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PERCEIVED CONSEQUENCES AND CONTROL MEASURES OF DEVIANT BEHAVIOUR AMONG THE PUBLIC SENIOR SECONDARY STUDENTS IN ILORIN NIGERIA

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Abstract

Every society prescribes values to which citizens must conform to make the society a heaven for all. It became necessary to examine this perception in a school setting where what is taught as values is truly what is in operation in Nigerian society. This research adopted a descriptive research design of survey type. The population consisted of all senior secondary school students of public schools in Ilorin; the target population consisted of Senior Secondary School 2 students of the public secondary school in three Local government areas. A sample of 328 senior secondary school students was randomly selected across the three local governments that constitute Ilorin. A self-constructed questionnaire was used as the main instrument to elicit information from the respondents. The reliability of the instrument was initiated using Cronbach Alpha statistical tool with an estimated reliability value of 0.82. The data collected were analyzed using descriptive statistics (Mean ranking). The findings revealed that absenteeism, examination malpractice, bullying, fighting, dangerous activities and stealing were the deviant behaviours frequently exhibited among the students. while, increased social vices, unwanted pregnancy, physical injury, and increased rate of insecurity were the prominent consequences of deviant behaviours. Restorative ideals which include regular parent-teacher conferences, use of professional counsellors with requisite knowledge and skills, and Teachers acting as role models, are some of the perceived control measures for deviant behaviour. It was concluded that all stakeholders in education should employ any available mechanisms as intervention strategies to curb deviant behaviour in Nigerian schools and society. The study recommends that cognitive

processes such as attention, retention, reproduction and motivation should be deployed in the teaching and learning process to curb deviant behaviour in schools and society at large.

Keywords: Control Measure, Deviant Behaviour, Perceived Consequences, Senior Secondary School, Students

INTRODUCTION

The main goal of social studies education in Nigeria's education system is to reawaken the value of education of which the practical mode of instructional delivery has been somewhat neglected during the teaching and learning process. Value education can be conceptualized as an educative process where concerted efforts are made by stakeholders such as parents, teachers, school heads and so on, to expose students to the most desirable values. However, in the course of these frantic efforts, the possibility of allowing the students freely to choose their values with the intention that they can function effectively in any society they find themselves cannot be eliminated. Hence, choosing the undesirable values in the process by the students cannot be ignored.

Individuals, who are exposed to value-based content realize that their, and other people's priorities, attitudes and behaviour are guided by values, hence one's value orientation becomes important in helping one's course of action and behaviour (Mezieobi & Danladi, 2012). Furthermore, individuals who have successfully acquired the knowledge-refining process of value education through school will not only be capable of bringing values from any content of what is being properly developed in them but will also not avoid values within the classroom settings, which will in turn shape the total understanding of societal values. Therefore, it will not be out of place to submit that, value education is the lens through which a people's total way of life is reflected in their values, such that their interests, attitudes behaviour among others, are reflections of what they value (Mezieobi & Danladi, 2012). It follows that the content of value education which the teacher must guide the students in the valuing process and choice in Nigerian society includes but is not limited to moral values and negative values. However, Nigeria as a nation can only be built when her youth possesses relevant values and traits such as tolerance, honesty, cooperation respect for human dignity and patriotism. These values should be cultivated in the youth for effective citizenship (Mofoluwawo, 2018).

Among the objectives of senior secondary education as stated in the National Policy of Education are to offer a diversified curriculum to cater for the differences in disposition, opportunities and future roles; and to raise morally upright and well-adjusted individuals who can think rationally, respect the views and feelings of others and appreciate the dignity of labour (FME, 2013). Schools are considered the best to communicate the appropriate values, through the use of value-laden strategies such as active learning strategies like puzzle-based that have been found effective in developing positive and social attitudes. There is a need for teachers to make efforts to help their students develop the potential to act socially and responsibly (Ayo-Vaughan & Adejumo, 2018). When teachers perform their roles, the expected morally and worthy values from the beneficiary of this type of education should not be anything sort of respect for elders, honesty, accountability, co-operation, integrity, discipline, self-confidence, moral courage, obedience to constituted authority, power of imagination and so on.

Nigerian schools at present are still characterized by students deviating from the desirable behaviours despite the value-laden curriculum being introduced by the Federal Government for educational reform, particularly for value reorientation at the senior secondary school level. Discipline has deteriorated among the students in Nigerian schools to the extent that anti-social behaviour such as juvenile delinquency of different types, from minor offences to serious crimes features among secondary school students. These manifestations may be connected to factors such as broken homes, discordant marriages, dysfunctional families, poor parental relationships and so on. Deviant behaviour is any behaviour exhibited by members of a group or society

which is at variance with the established rules of the group or society. Also, it is that behaviour that violates the laid down rules and regulations and is considered to be strange in some societies, thereby considered unacceptable (Idris; 2016; Oparaduru, 2020). To Bolu-steve and Esere (2017) deviant behaviour is behaviour that is at variance with the acceptable norms of a school. Their description is limited to school to show that the school has a large role to play in helping children shape their values. In the study of Malizia (2018), deviance was described as the outcome of individuals aligning to the values and norms of a particular social group rather than conforming with the norms prescribed by society, hence anyone who operates outside the society's prescription is tagged a deviant because such individual has abandoned the path laid by the societal institutions. This suggests that any kind of behaviour that breaks the acceptable standard of a society or group is explained as deviant. This is an indication that the strategies for developing values in students are worthy to be stated because what comes to mind ordinarily about teaching values would sound like it can be taught the way other concepts or topics are taught in the civic-related subject at the secondary school level.

The study by Mwathi (2020) reported that the family in which a child grows up determines if the child will be mal-adjusted or well-adjusted in the wider society, further still, Mwathi reported that broken homes accounted for 70% of causes of deviant behaviour among students because the broken family has adverse consequences on children; they are prone to special difficulties such as susceptibility to criminality, drug abuse and poor performance in school. Earlier studies, such as Ibuchim (2016) identified some deviant behaviours that are common in schools. These include examination malpractice, truancy, bullying, lateness to school, stealing, drug abuse, cultism, sexual offenses and absenteeism, including fighting. Also, Mahmoud et al (2017) singled out bullying as one of the persistent violence among students in the school which takes harsh verbal abuse, psychological abuse and physical violence. Ayo-Vaughan and Adejumo, (2018) itemized others to include teenage pregnancy, open sexual disposition, indecent dressing etc, which has been at an increasing rate. Engaging in these activities is perceived to be contrary to the norms and values of the societies as reiterated in this study. During the period of carrying out this study, a viral video emerged on social media, where a teenage boy in secondary school proposed to a girl by presenting her with a ring within the school premises, both with school uniforms on them. Also, Bello (2022) identified lateness, truancy, disrespect to the school authority, and examination malpractices as some of the forms of deviant behaviour prevalent among the students. These activities are regarded as deviance from the desirable behaviour.

In an earlier study, Abdulkareem (2013) affirmed that deviant behaviour in schools leads to the destruction of valuable properties, accidents, loss of lives, students' suspension/rustication from school and sometimes closure of school. Hence, deviant Behaviour is a symptom of a social problem that needs to be tackled before it degenerates into a full-blown social problem. Generally speaking, deviant behaviours can affect every sector of a given country to the extent of contributing to the development of such a country. For instance, Suleiman (2011) had pointed out that three elements can be used to describe the consequences of deviant behaviour: it impedes an individual's effective functioning in society, it hinders an individual from meeting their personal needs, and it interferes with the well-being of other members of the society, thereby creating societal instability. In essence, teaching moral values contents such as honesty, liberty, social justice, brotherhood, neighbourliness, empathy, etc. that guide human's conduct towards his fellow human needs habit-oriented strategies, which are not to be taught like a concept, rather, students can be helped to explore values by setting the stage, and act as a catalyst for learning which translates to value development (Mezieobi & Danlad, 2012). For instance, the exact behavioural standards and methods in which people are expected to perform are known as norms. They serve as models for society's prediction. They aren't inherently moral or even morally founded. They are, pragmatic while yet being strangely illogical. Norms are norms of behaviour

that are never static or universal. They shift as society shifts. They reflect innate prejudices and interests, and they may be quite selfish and one-sided at times. They differ from generation to generation and from class to class. They're situational (Diche, 2016). Teachers are expected to serve as primary models for students to mould their behaviour and practices. On this note, social learning theory would be adopted to impart this study.

Social learning theory posits that people learn from observing others' behaviours, attitudes and outcomes of those behaviours. Rogoff, (2010) was among the previous researchers who have used social learning theory, Rogoff's study established that social learning theory highlights the importance of modelling and imitation of the learning process, also students have the opportunity through interactions with community members to observe and emulate the behaviours, values, and attitudes associated with civility, cultural awareness and so on. These are experiential learning activities for students, to acquire sufficient knowledge, relevant skills, and values necessary for lifelong learning for citizenship. This suggests that social learning theory emphasizes the significance of observational learning, suggesting that individuals learn by observing the behaviours and experiences of others within their social environment, hence, modelling and imitation become important in the learning process (Lave & Wenger, 2011). However, when students exhibit skills, attitudes and dispositions contrary to what social learning has put forward, it can be stated that such kind of behaviour breaks the acceptable standard of society and as such those behaviours learnt wrongly are called deviant behaviours. Regarding school-related causes, the school environment has also been blamed for deviant behaviour among secondary school students because adolescents are susceptible to emulating deviant behaviour when they associate with other adolescents who are already deviant (Mwathi (2020). Therefore individuals, teachers, and parents are charged with the responsibility of demonstrating and cultivating worthy behaviour for younger generations to observe, emulate and model to curb deviant behaviours among the school-age population, these efforts if sustained show that social learning theory has imparted this study.

However, continuous efforts are needed from the stakeholders such as parents, teachers, school management and society to reduce deviant behaviour to the barest minimum, therefore, certain measures should be taken to curb this undesirable behaviour. Mahmoud et al (2017) recommended primary prevention strategies for the prevention of school violence which include, individual-level (inner change due to the development of social skills like emotional self-awareness, school-based prevention programme etc.); relationship level (activity of bystanders, family cohesion and connection, mentors as role model and teachers' developing supportive relationship); community-level (by raising public awareness) and societal-level (focusing on the normative, socio-cultural values). Oparaduru (2020) submitted that proper counselling in schools becomes an avenue to be explored to reduce deviant behaviour. Reena-Rebellow and Sam-Deva (2022) also reiterated that deviance in the behaviour of adolescents is a global issue that requires urgent attention. Senior secondary school students fall into the category of late adolescents and are found within the age range of 15-19 years, this informs the choice of senior secondary school students in this study. The preponderance of deviant behaviours committed by public secondary school students has been established by the relevant literature in this study. Also, it is apparent that deviant behaviour can shift from time to time, place to place and is present in all societies. Concerted and continued efforts are needed to minimize flaws of different types from graduating into serious offences and crimes, the reason one of the variables of this study focused on the control measure. Hopefully, the outcome of this study will further make acceptable behaviour clearer in Nigerian schools and society. These are the problems which this study therefore seeks to investigate, hence the need to examine the forms, consequences and corrective measures for deviant behaviour among this category of students in Ilorin. The following research questions were put forward in the cause of this study:

Research Questions

- 1.What are the various forms of deviant behaviour among the public schools' senior secondary students in Ilorin?
- 2.What are the consequences of deviant behaviour among the public schools' senior secondary students in Ilorin.?
- 3.What are the corrective measures for deviant behaviour among students of public schools in Ilorin, Nigeria?

Methodology

A descriptive research design of survey type was adopted in this study. The collection of data was carried out strictly on the relevant processes. All senior secondary school students in public schools in the Ilorin metropolis form the population of the study. The sample consisted of 328 senior secondary school 2 students of the public secondary schools in the three Local Governments in Ilorin, which were proportionately selected across the senior secondary schools within the metropolis. (Four schools, Ilorin-East -86, five schools, Ilorin-South-109, and six schools, Ilorin-West-133). Senior secondary school 2 were used because it is a middle class of the Senior Secondary School level and adjudged to have a mature mind to respond to items of the questionnaire, also, Senior Secondary School 3 were left to concentrate on the preparation for the Senior Secondary School Final Examination (SSCE). A self-constructed questionnaire was used as the main instrument to elicit information from the respondents, this contained different sections such as demographic information of the students, forms, consequences and control measures items. The validity of the instrument was carried out by experts in measurement and evaluation after which the reliability of the instrument was initiated using a test-retest using 30 senior secondary school(1) students. the estimated reliability value was 0.82. The data collected were analyzed using descriptive statistics of percentage to provide answers to the research questions using the four-point Likert Scale (modified) ranging from Strongly Agree, 4 points to Strongly Disagree, 1 point, reflecting the responses of the student's level of agreement of each item in each segment of the instrument.

Results

The following were the results recorded from the analysis of the data collected from the senior secondary school students on forms, consequences and control measures of deviant behaviour among senior secondary schools in Ilorin. The research questions were answered using mean and rank order to compute the data collected, results are presented as follows.

Research Question 1: What are the various forms of deviant behaviour among the public schools' senior secondary students in Ilorin?

Table 1: Mean Value on Forms of Deviant Behaviour among Students of Public Schools in Ilorin

The following are the perceived forms of deviant behaviour among secondary school students	Mean	SD	Rank
Lateness to school	2.57	1.258	2 nd
Engaging in sexual misconduct	2.40	1.252	7 th
Engaging in Examination Malpractice	2.54	1.293	3 rd
Fighting on the school premises	2.51	1.313	5 th
Drug abuse among the students	2.31	1.271	8 th
Bullying on the school premises	2.54	1.298	3 rd
stealing other students' belongings in the classroom	2.51	1.322	5 th
Cultism among the students	2.48	1.308	6 th
Absent from school for no reason	2.65	1.206	1 st
Joining friends in dangerous activities	2.53	1.303	4 th
Weighted mean	2.50		

Table 1 shows the responses of students on forms of deviant behaviour among students of senior secondary schools in Ilorin. The table shows the responses of respondents on the level of agreement on each item. Studying the result from Table 1, showed that, absenteeism, examination malpractice, engaging in, bullying on the school premises, fighting, and stealing, are forms of deviant behaviour frequently exhibited among students of public schools in Ilorin. This is shown in the value of the level of agreement of the respondents to the items, as they strongly agreed on those items thereby reflecting the highest mean value and the rank order.

Research Question Two: What are the consequences of deviant behaviour among students of public schools in Ilorin, Nigeria?

Table 2: Mean Value of the Causes of Deviant Behaviour among Students of Public Schools in Ilorin

The following are the perceived causes of deviant behaviour among students	Mean	SD	Rank
Access to illicit drugs	2.66	1.142	7 th
Over-pampering of children	2.62	1.153	8 th
Poor attitude of teachers to students in school	2.58	1.033	9 th
Peer group influence	2.95	1.131	1 st
Exposure to social media	2.84	1.153	3 rd
Lack of proper engagement of students in school	2.87	1.042	2 nd
Separation or divorce by parents	2.76	1.141	6 th
Lack of appropriate care and monitoring by parents	2.84	1.124	3 rd
Negative models at home and in the school	2.80	1.152	4 th
Prevalence of violence in the school location of a student	2.78	1.086	5 th
Weighted mean	2.77		

Table 2 shows the results of the responses of students on the consequences of deviant behaviour among students of public schools in Ilorin. The result from Table 2 showed the mean value and rank order of the level of agreement of the respondents to each item. thereby revealing the items

with the highest mean values as the prevalent consequences of deviant behaviour among senior secondary school students in public schools in Ilorin.

Research Question Three: What are the control measures for deviant behaviour among the senior secondary school students in Ilorin?

Table 3: Mean Value of the Corrective Measures for Deviant Behaviour among Students of Public Schools in Ilorin

The following are the perceived intervention strategies for deviant behaviour among students	Mean	SD	Rank
School authorities should call regular parent-teacher conferences to discuss how to curb deviant behaviour among the students	3.54	.778	1 st
Professional counselors should be employed in schools	3.41	.758	3 rd
Allowing students to watch educational programs that reveals the effects of deviant behavior	3.27	.968	3 rd
Use of public positive reinforcement for students that perform well	3.22	.858	8 th
School principal and teachers acting as role models	3.34	.922	2 nd
punishing those who exhibit deviant behaviour in schools	3.38	.824	4 th
Consistent monitoring by parents and guardians to identify and correct deviancy	3.35	.849	5 th
Provision of adequate facilities in school	3.29	.842	6 th
Taking students on excursion to places such as rehabilitative homes	3.24	.926	7 th
Effective communication between teachers and students	3.10	1.010	9 th
Weighted mean	3.31		

Table 3 shows the results of the responses of senior secondary school students on corrective measures for deviant behaviour in the public schools in Ilorin. The result from Table 3 showed the mean value and rank order of the level of agreement of the respondents to each item. The table showed the mean value level of agreement values in all the items measuring the control measure of deviant behaviour among the students in Ilorin.

Discussion of Findings

The study revealed that absenteeism, examination malpractice, bullying, fighting, venturing into dangerous activities, and stealing, are the deviant behaviours that are more frequently exhibited among senior secondary school students of public schools in Ilorin. This is an indication that deviance is present in all schools and society, so there may be some underlying factors that promote deviance in every society and need to be curbed. This finding is in tandem with the findings of the earlier studies (Ibuchim, 2016; Mahmoud et al, 2017; and Bello, 2022).

Also, the study revealed that increased social vices, unwanted pregnancy, accident and physical injury, increased rate of insecurity and academic failure are the perceived consequences of deviant behaviour prominent among senior secondary students of public schools in Ilorin. This finding aligns with the findings of the previous study, such as Abdulkareem (2013) but, more consequences were unveiled in this study than what the study of Abdulkareem projected as consequences of deviant behaviour.

More so, this paper identified, regular parent-teacher conferences to discuss how to curb deviant behaviour among students, the use of professional counsellors, the use of educational programs related to deviant behaviour, school principals and teachers acting as role models, commensurate and instant punishment to any form of deviance are some of the control measures

to curb deviant behaviour among senior secondary schools' students of public schools in Ilorin. This finding is consistent with the findings of Mahmoud et al (2017) whose study recommended primary prevention strategies for the prevention of deviant behaviours in schools. Further still, the finding was supported by the submission of social learning theory which reiterated that teachers serve as primary models to the students. This is an indication that social learning is still relevant and has imparted this study. However, excursion to rehabilitative home as a control measure caught the attention of the researchers to also point at the relevance of Durkheim submission as one perceived to be likely effective because there were advocates and awareness on this via radio programmes in the locale of this study, where the discussants gave the address of such rehabilitative homes for parents and guidance to bring their ward. This control measure is further perceived as capable of putting deviant behaviour in a position of performing the function of enhancing social cohesion and provision of safety, thereby preventing further social disruption.

Conclusion

It has been established that every society appreciates conformity to the established norms, values and expectations of any society for the enhancement and promotion of healthy communities where development and modernity can thrive. It is however undeniable that acceptable norms and deviant behaviours are learned. Violation of established protocols is referred to as deviant behaviour which may lead to social disapproval. When this happens, it could be deduced that deviance occurs because individuals may lack self-control or may not actively socialise. It is expected that socialization can catalyze conformity to societal norms should be prioritized and enforced on children right from childhood through the formative years, and should be carried out by every member of any given society. Where this seems not to yield the expected results, other mechanisms of social control as pointed out in the study can be used to enforce norms thereby promoting acceptable behaviour. Since it has been established that deviance cannot be eradicated and can serve many functions. Deviance seen as primary should not be ignored to graduate to secondary deviance, hence proactiveness in attending to issues becomes important. Teachers at all levels should avoid setting bad precedents for students as trained and skilful educators to promote acceptable behaviours and reduce deviance. Also, stakeholders should use all available mechanisms to enforce norms and acceptable expectations in any society where conformity becomes difficult.

Recommendation

The study recommends instant reinforcement and punishment in shaping acceptable behaviours. Also, the significance of observational learning which suggests that individuals learn by observing the behaviours of others within their social environment is recommended, hence teachers should embrace cognitive processes of attention, retention, reproduction and motivation in the process of teaching and learning and demonstrate these processes as primary models for students. This may promote voluntary conformity among students, therefore teaching jobs should continue to accord requisite knowledge, skills, values, attitudes and behaviour worthy of emulation to students.

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