

Prevention of Deviant Behaviours as Perceived by Primary School Teachers in Ilorin Metropolis, Nigeria

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Abstract

This study examined prevention of deviant behaviours as perceived by primary school teachers in Ilorin metropolis, Nigeria. The Methodology used in this paper is essentially research design, sample and sampling procedure, as well as their psychometric properties. The method of administration and data collection were also discussed. Simple random sampling technique was used to select the three hundred (300) respondents that participated in this study. Multi-stage sampling technique was also used. The main instrument used for this study is a questionnaire tagged “The Prevention of Deviant behaviours Questionnaire (PDBQ). It was administered to the respondents to collect relevant data. The psychometric analysis was based on validity and reliability measure of the research instrument. Both face and content validity of the instrument were thus established. The reliability co-efficient obtained was 0.75 this indicates a positive and high correlation between the responses obtained during the two periods of administration. The co-efficient of 0.75, was considered high enough to conclude that the instrument is reliable. The t-test and Analysis of

Variance (ANOVA) statistical tools were used to test the three null hypotheses generated. The result of the ANOVA showed a significant difference and hence, Duncan Multiple Range Test (DMRT) was used as post-hoc test to determine the group(s) that contributed to the significant difference. The findings which have the highest means based on the respondents expression for the prevention of deviant behaviours was that the school and students must be conversant with the rules and regulations of the school. The result of the test used on the first hypothesis confirmed that significant difference exists on the basis of religious affiliation. This was not unexpected. Basically, there is variation in the beliefs, doctrines and practices of the two religions, on account of this, the perceptions of the Teacher from different faiths could not be expected to be the same. The second null hypothesis which states that there is no significant difference in respect of age was rejected. And the perceptions of respondents were tested based on teaching experience, gender, educational qualification and religious affiliation. The results showed that prevention of deviant behaviours as perceived by primary school Teachers in Ilorin metropolis is possible through Cooperation between religious leaders, parents and school teachers. Based on the findings, the following recommendations were made. The Teacher, religious leaders, counsellors, home and society at large should work closely toward a better citizen. Government should provide effective Guidance and Counselling programmes in Primary schools.

Introduction

Good behaviours and discipline are key foundation of learning because without an orderly atmosphere; effective teaching and learning cannot take place. If students are permitted to misbehave in school, or to absent themselves from school, they prejudice their own educational chances. And they disrupt the education of the students around them. A common aim shared by all those with an interest in the students and young persons' would certainly be to maximize all students' personal development through the promotion of positive

behaviours and educational achievement in partnership with parent, school and other relevant agencies (Muslim scholars & Pastors), (Jamiu, 2011). Education has been generally accepted to be the backbone of every nation. A country that is blessed with abundant educationists and intellectuals will indeed reach the apex of any form of development, be it political, scientific, technological, economical etc. Educational development therefore, is one of the human resources that Nigeria is blessed with. However, no single individual can attain the height of any educational achievement without passing through the school. In passing through the school, one has to be imparted with knowledge by the teachers and lecturers of different levels of education (Aliu, 1999). These definitions indicated that education is a continuous process through which an individual is prepared for life (Jamiu, 2011).

That is, a means through which an individual is given his/her needs through exposure to knowledge and experience so as to live comfortably and contribute meaningfully towards the development of the society where he lives. The aims of education of any society reflect the needs and aspiration of the people in the society. In line with this, the following are set out as the education aims and objectives for Nigeria institutions of learning:

- (a) Unity;
- (b) The inculcation of the right types of values and attitudes for survival of the individual and the Nigerian society;
- (c) The training of the mind in understanding the world around; and
- (d) The acquisition of the appropriate skills, abilities and competencies for the individual to live and contribute to the development of his society (National Policy on Education, 2004).

The consumption of hard drugs in Nigeria has risen drastically in the last ten years. Heroin and cocaine are now being abused along with other traditional drugs, such as kola nuts, tobacco, snuff, alcohol and other derivatives such as marijuana and Oogoro (National Drug Law Enforcement Agency, 1991).

Fear is being expressed that increasing abuse of these substances could become one of the central problems of time and could seriously disrupt the social and economic solidarity of the country (Jamiu, 2011). Fawole (1986), reported that irrespective of religious beliefs, academic discipline, age and gender, smoking was a phenomenon among primary school students. Jamiu, (2011) discovered that, It is evidenced that any society where the members do not adhere strictly

and abide by its rules and regulations crime rate might include the following; deviant, truancy, smoking, alcoholism, drug addition, pick pocketing, lateness, bribery, vandalization of public properties, examination malpractice, and what have you, such a society is characterized by instability and indiscipline.

Jamiu (2011) opined that effective moral and religious education should be given to students both at home and in school in order to purify the soul, which mostly dictates the deeds of the body. In the same vein, Hassana (1991), reported that, as for the formula for the role of religious instruction in enhancing discipline in schools, it may be said that if GOD is realized as He ought to be, it will enable one to develop self-control because the teaching of Prophet Muhammad (S.A.W) is that you should serve GOD as though you see Him. Even if you cannot see Him, He sees you. He further stressed that, it is the awareness of the presence, power and control of GOD that can make one to be truly self-discipline every-time. The war against ones' self to bring it under control is known according to Prophet Muhammad (S.A.W) as "Al-Jihaadu'l-Akbar". Quran, 31 Vs 13-19. Carries more teachings as explained by luqman to his son. According to the Holy Bible, the behaviours of the parent and children are guided in Ephesian 6: 1-4. It stated that:

Children, obey your parents in the lord for this is right. Honor your father and mother which was the first commandment with a promise: "That it may be well with you and that you may live long on the surface of the earth". And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.

The society should also work together with home and school so as to keep deviant behaviours under control. Leaders should be trust-worthy and be disciplined. Aderounmu (1985), supported this by concluding that solution to indiscipline lies in the leadership. Whoever tries to enforce discipline must himself fully appreciate the societal values, use knowledge, skills and abilities to facilitate the process of democratic living and subject him to discipline. There should be justice in dealing with individuals in the society since partiality can result in spread of bad behaviours. Sulaiman, (2012) added that it is safe enough to say that justice is the basis element in organized social life. With justice, a new chapter of life is opened and therefore overcome all problems.

Jamiu (2011) added that, to promote positive behaviours patterns among students, the societies must focus on four major themes:

- Helping young people to resist drugs misuse in order to achieve their full potential in society
- Protecting communities from drug related anti social and criminal behaviours.
- Enabling people with drug problems to overcome these and live healthy and crime free lives; stifling the availability of illegal drugs; and strengthening of anti drugs partnerships.
- Liaison and coherence with relevant government policy areas and their local implementation.

Deviant behaviour begins when the child exhibits socially unacceptable acts such as pick-pocketing, running away from home, gang involvement, precocious sexual activities and truancy. Some studies have been carried out on deviant behaviours such as Salami and Aremu (2006) who researched into the Relationship Between Problem-solving Ability and Study Behaviour Among School-going Adolescents in South Western Nigeria, Oyerinde (2004), worked on Sports Preference of Secondary School Student Smokers and Non-smokers in the South Western States of Nigeria. Also, Idowu (2008), researched on Prevalence of smoking and drug use among students in Ilorin metropolis: Implications for Counselling. UNESCO (2009) also reported that seventy five million (75million) children are out of school with very high dropout in Nigeria. To the best of the researchers' knowledge none of these studies have examined the prevention of deviant behaviours in this locality. It is therefore pertinent to investigate the prevention of deviant behaviour as perceived by primary school teacher in selected school in Ilorin metropolis, Nigeria.

STATEMENT OF THE PROBLEM

Recently, Nigerian Primary school students exhibit different types of deviant behaviours that are not in line with the school and the societal norms. Some absent themselves from school and use such time to watch films and visit video clubs, internet and use of hand phones. There is also the involvement of some students in cultism, sexual promiscuity and cheating during examination. They do not respect their teachers, parents and school authority (Barakat, 2004). Currently, Abayawo and Dada communities in Ilorin engaged in battle field which led to killing of a police man and many people injured during the fracas

(Jamiu, 2024). In another vain, Jamiu, (2011) reported that, former President Olusegun Obasanjo and notable people in Nigeria have advocated a multi-dimensional approaches to the prevention of deviant behaviours. The former governor of Kwara State and senate president of federal republic of Nigeria, Dr Abubakar Bukola Saraki in his speech during the courtesy visit by the Student Union Government during the 2003/2004 SUG day. He advocated for the involvement of good behaviours in schools and society. Also, His excellence governor of Lagos state Mr Babatunde Raji Fashola added to the Lagos State Law on Feb, 2014 that smoking is prohibited; in his speech he advocated that anybody who smokes in public places will be sanctioned or jailed in order to prevent deviant behaviours.

Jamiu (2011), added that, dignitaries such as Alhaji (Dr) Ibrahim Sulu-Gambari (Emir of Ilorin), Dr Abdul Hameed Amin Olohun oyin and Dr Abubakar Imam Ali Agan on Madrasat Muhammad a Radio Programmed. Rev, Pastor A. Samuel on TO OMO RE- a Television programme and Pastor Professor Adegoke on T V Guidance and Counselling programme advocated for good behaviour. As a result of these observations by political and religious leaders, deviant behaviours among youths and students in primary schools is worthwhile and calls for research. This is why the paper intends to investigate into prevention of deviant behaviours as perceived by teachers in primary schools in Ilorin metropolis, Nigeria. According to Lindsey, (2001) reported that, in Nigeria, Ilorin metropolis is notably identified with the practice of Islam and thus tagged the city of Islamic scholars (Ilu Alfa). Equally Christianity is largely practiced all over the city. The position and response of teachers in Ilorin would reliably represent the perception of other religious leaders on prevention of deviant behaviours.

Research Hypotheses

The following research hypotheses were postulated:

1. There is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention of deviant behaviours based on religious affiliation?
2. There is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention of deviant behaviours on the basis of age.
3. There is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention of deviant behaviours on the basis of educational qualifications.

Methodology

The research design used by the researcher for this study is descriptive survey. The study consists of 300 sampled representatives. The participants were purposively selected from the selected primary schools. Equally the stratified

random sampling was used to select participants in respect of their educational qualifications, age and religious affiliation.

The measuring instrument used for the study was a questionnaire tagged “Perception on the prevention of Deviant Behaviour Questionnaire” (PDBQ). It consists of two sections (A and B). Section A sought for demographic information such as age, religious affiliation, and educational qualifications. Section B consists of 12 items on prevention of Deviant Behaviours. The items were patterned after the 4- point likert-type rating scale. The reliability index of the instrument was 0.71 which was determined by using the test-retest method. Validity is concerned with the extent to which an instrument measures what it was designed to measure (Aune, Welsh & Williams, 2000). To establish its validity, the questionnaire was given to five experts in the Department of Educational Psychology and Counselling Ahmadu Bello University, Zaria, Nigeria and was therefore valid for use.

The instrument was physically administered to the respondents by the researchers with the assistance from some *ad hoc* personnel who were specifically trained for the purpose. Three hundred questionnaires were distributed and all were returned after being completed. The Analysis of Variance (ANOVA) statistical method was used to test the three hypotheses postulated for the study at 0.05 alpha level of significance while the Duncan Multiple Range Test was adopted to determine the direction of significant difference.

Presentation and Analysis of Result

Table 1: Means and Rank orders of Respondents perception on prevention of Deviant Behaviours

Item No.	In my own view Deviant Behaviours could be prevented if:	Mean	Rank
7	The school and students must be conversant with the rules and regulations of the school.	3.13	1 st
3	Effective communication should be employed at all level of Education.	3.06	2 nd
1	Cooperation between religions leaders, parents and school teachers.	3.02	3 rd
6	Effective behaviour establishes good teaching and learning atmosphere in school.	3.00	4 th
5	Proper interaction of human and material brings about positive change in behaviour of students.	2.87	5 th
8	Provision of effective Guidance and Counselling.	2.74	6 th
2	The use of punishment as an instrument of discipline should be in line with the rules and regulations of the school.	2.69	7 th
4	Democratic leadership style of religions leaders and teachers.	2.56	8 th
9	Provision of well-trained counsellors in an educational system.	2.54	9 th
10	A well-established school curriculum.	1.99	10 th
11	There is constant religious teaching about deviant behaviours	1.98	11 th
12	Teacher should emphasis the use of religious message on deviant behaviours	1.96	12 th

Table 1 indicated that item 7, 3, 1, 6 and 5 ranked 1st, 2nd, 3rd, 4th, and 5th with a mean score of 3.13, 3.06, 3.01, 3.00 and 2.87 respectively. On the other hand, item 12, which suggested that teachers should emphasis the use of religious message on deviant behaviour ranked last.

Hypotheses 1: There is no significant difference in the perception of primary school teacher in Ilorin metropolis on the prevention of deviant behaviours based on their religious affiliations?

Table 2: ANOVA Result comparing the Respondents perception of Prevention of Deviant Behaviours on the basis of religious affiliations

Source	Df	Sum of Square	Mean Square	Calculated F-ratio	Critical F-ratio
Between Groups	2	454.49	22.172	5.18*	3.00
Within Groups	297	2617.76	43.81		
Total	299	3072.25			

Significant, $p < 0.05$

Table 2, it was revealed that the calculated F-ratio of 5.18 was greater than the critical F-ratio of 3.00. Since the calculated F-ratio is greater than the critical F-ratio, the hypothesis which stated that there is no significant difference in the perception of primary school teachers in Ilorin metropolises on the prevention of deviant behaviours based on religious affiliation was rejected because a significant difference was found.

Table 3: Duncan Multiple Range Test (DMRT) showing the direction of significant difference

2	Islam	46.86	160
1	Christianity	45.76	140

The result of the DMRT indicated that group 2, which has a mean score of 46.86 significantly differed from group 1 with close means of 45.76.

Hypotheses 2: There is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention of deviant behaviours on the basis of age.

Table 4: ANOVA Result comparing the respondents' perception of prevention of deviant behaviour on the basis of age

Source	Df	Sum of Squares	Mean Squares	Calculated F-ratio	Critical F-ratio
Between Groups	2	631.030	31.552	7.11	3.00
Within Groups	297	13616.14	34.01		
Total	299	14247.17			

*Significant, $p < 0.05$

The analysis from Table 4 showed that the calculated F-value (7.11) is greater than the critical F-ratio (3.00). It revealed that the null hypothesis, which states that there is no significant difference in the perception of teachers in Ilorin metropolis on the prevention of deviant behaviour based on their age is rejected, $f(df=2 \& 297) = 7.11, p < 0.05$.

Table 5: DMRT showing the direction of significant difference

Group	Value	X(mean)	Count
1	20—35years old	48.82	145
2	36 years and above	39.87	155

The result of the DMRT indicated that group 1, with a means score of 48.82 differed significantly from group 2 that has mean of 39.87.

Hypotheses 3. There is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention of deviant behaviours on the basis of educational qualifications.

Table 6: ANOVA Result comparing the respondents' perception of prevention of deviant behaviours on the basis of educational qualifications

Source	Df	Sum of Squares	Mean Squares	Calculated F-ratio	Critical F-ratio
Between Groups	2	531.30	31.552	6.11	3.00
Within Groups	297	13616.12	34.01		
Total	299	14147.42			

*Significant, $p < 0.05$

Table 6 revealed the result of the ANOVA showing that the calculated f-value (6.11) is greater than the critical F-ratio (3.00) Hence, the null hypothesis, which states that there is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention deviant behaviours base on educational qualifications, is rejected, $F(df=2 \text{ \& } 297)=6.11, p<0.05$.

Table 7: DMRT showing the direction of significant different

Group	Value	X	Count
1	OND, NCE and equivalence	38.50	146
2	First degree, HND and above	37.59	71

The result of DMRT indicated that group 1, which has a means of 38.50 significantly differed from groups 2 with mean scores of 37.59.

Discussion of findings

The results on items ranking revealed that the school and students must be conversant with the rules and regulations of the school and Cooperation between religions leaders, parents and school teachers. This was supported by Esere (2005), who maintained that the father is to provide appropriate leadership in the area of discipline that is to train, correct, mould up and strengthen the aspiration of the child. Family that values and encourages education would motivate their children to be academically upright and stay well in school.

The result of the test used on the first hypothesis confirmed that significant difference exists on the basis of religious affiliation. This was not unexpected. Basically, there is variation in the beliefs, doctrines and practices of the two religions. On account of this, the perceptions of the primary school teacher from different faiths could not be expected to be the same.

The second null hypothesis which states that there is no significant difference in respect of age was rejected. The explanation for such outcome is that, the view and perception of individuals of different ages vary because of maturity and experiences. Age plays significant roles in human personality development. The ability to acquire knowledge and in what capacity is dependent on the age of maturity, hence, tendency for variation in perceptions.

The analysis in table 5 revealed the result of ANOVA on the null hypothesis which states that there is no significant difference in teachers' perception in

Ilorin metropolis in respect to educational qualifications was rejected. The reason for this result could be that individuals from different levels of educational background may be influenced by their knowledge at various stages of educational training. The difference in educational backgrounds of the respondents did expose them to different views and perceptions about issues, especially those that require adequate information.

Counselling Implications

The findings in this study have some implications for counseling. It will be more rewarding for school counsellors and psychologists as well as the subject teachers to focus on the behaviours of the students apart from emphasizing learning of subject-matter in the schools alone. While handling the behaviours of the students' problem, solving procedures should be adopted and taught by the counsellors/psychologists so that students could handle other academic problems as well as other deviant behaviors that may be facing them in their pursuits.

In that wise, counsellors may partner with teacher in reaching the society through religious programmes. This could be done by preaching and campaigns in religious centers. However, counsellors should consider factors such as age, educational qualifications and difference in religious affiliation while working with faith-based organizations because such variables may create variations in the perception and attitude of the audience. Jamiu, (2024).

Recommendations

Based on the findings of this study, the researcher recommended that:

1. Effective communication should be employed at all level of education to identify prevention of deviant behaviours.
2. Teachers should emphasis the use of religious message on prevention of deviant behaviours through a well-planned guidance services.
3. The school and students must be conversant with the rules and regulations of the school.

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