abuse among out of school youths in Nigeria: A challenge for community based organizations in Nigeria, in: A. Garba (Ed.), *Youth and drug abuse in Nigeria: Strategies for counselling, management and control*, Kano: Matasa press, 28-34
- Hashidu, B. M. (2014). Effects of group counselling on students attitude towards substance abuse in senior secondary schools, Gombe State, Nigeria. Unpublished M. Ed. Dissertation, University of Maiduguri, Nigeria
- Ikwuba, A. A & Comfort, U. (2015). Phenomena of substance use among adolescents in Oju local government area of Benue State. Adolescent Behaviours: Issues and Problems. *Official Publication of the Nigerian Society for Educational Psychologists*. 151-166.
- Jatau, A. A. (1995). Overcoming alcohol and drug addiction in: I. O. Oyetunde, C. I. Ogunmulo & M. Baffa (Eds.) *Innovative approaches to education and human development*, Jos, 17(1), 36-42
- Longbap, B. N & Momoh, G. O. (2005). The need to integrate drug education counselling programme in the secondary school curriculum as a panacea for drug abuse among adolescents. *University of Jos journal of educational studies*, 11(1), 145-149
- Mamot, F. B. (1989). The incidence of drug abuse and alcoholism in post primary institutions in Bassa Local Government Area, Plateau State, Nigeria: Implications for Guidance and Counselling, M.Ed Thesis, University of Jos
- Mburza, A & Ngohi, B. U. (2007). Drugs abused by secondary school students in Borno State, Nigeria: Implications for counselling. *Journal of education for professional growth*, 3(1), 51-58
- Mulima, A. Y. (2008). Problem of drug abuse among students of tertiary institutions in Borno State: Social and academic implications. Unpublished M. Ed Dissertation, University of Maiduguri, Nigeria
- Musa, Y. Q. (1993). *Issues in drug use and abuse*, London: Tavistock Publication
- NDLEA, (1999). *Drug abuse data collection*, Lagos: NDLEA Publication
- NDLEA (2012). National Drug Law Enforcement Agency Statistical Report
- Ngohi, B. U, Aliyu, U & Ngohi, M. B. (2008). Types and consequences of abused drugs experienced by youths in tertiary institutions in Borno State, Nigeria. *Yobe journal of environment and development*, 1(1), 83-92
- Nwokolo, A. E, Obiora, O. E & David, A. A. (2005). Staying drug free in our schools: A handbook on drug abuse education. Cecta, Nigeria
- Obot, J. S, Ibanga, A. J, Ojeji, O. O & Wai, P. (2001). Drug and alcohol consumption by out of school Nigerian adolescents. *African journal of drug and alcohol studies*, 6(2), 98-101
- Okoza, J & Aluede, O. (2007). Drug abuse among students of Ambrose Alli University Ekpoma, Nigeria. *European journal of social sciences*, 10(1), 85-92
- Ray, O & Ksir, C. (2004). *Drugs, society and human behavior*, Boston, McGraw Hill
- Rumirgo, A. D. (2011). Drug abuse: Issues for youth development, *Journal of multi-disciplinary studies*, 3(1), 22-26
- Stanley, P. C & Enoh, A. U. (2004). Pattern of substance use among secondary school students in Rivers State, Nigeria. *Journal of medicine*, 13(1), 162-175
- Tanimu, B.B. (2005). The social and academic implications of drug abuse among undergraduates: A case study of the Obafemi Awolowo University, Ile-Ife. *International journal of psychosocial rehabilitation*, 1(1), 61-68
- World Health Organization (WHO, 1993). *Experts committee on drugs dependence: Thirty first report*, Geneva: WHO 999(23)
- World Health Technical Report Series, 9(887), 311-323

INVESTIGATION OF SOME FACTORS PROMOTING DEVIANT BEHAVIOUR AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN RIVERS STATE, NIGERIA

Nicholas, Ikechukwu Jude
Department of Psychology and Counselling,
College of Education, Michael Okpara University of Agriculture Umudike,
Abia State Nigeria.

&
Kennedy, George Margaret
Rivers state University of Science and Technology Port Harcourt,
Rivers state.

Abstract

This study investigated factors promoting deviant behaviour among public secondary school students in Rivers state. The study was guided by three research questions and three hypotheses. Sample of 300 students were drawn from three secondary schools in Obio Akpor LGA. Data was collected through questionnaire titled "Factors Promoting Deviant Behaviour Questionnaire" (FPDBQ) developed by the researchers. Reliability coefficient of 0.89 was obtained through test re-test. Mean and standard deviation was used to answer the research questions while t-test was used to test the null hypotheses. The results revealed that poor family background, media and societal influence promote deviant behaviour among secondary school students. The study recommended that family counselling should be taken seriously by all practicing counsellors in Nigeria and parents should regulate what their children watch on televisions and cables.

Keywords: Deviant, Behaviour and Student.

Introduction

Deviant behaviours among secondary school children have been on the increase over the years. There seem to be emergence of new obnoxious behaviours now than what it used to be. The researchers have also observed that good number of secondary school students especially in Rivers state belong to one cult or another hence the incessant violence and fight in most public secondary schools. Hastings and Thomas, (2009) defined deviant behaviour as any behaviour that is recognized as violating expected rules and norms. It is a behaviour that departs significantly from social expectations (Akers, & Sellers, 2004). Social deviance means those behaviours or characteristics that violate significant social norms and expectations and are abhorred by a large number of people. We can also look at deviance simply as those behaviours that breach commonly held norms, values and expectations of a society. Andersen and Taylor (2009) stated that those that depart from conventional norms are called deviants. In a related development, Steven (2013) opined that deviance is seen by lots of people as a bad behaviour because it constitute a social problem. This is because deviant behaviour affects the smooth flow of social interaction and impairs social organization. Some deviant behaviours briefly reviewed in this study include lying, bullying and fighting.

Lying is the act or practice of telling or speaking falsehood. It is an act which when repeated often becomes a habit. Quite often, lying is resorted to as a cover up for some misdeeds or prank. Possible reasons why school children engage in lying as identified by Edo-Olotu (2006) include avoiding a painful experience, to avoid undesirable consequence for one's action or punishment for homework not done, afraid of parents or teachers' reaction to a given situation. Some use it as tool to deceive while others use it as a cover up. Bullying on the other hand is defined as deliberate and repeated hurtful act, word or behaviour such as name calling, threatening or shouting at someone. These unpleasant and unacceptable acts are usually unprovoked. The bully is usually physically stronger than the victim. Bullying is a bad habit that some student indulges in at the expense of their mates. It breeds fear in the

innocent students which can affect their academic performance negatively. Ekechukwu (2009) identified various types of bullying to include physical such as punching, 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. Fighting is the act of expressing ones anger through the use of fist, weapon and other violence means. Teens who are frequently involved in fight often do not know how to control their anger or how to prevent or avoid conflict. Others who are predisposed will get into fighting easily. They always believe that fighting is the acceptable solution.

Researchers have attributed the causes of deviant behaviour in secondary schools to students' poor family backgrounds, effects of mass media and societal pressure/influence (Akers & Sellers 2004). Echebe (2010) asserted that students who come from abusive parents display characteristics of abusive persons. Such children for instance end up beating their fellow playmates without feeling any kind of remorse. On the other hand, students brought up by uncaring parents usually portray delinquent behaviours (Simourd, & Andrews 1994). These students could resort to criminal activities to achieve what they could not get from their parents. Charon (2007) is of the view that such students take part in criminal activities such as stealing, rioting/rebellion among others. In the same vein, mass media has a negative effect on school children, more specifically the violent content that are aired on the television or in cinemas. It is assumed that children believe what they see in the media more than what happens in the real life (Dibia & Nicholas 2017). Secondary school students who watch too many fights on the television or read pornographic materials on the internet begin to develop certain characteristics that affect the people around them negatively.

The society also models the behaviour of people. The attitude that other people have concerning their fellow human race leads to rebellion from the marginalized groups. Such people who are neglected by the society, and whose needs are not looked into by the people in authority end up engaging in activities or behaviour that contradicts the requirements of the society. Frustration from these is now being expressed through hostage-taking, vandalism and kidnapping (Nicholas, Ubani & Amadi-Wali 2015). The school environment is a place where children go to get education and to learn good mannerisms. It however, turns out that children get negatively affected by their fellow children in school. Some develop deviant behaviors after watching the way their peer behaves (Hartl,; Monnelly, & Elderkin, 2012).

This study basically anchored on two theories – Psychoanalytic and Cognitive developmental theories. Psychoanalytic theory, which was developed by Sigmund Freud, states that all human beings have natural drives and urges that are repressed in the unconscious. Additionally, all human beings have criminal tendencies. These tendencies are curbed, however, through the process of socialization. A child that is improperly socialized could develop a personality disturbance that causes him or her to direct anti-social impulses either inward or outward. Those who direct them inward become neurotic while those that direct them outward become criminal.

On the other hand, cognitive development theory states that deviant behaviour results from the way in which individuals organize their thoughts around morality and the law. There are three levels of moral reasoning according to Lawrence Kohlberg, a developmental psychologist. During the first stage, called the pre-conventional stage, which is reached during middle childhood, moral reasoning is based on obedience and avoiding punishment. The second level is called the conventional level and is reached at the end of middle childhood. During this stage, moral reasoning is based on the expectations that the child's family and significant others have for him or her. The third level of moral reasoning, the post-conventional level, is reached during early adulthood at which point individuals are able to go beyond social conventions. That is, they value the laws of the social system. People who do not

progress through these stages may become stuck in their moral development and as a result become deviants or criminals (Macionis, & Gerber, 2011; Murray, 1998).

Research questions

This study was guided by the following research questions:

1. To what extent does family background promote deviant behaviour among public secondary school students in Rivers state?
2. To what extent do media promote deviant behaviour among public secondary school students in Rivers state?
3. To what extent does societal pressure/influence promote deviant behaviour among public secondary school students in Rivers state?

Methodology

The study adopted a descriptive survey research design. Nwankwo (2013) stated that a descriptive survey research design is a plan, structure and strategy that an investigator adopts in order to obtain solution to research problems using questionnaire in collecting, analyzing and interpreting the data. The design was considered suitable since the study obtained data through the use of questionnaire. The study was carried out in Obio Akpor local government area of Rivers state. The area is appropriate for the study because there are fourteen senior secondary schools owned by the government in the L.G.A. The population of the study covers all the students in the fourteen senior secondary schools but only 300 students formed the sample size. One hundred students each were drawn from three secondary schools through simply random sampling technique. The instrument for data collection was 30 items questionnaire titled: Factors Promoting Deviant Behaviour Questionnaire (FPDBQ). The questionnaire was developed by the researchers through relevant literatures reviewed. The items had 4- point scale of strongly agreed, agreed, disagreed and strongly disagreed, with corresponding values of 4, 3, 2, and 1. The instrument was validated by two experts in the Department of Educational Psychology, Guidance and counselling, University of Port Harcourt and Department of Psychology and Counselling, Michael Okpara University of Agriculture Umudike, Abia state. Their corrections were integrated into the final version of the instrument. Split half technique and Cronbach Alfa reliability method were adopted to determine the internal consistency of the instrument. A Cronbach Alfa coefficient of 0.89 was obtained. Three hundred copies of the questionnaire were administered to the respondents, but two hundred and eighty six were returned and analyzed. Mean and standard deviation were used to answer the research questions. The average mean of 2.50 was used for decision-making. Any item with a mean rating of 2.50 and above were regarded as a factor that is capable of promoting deviant behaviour while those with the mean of less than 2.50 was regarded as not being able to promote deviant behaviour. Any item with a standard deviation of 0.00 to 0.05 indicated that the respondents were not far from the mean and the opinion of one another.

Results
Mean and standard deviation on the extent to which poor family background promote deviant behaviour

S/N	ITEMS	X	SD	Remarks
1.	Children who live in shanty places easily learn bad behaviour.	2.90	0.58	Accepted
2.	Children from homes where parents fight will likely learn to fight.	3.12	0.90	Accepted
3.	Fathers who are always drunk will influence their children negatively.	3.21	0.44	Accepted
4.	Children will develop good habits if the home is conducive	3.11	0.61	Accepted
5.	Those children who hawk in the parks, mechanic workshops etc will develop good character than others who do not.	3.31	0.51	Rejected
6.	Well behaved parents will influence their children behaviour positively.	3.24	0.56	Accepted
7.	Basic morals are learnt at home and female students learn much from their mothers.	3.01	0.47	Accepted
8.	Behaviour of every kind- good, bad etc. begins from the home.	3.74	1.03	Accepted
9.	Those students whose parents care for will always have good conduct.	2.53	0.34	Accepted
10.	Bad behaviour can also be inherited from parents who possess them.	3.48	0.74	Accepted

Table I revealed that the mean of the 10 items ranged from 3.74 to 2.53. This showed that all the items had a mean value above the cutoff point of 2.50. The table also revealed that all the items had their standard deviation ranged from 1.03 to 0.34. This showed that the respondents were not far from one another in their responses. This revealed that poor family background significantly promote deviant behaviour among public secondary school students.

Mean and standard deviation on the extent to which media promotes deviant behaviour.

S/N	ITEMS	X	SD	Remarks
1.	A lot of behaviour been exhibited by students is TV influenced.	2.72	0.70	Accepted
2.	Children like to practice what they watch in the television.	3.62	0.83	Accepted
3.	Every TV programme has something to teach children either good or bad.	2.91	0.62	Accepted
4.	Some students read pornographic materials in school.	4.09	1.07	Accepted
5.	Those children who watch war films, may develop over time violent attitude towards others.	2.81	0.41	Accepted
6.	Most parents are not able to control what children watch.	4.14	0.70	Accepted
7.	Some homes look like cinema house as a result of the kind of things they watch in the house.	3.41	0.32	Accepted
8.	Things students read can influence them negatively.	2.61	0.23	Accepted
9.	Most of the female dresses that exposes their sensitive parts are learnt from TV.	2.93	0.44	Accepted
10.	Internet has become another thing that is teaching students all sorts of things.	3.91	0.40	Accepted

Table 2 revealed that the mean of the 10 items ranged from 4.14 to 2.61. This showed that all the items had a mean value above the cutoff point of 2.50. The table also revealed that all the items had their standard deviation ranged from 1.07 to 0.23; this showed that the respondents were not far from one another in their responses. This revealed that media significantly promote deviant behaviour among public secondary school students.

Mean and standard deviation on the extent to which societal pressure/influence promote deviant behaviour.

S/N	ITEMS	X	SD	Remarks
1.	The pressure to look like others have made most students engage in bad behaviour.	3.20	0.55	Accepted
2.	Some students have so influence their mates to the point that they compromised.	2.50	0.69	Accepted
3.	Some students learn bad character from their friends in the school.	2.87	0.50	Accepted
4.	It is possible to learn stealing and fighting from the school.	2.90	0.57	Accepted
5.	Our environment has negatively changed the attitude of some students towards cultural norms.	2.91	0.70	Accepted
6.	Good number of students now engages in gambling because their friends do it.	2.54	0.66	Accepted
7.	Some secondary school students in Rivers state are involved in cultism so much that teachers now fear them.	2.71	0.91	Accepted
8.	Adult students in secondary schools influence negatively the younger ones.	2.60	0.63	Accepted
9.	Intake of Indian hemp in our environment is no more secret and boys are joining.	2.93	0.44	Accepted
10.	I cannot do without my friends no matter their behaviour.	2.41	0.40	Accepted

Table 3 revealed that the mean of the 10 items ranged from 3.20 to 2.41. This showed that all the items but one had a mean value above the cutoff point of 2.50. With the grand mean, the item with less than 2.50 is covered. The table also revealed that all the items had their standard deviation ranged from 0.91 to 0.40; this showed that the respondents were not far from one another in their responses. This revealed that societal pressure/influence significantly promote deviant behaviour among public secondary school students.

Discussion of result

The result of the study in table 1 revealed that poor family background promotes deviant behaviour among public secondary school students in Rivers state. Responses from items like living in shanty places, homes where parents fight, home where the father is a drunkard which makes up poor family background were strong indications that the variable under investigation promotes deviant behaviour. This result is corroborated by the findings of Echebe (2010) who investigated the effect of broken home on the child and found that children from abusive homes develop such characteristics and behaviour. This result implies that if the home is conducive for the child upbringing, the prevalence of deviant behaviour in our society will reduce.

The result of the study in table 2 showed that media promotes deviant behaviour among public secondary schools in Rivers state. This can be deduced from the responses on the items that tested how media promote deviance. This result is in tandem with the findings of Dibia and Nicholas (2017); Farrington and Jolliffe (2004) that investigated how media influence indecent dressing among female undergraduate students and found out that indecent dressing

is catalyzed by the nude pictures that is constantly aired in the televisions without control. Again we can conclude that media has influenced deviant behaviour than any other variables.

The result of the study in table 3 revealed that societal pressure/influence has greatly promoted deviant behaviour. This can be ascertained from the responses of the students. This result is in agreement with the findings of Nicholas Ubani and Amadi-Wali (2015) that examined the factors responsible for youth restiveness in the Niger Delta region and found out that environmental factor is responsible for the mayhem. It is pertinent to state here that societal influence has promoted deviant behaviour greatly (Lykken, 1995).

Conclusion

The three variables investigated – poor family background, media and societal pressure are responsible for deviant behaviour in our society. This is clearly revealed from the findings of this study.

Recommendations

Based on the findings, the following recommendations were made:

- Family counselling should be taken seriously by all practicing counsellors in Nigeria as this will provide opportunity for parents to learn how to handle and manage their children and the entire home.
- Parents should regulate what their children watch on televisions and cables as many negative things are being aired.
- Government should enact laws against deviant behaviours in our secondary school. This may deter students from getting involved in a behaviour that will ruin their academic pursuit.
- 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.

- Roberts, J.L. and Sellers, C.S. (2004). *Criminological Theories: Introduction, Evaluation, and Application*. Los Angeles: Roxbury Publishing.
- Roberts, M.L. and Taylor, H.F. (2009). *Sociology: the essentials*. Belmont, CA: Thomson Wadsworth.
- Shan, J.M. (2007). *Symbolic Interactionism: An Introduction, Interpretation and Integration*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Udu, V.G. and Nicholas, I.J. (2017). Modernization, media and moral decadence as predictors of indecent dressing among female undergraduate students in University of Port Harcourt. *New era research journal of Human, Education and Sustainable Development*. 10(1), 53-58.
- Udu, P.I. (2010). *Family Psychology*. Port Harcourt: University of Port Harcourt Press Ltd.
- Udu-Odom B. (2006). *Guidance and counselling: Issues for secondary schools*. Ibadan: Daily Graphic Nig. Ltd.
- Ikechukwu, R.O. (2009). *Counselling practicum made easy*. Port Harcourt: University of Port Harcourt Press.
- Partridge, D.P. and Jolliffe, D. (2004). Personality and crime. In Smelser, N. J. & Balters, P. B. (Eds.), *International encyclopedia of the social & behavioral sciences* 2(5), 11260-11264.
- Burgblom, S.J. (2002). The Developmental Trends. *Review of General Stages of Development in Psychology*. 6(2), 139-153.
- Hard, E.M.; Monnelly, E.P. and Elderkin, R.D. (2012). *Physique and Delinquent Behaviour (A Follow-up of William H. Sheldon's Varieties of Delinquent Youth)*. London: Academic Press, 411-421.
- Hastings, S.E. and Thomas, A.O. (2009). Predicting workplace deviance using broad versus narrow personality variables. *Journal of Personality & Individual Differences*. 4(7), 289-293.
- Lykken, D. (1995). *The Antisocial Personality: The scope of the problems*. In Patrick C. J. (Ed), *Handbook of Psychopathy*. New York: Guilford Press.
- Macdonis, J. and Gerber, L. (2011). *Sociology: The Criminal Justice System*. 7th Canadian Edition. (Toronto, Ontario: Pearson Canada Inc.
- Murray, H. A. (1998). *Explorations in Personality Disorder*. New York: Oxford University Press.
- Nicholas, I.J., Ubani, K. and Amadi-Wali P.N. (2015). Socioeconomic factors influencing youth restiveness in Niger Delta region. *Nigerian journal of empirical studies in Psychology and Education*. 1(15), 90-96.
- Nwankwo, O.C. (2013). *Practical guide to research writing*. Port Harcourt: University of Port Harcourt Press Ltd.
- Simourd, L. and Andrews, D. A. (1994). Correlates of Delinquency: A look at Gender Differences. *Forum on Corrections Research*, 6(1), 26-31.
- Steven, S. (2013). *Deviance: Sociological Criminality*. New York: McGraw Hill.

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. Macionisetal (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

contract sexually transmitted infections and affect their reproductive health. Ahmed (2016) found 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

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 & Meritt, 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.

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 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).

Results

Results

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

	Frequency	Percentage
--	-----------	------------

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
1 st 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

	91	30.3
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?

Research Question 1:

What are the strategies employed by teachers in in-school adolescents in Ilorin west, Kwara state?

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	1 st
10	Employing corporal punishment	3.59	2 nd
13	Referring students who engaged in deviant behaviour for Counselling	3.52	3 rd
15	Organizing peer support group for student who are in need	3.45	4 th
11	Making school and lessons meaningful to the students	3.42	5 th
7	Allowing students to learn from their own mistakes	3.40	6 th
2	Teaching the student appropriate self-control	3.39	7 th
14	Teaching moral concept e.g. parenting classes, during and sex education, social skills	3.38	8 th
1	Teaching the student the appropriate social control	3.34	9 th
6	Encourage positive teacher-learner relationship	3.28	10 th
16	Organizing staff support system for students in need	3.28	11 th
3	Modelling positive behaviours	3.24	12 th
4	Writing agreement between student and the teachers to commit students to behave appropriately	3.23	13 th
17	Involving the effort of parent/family support	3.21	14 th
18	Using recreational programmes	3.19	15 th
20	Gathering information on deviant behaviours among students	3.18	16 th
8	Scolding students who engage in deviant behaviours	3.01	17 th
9	Belittling student who engage in deviant behaviours	2.88	18 th
12	Allowing students to take responsibilities for themselves	2.67	19 th
19	Paying attention to students' feelings and needs	2.57	20 th

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*

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.

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	11 year and above
B	130	63.00	2	6 -10 years
B	79	62.32	3	Below 5 year

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 11 years 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

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 than 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 be 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

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.

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/2704TertiaryStudent.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: Routledge.
- 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 Adolescents 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>.

DOMESTIC VIOLENCE AND ADOLESCENTS PSYCHOSOCIAL ADJUSTMENT

Adubi, Elizabeth S.

&

Ashara, Ozioma, C.

Department of Educational Foundations
University of Lagos

Abstract

Domestic violence is a societal problem which has recently had a massive upsurge in its occurrence in the nation. In many parts of the country, domestic violence has been accepted as a way of life however in recent years, it has begun to be viewed as a criminal problem which could result in psychosocial maladjustment of the victims who witness and experience it. This study specifically examined the relationship between domestic violence and the psychosocial adjustment of adolescents using three selected secondary schools in Shomolu Local Government Area of Lagos state. Survey research design was adopted. Three hypotheses were formulated. Simple random sampling technique was adopted to draw the schools and stratified random sampling technique was employed in drawing 120 respondents comprising forty (40) senior secondary II students from each of the three drawn secondary schools (in the ratio of 20 male students and 20 female students from each school) that were involved in the study. Self-constructed inventory named Domestic Violence and Psychosocial Adjustment Inventory was used for data collection. The Domestic Violence and Psychosocial Adjustment Inventory consisted of two sections namely A & B. Section contained bio-data of the respondents while section 'B' contained five subsections namely: Adolescents and Domestic Violence (ADV), Domestic Violence and Social Adjustment (DVSA), Domestic Violence and Psychological Adjustment (DVPA) and Self-Esteem and Domestic Violence (SEDV). Data was analyzed using Pearson product moment correlation coefficient and T - Test Analysis of Difference. The findings were conclusive that domestic violence has a significant relationship with the psychological and social adjustment of students. This study recommends that strategic action should be put in place by the government, law enforcement agencies, counselors and the society at large to bring an end to the incidence of domestic violence in Nigeria.

Keywords: Domestic Violence, Psychological Adjustment, Social Adjustment, Adolescence.

Introduction

Violence may be regarded as a major vice that plays an essential role in the backwardness or retardation of the wholesome development of the modern day man and society. According to Zinnerman (2004) violence is a burden on numerous sectors of the social system, violence cost nations fortunes in terms of law enforcement, healthcare, lost labor and general progress in development.

It might be a very difficult attempt to picture runs through the mind of an adolescent as he/she witnesses the battering of either parent, the images formed in the head of the adolescent may tend to have negative impact on adolescence stage of development. In the past three decades there has been a growing recognition of the occurrence and prevalence of domestic violence in our society. It is estimated that more than 3.3 million children are exposed to physical and verbal spousal abuse each year (Newton 2001). Exposure in this context means seeing the abuse, hearing the actual abuse or dealing with the aftermath of the abuse.

Domestic violence occurs in different forms but each form of domestic violence tend to leave devastating effects on both partners involved in the violence and the adolescents that are witnesses to the violence. Domestic violence includes physical abuse, sexual abuse, psychological abuse, and abuse to property and pets (Volpe, 2006). Exposure to this form of violence has considerable potential to be perceived as life-threatening by those victimized and can leave them with a sense of vulnerability, helplessness, and in extreme cases, horror. Physical abuse refers to any

behaviour that involves the intentional use of force against the body of another person that risks physical injury, harm, and/or pain. Physical abuse includes pushing, hitting, slapping, choking, using an object to hit, twisting of a body part, forcing the ingestion of an unwanted substance, and use of a weapon. Sexual abuse is defined as any unwanted sexual intimacy forced on one individual by another. It may include oral, anal, or vaginal stimulation or penetration, forced nudity, forced exposure to sexually explicit material or activity, or any other unwanted sexual activity. Compliance may be obtained through actual or threatened physical force or through some other form of coercion. Psychological abuse may include derogatory statements or threats of further abuse (threats of being killed by another individual). It may also involve isolation, economic threats, and emotional abuse.

Many families in which domestic violence is present struggle with multiple problems including poverty, substance abuse and exposure to other forms of violence. For example, current research indicates that in 30% to 60% of families experiencing domestic violence, other forms of violence is also present e.g. child maltreatment (Edleson, 2009).

When domestic violence occurs in the home, the impact may not always be limited to the parents or spouses directly involved in the acts of violence, the impact might also be felt by the children and adolescents who are witnesses to the violence. According to Community Overcoming Relationship Abuse (CORA) children and adolescents are often hidden victims of domestic violence or abuse (CORA, 2014). When exposed to domestic violence in the home, the children and adolescents may get injured accidentally or even more so, may experience challenges which are way deeper than physical injuries and the impact of domestic violence might have long lasting impact on their lives.

Adolescence is a transition from childhood to adulthood and the perceptions and experiences in life determines their reactions to issues in adulthood. The home experiences of adolescents may also determine their actions and reactions to issues and activities outside the home. The impact of domestic violence during adolescence extends beyond the boundary of the family, with difficulty forming healthy intimate relationships with peers due to the models they experienced in their family (Levendosky, Huth-Bocks, & Semel, 2002). Although many researchers agree that many adolescents are exposed to domestic violence every year, there has been no consensus as regarding the exact number of adolescents that are being exposed to domestic violence (Edleson, 2009, Wolak and Finkelhor, 2008, Jasinski and Williams, 2008, Carlson, 2004 and Straus, 2002).

Adolescents who had witnessed domestic violence in their homes might have difficulty in forming healthy social relationships because of the seeds of violence which they also might start exhibiting. Such adolescents might end up being bullies, carrying out the acts of violence they witness being perpetrated at home on other people. Wekerle and Wolfe (1999) found exposure to violence in the home to be the best predictor of adolescent male abusive behaviour and a significant predictor of male and female experiences of victimization in intimate relationships. Some adolescents who witness domestic violence might even tend to accept domestic violence as the ideal situation (this might be due to certain cultural practices) and they themselves end up becoming victims of violence in their relationships.

Aside the external effect of aggression and low social competence in adolescents, domestic violence might also lead to severe depression as a result of their inability to relate well with others around them (such as classmates and peers).

Though there are many risk factors associated with domestic violence, Margolin & Gordis (2000) state that 'association is not causation' because domestic violence tends to be linked to depression, low social competence, aggression, low academic performance among others.

Policy makers are devoting increased attentions to this issue and several states have passed legislation, especially in the family law area designed to improve outcomes for adolescents exposed to violence. Though many of these

approaches hold promise, few programs have been evaluated. It is difficult to find funding for intervention programs in the area of domestic violence, and even more difficult to obtain adequate funding for thorough evaluations. This research therefore is going to provide quantitative and qualitative information needed by the policy makers and service providers to improve programs for the control and eradication of domestic violence and also to provide assistance to adolescents who are victims of domestic violence.

Domestic violence seems to be a social problem which causes damage and violation to the human rights of those who are witnesses or victims of the violence. Growing up in a violent home may be a terrifying and traumatic experience that can affect every aspect of an adolescent's growth and development.

Aside the physical injuries which might be sustained by adolescents who witness domestic violence, adolescents also tend to experience some psychological impacts of domestic violence such as migraine, depression, anxiety and suicidal ideation.

The sociological impact of domestic violence on adolescents tends to be equally as grave as the psychological impact. Adolescents who are exposed to domestic violence as more likely to exhibit violence towards peers and experience increased physical and social inactivity, have lack of social skills and also may exhibit low self-esteem and extreme mistrust in others.

Despite the increasing recognition that the aspects of domestic violence are gravely harmful and criminal, arguably the impact it has on its victims particularly adolescents are still of a silent and hidden nature. This project therefore seeks to study and bring to light the impact of domestic violence has on the psychosocial adjustment of adolescents.

To aid the study, three hypotheses were postulated and tested at 0.05 level of significance.

- There is no significant relationship between domestic violence and social adjustment of adolescents.
- There is no significant relationship between domestic violence and psychological adjustment of adolescents
- There is no significant difference in the self-esteem of adolescents due to domestic violence

Method

The research design for this study is the descriptive survey design. This method is employed because only quantitative data was collected. The population of this study comprised of all the senior secondary school II students in public secondary schools in Shomolu Local Government Area of Lagos Metropolis.

Simple random sampling technique was used to select three (3) schools used for this study. Also, the stratified sampling technique was employed in selecting One Hundred and Twenty (120) students comprising Forty (40) Senior Secondary School II students from each of the three selected secondary schools (in the ratio of 20 male students and 20 female students in each of the three selected secondary schools).

Self-constructed inventory named Domestic Violence and Psycho - Social Adjustment inventory was used for data collection. The Domestic Violence and Psycho - Social Adjustment inventory was divided in two sections namely Section A&B. Section 'A' contained bio-data of the respondents such as sex, age, school and class while section 'B' consisted of four subsections namely Adolescents and Domestic Violence (ADV), Domestic Violence and Psychological Adjustment (DVPA) and Self-Esteem and Social Adjustment (DVSA). Domestic Violence and Psycho - Social Adjustment inventory consisted of twenty (20) items constructed in four (4) Likert like Scale responses of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. The respondents were to indicate their degree of agreement with each item by ticking one of the options provided. Data collected was analyzed using Pearson Product Moment Correlation and T - Test

Analysis of Difference. The reliability of the scale was 0.71 after pilot testing.

The researcher personally visited the schools with the instruments. The Vice Principal and class teachers were briefed on the purpose of the study. Thereafter the instruments were given to the students and collected after the students have responded to them with the assistance of the class teachers.

Data Analysis

The responses collected were analyzed using inferential statistics of Pearson Product Moment Correlation and T Test Analysis of Difference was used to test the generated hypothesis at 0.05 level of significance.

Results

Hypothesis one: This states that there is no significant relationship between domestic violence and social adjustment of adolescents.

Table 1: coefficient indicating relative effect of independent variable (domestic violence) and dependent variable (social adjustment)

Variables	N	Mean	S.D	R
Domestic violence	120	11.83	1.91	0.272
Social adjustment		12.32	1.97	

Significant at $p < 0.05$, $df = 118$; crit - $r = 0.195$

Table 1 indicates that the calculated r-value of 0.272 was found to be greater than the critical r-value of 0.195 at 0.05 level of significance with 118 degrees of freedom.

With this result, the null hypothesis was rejected meaning that there is a significant relationship between domestic violence and social adjustment of adolescents.

Hypothesis two: There is no significant relationship between domestic violence and psychological adjustment of adolescents

This hypothesis was tested using Pearson product moment correlation and the result is presented in the table below:

TABLE 2: coefficient indicating relative effect of independent variable (domestic violence) and dependent variable (psychological adjustment)

Variables	N	Mean	S.D	R
Domestic violence	120	11.83	1.91	0.261
Psychological adjustment		12.73	1.93	

Significant at $p < 0.05$, $df = 118$; crit - $r = 0.195$

Table 2 indicates that the calculated r value of 0.261 was found to be greater than the critical r-value of 0.195 at 0.05 level of significance with 118 degrees of freedom. With this result the null hypothesis was rejected in support of the alternative hypothesis.

This implied that a significant relationship exists between domestic violence and psychological adjustment of adolescents.

Hypothesis Three: There is no significant difference in the self-esteem of adolescents due to domestic violence.

This hypothesis was tested using T - Test Analysis and the result is presented in the table below:

Table 3: T - Test Analysis of Difference in the Self Esteem of Adolescents Due To Domestic Violence

VARIABLE	GROUP	MEAN	SD	T-value	LEVEL OF SIGNIFICANCE
SELF ESTEEM	HIGH SELF	18.47	2.593	3.151	0.05
	ESTEEM				
	N= 73				
	LOW SELF	19.9	2.384		
	ESTEEM				
	N= 47				
TOTAL	N = 120				

$p < 0.05$; $df = 119$; critical $t = 3.09$

Table 3 above shows that a calculated T -value of 3.151 resulted as the difference in the self-esteem of adolescents due to domestic violence. This calculated T value is significant as it is greater than the critical T value of 3.09, at 119 degrees of freedom, at 0.05 significant level. This means that there is a significant difference in the self-esteem of adolescents due to domestic violence. Hence the null hypothesis is rejected.

Discussion of Findings

The findings from hypothesis one revealed that domestic violence has a significant relationship with the adolescent's social adjustment. This corroborated the findings of Centre for Disease Control Study in (2006) that reported that adolescents exposed to domestic violence may become socialized in violent behaviour. He or she may become confused and angry. The anger may become directed towards either parents or other children. They may become aggressive, becoming troublesome at home and at school. They may also become withdrawn, isolating themselves from others

This goes in line with the assertion of O'Keeffe (2005) that adolescents are self-conscious about both their physical and social appearance; anything that calls attention to themselves as different from their peers may be experienced as embarrassing or as a threat to their self-esteem. The adolescent may be reluctant to invite friends home for fear of exposure. The need for secrecy may lead to social isolation at a time when acceptance and support from peers is especially essential to social development. These lends support to the statement that domestic violence has significant impact on the social adjustment of adolescents

Result of findings in hypothesis two revealed that there is a significant relationship between domestic violence and psychological adjustment of adolescents.

This goes in line with what was earlier stated in the literature review that witnessing abuse and living in an environment where someone else, usually a care giver is a victim of abuse, can be psychologically devastating for an adolescent. Strauss (2004) reports that adolescents who are hit by parents have higher rates of depression than those whose parents disciplined in other ways and are more likely to think about suicides.

Vickerman & Margolin (2007) are of the opinion that adolescents exposed to domestic violence report more depressive symptoms, anxiety, and worry than those who have never been exposed to such violence. Exposure to domestic violence may also lead to trauma symptoms in the form of intrusive experiencing of the events in dreams or flashbacks, hyper arousal or an exaggerated startle response, and emotional withdrawal.

Results of findings in hypothesis three revealed that there is a significant difference in the self-esteem of adolescents due to domestic violence.

Contrary to popular belief, in order to tolerate domestic violence one has to already have had low self-esteem. It is reasonable to think that persons with low self-esteem tend to have chaotic relationships. Their subconscious belief of unworthiness leads to the avoidance of those who truly care and instead gravitating to chaotic relationships that leave them deeply psychologically and developmentally scared, greatly hampering the building and maintenance of healthy relationships (Bradshaw, 2013).

Research shows that a link exists between domestic violence and low self-esteem. Experts believe that although low self-esteem can be compounded by abuse; it results from numerous factors and is a serious issue for victims of domestic violence. Counsellors identify low self-esteem as a major issue when trying to empower victims to free themselves of their abusers. Some argue that victims of domestic violence gain low self-esteem during the course of abuse (Collison, 2014).

Implications for Counselling

To remedy the intimate partner violence situation in Nigeria, all stakeholders must be involved the communities, religious groups, institutions, and government at all levels.

Seminars and workshops, where trained counselors would assist in propagating the anti-domestic violence campaign, should be organized. There is the need to create awareness at these forums, to underscore the fact that violence in the home serves as a breeding ground for violence in the society.

People should be made to understand that adults can change the social norms that justify intimate partner violence by (1) Being role models working together to end violence in the home (2) Modelling non-violent relationship (3) Disseminating information which condemns domestic violence in schools, during Parents-Teachers Association meetings, the school counsellor could give enlightenment talks, encouraging parents to use disciplinary measures which are non-violent on their children and avoid exposing children to domestic violence of any form. Prize giving day programs could include short talks on the issue of intimate partner violence, emphasizing its evil consequences and the need for families to avoid it for a better society (Aihie, 2009)

The school counsellor could organize group counselling sessions for the different age groups and classes, on the advantages of a violence free society. The boys, in particular should be counseled on how to grow up into 'healthy' men. The children should be taught how to be assertive without being aggressive. They should be taught how to express anger and frustration without violence.

In counselling individual students with anger problems, the various anger management techniques should be taught. Churches and mosques should organize seminars and outreach programs where professional counsellors are invited to enlighten the people on the need for violence free society with the home as the cradle.

References

- Aihie O. (2009). Prevalence of domestic violence in Nigeria: Implication for counselling. *Edo Journal of Counselling*, 2(1), 1-8.
- Bradshaw, L. (2003). Abusive Home Environments as Predictors of Poor Adjustment during Adolescence and Early Adulthood. *Journal of Community Psychology*, 29(3), 195-217.
- CDC (2006). Intimate Partner Violence – Factsheet. Retrieved From [Www.Cdc.Gov/Injury](http://www.Cdc.Gov/Injury) on 15th September, 2014
- Collinson, A.L. (2014). Physical and Mental Health Effects of Intimate Partner Violence for Men and Women. *American Journal of Preventive Medicine*, 23 (4), 260-268.
- CORA, (2014). Domestic Violence. Retrieved From [Www.Corasupport.Org](http://www.Corasupport.Org) On 15th September, 2014.
- Cummings, E.M., & Davies, D. (1994). Responses of Physically Abused Boys to Interadult Anger Involving Their Mothers. *Development and Psychopathology*, 6, 31- 41.
- Edleson JL (2009). Children's Witnessing of Adult Domestic Violence. *Journal of Interpersonal Violence*, 14 (8), 839 – 870.
- Levendosky A, Huth Bocks A.C., Shapiro D.L and Semel, M. (2002). The Impact of Domestic Abuse on The Maternal – Child Relationship and Pre-School Age Children's functioning. *J. Fam. Psychol*, 17(3), 275-287
- Margolin G., & Gordis, E.B. (2000). The Effects of Family and Community Violence on Children. *Annual Review of Psychology*, (51), 445 – 479.
- Newton C. Domestic Violence: An Overview. [Www.Findcounselling.Com/Journal/Domestic-Violence-Children.Html](http://www.Findcounselling.Com/Journal/Domestic-Violence-Children.Html). Retrieved on September 15, 2014.
- Osarenren, N. (2002). *Child Development and Personality*. Lagos: Derate Nigeria Limited.
- Oyediran, K. A., And Isiugo – Abanihen, U. C. (2005). Perception of Nigerian Women on Domestic Violence: Evident From 2003 Nigerian Demographic and Health Survey. Retrieved on November 16, 2014. From [Www.Bioline.Org.Br/Request](http://www.Bioline.Org.Br/Request).
- Project Alert (2001). Prevalence of Domestic Violence. Retrieved on November 10 2014 From Ww.Ajol.Info/Index.Php. *American Journal of Community Psychology*, 109 – 117.
- Roberts, T.A, And Michelle, J.D. (2005) Intimate Partner Abuse and The Reproductive Health of Sexually Active Female Adolescents. *Journal of Adolescent Health*, 36 (5), 380 – 385.
- Rodriguez, M.A., Bauer H.M., Mcloughlin, E. (1999). Screening and Intervention for Intimate Partner Abuse: Practices and Attitudes of Primary Care Physicians. *Journal of The American Medical Association* 282: 468 – 474.
- Saudino, D.G. (2007). Are Physical Assaults by Wives and Girlfriends A Major Problem? *Violence against Women*, 8 (12), 1424 – 1448
- Stanley H (2001). *Children Experiencing Domestic Violence: A Research Review*. London: Dralington Hall.
- United States for Disease Control (2006). Domestic Violence. Retrieved 28th November, 2014. Www.Wikipedia.Org/Wiki/Domesticviolence.
- Volpe S. Joseph. Effects of Domestic Violence on Children and Adolescents: An Overview. Www.Aaets.Org/Article8.Html. Retrieved on September 15, 2014.
- Wekerle C and Wolfe D.A. (1999). Dating Violence in Mid-Adolescence: Theory, Significance and Emerging Prevention Initiatives. *Clinical Psychological Review*, 19 (4), 435 – 456.
- Zimmerrman .C. (2004) Plates in a Basket Will Rattle: Domestic Violence In Combodia, Phom Pehn. Combodia. The Asia Foundation.

INFLUENCE OF GENDER ON THE PREDICTION OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

Prof. Osarenren, Ngozi; Olanipekun, Olajumoke & Odewale, Oluseyi
Department of Educational foundations,
University of Lagos, Lagos, Nigeria

Abstract

Deviant behaviour has been identified as one of the factors hindering students' academic attainment in Nigeria. The study therefore investigated the influence of gender on the deviant behaviour among secondary school students in Ogun State, Nigeria and its implication for counselling. Participants for the present study consisted of 720 adolescents (373 boys and 347 girls) sampled from 12 public and co-educational secondary schools in Ogun State. Participants were senior secondary school students between the ages of 14-17. One hypothesis was formulated for this study. Adolescents completed measures on deviant behaviour. Multi-stage sampling technique was adopted. Independent t-test was used to analyse data. The result revealed that Gender does not predict deviant behaviour of secondary school students. The result was discussed in terms of its implications for research and practice and relevant recommendations were also made.

Keywords: influence, gender, prediction, deviant behaviour, secondary school students

Introduction

Deviant behaviour is ubiquitous among students in our secondary schools and it has been identified as one of the factors hindering students' academic attainment in Nigeria. Deviant behaviour in secondary schools has been an issue of great concern globally, especially in developing countries such as Nigeria (Adegun, 2013, Torrente & Vazsonyi, 2012). Behaviour is the way a person behaves and functions in a particular situation (Turnbull, 2010). Deviant behaviour which is also known as antisocial behaviour can be defined as any behaviour that implies violation from social norms (Humphrey & Schmallerger, 2011).

The concept of deviant behaviour is a complex one and it varies from one country to the other. The broad phenomenon included a variety of behaviour, and in the school settings, it includes such behaviour as substance abuse, drug and alcohol use, aggression, bullying, riots, promiscuity, abortion, riots, vandalism, skipping classes, violence, use of abusive language, examination malpractices, theft, truancy, fighting, reporting late for classes, writing or painting graffiti on the school wall, resistance to change and much more (Torrenti & Vazsonyi, 2012; Agboola & Salawu, 2011). These behaviours have adverse effect on the teaching and learning process as they weaken the purpose of education (Torrenti & Vazsonyi, 2012).

Typically, two dimensions of deviant behaviour have been identified as internalizing and externalizing behaviour. Internalizing behaviour is intrapersonal and typically involves negative emotions turned inward towards the self (Fanti, 2007). This can take the form of anxiety, stress, somatic complaints, depression, social withdrawal and fearfulness (Achenbach, 2000). Externalizing behaviour typically involve negative behaviour directed outside the individual and can take the form of aggression, conduct problem behaviour, juvenile delinquency, non-compliance, hyperactivity, vandalism, robbery, truancy, destructive behaviour tantrums and other kinds that may lead to unlawful acts (Fanti, 2007). Deviant behaviour is harmful for the school and students in all its forms, whether it is overt or covert.

Gender is one of the factors that have been mentioned in literature to have significant influence on the development of deviant behaviour in students. According to Pollard and Morgan (2002) gender refers to the socially constructed expectation for male and female behaviour which prescribes a division of labour and responsibilities between males

and females granting of different rights and obligations to them. Gender also describes social and historical constructs for masculine and feminine roles, behaviours, attributes and ideologies, which connote some notion of biological sex (Azikiwe, 2001).

The World Health Organization defines gender as the socially constructed roles, behaviour, activities and attributes that a particular society considers for men and women. Woolfolk (2010) asserted gender usually refers to traits and behaviours that a particular culture judges to be appropriate for men and women. The term may also refer to biological differences (male or female). The concept of gender also includes the expectations held about the characteristics, attitudes and behaviours of both women and men (femininity and masculinity). These roles and expectations are learned. They can change over time and they vary within and between cultures.

Sex stereo-type manifestation of deviant behaviour traits is common in the society and studies have shown that males and females differ in their tendency to engage in deviant behaviour (Paul, Kemf-Leonard & Abramoske-James, 2009). Boys by their very nature exhibit more physical, verbal aggression and thuggery while deviant behaviour in girls is more subtle, indirect and relational involving harmful manipulation of others (Kerpelman & Smith-Adcock, 2005). Besides, there is more involvement of boys than girls in such antisocial behaviours as stealing, kidnapping, rape, fighting and violence while more girls than boys participate in such antisocial behaviours like prostitution, lesbianism, frequent running away from home, hedonism, child theft and child trafficking (Chesney-Lind & Shelden, 2004).

The present study is aimed at examining the influence of gender on the prediction of deviant behaviour among secondary school students in Ogun State, Nigeria.

Statement of the Problem

Gender issues are part of the main hub of discussion and research all over the world, including Nigeria. The subject of gender is a matter of serious concern especially among academics and policy makers. Intellectuals are worried about the role of male and female in all spheres of life.

Meanwhile, concerns about deviant behaviour with respect to gender have spawned a significant interest in the field of education over the years. Deviant behaviour has been a challenge to secondary school students.

It includes theft, threats, fighting, vandalism, rudeness, using illegal drugs, underage drinking, littering, having anger issues, manipulating others, verbal abuse, and much more. Many researchers have set out to detect what factors lead to this type of behaviour. Even though there has been a lot of research done to detect the factors that are possible contributors to deviant behaviour, there have only been a few studies that have compared the influence of gender on deviant behaviour of secondary school students according to available literature. It is against this backdrop that the present study focuses on the influence of gender on the prediction of deviant behaviour among secondary school students in Ogun state, Nigeria.

Purpose of the Study

The purpose of this study was to establish if there is any influence of gender on deviant behaviour of secondary school students in Ogun State, Nigeria.

Research Question

What is the influence of gender on deviant behaviour of secondary school students?

Hypothesis
To aid the study, one null hypothesis was formulated and tested in the study:
1. There is no significant difference in the maladaptive behaviour of secondary school students based on gender

Method
This research was carried out using descriptive survey design. It is a design in which responses would be obtained from a relatively large population considered a representative of a group. It seeks to ascertain how some dimensions, variables or characteristics of a given population change with time and data is collected to enable the researcher describe systematically the characteristic features about the population (Ilogu, 2005).

The study was carried out in Public Secondary Schools in Ogun State. Ogun State was created in 1976 and it is in South-Western, Nigeria. The population of this study comprised of all public secondary schools male and female students in Ogun State, Nigeria. A multi-stage sampling technique was adopted. The sample comprised 720 students between the ages of 14 and 17 in twelve public secondary schools in Ogun State. In the first stage, two Local Government Areas were selected from each of the three Senatorial Districts in Ogun State using simple random sampling technique. This gave a total of 6 Local Government Areas. Simple random sampling technique was used in order to give every local government equal chance of being selected. In the second stage, two secondary schools were drawn from each of the six local government areas chosen for the study making a total of twelve schools that were used for the study. Lastly, a proportional stratified sampling procedure was used to determine the sample size for each of the 12 schools chosen for the study. A sample size calculator was used to determine the appropriate sample size for a finite population of 2,344 students at 95% confidence limit and 3.03 confidence interval is 720.

Instrumentation

Deviant Behaviour Scale (DBS)

The scale consists of two sections: the first section requested for personal data of students such as age, gender, name of school and class. The participants' gender information was collected by asking the student to tick appropriate option relating to their gender distribution.

The second section contained 32-item deviant behaviour scale which was measured with the antisocial scale from the delinquent subscale of the Child Behaviour Checklist-Youth self-Report Report (CBCL-YSR; Achenbach & Edelbrock, 1987). Sample item include "I run away from home". The adolescents responded using a 4-point Likert scale. The scoring system was, strongly agree (SA-4), agree (A-3), disagree (D-2) and strongly disagree (SD-1) for positive items while the negative items were scored in reverse order. The instrument has a reliability coefficient of 0.83 for this study. The CBCL-YSR has been used extensively with children and adolescents from various ethnic groups (Achenbach, 1991).

Administration of the Research Instruments

Copies of the instruments were administered in groups in each of the selected secondary schools. The researcher created rapport with the participants in each of the selected secondary schools and also assured them of confidentiality.

Result

Hypothesis One: There is no significant influence of gender on the deviant behaviour of students.

Hypothesis

To aid the study, one null hypothesis was formulated and tested in the study:

1. There is no significant difference in the maladaptive behaviour of secondary school students based on gender

Method

This research was carried out using descriptive survey design. It is a design in which responses would be obtained from a relatively large population considered a representative of a group. It seeks to ascertain how some dimensions, variables or characteristics of a given population change with time and data is collected to enable the researcher describe systematically the characteristic features about the population (Ilogu, 2005).

The study was carried out in Public Secondary Schools in Ogun State. Ogun State was created in 1976 and it is in South-Western, Nigeria. The population of this study comprised of all public secondary schools male and female students in Ogun State, Nigeria. A multi-stage sampling technique was adopted. The sample comprised 720 students between the ages of 14 and 17 in twelve public secondary schools in Ogun State. In the first stage, two Local Government Areas were selected from each of the three Senatorial Districts in Ogun State using simple random sampling technique. This gave a total of 6 Local Government Areas. Simple random sampling technique was used in order to give every local government equal chance of being selected. In the second stage, two secondary schools were drawn from each of the six local government areas chosen for the study making a total of twelve schools that were used for the study. Lastly, a proportional stratified sampling procedure was used to determine the sample size for each of the 12 schools chosen for the study. A sample size calculator was used to determine the appropriate sample size for a finite population of 2,344 students at 95% confidence limit and 3.03 confidence interval is 720.

Instrumentation

Deviant Behaviour Scale (DBS)

The scale consists of two sections: the first section requested for personal data of students such as age, gender, name of school and class. The participants' gender information was collected by asking the student to tick appropriate option relating to their gender distribution.

The second section contained 32-item deviant behaviour scale which was measured with the antisocial scale from the delinquent subscale of the Child Behaviour Checklist-Youth self-Report Report (CBCL-YSR; Achenbach & Edelbrock, 1987). Sample item include "I run away from home". The adolescents responded using a 4-point Likert scale. The scoring system was, strongly agree (SA-4), agree (A-3), disagree (D-2) and strongly disagree (SD-1) for positive items while the negative items were scored in reverse order. The instrument has a reliability coefficient of 0.83 for this study. The CBCL-YSR has been used extensively with children and adolescents from various ethnic groups (Achenbach, 1991).

Administration of the Research Instruments

Copies of the instruments were administered in groups in each of the selected secondary schools. The researcher created rapport with the participants in each of the selected secondary schools and also assured them of confidentiality.

Result

Hypothesis One: There is no significant influence of gender on the deviant behaviour of students.

Table 1: mean, standard deviation and t-test analysis of the influence of Gender on deviant behaviour of secondary school students

	Gender	N	Mean	Stdev	t-cal	t-critical	df	Sig.p	Remark
Deviant Behaviour	Male	373	73.95	10.67	1.571	1.65	718	0.09	NS

The result in Table 1 shows that the mean of male students is 73.95 while that of the female students is 72.61. In comparison, male students exhibit more deviant behaviour than female students.

The result also shows the T-test analysis of the influence of gender on deviant behaviour of secondary school students. The result shows that the value of 1.57 was obtained with a degree of freedom of 718 and the associated exact probability value of 0.09. Since the exact probability value is less than 0.05, the null hypothesis which states that gender has no significant influence on the deviant behaviour of students is hereby accepted and the inference drawn is that gender does not significantly influence deviant behaviour of secondary school students. Thus hypothesis I was retained. This implies that both male and female students are involved in deviant behaviour. The likely explanation for these results is that both male and female students may be exposed to mass media during their leisure times, specifically, violent content that are aired on the Television or in the cinemas. Children tend to believe what they see in the media more than what happens in real life.

Discussion of Finding

Hypothesis One states that there is no significant difference in the deviant behaviour of students based on gender. The result revealed that there is no significant difference in deviant behaviour of students as a result of gender. The finding is in agreement with Igbo, Okafor & Eze, (2014) who reported that gender has no significant influence on delinquent behaviour of secondary school students. It is also in contrast with the study of Chime (2004) which revealed that the number of deviant males were higher than females. Mobarake (2015) asserted that the boys deviant behaviours are extremely pervasive than the girls in the southern parts of Tehran, Iran. It may be a reflection of the Iranian families on their children upbringing boys have more freedom of going and coming without being inspected by their parents. Therefore, they have more chances of joining deviant peers and enjoy themselves with antisocial behavior.

Conclusion

Based on the findings of this research, the study revealed that there was no significant influence between students' gender and deviant behaviour among secondary school students in Ogun state.

Implication for Counselling

Counselors should plan intervention programmes to help students who engage in deviant behaviour and the focus of the programme should be on male and female students in the school. Students should be made to know the negative implication of deviant behaviour. Parents should be encouraged to show love and care to their children and also meet their material and emotional needs.

Recommendations

Based on the findings discussed above, the following recommendation was made:

1. The study suggest that the school authority should create awareness and sensitize students on the effect of deviant behaviour to both male and female students, especially, the new entrants into JSS I and SSS I.

- References**
- Achenbach, T. M., & Edelbrock, C. (1987). *Manual for the adolescents' self-report and profile*. Burlington, VT: University of Vermont, Department of Psychiatry.
- Achenbach, T. M. (1991). *Manual for the Child Behaviour Checklist: 4-18 and 1991 profile*. Burlington: University of Vermont, Department of Psychiatry.
- Adegun, O.A. (2013). An Analysis of the Offences Committed by Youths in Selected Remand Homes in South west, Nigeria Implication for school Administrators. *Mediterranean Journal of Social sciences*, 4(1).375-381
- Agboola, A.A. & Salawu.R.O. (2011) Managing Deviant Behaviour and Resistance to change. *International Journal of Business and Management*, 6(11), 235-242
- Azikiwe, U. (2001). Gender issues and the Universal Basic Education Programme. *The Nigerian UBE Journal*, 1 (2), 371-378.
- Chesney-Lind, M & Randal G.S (2004). *Girls, Delinquency, and Juvenile Justice*, 3rd Eds United States: Thomson Wadsworth.
- Chime, P.A. (2004). Influence Of Deviant Behaviour On Academic Achievement Of School Adolescent In Udi L.G.A. *Unpublished M.Ed. Thesis. University of Nigeria, Nsukka*.
- Crosswhite, J. M. & Kerpelman, J.L. (2009). "Coercion Theory, Self-Control, and Social Information Processing: Understanding Potential Mediators for How Parents Influence Deviant Behaviour." *Deviant Behaviour* 30(7): 611-46.
- Fanti, K. A. (2007). *Trajectories of pure and co-occurring internalizing and externalizing problems from age 2 to age 12: Findings from the NICHD study of early child care* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3260558)
- Humphrey, J.A & Schmallerger, F. (2011), *An overview of Deviant Behaviour*, Stockholm, Sweden: Jones and Barlett Learning Publishers.
- Igbo, J.N., Okafor, R. A. & Eze, J. U. (2014). The role of socio-economic background on self-concept and Academic Achievement of In-school Adolescents in Nigeria. *International Journal of Research in Humanities*, 2 (2) 1 – 10.
- Ilogu, G. C. (2005). *Educational Research and Evaluation*: Lagos: Wealth Smith Books.
- Kerpelman, J.L & Smith- Adock.S (2005) "Female Adolescent Delinquent Activity. *Youth and Society*, 37.176-200
- Mobarake R.K.(2015) Age and Gender Difference in Antisocial Behaviour among Adolescents' School Students. *Mediterranean Journal of Social Sciences*, 6(4). ISSN 2034-2117-(online)
- Nwadinigwe, I. P. (2012). *Psychology of Effect Classroom Learning*. Lagos: Vita-Nasco and Company.
- Paul, T.E., Kimberly K.L & Abramoske-James. S. (2009) "Gender Differences in Delinquency & Juvenile Justice Processing". Evidence from Natural Data. *Crime & Delinquency*, 58, 171-215
- Pollard, M.S., & Morgan, S.P.(2002). "Emerging Parental Gender Indifference? Sex Composition of children and the third birth". *American Sociological Review*, 67(4), 600
- Puckering, C., Rogers, J., Mills, M., Cox, A.D. and Mattsson-Graff, M. (1994) 'Process and evaluation of a group intervention for mothers with parenting difficulties', *Child Abuse Review* 3, 299–310
- Torrente, G and Vazsunyl, A.T. (2012). *Adolescence and social Deviance*. *Anales de Psicologia*, 28(3), 639-642
- Turnbull (2010). *Oxford Advance Learner's Dictionary*. (8th Ed.) Oxford, England, Oxford.
- Woolfork, A. (2010). *Educational psychology* (11th Ed.) New Jersey: Pearson Education International

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)
Department of Guidance and Counselling,
Faculty of Education, Ambrose Alli University,
Ekpoma, Edo State, Nigeria
Email: osumahobaze@gmail.com

Abstract
This study examined teachers' perception of causes and effects of deviant behaviour among students in secondary schools in Edo State. This was a descriptive survey research. Four research questions and four hypotheses guided this study. The participant of the study consisted of all teachers in Edo State, from which a sample of three hundred and forty-six were selected through multi-stage stratified simple random sampling technique. The research instrument was a questionnaire titled "Teachers Perceptive of the Causes and Effects of Deviant Behaviour questionnaire (TPCEDBQ)". The questionnaire was designed by the researcher based on comprehensive review of literature. The instrument was content validated by experts. The Cronbach Alpha was used to determine the internal consistency of the instrument and it yielded an r-value of 0.71 and 0.75 for causes and effects of deviant behaviour respectively. The researcher administered the copies of the instrument with the help of two research assistants who were specifically trained for the purposes. The t-test statistical tool was used to analyses data collected for the study. The study found that there was significant gender and age difference on teachers' perception of causes and effects of deviant behaviour among students in secondary schools in Edo State. Based on the findings of the study, it was concluded that secondary school teachers in Edo State differ significantly in their perception of causes and effects of deviant behaviour among students in secondary schools based on gender and age. Based on the conclusion drawn from the findings of the study, the following, recommendation among others was made. Secondary schools in Edo State should design guidance and counselling programmes that would address and meet the counselling needs of students irrespective of their gender and age.

Keywords: teachers, perception, causes effects, deviant, behaviour, students, schools.

Introduction

A very powerful message currently permeating public life is that deviant behaviour is on the increase and it is escalating rapidly. Deviant behaviour in schools are not only worrying, but intensely emotive and politically sensitive. This is so because safe schools are seen as fulfilling two separate, but related functions. First they are a means to an end, effective learning. Learning is a key purpose of schooling and an environment where everyone feels safe and a purposeful and orderly atmosphere prevails is clearly an important condition to enable learning to take place (Macmillan, 2002).

Media reports tend to convey an image of schools in which teachers are beleaguered and young people are out of control (Macmillan, 2002). Reports of disruption of classrooms, fight in the playground, and verbal and physical abuse towards teachers naturally create concerns about the lack of opportunity for learning and thus the attainment in public examinations and thus for life chances. Safe schools are also an end to themselves. Students behaving in an orderly and courteous manner to one another and to teachers are an important outcome of schooling.

Schools play a pivotal role in the socialization of young people. Tait, a philosopher of education articulated it this way:

Teachers' Perception of the Causes and Effects of Deviant Behaviour among Secondary School Students in Edo State: Implications for Counselling

OSUMAH, Obaze Agbonluac (Ph.D)
Department of Guidance and Counselling,
Faculty of Education, Ambrose Alli University,
Ekpoma, Edo State, Nigeria
Email: osumahobaze@gmail.com

Abstract

This study examined teachers' perception of causes and effects of deviant behaviour among students in secondary schools in Edo State. This was a descriptive survey research. Four research questions and four hypotheses guided this study. The participant of the study consisted of all teachers in Edo State, from which a sample of three hundred and forty-six were selected through multi-stage stratified simple random sampling technique. The research instrument was a questionnaire titled "Teachers Perceptive of the Causes and Effects of Deviant Behaviour (TPCEDBQ)". The questionnaire was designed by the researcher based on comprehensive review of literature. The instrument was content validated by experts. The Cronbach Alpha was used to determine the internal consistency of the instrument and it yielded an r -value of 0.71 and 0.75 for causes and effects of deviant behaviour respectively. The researcher administered the copies of the instrument with the help of two research assistants who were specifically trained for the purposes. The t -test statistical tool was used to analyses data collected for the study. The study found that there was significant gender and age difference on teachers' perception of causes and effects of deviant behaviour among students in secondary schools in Edo State. Based on the findings of the study, it was concluded that secondary school teachers in Edo State differ significantly in their perception of causes and effects of deviant behaviour among students in secondary schools based on gender and age. Based on the conclusion drawn from the findings of the study, the following, recommendation among others was made. Secondary schools in Edo State should design guidance and counselling programmes that would address and meet the counselling needs of students irrespective of their gender and age.

Keywords: teachers, perception, causes effects, deviant, behaviour, students, schools.

Introduction

A very powerful message currently permeating public life is that deviant behaviour is on the increase and it is escalating rapidly. Deviant behaviour in schools are not only worrying, but intensely emotive and politically sensitive. This is so because safe schools are seen as fulfilling two separate, but related functions. First they are means to an end, effective learning. Learning is a key purpose of schooling and an environment where everyone feels safe and a purposeful and orderly atmosphere prevails is clearly an important condition to enable learning to take place (Macmillan, 2002).

Media reports tend to convey an image of schools in which teachers are beleaguered and young people are out of control (Macmillan, 2002). Reports of disruption of classrooms, fight in the playground, and verbal and physical abuse towards teachers naturally create concerns about the lack of opportunity for learning and thus the attainment in public examinations and thus for life chances. Safe schools are also an end to themselves. Students behaving in an orderly and courteous manner to one another and to teachers are an important outcome of schooling.

Schools play a pivotal role in the socialization of young people. Tait, a philosopher of education articulated it this way:

.....through constant and relentless surveillance, pupils learn to regulate their own conduct and hopefully become reputable citizens. Children learn to make appropriate sanctioned decisions on the assumptions that they will be held accountable for transgressions, transgressions now made visible through the disciplinary machinery of the school (Tait, 2003).

Discipline in schools is an international framework which is intended to improve the quality of education systems. Discipline has taken a centre stage globally according to the United Nations Secretary General's study on violence against children (UNGA resolution 57/190) that is rooted in children's human right to protection from all forms of violence and deviant behaviour. There are many ways through which the schools enforce discipline. For children in many countries, corporal punishment is a regular part of the school experience, and it is also a form of child abuse (Chikwature, Oyedele & Gariyani, 2016).

In Nigeria, corporal punishment of students by teachers is prohibited. It is only the head teachers or principals that can give corporal punishment to pupils or students alike. According to Amanuel (2009) children came into the world helpless and unable to fully develop without adults. As teachers, it is incumbent on us to nurture them and teach them how to live decent lives. Bear (2011) puts it that worldwide, deviant behaviour wears many faces or multi-dimensional. It includes gang activity, locker thefts, bullying and intimidation, gun use and assault; just about anything that produces a victim. The number of deviant behaviour is on the increase in secondary schools today.

In a study conducted by Chikwature et al (2016), they found that commonest forms of deviant behaviour in schools are bullying, stealing, lying, truancy, drug abuse, cheating, fighting, noise making, mocking and offensive language. The researchers also found that the causes of deviant behaviour in schools are peer pressure, school phobia, lack of schooling, home background, and lack of parental guidance, poverty and attention seeking. On the effects of deviant behaviour on the Academic performance of students, Chikwature et al (2016) posit that 100% of respondents in their study agreed that it affects students' academic performance badly and result in low pass rate and failure. Deviant behaviour also affects other students badly, negatively since the teacher will be concentrating on one individual at the expense of the rest of the class.

Skiba and Peterson (2011) conducted a study on the dark side of zero tolerance: can punishment lead to safe schools and found that deviant behaviour affects students' academic performance. Similarly, Welch and Payne (2011) conducted a study on exclusionary school punishment and the effect of racial threat on expulsion and suspension and found that deviant behaviour affects academic performance of students. Banbara, Nonnemacher and Kern (2009) conducted a study on sustaining school-based individualized positive behaviour support and found that deviant behaviour affects academic performance of students.

Deviant behaviour is posing a serious threat to learning in most schools. Some anti-social behaviour in schools is charged by bullying, extortion, insubordination and physical fighting. Others include adolescent aggression or acts of violent behaviour against other students and staff, sexual assault, harassment, gang activity or weapon carrying. The schools on their part do not seem to be able to cope with the problem because no significant attempt has been made to reach its root. One thing is however obvious in the issue that is there, is a growing tendency for schools and children to be involved in such bad habits as stealing, truancy, deviant character, smoking etc. because most homes no longer play their traditional function of training the child in a upright manner. This is because many parents are so preoccupied with duties outside the homes that they have little or no time to keep watch over the action and behaviour of their children who are unfortunate to fall into bad peer groups, would copy their bad behaviour and they are bound to play truant.

According to Morris (2005), good order is essential in a school if children are to fulfill their learning. Poor and disruptive behaviour in the classroom reduce children's ability to concentrate and absorb information and it unsettles children and causes immense stress for teachers. Public Agenda (2004) which states that, children who are excluded from school because of their behaviour underachieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behaviour in schools can have far reaching and damaging consequences for children and can limit their horizons.

Bradby (1996) conducted a study on defining violence, understanding causes and effects of violence. The study was a descriptive survey research. Multi-stage random sampling technique was used to sample participants for the study. The t-test statistical tool was used to analyze data for the study. The study found that there were no significant gender and age differences among participants of the study in their perception of causes and effects of deviant behaviour among secondary school teachers. Similarly, Skiba and Peterson (2011) conducted a study on the dark side of zero tolerance – can punishment lead to safer school? The study was a descriptive survey research design. Simple random sampling technique was used to select participants for the study. The t-test statistical tool was used to analyze data collected for the study. The study found that there were no significant gender and age differences among participants of the study in their perception of causes and effects of deviant behaviour among secondary school teachers.

Morris (2005) conducted a study on, "Tuck in that shirt" Race, class, gender and in discipline in an urban school. The study was a descriptive survey research. Participants for the study were selected through simple random technique. Data collected for the study were analyzed through t-test statistical tool. The study found that there were no significant gender and age differences among participants of the study in their perception of causes and effects of deviant behaviour among secondary school teachers.

Similarly, Osher, Bear and Sprague (2010) conducted a study on how to improve school. It was a descriptive survey research design. Participants for the study were selected through simple-random sampling. Data collected for the study were analyzed through t-test statistical tool. The study found that there were no significant gender and age differences among participants of the study in their perception of causes and effects of deviant behaviour among secondary school teachers.

Flowing from the findings of the above studies, deviant behaviour in schools is not a problem to be ignored. This study therefore examines teachers' perception of the causes and effects of deviant behaviour among students in secondary schools in Edo State.

A study of teachers' perception of causes and effects of deviant behaviour among students in secondary schools in Edo State is imperative in order to ensure safer schools. The threat posed by deviant behaviour against the successful realization of educational goals of schools and students cannot be overemphasized. The current researcher has no knowledge of any study that has holistically examined teachers' perception of the causes and effects of deviant behaviour among students in secondary schools in Edo State. There is therefore a gap in knowledge. This gap is what this study seeks to cover. This study will help to examine teachers' perception of the causes and effects of deviant behaviour among students in secondary schools in Edo State. Therefore, four hypotheses have been postulated to aid the problem of the study

1. There is no significant difference between male and female teachers in their perception causes and effects of deviant behaviour among students in secondary schools in Edo State?

2. There is no significant difference between young and older teachers in their perception causes of deviant behaviour among students in secondary schools in Edo State?
3. There is no significant difference between male and female teachers in their perception effects of deviant behaviour among students in secondary schools in Edo State?
4. There is no significant difference between young and older teachers in their perception effects of deviant behaviour among students in secondary schools in Edo State?

Methods

This was a descriptive survey research design to examine teachers' perception of the causes and effects of deviant behaviour among students in secondary schools in Edo State. According to Department of Research and Statistics of Post Primary School Board (2017) the population of secondary school students in Edo State was 201,500 as at 2016/2017 academic session. The sample of the study consisted of 346 students selected through multistage stratified sampling of participants for the study.

The research instrument that was used to gather data for the study was a questionnaire titled, "Teachers' Perception of the Causes and Effects of Deviant Behaviour Questionnaire (TPCEDBQ)". It was designed to elicit information from secondary school teachers on the causes and effects of deviant behaviour among students in secondary schools in Edo State. The questionnaire was constructed by the researcher based on comprehensive review of literature.

The instrument was made up of two parts: I and II. Part 1 consisted of two items which elicited demographic information on gender and age of the respondents (teachers). There were 20 items in Part II which elicited information on the causes and effects of deviant behaviour. The items in the instrument were raised on a four (4) Likert scale on the degree of agreement and disagreement with the statements or questions on the questionnaire. The scale was based on strongly agree =4, agree=3, Disagree =2 and strongly disagree =1 in response to the items questionnaire. Questionnaires were checked against the available options by the respondents as applicable to them.

The instrument (questionnaire) was content validated by two experts. The Cronbach Alpha was used to determine the internal consistency of the instrument. Twenty copies of the instruments were administered to teachers in Secondary schools in Ondo State. Cronbach alpha was calculated and show 0.71 and 0.75 for causes and effects of deviant behaviour respectively.

The researchers administered the copies of the questionnaire with the help of two research assistants who were specifically trained by the researcher for the purpose. The researcher and research assistants ensured that the purpose of the exercise was explicitly written on the questionnaire to facilitate the exercise. The researcher and research assistants took permission from principal of secondary schools visited and thereafter met the respondents (teachers) in their various classes at the time of general recess. The purpose of the research was explained to the respondents and their cooperation in responding to the copies of the questionnaire solicited.

The researcher and research assistants thereafter administered the questionnaire. All the completed copies of the questionnaire were collected the same day. This was to ensure that the copies of questionnaire were properly filled and returned. It took two weeks to complete the exercise.

Results

Hypothesis 1: There is no significant difference between male and female teachers in their perception of the causes of deviant behaviour among students in secondary schools in Edo State.

The hypothesis sought to find out whether significant difference existed between male and female teachers in their perception of the causes of deviant behaviour among students in secondary schools in Edo State. Table 1 presents the results.

Table 1: Results of Independent Sample t-test on Male and Female Teachers' Perception of the Causes of Deviant Behaviour among Students in Secondary Schools in Edo State

Scale	Gender	N	Mean	SD	t	Df	p	Remark
Teachers' Perception of Causes	Male	176	29.8409	3.80942	1.044	344	0.039	Rejected
	Female	170	29.5412	3.67803				

Result from Table 1 indicates that there was significant difference between male and female teachers in their perception of the causes of deviant behaviour among students in secondary schools in Edo State; Male ($m=29.84$, $SD=3.81$), Female ($m=29.54$, $SD=3.68$, $t=0.74$, $p=0.039$). The probability value (p-value) of 0.039 is less than the 0.05 significant level. Based on the result in Table 1, the null hypothesis was rejected. This means that gender has significant influence on teachers' perception of the causes of deviant behaviour among secondary school students.

Hypothesis 2: There is no significant difference between young and older teachers in their perception of the causes of deviant behaviour among students in secondary schools in Edo State.

This hypothesis sought to find out whether a significant difference existed between young and older teachers in their perception of the causes of deviant behaviour among students in secondary schools in Edo State. Table 2 presents the results.

Table 2: Result of Independent Sample t-test on Young and Older Teachers' Perception of Causes of Deviant Behaviour among Students in Secondary Schools in Edo State

Scale	Gender	N	Mean	SD	t	df	p	Remark
Teachers' Perception of Causes	Young	176	23.96	4.69	1.370	344	0.046	Rejected
	Older	170	23.66	4.89				

Table 2 shows the analysis of the difference between young and older teachers in their perception of the causes of deviant behaviour among students in secondary schools in Edo State. The results show that there was significant difference between young and older teachers in their perception of causes of deviant behaviour among students in secondary schools in Edo State; Young ($M=23.96$, $SD=4.69$), Older ($M=23.66$, $SD=4.89$, $t=1.370$, $p=0.046$). The probability value (p-value) of 0.046 is less than 0.05 significant level. Based on this, the null hypothesis was rejected and thus age has significant influence on teachers' perception of the causes of deviant behaviour among students in secondary schools in Edo State.

Hypothesis 3: There is no significant difference between male and female teachers in their perception of the effects of deviant behaviour among students in secondary schools in Edo State.

This hypothesis sought to find out whether there is significant difference between male and female teachers in their perception of the effects of deviant behaviour among students in secondary schools in Edo State. Table 3 presents the results.

Table 3: Result of Independent Sample t-test on Male and Female Teachers' Perception of the Effects of Deviant Behaviour among Students in Secondary Schools in Edo State

Scale	Gender	N	Mean	SD	t	Df	p	Remark
Teachers' Perception of Causes	Male	176	3.12	1.87	1.98	344	0.044	Rejected
	Female	170	3.55	1.99				

Table 3 shows the result of the analysis of male and female teachers' perception of the effects of deviant behaviour among students in secondary schools in Edo State. Male ($M = 3.12$, $SD = 1.87$), Female ($M = 3.55$, $SD = 1.99$, $t = 1.98$, $p = 0.044$). The probability value (p-value) of 0.044 is less than 0.05 significant level. Therefore, based on this, the null hypothesis is rejected. The conclusion is that there was gender difference in teachers' perception of the effects of deviant behaviour among students in secondary schools in Edo State.

Hypothesis 4: There is no significant difference between young and older teachers in their perception of the effects of deviant behaviour among students in secondary schools in Edo State.

This hypothesis sought to find out whether there is significant difference between young and older teachers in their perception of the effects of deviant behaviour among students in secondary schools in Edo State. Table 4 presents the results.

Table 4: Result of Independent Sample t-test on Young and Older Teachers' Perception of the Effects of Deviant Behaviour among Students in Secondary Schools in Edo State

Scale	Gender	N	Mean	SD	t	Df	p	Remark
Teachers' Perception of Causes	Young	176	3.09	1.64	1.87	344	0.039	Rejected
	Older	170	3.21	1.75				

Table 4 shows the result of the analysis of young and older teachers' perception of the effects of deviant behaviour among students in secondary schools in Edo State. Young ($M = 3.09$, $SD = 1.64$), Older ($M = 3.21$, $SD = 1.75$, $t = 1.87$, $p = 0.039$). The probability value (p-value) of 0.039 is less than 0.05 significant level. Therefore, based on this, the null hypothesis is rejected. The conclusion is that there was significant age difference in teachers' perception of the effects of deviant behaviour among students in secondary schools in Edo State.

Discussion

The finding of the study revealed that there was significant difference between male and female teachers in their perception of the causes of deviant behaviour among secondary school students. The reason behind this finding may be as a result of the fact that male and female teachers differ in the way they perceive things due to their psychological makeup. Also importantly, because of the close contact with these students, they have come to realize that there are differences in the causes of deviant behaviours among them. The finding disagrees with Bradley (1996) and Skiba & Peterson (2011) who found that there was no significant difference between male and female teachers in their perception of the causes of deviant behaviour among secondary school students in Edo State. Another finding of the study revealed that there was significant difference between young and older teachers in their perception of the effects of deviant behaviours among secondary school students in Edo State. The reason behind this study may be as a result of the fact that young and older teachers have different perceptions based on their experiences. Also importantly, because of the close contact with these students, they have come to realize that there are differences in the causes of deviant behaviours among them. The finding disagrees with the findings of Morris (2005) and Osher et al (2010).

It was also found that there was significant difference between male and female teachers in their perception of the effects of deviant behaviours among secondary school students in Edo State. The finding of the study disagrees with the finding of Skiba and Peterson (2011) and Morris (2005) who found that there was no significant difference between male and female teachers in their perception of the effects of deviant behaviours on students in secondary schools.

Finally the study revealed that there was significant difference between young and older teachers' perception of the effects of deviant behaviour on students in secondary schools in Edo State. The reason behind this finding may be as a result of the fact that young and older teachers have different perceptions due to their psychological makeup. The finding of the study disagrees with Morris (2005) and Skiba and Peterson (2011) who found that there was no significant difference between young and older teachers in their perception of the effects of deviant behaviour on students in secondary schools.

Conclusion

From the findings of this study, it can be concluded that secondary school teachers in Edo State differ significantly in their perception of causes of deviant behaviour among students based on gender and age. It can also be concluded that secondary school teachers in Edo State differ significantly in their perception of the effects of deviant behaviour among students based on gender and age.

Recommendations

Based on the conclusion drawn from the findings of the study, the following recommendations were made:

1. Secondary schools in Edo State should design guidance and counselling programmes that would address and meet the counselling needs of students with and without deviant behaviour and prepare them for better life after secondary education.
2. School Guidance programmes should take care of both sexes since "Guidance is for all students". This would help resolve problems of both male and female students.
3. Secondary schools should organize detailed orientation programmes for new and older students in order to assist them to adjust and settle down to the academic and social demands made on them by their various schools.
4. Guidance and counselling should be included in school curriculum and time table in order for the counselling programme to be effective.

oriented individuals with visions and goals to become productive members of society. By all indications, education plays substantial role in the life of a girl child. However, teenage pregnancy has been an obstacle to some female adolescents achieving the best in their educational pursuits and even influences their level of school enrollment and drop-out. UNICEF (2004) reported that Nigeria is among the 15 countries in sub-Saharan Africa who have more than one million girls out of school. The results of the study by Okpukpara and Chikwuone (2011) noted that the probability of dropout among girls is 23% compared to 12% for boys, in urban areas and that drop out of girls is more prominent in rural areas than boys.

Teenage pregnancy has been identified as the major contributor to the scourge of girls' low school enrolment. Antwi-Danso and Edet (2011) found in their study that the majority of girls were out of school as a result of pregnancy and some became pregnant even in primary six. Maliki (2011) also found a high correlation between pregnancy and low school enrolment of girls in his study. In particular, one study by Eloundou- Enyégué (2004) found that pregnancy was the greatest contributor to the gender gap in educational attainment, particularly at the secondary level. In a study conducted in South Africa by Grant and Hallman (2006 & 2008), it was observed that although girls advance more quickly than boys through primary school, girls begin to falter at the secondary level. Most school delays in the sample were attributed to economic constraints; however, among 20–22-year-old females who experienced a school delay attributed their delay to pregnancy.

More scattered evidence from less developed countries suggests that young women who are enrolled in school are less likely to be sexually active, less likely to begin childbearing and more likely to use a contraceptive, compared with girls who are not enrolled in school (National Campaign for Teen Pregnancy Prevention, 2005). In one of the few in-depth country studies on girls' pregnancy and school enrolment, Shapiro and Tambashe (1996) used a discrete-time hazard analysis to explore the timing of first birth in Kinshasa, Zaire. Treating school enrollment as a time-varying covariate, they found that women who were enrolled in school were significantly less likely to begin childbearing than were women who were no longer enrolled, controlling for age, parental education and other household characteristics.

A study conducted in Kenya found that girls with poor school performance were significantly more likely than the best students to become pregnant. The authors speculated that the high incidence of grade repetition among low achievers may be partially responsible, lengthening the period in which girls remain in school and are at risk of becoming pregnant (Einhorn, 2015). A perceived lack of returns to continued schooling fueled by low expectations of advancing may influence girls' simultaneous decision to begin childbearing and to drop out, however, thereby obscuring any causal relationship between the two phenomena.

Eloundou-Enyégué (2004) opined that girls may downplay pregnancy as a factor in some of the dropouts attributed to marriage or to lack of money. Similarly, young women who mentioned pregnancy as their reason for school leaving may be equally influenced by their family's economic situation or by potential caregiving arrangements that will be available after the child is born. These factors may be significant in determining how a schoolgirl reacts to pregnancy and whether she will resume her education after her child is born. A qualitative study by Kaufman, Thea de Wet and Stadler (2001) in South Africa found that some young women marry or move into their partner's home following a pregnancy, and are thereby subject to the financial and labour priorities of their new household, which may not give precedence to their continuing education. Maharaj, Kaufman and Richter (2000) demonstrated that adolescent mothers whose children are not co-resident are more likely to be attending school currently. Evidences (Angrist & Evans, 1996; Hoffman, 2008) have shown that having a child has negative influences on later educational decisions and employment outcomes of adolescent girls. DiCenso, Guyatt, Willan and Griffin (2002) linked teenage pregnancy and parenthood to a host of negative economic, social and health consequences. The

highest ranked is the association between early childbearing and low levels of educational attainment, with teen pregnancy and parenthood being among the most important risk factors for low school enrolment and dropout among young women. Once teen mothers drop out of school after the birth of their first child, they are unlikely to return to school without appropriate assistance and are more likely than their peers to experience subsequent pregnancies (Furstenberg, Brooks-Gunn, & Morgan, 1997; Baytop, 2006). Adolescent mothers face multiple barriers to school attendance and completion.

A number of findings have shown that girls' dropout rates are higher compared to boys' in most parts of the world. For instance, according to UNESCO (2012), the dropout rate is higher for girls in 49 countries compared to boys. Branson, Ardington and Leibbrandt (2013) observed that though the enrolment in school is almost same for girls and boys, boys have a higher likelihood of continuing school compared to girls. Holmes (2003) also found that girls overall attain less education and tend to drop out earlier as compared to boys which usually result from teenage pregnancy.

Manacorda (2012) also argued that girls are at a greater risk of absenteeism, repetition dropout and have lower educational achievement than boys in secondary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Einhorn (2015) estimated that close to 300,000 girls between the ages of 15 and 19 give birth every year in the United States, almost three percent of girls in that age group and a third of them would not earn a diploma or higher school certificate by age 22. Less than two percent will earn a college degree by age 30. The findings reported further that their babies are more likely to do poorly in school, to have health problems, to suffer from child abuse, to end up in jail or unemployed and to become teen parents themselves, continuing a cycle of poverty and trauma that can last for generations.

The responsibilities of motherhood often take precedence over other roles, including those of students and learners. Thus, many adolescent mothers struggle to find the time to meet course requirements and make up the curriculum missed while out of school during the prenatal and postnatal periods (O'Sullivan & Jacobsen, 1992). Teen mothers also face unique struggles related to lack of transportation, procurement and costs of child care during school hours and other scheduling conflicts that can arise if the infant has health problems (Crean, Hightower & Allan, 2001). To this end, this study aims at investigating the influence of teen pregnancy on students' enrolment as expressed by teachers in Ilorin metropolis.

Statement of the Problem

Teenage pregnancy is considered as a social and public health problem that warrants special attention from all stakeholders in child care practices. According to the World Health Organisation (2012), over 16 million births occur to mothers under the age of 20 every year, and nearly all (95%) occur in developing countries. Studies (Ruedinger & Cox, 2012; Pinzon & Jones, 2012) have indicated that teen pregnancy can lead to negative health and social outcomes for both teen mothers and their children. Adolescents emancipation from parental and family control has exposed them to varying risky sexual behaviours, which has led them contact of sexually transmitted diseases such as HIV/AIDs, Gonorrhea and most importantly unwanted pregnancy. This in turn has led to the increase in school drop-out rate of female adolescents and many even find it difficult to return to school after child birth because of stigmatization and discrimination from friends and the society.

The Center for Assessment and Policy Development (1999) noted that due to the stigma attached to teenage pregnancy and parenthood, teenage parents often choose to remain under the cover, while school administrators and staff may be unaware that some of their students are parents. This invisibility of teenage parents often results

to inappropriate interventions to address their unique developmental needs, lack of advocacy for teenage parents and insensitivity on the part of the educational system to help parenting teens balance their education and their responsibilities as parents.

Some studies have been conducted on female pregnancy and school enrollment. For example, Onyeka, Miettola, Ilika and Vaskilampi (2011) investigated the role of secondary schools in unintended pregnancy and termination of studies among students in Anambra state, Nigeria. The findings revealed unintended pregnancies among students in the previous 3 years and the school reacted to it by expelling and suspended the victims. It was also revealed that private schools were more likely to expel pregnant students than public schools. Following the delivery of their babies, 43% discontinued their education in the same school, whereas 37% continued their education in a different school. Counselling was given before suspension or expulsion in 4% of public schools and 15% of private schools. Majority of the schools (61%) did not have sex education as part of their schools' curriculum.

Chalasani, Kelly, Mensch and Soler-Hampejsek (2012) studied adolescent pregnancy and education trajectories in Malawi. The study estimated the effect of pregnancy on enrollment, grade attainment, literacy and numeracy. The study revealed that pregnancy is a reason for not attending school and that girls who miss one or more school terms due to pregnancy are less likely to return than their counterparts who drop out for other reasons. However, girls who left school due to pregnancy do not appear to be a selective group of sexually active girls with respect either to ability and aspirations or to background characteristics.

This is an indication that, there is dearth of literature on teenage pregnancy and school enrollment in Ilorin metropolis. It is important thus to conduct a research of this nature to explore teachers' expression of the influence of teenage pregnancy on girls' school enrollment in order to encourage educational stakeholders to work towards creating appropriate programs and activities that will assist pregnant or teen mothers to overcome challenges of pregnancy and school dropout, thereby, promoting an improved quality of their lives so that they can be able to complete secondary school education.

Purpose of the Study

The main purpose of this study was to investigate the influence of teenage pregnancy on students' enrolment in schools as expressed by secondary school teachers in Ilorin metropolis, Kwara State. The study examined the influence of moderating variables of gender, educational attainment and years in service of respondents' views on influence of teenage pregnancy on students' enrolment in schools.

Research Questions

The following questions raised were be answered in this study:

1. What is the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis?
2. Is there any difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on gender?
3. Is there any difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on educational attainment?
4. Is there any difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on years in service?

Research Hypotheses

In line with the research questions, the following hypotheses were tested in the study:

1. There is no significant difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on gender.
2. There is no significant difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on educational attainment.
3. There is no significant difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on years in service.

Methodology

The research design that adopted for this study was a descriptive survey method. The descriptive survey is the research design that enables a researcher to obtain the opinions of representative sample of a target population in order to draw inference from the entire population. A descriptive survey design is an operational tool of research on social and behavioural enquiries. In view of this, descriptive survey was considered appropriate as the researcher was interested in gathering information from the representative sample of secondary school teachers in Ilorin metropolis on the influence of teenage pregnancy on students' school enrolment.

All secondary school teachers in Ilorin metropolis constituted the total population for the study. The target population for this study consisted of teachers from ten secondary schools in Ilorin metropolis. The sample for this study was two-hundred (200) respondents who were randomly selected from ten public secondary schools in Ilorin metropolis. Convenient sampling was also used to select twenty teachers from each of the selected secondary schools. The respondents were then stratified based on gender, religion and years in service.

Instrumentation

The instrument used in collecting data for this study was a self-designed questionnaire titled "Influence of Teenage Pregnancy on School Enrolment Questionnaire" (ITPSEQ) and was generated from a critical review of relevant literature on the subject matter. The questionnaire consisted of two (2) sections. Section "A" elicits information on the demographic data of the respondents such as gender, age, religion and family type. Section "B" was designed to find out the influence of teenage pregnancy on school enrolment of students which consisted of fifteen items. Four Point Likert-type scale formats was used for the respondents to indicate their level of agreement and disagreement. These are: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Psychometric properties of an instrument were ensured by conducting its validity and reliability. In order to determine the validity of the instrument, the draft was vetted by five experts in the Department of Counsellor Education, University of Ilorin. Their corrections and suggestions were later incorporated to establish the face and content validity of the instrument.

In determining the reliability of the instrument, a test re-test method was adopted. A total number of 20 questionnaires were administered to secondary school teachers who were not part of the study. After a 3 week interval, it was re-administered to the same group of teachers and the two set of scores were correlated using Pearson Product Moment Correlation (r) formulae. The result yielded 0.63 coefficient at 0.05 level of significance. This was considered strong enough to adjudge the instrument reliable.

Scoring

Section "A" which is the demographic data was scored using frequency and percentages. Section "B" which consisted of 20 items was scored with a Four Point Likert-type scale as follows:

Strongly Agree (SA)	4points
Agree (A)	3points
Disagree (D)	2points
Strongly Disagree (SD)	1point

In determining the influence of teenage pregnancy on school enrolment, mean and rank order was adopted based on average mean score of 2.5. That is, the average score any respondents can obtain is $4+3+2+1=10/4=2.5$. This implies that, mean scores of 2.5 and above indicated the major influence of teenage pregnancy on school enrolment, while mean score below 2.5 were regarded as insignificant influential factors of teenage pregnancy on school enrolment.

Method of Data Analysis

The data obtained were analysed using t-test and Analysis of Variance (ANOVA) statistical procedures to compare the mean scores of variables. The t-test statistics is a suitable method for testing two independent variables, while Analysis of Variance (ANOVA) is used to compare three or more variables. In view of this, hypotheses 1 was tested using t-test, while hypotheses 2 and 3 were tested using ANOVA.

Results

Table 1: Distribution of respondents by gender, age, educational attainment and years in service

N	Variables	Frequency	Percentage %
1	Gender	Male	114
		Female	86
		Total	200
2	Educational Attainment	NCE	87
		1 st Degree	73
		M.Ed	30
		Ph.D	10
		Total	200
3	Years in Service	0-5 years	59
		6-10 years	72
		11-15 years	54
		16 years & above	15
		Total	200

Table 1 shows that out of the 200 participants in the study, more male teachers 114 (57.0%) participated than their female 86 (43.0%) counterparts. With respect to educational attainment, 87 (43.5%) of the respondents have NCE certificate, 73 (36.5%) possessed 1st Degree qualification, 30 (15.0%) were Master's Degree holders, while 10 (5.0%) have bagged their Ph.D. Finally, 72 (36.0%) of the respondents have spent between 6-10 years in service, 59 (29.5%) were between 0-5 years, 54 (27.0%) have being in service for 11-15 years, while 15 (7.5%) of the respondents have been working for 16 years and above.

Research Question: What is the influence of teenage pregnancy on students' school enrolment as expressed by secondary school teachers in Ilorin metropolis?

Table 2: Mean and rank order of influence of teenage pregnancy on students' school enrolment

		Mean	Rank
ways:		3.26	1 st
1	Delay in school entry	3.12	2 nd
2	School dropout	3.08	3 rd
3	Temporary withdrawal from school	2.85	4 th
12	Financial difficulty	2.73	5 th
15	Feeling of hopelessness regarding the future	2.68	6 th
5	Impromptu marriage	2.68	6 th
13	Lack of interest in education	2.68	6 th
6	Unwillingness of parents to allow her schooling after childbirth	2.65	9 th
4	Criticism among friends	2.64	10 th
9	Postponement of schooling	2.63	11 th
14	Inability to continue schooling after childbirth	2.56	12 th
8	Increase in suicidal thought	2.54	12 th
7	HIV/AIDs outcome	2.39	14 th
10	Truancy as a result of child rearing	2.39	15 th
11	Running away from home		

Table 2 presents the mean and rank order of the influence of teenage pregnancy of students' school enrolment in Ilorin metropolis. The table shows that the respondents agreed to 13 out of the 15 items on the influence of teenage pregnancy of students' school enrolment. This is determined by the average mean scores of 2.5 and above as indicated in the table. However, the three highly ranked statements, that is, 1st, 2nd and 3rd were items 1, 2 and 3 with mean scores of 3.26, 3.12 and 3.08 respectively. The items indicated delayed in school entry, school dropout and temporary withdrawal from school as the influence of teenage pregnancy on students' school enrolment.

Hypotheses Testing

In this study, three research hypotheses were tested using student's t-test and Analysis of Variance (ANOVA) statistics. All the hypotheses were tested at 0.05 level of significance.

Hypothesis One:

There is no significant difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on gender.

Table 3: Mean, SD and t-test showing the expression by teachers on the influence of teenage pregnancy on students' school enrolment based on gender

Gender	N	Mean	SD	df	Cal. t	Crit. t	p-value
Male	114	54.13	12.99	198	.41	1.96	.68
Female	86	53.33	14.88				

Table 3 shows that the calculated t-value of .41 is less than the critical t-value of 1.96, while the corresponding p-value of .68 is greater than the .05 p-value. This indicates no significant difference hence, the hypothesis was not rejected. Therefore, gender has no significant influence on teachers' view of influence of teenage pregnancy on students' school enrolment.

Hypothesis Two:

There is no significant difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on educational attainment.

Table 4: ANOVA showing expression of teachers on the influence of teenage pregnancy on students' school enrolment based on educational attainment

Source	Sum of Squares	df	Mean square	Cal. F	Crit. F	p-value
Between group	9661.684	3	3220.561	22.33*	2.60	.00
Within group	2827.071	196	144.235			
Total	37931.755	199				

* Sig. at $p < 0.05$ alpha level

Table 4 shows that the calculated F-value of 22.33 is greater than the critical value of 2.60, while the corresponding p-value of .00 which is less than the .05 p-value. This indicates a significant difference hence, the hypothesis is rejected. Therefore, difference in educational attainment has significant influence on teachers' view of influence of teenage pregnancy on students' school enrolment. A further analysis is thus conducted using Duncan Multiple Range Test (DMRT) to show the magnitude of difference in the respondents' expression.

Table 5: DMRT showing magnitude of difference in the teachers' expression on the influence of teenage pregnancy on students' school enrolment based on educational attainment

Duncan grouping	N	Mean	Group	Educational Attainment
A	73	59.23	1	1 st Degree
B	30	56.40	2	M.Ed
C	87	51.30	3	NCE
D	10	27.80	4	Ph.D

Table 5 shows that the mean scores of the four groups, that is, groups 1 (59.23), 2 (56.40), 3 (51.30) and 4 (27.80) are significantly different from one another respectively. However, the mean score of group 1 (59.23) is more significantly different from others. This indicates that expression of respondents with 1st Degree certificate contributed to the difference observed in table 5. This might be due to personal experience they have had with the in-school female adolescents.

Hypothesis Three:

There is no significant difference in the influence of teenage pregnancy on students' enrolment as expressed by secondary school teachers in Ilorin metropolis based on years in service.

Table 6: ANOVA showing the expression of teachers on the influence of teenage pregnancy on students' school enrolment based on years in service

Source	Sum of Squares	df	Mean square	Cal. F	Crit. F	p-value
Between group	1102.686	3	367.562	1.96	2.60	.12
Within group	36829.069	196	187.903			
Total	37931.755	199				

Table 6 shows that the calculated F-value of 1.96 is less than the critical value of 2.60, while the corresponding p-value of .12 is greater than the .05 p-value. This indicates no significant difference hence, the hypothesis is retained. Therefore, years in service has no significant influence in the teachers' view on influence of teenage pregnancy on students' school enrolment in Ilorin metropolis.

Discussion

The major findings of this study revealed that teenage pregnancy could influence students' school enrolment by delaying their school entry, dropout of school and temporary withdrawal from school. The findings indicated that adolescents girls involvement in risky sexual behaviours leading to pregnancy, could delay their entry, perhaps, for those who are not yet at secondary school level. However, for those who are already at the secondary school level, being pregnant might lead to temporary or total dropout of school because of their inability to shoulder the responsibilities of education and motherhood. Also, female mothers may also experience stigmatization, mockery, criticism, and all sorts of abuses from both the teachers and their peers. In some cases, the school policy may even prevent teenage mothers from attending schools during their pregnancy stage. These invariably might prevent them from continuing their studies or even to return after the winning of their birthed children. According to Meekers (1999), pre-marital sex and resultant teenage pregnancy are seen as violation of moral principles, which attracts different forms of stigmatization from individuals and members of the community. This increases the students' chances of expulsion from school in order to prevent contamination of other students. Therefore, unintended pregnancy is a major cause of termination of studies among females enrolled in secondary schools. Boyle, et. al. (2002) also found that teenage pregnancy is a significant cause of lower rate of school enrolment. The findings of this study is in line with that of Chateau, Taylor, Metge, Chartier, Shaw, Goh and Burland (2012) which found that teen pregnancy exerts enormous influence on girls school enrolment. It prevented them from continuing their education and eventually lead them to school dropout. The study, however, attributed teenage mothers' withdrawal from school after becoming pregnant to be particularly high among low social economic status population.

The first hypothesis revealed no significant difference in the influence of teenage pregnancy on students' school enrolment as expressed by secondary school teachers in Ilorin metropolis based on gender. This implies that male and female teachers' expression is not different on the influence of teenage pregnancy on school enrolment. This might be because low enrolment and school dropout of teenage mothers is an occurrence they are all witnessing in their various schools. The findings of this study is in line with of Maliki (2011) who found no significant difference in the respondents' expression of level of enrolment of teenage mothers based on gender.

Hypothesis two revealed a significant difference in the influence of teenage pregnancy on students' school enrolment as expressed by secondary school teachers in Ilorin metropolis based on educational attainment. This implies that difference in respondents' educational attainment contributed to the difference in their views on the influence of teenage pregnancy on school enrolment. This finding corroborates the finding of Antwi-Danso and Edet (2011) which revealed significant difference in the teachers' expression on teenage pregnancy and school enrolment on the basis of education attainment.

The third hypothesis indicated that there was no significant difference in the influence of teenage pregnancy on students' school enrolment as expressed by secondary school teachers in Ilorin metropolis based on years in service. This means that difference in respondents' years in service has no effect on their views of the influence of teenage pregnancy on school enrolment. The implication of this finding is that, perhaps, it has become a policy or societal norms, the condemnation of girls who got pregnant before or during secondary school education, thus, the awareness of teachers with lower years in service about the influence of teenage pregnancy on students' school enrolment.

Conclusion and Recommendations

The outcome of the study has shown that teenage pregnancy can influence students' school enrolment by delaying their school entry, dropout of school and temporary withdrawal from school. This calls for concerted effort from all education stakeholders to design programmes of activities that can help prevent teenage pregnancy and increase girls' enrolment in schools. In view of this, it was recommended that:

1. Parents should take care of their female children, provide them with basic needs and equip them with reproductive health education in order to prevent them from engaging in risky sexual behaviour that will lead to teenage pregnancy.
2. Counsellors with the help of other school staff should organize programmes to interact with students and build an enabling environment for them to be able to seek for counselling services.
3. Counsellors as experts in life skill development should help female students to learn and practice communication, assertiveness and negotiation skills. This will empower them to express their feelings, wishes and be able to negotiate or adjust effectively on romantic heterosexual relationship, thereby preventing teenage pregnancy and encourage school enrolment.
4. The school teachers should identify students with special sexuality needs. They should encourage parents and support staff to keep a supportive eye on the students and take opportunities to build connections with them in order to prevent them from teenage pregnancy.

References

- Angrist, J. D. & Evans, W. N. (1996). *Schooling and labour market: Consequences of the 1970 State Abortion Reforms*. NBER Working Paper 5406.
- Anrwi-Danso, S. & Edet, P. B. (2011). Perceived causes and effect of school dropout among girls in the Koforidua Municipality, Ghana. *The Calabar Counsellor*, 5 (5), 17-27.
- Baytop, C. M. (2006). Evaluating the effectiveness of programs to improve educational attainment of unwed African American teen mothers: A meta-analysis. *Journal of Negro Education*, 75(3), 458-477.
- Branson, N., Ardington, C. & Leibbrandt, M. (2013). *Trends in teenage childbearing and schooling outcomes for children born to teens in South Africa*. Cape Town: University of Cape Town.
- Center for Assessment and Policy Development (1999). *Helping the education system work for teen parents and their children*. Trenton, NJ: Author. Retrieved from <http://www.capd.org/publications.htm>
- Chalasani, S., Kelly, C. A., Mensch, B. S. & Soler-Hampejsek, E. (2012). *Adolescence pregnancy and education trajectories in Malawi*. New York: Population Council.
- Chateau, D., Taylor, C., Metge, C., Chartier, M., Shaw, S., Goh, C. Y. & Burland, E. (2012). *The timing of teen pregnancy and high school enrollment: A paths equity for children project*. University of Manitoba, Winnipeg, Canada.
- Crean, H. F., Hightower, A. D., & Allan, M. J. (2001). School-based child care for children of teen parents: Evaluation of an urban program designed to keep young mothers in school. *Evaluation and Program Planning*, 24 (3), 267-275.
- DiCenso, A., Guyatt, G., Willan, A., & Griffith, L. (2002). Interventions to reduce unintended pregnancies among adolescents: Systematic review of randomized controlled trials. *British Medical Journal*, 324 (7351), 1426.
- Einhorn, E. (2015). *Teen pregnancy is still a problem; school districts just stopped paying attention*. Retrieved from <http://www.hechingerreport.org/...reports/highschool-reform>.
- Eloundou-Enyégue, P. M. (2004). Pregnancy-related dropouts and gender inequality in education. *Demography*, 41(3), 509-528.
- Furstenberg, F. F., Brooks-Gunn, J., & Morgan, S. P. (1997). Adolescent mothers and their children in later life. *Family Planning Perspectives*, 19 (4), 142-151.
- Grant, M. & Hallman, K. (2006). *Pregnancy-related school dropout and prior school performance in South Africa*. New York: One Dag Hammaraskjold Plaza.
- Grant, M. J. & Hallman, K. K. (2008). Pregnancy-related school dropout and prior school performance in KwaZulu-Natal, South Africa. *Studies of Family Planning*, 39, 369-82.
- Hoffman, S. D. (2008). *Updated estimates of the consequences of teen childbearing for mothers*. In Hoffman and Maynard eds. *Kids Having Kids*. (Washington: Urban Institute Press). pp. 74-118.
- Holmes, J. (2003). Measuring the determinants of school completion in Pakistan: Analysis of censoring and selection bias. *Economics of Education Review*, 22 (3), 249-264.
- Kaufman, C. E., Thea de Wet, & Stadler, J. (2001). Adolescent pregnancy and parenthood in South Africa. *Studies in Family Planning*, 32 (2), 147-160.

- Maharaj, P., Kaufman, C. & Richter, L. (2000). Children's schooling in South Africa: Transitions and tensions in households and communities. *CSDS Working Paper* No. 30 . Durban: University of Natal, Centre for Social and Development National.
- Maliki, A. E. (2011). The Effect of teenage pregnancy on adolescents in Amassoma community of Southern Ijaw LGA of Bayelsa state. *Asian Journal of Social Sciences* 8, (1), 62-66.
- Meekers, D. & Ahmed, G. (2008). Pregnancy-related school dropouts in Botswana. *Population Studies*, 53, 195 – 209.
- National Campaign for Teen Pregnancy Prevention (2002). *Not just another single issue: Teen pregnancy prevention's link to other critical social issues* (Report No. D034831). Washington, DC: National Campaign to Prevent Teen Pregnancy. (ERIC Document Reproduction Service No. ED462522).
- O' Sullivan, A. L., & Jacobsen, B. S. (1992). A randomized trial of a health care program for first time adolescent mothers and their infants. *Nursing Research*, 41(4), 210-215.
- Okpukpara, B. C. & Chukwuone, N. A. (2011). *Child schooling in Nigeria, the role of gender in urban, rural, North & South Nigeria*. www.saga.cornell.edu.com. Retrieved 29th July 2017
- Onyeka, I. O., Miettola, J., Ilika, A. & Vaskilampi, T. (2011). Unintended pregnancy and termination of studies among students in Anambra state, Nigeria: Are secondary schools playing their part? *African Journal of Reproductive Health* 15(2):109-115.
- Pinzon, J. L. & Jones, V. F. (2012). Care of adolescent parents and their children. *Pediatrics*, 130, e1743–56.
- Ruedinger, E. & Cox, J. E. (2012). Adolescent childbearing: Consequences and interventions. *Current Opinion Pediatric*, 24, 446–452.
- Shapiro, D. & Tambashe, B. O. (1996). Family background and early life-course transitions in Kinshasa. *Journal of Marriage and the Family*, 58 (4), 1029-1037.
- UNESCO (2006). *Educating girls and women in Africa*. Paris: UNESCO.
- UNESCO (2012). *World atlas of gender equality of education*. Published by the United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France.
- UNICEF (2004). The state of the world's children. *Girls Education and Development*, 4, 34-35.
- World Bank (2007). *Education and individual development*. Washington D.C. World Bank.
- World Health Organization (2012). *Adolescent pregnancy*. Geneva: WHO.

INFLUENCE OF LEARNERS' PERCEPTION OF COUNSELLOR RELEVANCE ON THEIR ATTITUDE TOWARDS COUNSELLING IN NIGERIA SCHOOL SYSTEM

Anyama, Stella Chinwe (Ph.D)

Department of Educational Foundations,
Faculty of Education, University of Lagos, Akoka,
Lagos, Nigeria.

E-mail: sanyama@unilag.edu.ng, staranyamal@yahoo.com

Abstract
The study examined the influence of learners' perception of counsellor relevance on their attitude towards counselling in Nigeria school system. One hundred and fifty senior secondary school students were sampled using stratified random sampling technique. The sample comprised thirty (30) students selected from each of the five (5) Senior Secondary Schools in five (5) Local Government Areas in Lagos Metropolis in the ratio of fifteen (15) males and fifteen females. Researcher constructed Learners' Perception of Counsellor Relevance, Counsellor Gender and Attitude Questionnaire (LPCRCGAQ) was used for data collection. Independent t-test was used to analyze the data at 0.05 level of significance. Results showed that learners with high perception of counsellor relevance significantly have higher attitude towards counselling than those with low perception of counsellor relevance. Again, preference for female counsellors significantly influenced attitude towards counselling than preference for male counsellors. These findings were situated within the existing body of knowledge and discussed in the light of their implications for encouraging Nigerian learners' to have high perception of counsellor relevance thereby exhibiting positive attitude towards counselling.

Keywords: Learners' Perception, Counsellor Relevance, Attitude, Counselling

Introduction
Learners' perception of counsellor relevance in Nigeria school system has become a fundamental issue among counsellors and educational analysts. This is because school counselling as a strategy for moderating students' behaviour, depends largely on the perception of students and the reaction it elicits. Thus, counselling in itself cannot effect any positive change without being accepted and utilised by students (Agi, 2006). Crow and Crow (1979) states that a child's attitude towards his work affects his work in his activity. An investigation of the attitude of students towards guidance and counselling services has derived impetus from the assumption that students are the major recipients of guidance and counselling services in the secondary school setting. It is believed that the success of any programme in school lies on the students attitudes towards it. The way students perceive the counsellor will determine their attitude towards guidance and counselling services.

In Nigeria school system, guidance and counselling services for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of students in order to complement learning in the classroom and also enhance academic performance and achievements of students (Eyo, Joshua & Esuong, 2010). The effectiveness of any counselling service has been attributed largely to the counsellees attitude towards the counsellor. Learners' attitudes which reflect this opinion are indices of their willingness or otherwise to accept, patronise and make use of the counsellor expertise (Eyo et al, 2010). Thus, learners' attitudes can be seen as a function of individual perception. Harman (1971) found that clients' attitudes to counsellor and counselling relate to a range of factors, the most prevalent among them being individual perception. Moreover, if the perception of counsellor and counselling is low or poor it is likely to elicit negative attitudinal response and result in a rejection of its programmes and the opposite holds if their perception is high or good.

Again, despite the fact that guidance and counseling play a vital role in preventing educational, personal, social, mental, emotional and other similar problems among secondary school students as stipulated by the Ministry of Education where it placed a heavy reliance on guidance and counselling services in the National Policy on

Education (2013) where it states that "in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counsellors will be appointed in post-primary institutions and tertiary levels". Unfortunately the practice of these services in secondary schools is not encouraging.

These services according to Nwachukwu (2007) are information services, placement services, appraisal services, vocational guidance services, counselling services, referral services, evaluation, follow-up, consultancy and research services. As a vital component of any type and any level of education the absence of non utilization of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice, and wrong subject combination among other issues. Thus, students attitudes need to be channelled positively since attitudes are predispositions which have developed through long and complex process. Anastasi (1990) defined attitude as a tendency to react favourably or unfavourably towards a designed class of stimuli. It is evident that attitude cannot be directly observed, but must be inferred from overt behaviour, both verbal and non verbal. Validya (1989) explains attitude as a condition of readiness for a certain type of activity.

Attitudes held by individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and, thereby, develop biased attitudes. Therefore, the focus of this study is to investigate the influence of learners' perception of counsellor relevance on their attitude towards counselling in Nigeria school system.

Statement of the problem

The effectiveness of any counselling service largely depends on the counselees' perception of the counsellor who is the service provider which may influence their attitudes towards counselling. In Nigeria school system, learners' perception of counsellor relevance and their attitudes towards counselling may be seen to have been influenced by the negligence on the part of the school authorities, teachers, parents and other stake holders despite the fact that the Federal Ministry of Education stipulated in the National Policy on Education that counsellors should operate on full-time basis. Some schools do not have full-time professional counsellors and even where they exist, they are saddled with duties outside their primary assignment. This in turn deprives the students the right to see the Counsellor as desired despite the fact that guidance and counselling services in the school are meant to address the physical, emotional, psychosocial, personal-social, vocational and academic difficulties of students in order to complement learning and enhance students' academic performance and achievement.

Learners' attitudes are indices of their willingness or otherwise to accept and make use of the counsellor expertise. The absence of full utilization of counsellor expertise in the provision of guidance and counselling services in the present day Nigeria school system may have led to the unprecedented rise in social vices such as bullying, examination malpractice, drug abuse, violence among students, cultism among others; coupled with academic problems such as poor study habit, wrong subject combination and career choice, proneness to dropping out of students from schools, vocational and personal-social problems among others. Thus, learners' positive or negative attitudes towards counselling can be seen as a function of individual perception of counsellor relevance. Therefore, this study is designed to examine learners' perception of counsellor relevance on their attitude towards counselling in Lagos-Nigeria.

Purpose of study

The purpose of this study is to:

- i. To determine the influence of learners' perception of counsellor relevance on their attitude towards counselling.
- ii. To examine if there will be any influence of the gender of the counsellor on learners' attitude towards counselling.

Research hypotheses

The following research hypotheses were tested:

1. There is no significant influence of learners' perception of counsellor relevance on their attitude towards counselling.
2. Learners' perception of the gender of the counsellor will not significantly influence their attitudes towards counselling.

Methodology

The research design used for this study was descriptive survey research design. One hundred and fifty (150) senior secondary school students were sampled using stratified random sampling technique. The sample comprised thirty (30) students selected from each of the five (5) Senior Secondary Schools in five (5) Local Government Areas in Lagos Metropolis Nigeria in the ratio of fifteen (15) males and fifteen females. A 35 item researcher constructed Learners' Perception of Counsellor Relevance, Counsellor Gender and Attitude Questionnaire (LPCRCGAQ) was used for data collection. The questionnaire has two parts A and B. Part A measured bio-data of respondents namely gender, school, age and class of respondents. Part B has three sections: Section (I) comprises seven items measuring perception of counsellor relevance; Section (II) has seven items measuring perceived gender of counsellors in counselling while Section (III) comprise 21 items measuring attitude towards counselling.

All items needed respondents responses on a 4 point Likert-type scale ranging from strongly agree to strongly disagree. For items measuring perception of counsellor relevance and those measuring perceived gender of counsellor, has a possible minimum score of 7 and possible maximum score of 28 whereas for items measuring attitude towards counselling, has a minimum score of 21 and possible maximum score of 84. Furthermore, participants who score 18 and below on items measuring either perception of counsellor relevance or gender of the counsellor were classified as low while those who score 19 and above were classified as high on the variables respectively.

The pilot testing was done to determine the reliability estimate of the instrument using test retest method. The result of the analysis is as presented in Table 1.

Table 1: Test Retest Reliability Estimate of Index of Counsellor Relevance

Group	N	Position	\bar{x}	SD	r_{tt}
Counsellor relevance	7	1 st	19.64	2.77	0.73
		2 nd	20.77	5.23	
Counsellor's gender	7	1 st	21.36	4.62	0.66
		2 nd	20.57	7.25	
Attitude to counselling	21	1 st	58.96	10.57	0.65
		2 nd	56.88	7.76	
Total	35	1 st	99.76	13.27	0.61
		2 nd	102.44	15.06	

Table 1 shows that the test retest reliability estimate observed ranged between 0.61 - 0.73. These values were regarded as high enough. Independent t-test was used to analyze the data at 0.05 level of significance.

Results

In the null form, hypothesis one states that there is no significant influence of learners' perception of counsellor relevance on their attitude towards counselling.

The hypothesis was tested using independent t-test statistics and the result of the analysis is presented in table 2

Table 2: Independent t-test on influence of learner perceived counsellor relevance on attitude towards counselling.

INFLUENCE OF LEARNERS' PERCEPTION OF COUNSELLOR RELEVANCE ON ...

Perceived relevance	N	\bar{X}	SD	t-cal
Low	98	24.13	7.24	3.54*
High	52	27.67	4.88	

*Significant at 0.05, df = 148; critical t = 1.98

From Table 2 it can be observed that 98 learners representing 65% of the sample had low perception of counsellor relevance as against 52 learners or 35% of the sample who had high perceived perception of counsellor relevance. Table 2 further shows that a calculated t-value of 3.54 resulted as the influence of learners perception of counsellor relevance on their attitude towards counselling. This calculated t-value is significant since it is greater than the critical t-value of 1.98 given 148 degrees of freedom at 0.05 level of significance. This means that learners with high perception of counsellor relevance with higher mean score of 27.67 significantly have higher attitude towards counselling than those with low perception of counsellor relevance, hence rejecting the null hypothesis. However Table 2 further shows that there was a general low perception of counsellor relevance which reflected on their attitudes towards counselling, hence the findings.

The second hypothesis states that learners' perception of the gender of the counsellor will not significantly influence their attitude towards counselling. The hypothesis was tested using independent t-test, statistics and the result of the analysis is presented in table 3

Table 3: Independent t-test on influence of learner perception of counsellors gender on their attitude towards counselling.

Gender preference	N	\bar{X}	SD	t-cal
Male	59	20.57	6.76	2.73*
Female	91	23.46	8.92	

*Significant at 0.05, df = 148; critical t = 1.98

Table 3 shows that 59 learners representing 39% of the sample preferred male counsellors for consultation whereas 91 learners or 61% of the sample preferred to consult female counsellors. To further check how their preference influenced their attitude towards counselling, the data was subjected to independent t-test analysis. The result of the analysis show that a calculated t-value of 2.73 resulted as the difference in attitude towards counselling due to counsellor gender preference by students. This calculated t-value of 2.73 is significant since it is greater than the critical t-value of 1.98 given 148 degrees of freedom at 0.05 level of significance. This means that preference for female counsellors significantly influenced attitude towards counselling than preference for male counsellors. Consequently, the null hypothesis was rejected.

Discussion of findings

Hypothesis one stated that there is no significant influence of learners' perception of counsellor relevance on their attitude towards counselling. The finding shows that learners with high perception of counsellor relevance significantly have higher attitude towards counselling than those with low perception of counsellor relevance. This may be due to the fact that learners with higher perception of counsellor relevance may be more enlightened on the roles of the counsellor than those with lower perception of counsellor relevance.

The finding is in agreement with the finding of Harman (1971) who found that clients' attitudes to counsellor and counselling relate to a range of factors, the most prevalent among them being individual perception. Consequently,

when learners' perception of counsellor relevance is continually inhibited give rise to negative attitudes towards counselling.

Hypothesis two states that learners' perception of the gender of counsellor will not significantly influence their attitude towards counselling. The finding show that preference for female counsellors significantly influenced attitude towards counselling than preference for male counsellors. This preference for female counsellors may be due to the fact that many counsellors in Nigeria school system are females. Thus, students see them as mother figure.

This finding is in line with the findings of Yilmaz-Gozu (2013) who studied gender differences in help-seeking attitudes and the effects of counsellor gender and problem type on those attitudes among Turkish high school students and found out that neither counsellor gender, problem type nor their interaction affected help-seeking attitudes of female students while the interaction of counsellor gender and problem type influenced total help-seeking attitudes of the males. The finding is in contrast with the findings of Atkinson, Lowe and Matthews (1995) who found that neither acculturation nor gender were found to significantly relate to Asian-American willingness to see a counsellor for either a personal or an academic problem. Participants were more willing to see a counsellor for an academic problem than for a personal problem.

Conclusion
The study has found that learners with high perception of counsellor relevance significantly have higher attitude towards counselling than those with low perception of counsellor relevance and that the gender of the counsellors significantly influenced learners' attitude towards counselling.

Recommendations

1. Learners should be enlightened on the roles of the counsellor, so that their perception of counsellor relevance will be high thereby positively influence their attitudes towards counselling.
2. Learners should be educated to perceive professional counsellors equally irrespective of their gender in order to have positive attitude towards counselling.
3. Government should encourage the training and posting of more male counsellors to secondary school.

References

- Agi, C. W. (2014) Evaluation of Students' Perception of School Counselling and Their Attitudes Toward its Programmes. *Arabian Journal of Business and Management Review (Nigerian Chapter)* 5(2), 103-110.
- Agi, W. C. (2006). *Understanding guidance and counselling*. Port Harcourt: Calent press.
- Anastasi A. (1990). *Psychological testing*. New York: Macmillan Publishing Co.
- Atkinson, D, Lowe, S and Matthews, L (1995). Asian-American Acculturation, Gender, and Willingness to Seek Counseling *Journal of Multicultural Counseling and Development*. 23(3), 130-138.
- Crow, L. D. and Crow, A. (1979). *Educational Psychology*. New Delhi: Eurasia Publishing House (put)
- Eyo, M. B Joshua, A. M & Esuong, A. E (2010). Attitude of Secondary School Students towards Guidance and Counselling Services in Cross River State. *Edo Journal of counselling* 3(1), 88-99.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC Press
- Herman, R. C. (1971). Client Assessment of a University. *Personal and Guidance Journal of Psychology*, 18 (5), 496-502.
- Nwachukwu, D.N. (2007). *The teacher counsellor for today's school*. Calabar University of Calabar Press.
- Vaidya N. (1989). *The impact science teaching*. New Delhi: Oxford and I BH.
- Yilmaz-Gozu, H. (2013). Effects of counsellor gender and problem type on those attitudes among Turkish high school students. *British Journal of Guidance & Counselling* 41 (2), 78-192.

is catalyzed by the nude pictures that is constantly aired in the televisions without control. Again we can conclude that media has influenced deviant behaviour than any other variables.

The result of the study in table 3 revealed that societal pressure/influence has greatly promoted deviant behaviour. This can be ascertained from the responses of the students. This result is in agreement with the findings of Nicholas, Ubani and Amadi-Wali (2015) that examined the factors responsible for youth restiveness in the Niger Delta region and found out that environmental factor is responsible for the mayhem. It is pertinent to state here that societal influence has promoted deviant behaviour greatly (Lykken, 1995).

Conclusion

The three variables investigated – poor family background, media and societal pressure are responsible for deviant behaviour in our society. This is clearly revealed from the findings of this study.

Recommendations

Based on the findings, the following recommendations were made:

- Family counselling should be taken seriously by all practicing counsellors in Nigeria as this will provide opportunity for parents to learn how to handle and manage their children and the entire home.
- Parents should regulate what their children watch on televisions and cables as many negative things are being aired.
- Government should enact laws against deviant behaviours in our secondary school. This may deter students from getting involved in a behaviour that will ruin their academic pursuit.
- 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.

- References**
- Akers, R.L. and Sellers, C.S. (2004). *Criminological Theories: Introduction, Evaluation, and Application*. Los Angeles: Roxbury Publishing.
- Andersen, M.L. and Taylor, H.F. (2009). *Sociology: the essentials*. Belmont, CA: Thomson Wadsworth.
- Charon, J.M. (2007). *Symbolic Interactionism: An Introduction, Interpretation and Integration*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Dibia, N.G. and Nicholas, I.J. (2017). Modernization, media and moral decadence as predictors of indecent dressing among female undergraduate students in University of Port Harcourt. *New era research journal of Human, Education and Sustainable Development*. 10(1), 53-58.
- Echebe, P.I (2010). *Family Psychology*. Port Harcourt: University of Port Harcourt Press Ltd.
- Edo-Olotu B. (2006). *Guidance and counselling: Issues for secondary schools*. Ibadan: Daily Graphic Nig. Ltd.
- Ikechukwu, R.O. (2009). *Counselling practicum made easy*. Port Harcourt: University of Port Harcourt Press.
- Farrington, D.P. and Jolliffe, D. (2004). Personality and crime. In Smelser, N. J. & Balters, P. B. (Eds.), *International encyclopedia of the social & behavioral sciences* 2(5), 11260-11264.
- Haggbloom, S.J. (2002). The Developmental Trends. *Review of General Stages of Development in Psychology*. 6(2), 139-153.
- Hartl, E.M.; Monnelly, E.P. and Elderkin, R.D. (2012). *Physique and Delinquent Behaviour (A Follow-up of William H. Sheldon's Varieties of Delinquent Youth)*. London: Academic Press, 411-421.
- Hastings, S.E. and Thomas, A.O. (2009). Predicting workplace deviance using broad versus narrow personality variables. *Journal of Personality & Individual Differences*. 4(7), 289-293.
- Lykken, D. (1995). *The Antisocial Personality: The scope of the problems*. In Patrick C. J. (Ed), *Handbook of Psychopathy*. New York: Guilford Press.
- Macionis, J. and Gerber, L. (2011). *Sociology: The Criminal Justice System*. 7th Canadian Edition. (Toronto, Ontario: Pearson Canada Inc.
- Murray, H. A. (1998). *Explorations in Personality Disorder*. New York: Oxford University Press.
- Nicholas, I.J., Ubani, K. and Amadi-Wali P.N. (2015). Socioeconomic factors influencing youth restiveness in Niger Delta region. *Nigerian journal of empirical studies in Psychology and Education*. 1(15), 90-96.
- Nwankwo, O.C. (2013). *Practical guide to research writing*. Port Harcourt: University of Port Harcourt Press Ltd.
- Simourd, L. and Andrews, D. A. (1994). Correlates of Delinquency: A look at Gender Differences. *Forum on Corrections Research*, 6(1), 26-31.
- Steven, S. (2013). *Deviance: Sociological Criminality*. New York: McGraw Hill.