Strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria

Foluke N. Bolu-steve[1]
Department of Counsellor Education, University of Ilorin
Ilorin, Nigeria
bolusteve2002@yahoo.com

and

Mary O. Esere[2]
Department of Counsellor Education, University of Ilorin
Ilorin, Nigeria
eserem@unilorin.edu.ng

This study investigated strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State. The study adopted the descriptive survey research design method. The target population for this study consisted of secondary school counsellors in the state. Purposive sampling technique was used to select 70 respondents from each of the three senatorial districts in Kwara State. The questionnaire titled "Strategies for Managing Deviant Behaviour Questionnaire" was administered to the school counsellors. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by a lack of effective parental upbringing. Also, the major strategy employed by counsellors in handling behavioural problems is the reinforcement technique. The findings revealed that there were no significant differences in the counsellors' perception on the strategies for managing deviant behaviour among in-school adolescents on the basis of years in service, religion and type of school. To this end, counsellors should continue to provide right information to in-school adolescents about the negative effects of deviant behaviours. The findings of this study will be of benefit to school administrators, teachers and counsellors as it will give them an insight into handling deviant behaviour exhibited among in-school adolescents.

Keywords: deviant behaviour; in-school-adolescents; counsellors; secondary school

Introduction

Education remains one of the tools for the transformation of an individual and society at large. It is one of the most powerful instruments for social change, which plays a crucial role in nation-building. According to Idowu and Esere (2007), education helps to develop people's intellectual and functional capabilities. The school is a place where students acquire needed competencies for various vocations. The place of the counsellor in schools cannot be overemphasized. Counselling is a personal relationship between the counsellor and the client with the aim of assisting the client to understand themselves, effectively take decision and also solve their problems. Duroasro (2016) noted that counselling is oriented towards facilitating effective learning skills, acceptable habits and appropriate behaviour. The National Policy on Education (2013) edition clearly stated that "in view of the apparent ignorance of many young people about career prospects and personality maladjustment among students, counsellors will be appointed in post primary institutions". Hence, it became compulsory for secondary school administrators to employ professional counsellors. An effective counsellor is a good listener, empathic, warm and sensitive to the needs of others. Counsellors are also trained in modifying maladaptive behaviour.

1. Foluke N. Bolu-steve PhD is a Lecturer in the Department of Cousellor Education, University of Ilorin, Ilorin, Nigeria. He is the corresponding author.
2. Mary O. Esere PhD is an Associate Professor in the Department of Counsellor Education, University of Ilorin, Ilorin, Nigeria

Adolescence is often described as a period of transition from childhood to adulthood. In some societies the beginning of this stage is marked with celebrations. Adegoke (2003) noted that adolescence begins with the onset of puberty. At this stage, there is rapid growth in the organs of the body. Akinpelu (1998) described adolescence as a built-in necessary transition period for ego development. The World Health Organization (1976) defined adolescence as a period during which an individual progresses from the point of initial appearance of the secondary sexual characteristics to that of sexual maturity. This period is accompanied by various changes that are significant in physical, intellectual, social and emotional areas. Ibrahim (2009) described an adolescent as someone who is unstable, angry, moody, self conscious and inexperienced in handling emotional problems. Adolescence, from a psychological point of view, is a period dominated by stress and tensions due to inner emotional instability and as a result of conflicting external influence (Oni 2010).The researchers noted that the problems of adolescents are many and the pressure to conform to peer influence becomes very strong during adolescent years. Also, at this stage the adolescents engage in activities that are perceived to be contrary to the norms and values of the societies.

Deviance is generally defined as any behaviour that does not conform to the established rules of a group of individuals or the society at large (Idris 2016). At this stage, an adolescent finds it difficult to conform to the norms of the society. Deviant behaviours are actions which conflict with the societal norms (Hirschi 1995). It could also be referred to as the engagement of people in criminal offences, illegal, antisocial and unethical behaviour. In a nutshell, any behaviour that violates the norm or social standard of the society is deviant. Deviant behaviour could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment. Some researchers have identified the different types of deviant behaviour among in-school adolescents; these include truancy, examination malpractice, substance abuse, bullying, vandalism, and sexual immorality (Odunmuyiwa 2001; Esere 2008). Goode (2007) further stated that behaviour that is deviant in one society may not be in another. Even within a society, what is deviant today may not be deviant tomorrow. Suleiman (2011) noted that a particular behaviour is antisocial if any of these three criteria are seen; when behaviour does not allow a person to function effectively with others as a member of the society, when such behaviour does not permit the person to meet his or her own needs and when behaviour has a negative effect on the wellbeing of others.

Boyd (2015) reported that a lot of youths are involved in the use of tobacco, amphetamines, bartiturates and heroin. In the same vein, Gordon (2001) revealed that smoking and drug use are basically societal problems among in-school adolescents. Gordon also recorded that 90% of adolescents who are involved in smoking started at an adolescent age. Idris (2016) explained that there are many cases of cultism, sexual abuse, acts of vandalism, blackmail, threats and intimidations reported by classroom teachers as well as school principals. Idris affirmed that there is an increase in the rate of moral decadence among youths as a result of the lack of discipline. Such indisciplined acts among students have culminated in juvenile delinquency. Many researchers have identified some causes of deviant behaviour among in-school adolescents.

The environment in which adolescents live can influence them, especially when there is lack of parental guidance. The school is a major and important environment where a child develops during the formative years. When parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviours in the school (Suleimen 2011). Poor academic performance also predisposes youth to deviant behaviours. Olawale (2001) emphasized that behavioural problems are common among children of lower intelligence. Babatunde (2016) noted that some children resort to antisocial behaviour due to their inability to cope with the academic rigours of the school.

The home is an agent of socialization. This is the place where values and morals are transmitted. The poor moral conduct of parents can result in broken homes which negatively influence the students' behaviour. According to Goode (2007) many parents have lost their leadership roles in the home and poor home training causes students to engage in deviant behaviours. On the other hand, Gbadamosi (2003) observed that the causes of deviant behaviour are linked to faulty curriculum plans, administrative

deficiency, inadequate school facilities, harsh school rules and societal problems. Individual differences in personality and psychological problems encountered by students are believed to be some of the reasons some in-school adolescents engage in deviant behaviours. Many of these students cope with their problems by getting involved in behaviours like vandalism, stealing, involvement in illicit sex activities, drug abuse. All these risky behaviours negatively affect public order and the sense of safety of youths (Ibrahim 2012).

Sociological theory explains that peer group influence, lack of parental supervision and support for client's needs are links to delinquency in any race. Biological theorists believe that deviant behaviour is hereditary. They believe that if an area of the brain has the properties that predispose people to deviant behaviour, such students are likely to develop more severe deviant attitudes. The psychological theory suggests that people are predisposed to deviant behaviour when they are fixated at any stage of development (Omotosho 2009).

The psychological explanation of deviant behaviour was developed by Sigmund Freud. The theory explained that the initial five years of an individual's life is very important; they determine adult behaviour. Freud explained that the sexual impulses (libido) which can be referred to as instinctive drives are powerful determinants of one's behaviour. This is largely controlled by the unconscious. The theory believes that there are three3 different structure of personality. The conscious deals with what human beings are aware of. Preconscious thoughts are not part of the conscious but can be brought to reality, while the unconscious according Freud categorically determines our behaviour. Freud believed that most of our thoughts, sensation, craving and memories exist in the unconscious. The unconscious contains the major driving force behind our behaviour. Human personality consists of the id, ego and the super ego. Id is the biological component of personality and the primary source of psychic energy and the seat of all instincts. It is ruled by the pleasure principle. The ego mediates between the id and the super ego. It is conscious and logical. It develops as we interact with our environment while the super ego is the moral branch of personality. It strives not for pleasure but for perfection.

The psychosocial stages of personality according to Sigmund Freud include the oral stage (0-1 year), when the child derives pleasure from sucking. He believes that when a child sucks it is not only to take in food but also for the pleasure of the sensation. This can lead to over-dependency in personality. The anal stage is from1-3 years; at this stage, the pleasure shifts to the anal zone. When the child is given strict toilet training, the child might grow up to be stingy because he/she is fixated at the anal stage. The phallic stage (3-5 years) is when the child develops pleasure at the genital stage. The oedipus and electra complexes develop. At the latency stage (5-12 years), the child diverts his/her attention to developing skills. The genital stage (12-14 years), is when the child begins to develop an interest in the opposite sex. The individual transforms from a self-loving individual into a socialized adult (Alao2000).

According to Sigmund Freud, all human beings have natural drives and urges that are repressed in the unconscious. He also believed that all human beings have criminal tendencies and their behaviours are curbed through the process of socialization. A child that is not well socialized can develop antisocial behaviour impulses and when such a child gets fixated at any of the psychosocial stages, such an individual can engage in anti-social deviant behaviour. Freud emphasized the importance of early years of childhood fixation in determining the adult personality.

Deviant behaviour in the class room increases the stress level of teachers and at the same time changes the classroom dynamics. The use of the psychological principles are the various ways in which deviant behaviours are managed in schools. This approach is based on some systematic application psychological principles. Behavioural modification can simply be defined as the systematic application of principles derived from learning theories and experience in psychology (Asonibare 2016). The techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours. It can also be used to teach new behaviour patterns. In extinguishing unwanted deviant behaviour among in-school adolescents, there are many strategies that can be employed. The behavioural

approach is based on the assumption that negative behaviour can be unlearned and replaced with positive ones (Esere 2002). In schools, counsellors use different behavioural modification techniques in managing deviant behaviour.

The use of reinforcement can help curb undesired behaviour among school children. Winkielman (2005) defines reinforcement as a stimulus that strengthens behaviour and increases the frequency of its occurrence. It involves reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. There are different types of reinforcement; these are intrinsic reinforcement (that is when a behaviour strengthens itself e.g. eating and playing music), extrinsic reinforcement (this is when the behaviour is strengthened by external consequences), primary reinforcement (things that are important to life such as food, water) and secondary reinforcement (things like money and praise). Counsellors help in improving students' behaviour by also using some certain verbal reinforcement principles. The counsellor can praise those who obey rules and regulations, thereby ignoring those that are found guilty. Psychologists affirmed that the use of reinforcement helps to provide an explicit model of what is expected among in-school adolescents (Asonibare 2016). Okobiah and Okorodudu (2006) noted that disruptive behaviour can persist if only verbal reinforcement is used by the counsellor on the management of deviant behaviour. Garber (2006) opined that reinforcement strategy in classroom instruction promotes academic achievement. Other strategies for behaviour modification include:

i   Premack Principles. This can also be called "grandma's rule". This is when the counsellor uses preferred behaviour to reinforce less preferred activity.

ii Token Economy. This is when positive behaviour is reinforced with an exchange for goals.

iii Contracting. Behaviour contract is a negotiated agreement between two parties. In signing this contract, the counsellor states clearly the purpose of the contract (Alao 2000). The reward is carried out immediately the counsellor observes the positive change.

Punishment can also be used in reducing deviant behaviour. Punishment refers to the use of aversive stimuli to decrease undesirable behaviour. This is often used when all other techniques have failed. There are two major types of punishment: positive punishment (when the counsellor applies aversive consequences like kneeling down and flogging) and negative punishment (this involves the withdrawal of certain privileges) (Asonibare 2004). Adesina (1984) explains that punishment must be retributive; it should serve as a deterrent and must be reformative. Punishment should be applied immediately after a negative behaviour. Other forms of punishment are;

i Satiation: This is a way in which the counsellor allows the student to continue with negative behaviour until they are tired of doing it. For example, a child who likes stealing students' underwear in the hostel can be helped by encouraging the parents to buy more than enough underwear for the student until it pisses the student off (Alao 2000).

ii Reprimand: This is when a student is rebuked for misbehaviour. Soft, private reprimands are done quietly while a loud public reprimand is when the counsellor or the teacher speaks to the offenders loudly in the presence of others.

iii Social Isolation: This is often used to decrease undesirable behaviour. The counsellor might decide to set the student aside for the meantime as a result of a particular misbehaviour. The counsellor must be careful when using this method so that other negative behaviours are not strengthened (O'Leary, Kalfman, Kass & Diabman 1970).

iv Constructive confrontation: this is a way in which the counsellor confronts the client about a particular negative behaviour (Bolu-Steve & Adeboye 2016).

Life skill training involves self-management procedures programmes that can be used by the counsellors in managing deviant behaviour. These include:

i Assertive training: Non-assertive students that are trained to be assertive may not get involved in deviant behaviours. Assertive training can also be called resistance training (Asonibare 2016).

ii Decision-making strategies: It is important for in-school adolescents to develop appropriate decision-making strategies. This will help them choose the right alternatives.

iii Peer group cluster involvement: This can be in the form of organising peer group counselling in the school. The clubs and societies within the school can engage peer cluster to modifying norms and attitudes (Adegoke 2003).

Goode (2007) has noted that the psychological and social experiences of the child during this transitional period call for the attention of the counsellor. Toward this end, this study investigated strategies for managing deviant behaviours among in-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria. This study becomes necessary especially in the wake of increased anti-social and deviant behaviours among in-school adolescents in Kwara State.

Study problem and purpose

The rate of involvement of in-school adolescents in deviant behaviour is of great concern to stakeholders. Dunapo (2002) stated that at this period adolescent children go through a lot of challenges as they engage in behavioural experimentation and deviant behaviours. Students' unruly behaviour has continued to disrupt school academic programmes to the extent that teachers are unable to cover the contents of the school curriculum. This has often resulted into turning out half-baked graduates (Jimoh, 1990). Omotosho (2009) notes that indiscipline in schools has reached an alarming rate; this could be traced to the home, society and the attitude of students towards schooling. These in turn have contributed to poor academic performance of many in-school adolescents. In order for these students to perform well in external examinations, they resort to examination malpractices. Gbadamosi (2003) states that the high incidence of deviant behaviour among secondary school students in Kwara State have become public concern and despite government intervention, they are yet to resolve the problem.

Mbuthia (2013) worked on perceived factors influencing deviant behaviour among the youth in Njathani Community Nairobi, Kenya. Ali, Dada, Isiaka and Salmon (2002) carried out a research on the management of indiscipline among secondary school students in Shomolu Local Government of Lagos State, while Babatunde (2016) looked at the influence of reinforcement technique in reducing students' undesirable classroom behaviours as expressed by secondary school teachers in Ilorin metropolis. None of these previous studies has specifically examined strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State to the best of the researchers' knowledge. This is the gap the current study has examined. Kwara state is the gateway between the North and South western Nigeria. It is multicultural and multi-ethnic therefore represents the various cultural units within Nigeria. The state also has a teeming youth population and moderate employment rate.

The main purpose of this study was to identify the strategies for managing deviant behaviour among In-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria. Specifically, the research responds to the following questions:

1. What are the strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State?

2. What are the causes of deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State?

3. How do male and female counsellors differ on the strategies for managing deviant behaviour among in-school adolescents in Kwara State?

4. What are the perceived best strategies employed by counsellors for managing deviant behaviour among in-school adolescents?

Methods

The descriptive survey design was adopted for this study. Descriptive survey enables researchers to gather information from a representative sample (Daramola 2006). There are three senatorial districts in

Kwara State, including Kwara North, Kwara North and Kwara South. The public and private schools with large populations of students were purposely selected. The researchers selected 70 respondents from these schools in each of the senatorial districts (forty counsellors from public schools and thirty counsellors from private schools). This is because there are more public than private schools in Nigeria. Thus a total of 210 respondents participated in the study. Data were collected through the administration of an instrument titled "Strategies for managing deviant behaviour questionnaire". The researchers developed the items on the questionnaire through a review of related literature. The validity of the instrument was determined by giving the draft of the questionnaire to some experts in the related field. The modification and comments made by these experts were considered in the final selection of items on the questionnaire. To ensure the reliability of the instrument, the test re-test method was adopted. The researchers administered the same instrument on twenty (20) respondents at an interval of four weeks. The two groups' scores were correlated using Pearson Product Moment Correlation; a coefficient of 0.70 was found. The questionnaire was divided into three sections. Section A contained the demographic. Section B was designed to elicit information on the causes of deviant behaviour among in-school adolescents. Section C contained items on strategies for managing deviant behaviour among in-school adolescents. The data gathered were analysed using frequency count, simple percentage, while t-test and Analysis of Variance (ANOVA) were used to analyse the hypotheses at 0.05 level of significance. Responses were obtained as reflected in   Table 1.

Table 1 Percentage distribution of respondents based on gender, years in service, religion and school type

Variable	Frequency	Percentage
Gender		
Male	97	46.2
Female	113	53.8
	210	100
Years in Service		
1-5 years	113	53.8
6-10 years	35	16.7
11 years and above	62	29.5
	210	100
Religion		
Christianity	153	72.9
Islam	54	25.7
ATR	3	1.4
	210	100
School Type	120	57.2
Public School	90	42.8
Private School	210	100
Senatorial District	70	33.3
Kwara South	70	33.3
Kwara Central	70	33.3
Kwara North	210	100

Table 1 shows that 97 (46.2%) of the respondents were male, while 113 (53.8%) of the respondents were female. Based on years in service, 113(53.8%) of the respondents had between 1-5 years' experience, 35 (16.7) of the respondents had between 6-10 years' experience, while 62 (29.5%) had been in service for 11 years. Based on religion, 153 (72.9%) of the respondents were Christians, 54 (25.7%) of

the respondents were of the Islamic religion while 3 (1.4%) of the respondents were practising African Traditional religion. Based on school type, 120 (57.2%) of the respondents were from public schools, while 90 (42.8%) of the respondents were from private schools. Based on senatorial district, 70 (33.3%) of the respondents were randomly selected from each of the three senatorial district of Kwara state (Kwara South, Kwara Central and Kwara North).

Results

The results are organised by research questions 1 to 4 .

Research Question 1: What are the strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State?

S/N	**Table 3** Mean and standard deviation on the counselling strategies for managing deviant behaviours among in-school adolescents			
S/N	**As a counsellor, I manage deviant behaviour among in-school adolescents through:**	**Mean**	**SD**	**Remark**
1	reinforcement methods	3.37	.652	Agreed
4	reprimands	2.83	.755	Agreed
3	cognitive restructuring	2.77	.911	Agreed
2	signing of undertaking on behavioural change	2.60	.733	Agreed
5	assertive training	3.56	.594	Agreed
7	training on decision-making skills	3.52	.620	Agreed
8	helping students to select personal values from the values of others	3.11	.636	Agreed
6	peer group cluster method	2.98	.691	Agreed
9	advising parents on how to cope with adolescents' life	3.31	.762	Agreed
10	bibliography method (providing students with books that can enhance their lifestyle	3.26	.764	Agreed
11	organizing seminar on how to enhance positive behaviour	3.18	.675	Agreed
12	provision of accurate moral education	2.97	.747	Agreed
14	playing intermediary counselling role between students and the school authority	3.38	.559	Agreed
13	organizing individual and group counselling for at risk students	3.17	.600	Agreed
15	attending all disciplinary meeting in order to counsel students	2.94	.862	Agreed
16	creating students counselling-friendly programmes	2.90	.738	Agreed

Table 3 revealed responses on the counsellors' expression on the strategies used in managing deviant behaviour among in-school adolescents. All items recorded the mean score ranging from 3.56 to 2.60. All the items were found to be above the cut-off point of 2.50 on Four Point Likert Type scale. This indicates

that counsellors agreed that all these strategies can be used in managing deviant behaviour among in-school adolescents.

Research Question 2: *What are the causes of deviant behaviours among in-school adolescents as expressed by secondary school counsellors in Kwara State?*

S/N	Deviant behaviours among in-school adolescents are caused by:	Mean	SD	
Table 2 Mean and standard deviation of the respondents' expression on the causes of deviant behaviours among in-school adolescents				
1	poor parental upbringing	3.47	.657	
2	family instability	3.13	.831	
3	over-pampering of children	2.94	.981	
4	*laissez faire* leadership style of the school administration	2.67	.740	
5	learning environment	3.07	.853	
6	exposure of students to negative information on the social media	3.11	.555	
7	nonchalant attitude of parents to the needs of their children	2.95	.817	
8	negative peer group influence	2.98	.923	
9	non-assertiveness of the students	2.67	.707	
10	psychological problems	2.97	.904	

Table 2 shows the mean score and standard deviation of respondents' expression on the causes of deviant behaviours among in-school adolescents. The mean scores ranges from 2.67 to 3.47. Specifically, item 1 had the highest mean score of 3.47, while items 9 and 4 had the lowest mean with 2.67. The mean scores were above the criterion mean of 2.50. Therefore, all the items were accepted as the causes of deviant behaviour among in-school adolescents in Kwara state.

Research Question 3: How do male and female counsellors differ on the strategies for managing deviant behaviour among in-school adolescents in Kwara State?

Variable	Gender		N	X	SD
Table 4 Mean and standard deviation of male and female respondents on strategies for managing deviant behaviours among in-school adolescents					
	Male	1-5 years	70	2.22	1.29
		12 years and above	27	5.77	3.33
		1-5 years	43	4.49	1.93
		6-11 years	35	5.51	2.37
Years in Service	Female	12 years and above	35	5.51	2.37

School Type	Male	Public	66	2.00	.710
		Private	45	4.25	1.51
	Female	Public	54	3.00	1.07
		Private	69	1.91	.679
Religion	Male	Christianity	82	1.45	.566
		Islam	12	9.92	3.87
		ATR	3	3.96	1.55
	Female	Christianity	71	1.92	.683
		Islam	42	3.26	1.15
Senatorial District	Male	Kwara North	26	7.58	2.75
		Kwara Central	48	4.10	1.49
		Kwara South	23	8.57	3.10
	Female	Kwara North	44	4.61	2.05
		Kwara Central	22	9.23	4.10
		Kwara South	47	4.32	1.92

Table 4 showed that male respondents with 1-5 years in services had the mean score of 2.22, while those with 12 years and above have the mean score of 5.77. Female respondents with 1-5 years in service have the mean score of 4.49 while those of 6-11 years have the mean score of 5.51and those of 12 years and above have 5.51mean score. This shows that male and female counsellors agreed on the strategies for managing deviant behaviours among in-school adolescents. The male counsellors with the mean scores of 2.00 and 4.25 were from public and private schools, while their female counterparts had the mean scores of 3.00 and 1.91 respectively. This indicates that both male and female counsellors agreed on the strategies for managing deviant behaviours among in-school adolescents. On the basis of religion, Table 5 shows that male counsellors who were practising Christianity have the mean score of 1.45, those of Islamic religion have the mean score of 9.92, while those of African Traditional Religion ATR) have the mean score of 3.96. The female counsellors who were Christians have the mean score of 1.92, while those practising Islamic religion have the mean score of 3.26. The male and female respondents also agreed on the strategies for managing deviant behaviours among in-school adolescents. On the basis of senatorial district, male counsellors from Kwara North have the mean score of 7.58, those from Kwara Central have the mean score of 4.10, while those from have the mean score of 8.57. On the other hand, female counsellors from Kwara North have the mean score of 4.61, those from Kwara Central have the mean score of 9.23, while those from Kwara South have the mean score of 4.32. This also indicates that male and female respondents from three senatorial districts of Kwara State agreed on the strategies for managing deviant behaviours among in-school adolescents.

Research Question 4: What are the perceived best strategies employed by counsellors for managing deviant behaviour among in-school adolescents?

Table 5 Strategies commonly used by counsellors in handling deviant behaviour		
Methods	**Frequency**	**Percentage**
	80	38.1
Behaviour modification	34	16.2
Life development skill	33	15.7
Information service	63	30.0
Counselling programme	210	100

Table 5 indicates that 80 (38.1%) of the respondents used behaviour modification, 34 (16.2%) prefer a life skills development method, 33 (15.7%) use information service method while 63 (30.0%) used

counselling programme. This shows that behaviour modification strategy was the most preferred method used by counsellors in handling deviant behaviour among in-school adolescents.

Discussion of findings

From the findings of this study, it is obvious that the major strategy used by counsellors in managing deviant behaviour among in-school adolescents is the reinforcement method. Babatunde (2016) agrees that reinforcements are important strategies that influence school learning. It is evident that this strategy positively affects the behaviour of students when applied appropiately. Adeoye (2016) explains that one of the basic functions of the school counsellor is to provide necessary information; the counsellor can provide information to the teachers on the different types of reforcement schedules that can enhance in-school adolescents' behaviour.

Male and female counsellors differ in their views on the strategies for handling deviant behaviours among in-school adolescents in favour of female counsellors. This can be due to the fact that one's gender has a way of influencing an individual's perception. This corroborates the view of Ajiteru (2013) who discovered that male and female students differ in their biological and physical makeup and this has a way of influencing their perception. Female counsellors are likely to be more understanding than their male counterparts because of their biological makeup. Irrespective of the counsellors' opinion, Okobiah and Okorodudu (2006) confirmed that these strategies are effective in reducing deviant behaviour among in-school adolescents.

Despite their years of experience, the counsellors agreed in their view on the strategies for managing deviant behaviour. This might be a result of the fact that counsellors were exposed to similar courses during their professional training years as recommended by the National University Commission. Olowonirejuaro (2006) stated that the school counsellors are trained to understand students' behaviour with a view to predicting the students' character and set standards of conduct for students under their tutelage. Gbadamosi (2003) suggested that in handling deviant behaviour among in-school adolescents, the school administrators and the counsellors must be involved in guiding students on what they are expected to do.

Without prejudice to their different religious convictions, counsellors also have similar opinions on the strategies for managing deviant behaviour. Irrespective of the counsellors' religious affirmation, Asonibare (2016) confirmed that one of the most effective approaches used in managing both individual and classroom behaviour, which has gained tremendous support from parents, clinicians, psychologists and counsellors is behaviour modification techniques.

There was no significant difference in the strategies for managing deviant behaviour among in-school adolescents as expressed by the school counsellors in Kwara State on the basis of school type. Coogan *et al.* (2007) revealed that there are various strategies which can be used by the counsellors in public and private schools in enhancing positive behaviour among in-school adolescents. These strategies of behaviour management and self-monitoring skills give the students the opportunity to reflect on their own behaviour. Ojo (2009) explains that counsellors assist clients to improve their wellbeing, alleviate distress, resolve crises and apply counselling strategies in correcting maladjusted behaviour among students.

Counselling is a helping relationship between the counsellor and the client. It is important to note that students need to be assisted in handling contemporary challenges. The professional counsellor should be ready to identify students who have behavioural problems in order to expose them to these strategies for behavioural change. The counsellor is in a position to teach the students life skill strategies; this will help to enhance positive behaviour among in-school adolescents. The counsellor should orientate the teachers on the importance of using different management strategies to reduce deviant behaviour.

Conclusions

The findings of the study revealed that the experience of the counsellors did not differ on an appropriate strategy for managing deviant behaviour among in-school adolescents irrespective of their years of service,

religion and school type.The gender of the counsellor tends to modify the stategies applied in the mangement of deviant behaviour among in-school adolescents.

Therefore, it is recommended that the school administrators should clearly spell out the rules and regulations guiding the expected behaviour of students within the school environment. This will enable counsellors to apply an approriate strategy to manage deviant behaviour. A regular reminder of these rules is expected to further reinforce compliance.

The training of counsellors on emergent strategies to manage deviant behaviour should be recurrent. Information-based intervention is an effective strategy in handling deviant behaviour, so counsellors should always provide right information to in-school adolescents about the negative effects of deviant behaviours. The establishment of counselling centres in every secondary school should be complemented by training and curriculum reviews on techniques of managing deviant behaviour.

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