

PREVENTION OF DEVIANT BEHAVIOURS AS PERCEIVED BY SECONDARY SCHOOL TEACHERS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

JAMIU, Mahmood Suleiman Ph D

School of Education and General Studies College of Arabic and Islamic Legal Studies Ilorin,
Ilorin. Kwara State, Nigeria
omsjamiu@gmail.com

ABDULLATEEF, Asiat Toyin

School of Education and General Studies College of Arabic and Islamic Legal Studies Ilorin,
Ilorin. Kwara State, Nigeria
aatoyin@gmail.com

JAMIU, Kawthar Suleiman

Department of Educational Management. University of Abuja
Kawthar.jamiu@uniabuja.edu.ng

SAKA, Zainab Alaro

School of Education and General Studies College of Arabic and Islamic Legal Studies Ilorin,
Ilorin. Kwara State, Nigeria
Sakazainab45@gmail.com

AHMED Raheemat Omosidi

School of Education and General Studies College of Arabic and Islamic Legal Studies Ilorin,
Ilorin. Kwara State, Nigeria
ahmedraheematomosidi@gmail.com

Abstract

This study examined prevention of deviant behaviours as perceived by secondary school teachers in Ilorin metropolis, Kwara State. Three research hypotheses were raised to guide the study. The total population of the study was four hundred and eighty-three (483) Secondary school teachers. Descriptive survey research design was employed to collect the data. Simple random sampling technique was used to select the three hundred (300) respondents that participated in this study. The main instrument used was a questionnaire tagged "Prevention of deviant behaviours" (PDBQ). Both face and content validity of the instrument were established. The psychometric analysis was based on validity and reliability measure of the research instrument. The t-test and Analysis of Variance (ANOVA) statistical tools were used to test the three null hypotheses. The result of ANOVA showed a significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours 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 based on the respondent's expression for the prevention of deviant behaviours was that the school management must be conversant with the rules and cooperation between religious leaders, parents and school teachers with a mean score of 3.13. The result of the test used on the first hypothesis confirmed that significant difference exists on the basis of religious affiliation. Based on the findings the researcher concluded that, the teachers, school management, home and society at large should work toward developing better citizens and counselling made an integral part of the training of students. Based on the findings, the following recommendations were made: Effective communication should be employed at all levels of education to identify and prevent deviant behaviours, reducing students socially

unacceptable acts such as pick-pocketing, running away from home, gang involvement, precocious sexual activities and truancy.

Keywords: Prevention, Deviant Behaviours, Secondary School, Teachers and Ilorin Metropolis

Introduction

Education is the training and development of students, involving changes in skills, knowledge, attitudes, and social behaviours, to meet up with the competition of globalization in the world economy and to internationalize the curriculum to meet with the dictates of changes in education, today. Good behaviours and discipline refers to orderliness in actions as foundation of learning, because without an orderly atmosphere effective teaching and learning cannot take place. Students' misbehaviours in school or absenteeism negatively affect their educational chances and disrupts education of other students around them. A common aim shared by all those with an interest in students' and young persons' is to maximize students' personal development through the promotion of positive behaviours and educational achievement in partnership with parents, schools and other relevant groups (Muslim scholars and Pastors) (Jamiu, 2025). In another vein, Jamiu (2023) observed that 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, economic and educational development. It has been noted that no individual can attain the height of any educational achievement without passing through the school. In passing through the school, individuals are equipped with knowledge, indicating education is a continuous process through which individuals are prepared for life.

Education becomes a means through which individuals are prepared through exposure to knowledge and experience, to live comfortably and contribute meaningfully towards the development of the society where they live. The aims of education in any society reflects 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: the inculcation of the right types of values and attitudes for survival of the individual and the Nigerian society; the training of the mind in understanding the world around; and 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, 2018).

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 "Ogogoro" (National Drug Law Enforcement Agency, 2024). Fear is being expressed that increasing abuse of these substances could become one of the central problems of the present time and could seriously disrupt the social and economic stability of the country (Jamiu, 2023). Again, Inova, (2018), reported that irrespective of religious beliefs, academic discipline, age and gender; smoking was a phenomenon among secondary school students. Jamiu, (2023) observed that societies where the members do not adhere strictly and abide by its rules and regulations, will experience high crime rate in addition to the following: deviant behaviours, truancy, smoking, alcoholism, drug addition, pick pocketing, bribery, vandalization of public properties, examination malpractices and the likes. Such a society will be characterized by instability, indiscipline and other forms of indiscipline acts. Sulaiman (2024) added that

justice is the basic element in organized social life. With justice, societies easily overcome problems.

Jamiu (2023) opined that effective moral and religious education should be given to students both at home and in schools, in order to purify the soul, which mostly dictates the deeds of the body. In the same vein, Jamiu, et al. (2021), reported that the role of religious instruction in enhancing discipline in schools, observing that if GOD is obeyed as He ought to be, people will naturally develop self-control, as the teaching of Prophet Muhammad (S.A.W) (Peace and Blessings of Allah be upon him) 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-disciplined 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". The society is required to also work together with the home and school, to keep deviant behaviours under control. Leaders must be trustworthy and disciplined. Abdullahi, (2019) 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/herself to discipline. There should be justice in dealing with individuals in the society since partiality can result in the spread of bad behaviours. Sayi, (2025) reported that, structuring and integration of Islamic school curriculum to meet the modern standards, will ensure these religious school are relevant. He observed the need to introduce entrepreneurship skills to these "madrasas" to make the students relevant and productive.

Jamiu (2023) added that, in promoting positive behaviour patterns among students, 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; helping people with drug problems to overcome the habit and live healthy and crime free lives; stifling the availability of illegal drugs; and strengthening of anti-drugs partnerships; and liaison and promoting relevant government policies and ensuring their implementation.

Statement of the Problem

Lately, Nigerian secondary 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, visit video clubs, hook up on the internet and in other social media activities. There is also the involvement of some students in cultism, sexual promiscuity, cheating during examinations and student restiveness. They do not respect their teachers, parents and school authority (Barakat, 2023). Recently, on 5th March 2024, "Abayawo" and "Dada" communities in Ilorin engaged in battle of supremacy, which led to killing of a police man and many people got injured during the fracas. Again, College of Arabic and Islamic Senior Secondary School students attacked some students on teaching practice (Jamiu, 2025). In another vein, Jamiu, (2023) reported that, former Nigerian President, Olusegun Obasanjo and notable people in Nigeria had advocated multi-dimensional approaches to the prevention of deviant behaviours. The governor of Kwara State and chairman governors' forum of Nigeria, Malam AbdulRahman AbdulRassak in his speech during the courtesy visit to the College of Arabic and Islamic Legal Studies during the 2023/2024 unexpected visitation, advocated for good behaviours in schools and society. Also, His excellence former governor of Lagos state Mr Babatunde Raji Fashola in February 2014, prohibited smoking in public, advocating that anybody who smokes in public places be sanctioned or jailed in order to prevent deviant behaviours.

Furthermore, Jamiu (2021) noted that notable dignitaries; traditional rulers, religious leaders radio presenters, among many others advocated for good behaviour. Sayi (2025), added that, recently, the gruesome ritual killing of a student of the College of Education, Ilorin by a self-acclaimed Islamic teacher was condemnable and unislamic, advising government in all tiers to integrate religious instructions in schools. The various observations by traditional, political and religious leaders on deviant behaviours among youths and students in secondary schools, prompted the desire for this research. The varying observations revealed that bad behaviours among youths is increasing at alarming rate and calls for discussion. Thus the study investigated the prevention of deviant behaviours as perceived by teachers in secondary schools in Ilorin metropolis, Kwara state, Nigeria. The position and response of teachers in Ilorin would reliably represent the perception of other religious leaders on prevention of deviant behaviours in the society.

Some studies have been carried out on deviant behaviours such as; Oyinde (2024) who worked on Sports Preference of Secondary School Student Smokers and Non-smokers in South Western States of Nigeria. Idowu (2020), researched on Prevalence of smoking and drug use among students in Ilorin metropolis: Implications for Counselling. UNESCO (2020) also reported that eighty five million (85million) children are out of school with very high dropout in Nigeria. To the best of the researchers' knowledge none of these studies had examined the prevention of deviant behaviours in this locality. It is therefore pertinent to investigate the prevention of deviant behaviours as perceived by secondary school teachers in selected schools in Ilorin metropolis, Kwara state, Nigeria.

Research Hypotheses

The following research hypotheses were postulated:

1. There is no significant difference in the perception of secondary 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 secondary 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 secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours, on the basis of educational qualifications.

Methodology

The design used by the researcher for this study was descriptive survey. The total population for the study was four hundred and eighty-three (483) Secondary school teachers. The study sampled 300 respondents. The participants were purposively selected from the secondary schools. Equally the stratified random sampling was used to select participants in respect of their educational qualifications, age and religious affiliations. The measuring instrument used for the study was a questionnaire tagged "Perception on the prevention of Deviant Behaviour Questionnaire" (PDBQ). 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 (Anikweze, 2018). 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 considered valid for use.

The instrument was physically administered to the respondents by the researchers with the help of research assistants who were specifically trained for the purpose. Three hundred questionnaires were distributed and all were returned after being completed. The Analysis of Variance (ANOVA) 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

Mean 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 are conversant with the rules and regulations of the school.	3.13	1 st
3	Effective communication is employed at all level of Education.	3.06	2 nd
1	There is 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 resources takes place, to bring about positive change in behaviour of students.	2.87	5 th
8	There is provision of effective Guidance and Counselling.	2.74	6 th
2	The use of punishment as an instrument of discipline is employed, in line with the rules and regulations of the school.	2.69	7 th
4	Democratic leadership style is demonstrated by religions leaders and teachers.	2.56	8 th
9	Provision of well-trained counsellors in an educational system, is made.	2.54	9 th
10	A well-established school curriculum, takes cognisance of proper behaviours.	1.99	10 th
11	There is constant religious teaching about deviant behaviours	1.98	11 th
12	Teachers emphasise the use of religious message on deviant behaviours	1.96	12 th

Table 1 ranked items 7, 3, 1, 6 and 5 as 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 was ranked last.

Hypotheses 1: There is no significant difference in the perception of secondary school teachers 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, $p < 0.05$

From table 2, above 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 Secondary 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, $(df=2 \ \& \ 297) = 7.11, p < 0.05$.

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 secondary 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 secondary school teachers in Ilorin metropolis on the prevention deviant behaviours base on educational qualifications, is rejected, $F(df=2 \& 297)=6.11, p < 0.05$.

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 group 2 with mean scores of 37.59.

Discussion of Findings

The results on items ranking revealed that the schools and students must be conversant with the rules and regulations of the school; while there should be cooperation between religions leaders, parents and school teachers. This was supported by Essien (2023), who maintained that the father is to provide appropriate leadership in the area of discipline to train, correct, mould and strengthen the aspiration of the child. Family that values and encourages education would motivate their children to be academically upright and stay 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 major religions. On account of this, the perceptions of the secondary school teachers 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 age and 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 problems on students' behaviours, solutions should be proffered, adopted and taught by the counsellors/psychologists so that students could handle other academic problems as well as other deviant behaviors that they may be facing, in their academic 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 affiliations while working with faith-based organizations because such variables may create variations in the perception and attitude of the audience (Jamiu, 2024).

Conclusions

Based on the findings, the researcher concluded that:

The teachers, school management, home and society at large should work toward producing better citizens, and counsellors should ensure that education on deviant behaviours is made an integral part of the training of the students.

Recommendations

Based on the findings, the researcher recommended that:

Effective communication should be employed at all levels of education to identify, prevent deviant behaviours and reduce students exhibition of socially unacceptable acts such as pick-pocketing, running away from home, gang involvement, precocious sexual activities and truancy.

Teachers should emphasis the use of religious messages on prevention of deviant behaviours through well-planned guidance services.

The teachers and students must be conversant with the rules and regulations of the school, and ensure compliance, to reduce deviant behaviour.

References

Abdullahi, M.I., (2019). *Measurement and evaluation: An overview*, Kaduna, Published by Sunjo A.J Global Links LTD

- Anikweze, C.M. (2018). *Measurement and evaluation for teachers education, 4th Edition*. Shilon Press Associates, Zik's Avenue Fegge, Onitsha. Anambra State, Nigeria.
- Barakatu, A. (2023). *Administrative effectiveness in secondary schools*. Unpublished master's project, Bayero University, kano, Kano State, Nigeria.
- Essien, A. (2018). *Influence of school location on students' academic achievement in social studies in colleges of education in cross river state, Nigeria*. Retrieved from <http://www.google.com/articles>
- Inova V. (2018). *Construction and evaluation of achievement test in English*, Paper presentation, University of Plovdiv 236, Bulgaria. Retrieved on 29th May, 2019 from vontod@uni-plovdiv.bg
- Idowu, A. I. (2020). *Prevalence of Smoking and Drug Use among Students in Ilorin Metropolis: Implications for Counselling*. Retrieved from <http://www.google.com/articles>
- Jamiu, M. S, Mahmud, A. M, Kamaldeen S. K, Aminullahi, M & Rauph, M. K (2021) Menace of illegal rehabilitation centers in ilorin metropolis: challenge for counsellors and religious leaders. african scholar publication and research international an african scholar journal of humanities and social sciences (JHSS - 6) VOL.(22) NO. 6 ISSN: 2110-2086. Pp. 167-178 Africanscholarpublications@gmail.com
- Jamiu, M.S. (2023). *Prevention of deviant behaviour*. A paper Presented in a seminar Organised by Department of Guidance and Counselling, Ahmadu Bello University, Zaria, Kaduna State, Nigeria
- Jamiu, M.S. (2024). *Causes, remedies of deviant behaviours and life outside the School. orientation programme organised by directorate of student affairs college of arabic and islamic legal studies Ilorin, on 22th January, 2024.Nigeria*.
- Jamiu, M.S. (2025). *Contemporary issues in Nigeria Education*. A paper presented during Scholarship Programme Organised by RUDN University on Professional short course scholarship on academic activities in international journal at Kwara State College of Education Ilorin. Nigeria
- Lindsey, D. (2018). *Northumberland country council local education authority behaviour support Plan*. retrieved from <http://www.com/articles/data>.
- National Policy on Education* (2018). Lagos: Nigeria Educational Research Council Publisher.
- Oyinde, A. O. (2024). *Sports preference of secondary school student smokers and non-smokers in the South Western States of Nigeria*. University of Ilorin, Ilorin. Retrieved from <http://www.com/articles>.
- Sulaiman, J. M. (2025) *Islam and politics in Nigeria, towards diffusing religious tension in the polity. programme organised by shaare muslim community for Fund raising of a mosque during ramadan in songo area Ilorin, Kwara State, Nigeria*.
- Sayi, A (2025). *The Future of Islamic Higher Education in Nigeria: Trends, Challenges and Opportunities*. Annual Ramadan Public Lecture presented by a kadi at Kwara State

Shariah Court of Appeal, Justice Abdur-Raheem Sayi. Held on Wednesday, 5th of March, 2025 at Shykh Mubashir Woleola Multi-purpose hall, organized by the Kwara State College of Arabic and Islamic Legal Studies

UNESCO (2020) *Youth deviant behaviour*. United nations educational scientific and cultural organization Retrieved from <http://www.com>

NDLEA (2024). *Smoking and drug use*. National drug law enforcement agency. Retrieved from <http://www.com>