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# ***Nigerian Journal of Clinical and Counselling Psychology***

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## **Nigerian Journal of Clinical and Counselling Psychology**

### **Information for Authors**

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- (1) The entire manuscript, which includes the title page, abstract, and key words, text, tables, figures and legends, should be typewritten on A4 size paper, double-spaced. Manuscript length should not normally exceed 20 pages.
- (2) A concise abstract of not more than 150 words should be included.
- (3) Authors should follow the reference and citation styles as prescribed in the publication manual of the American Psychological Association (APA).
- (4) Each article submitted for consideration must be accompanied with non-refundable reviewer's fee of ₦5, 000 in cash or bank draft.
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## GUEST EDITOR

It is my great pleasure indeed to serve as the Guest Editor of your highly subscribed academic publication outlet Nigerian Journal of Clinical and Counselling Psychology. This volume can be seen as a window into some of the current psycho-educational research executed by accomplished academics and professionals in our discipline. The contributors are from diverse academic backgrounds who have submitted a wide range of well conceptualised, researched and presented articles.

This issue includes thirteen (13) papers, most of which are well thought through, empirically-based articles of high intellectual quality. With a considerably high preponderance of jointly authored papers, one is particularly elated that our colleagues are consciously and conscientiously creating research teams and groups to facilitate collaborative research initiatives and projects with potentially beneficial outcomes for our behavioural science milieu in Nigeria.

Cognisant of the challenge of rule violating behaviours among emerging adults in Nigeria, Dr Chowwen paper on **"Determinants of Compliance To Authority among Undergraduate Students at the University of Ibadan"** made very interesting reading, not only because of the methodological elegance and clarity of presentation but I also consider it a significant contribution in this edition. The cluster of health psychology themes of **"Influence of health-related lifestyle on the dietary behaviours of male adults in corporate establishments in Nigeria"** (Anyanwu and Blavo), that of **Eni-Olorunda and Lateef as well as "Growing without parents: Can the media build children's Foundation of a healthy and safe life style habits"** (Adio-Moses) both add value to the accumulation of our body of knowledge in this research area.

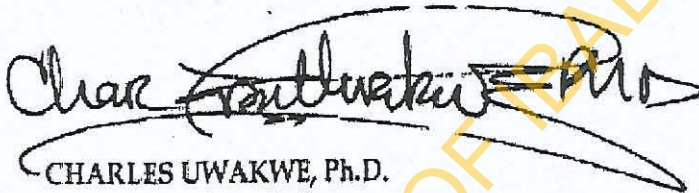
**"Water stress"** a topic investigated by **Amori** in his article is quite illuminating to say the least, as I have in all modesty not quite been exposed to this construct in behavioural science although I am quite familiar with it in my peripheral interest in hydraulic engineering. The two articles on Social Work intervention by **Folaranmi** and **Ajala** as well as the Special Education themes by **Oyefeso and Adewunmi** and **Oyebola**

give credence to the diversity of behavioural science research and how the Nigerian Journal of Clinical and Counselling Psychology is considered as the flagship editorial suite for research in this domain of scientific inquiry.

As you well know, my comments are at best a tip of the iceberg in this quest into the depths of academic voyage that aptly represents your encounter with the articles encapsulated in this edition of the journal. Please do accept my humble invitation to dig in and read all the excellent papers we have compiled in this volume.

Be assured that our editorial suite at the Nigerian Journal of Clinical and Counselling Psychology will and should continue in our efforts in contributing our quota in extending the frontiers of knowledge by serving as a vessel of intellectual research dissemination to our colleagues locally and globally.

"Bon Reading"!!!

A handwritten signature in black ink, appearing to read 'Charles Uwakwe Ph.D.', with a large, sweeping flourish underneath.

CHARLES UWAKWE, Ph.D.

*Professor of Counselling and Health Psychology*

UNIVERSITY OF BIDA



**From the Editor-in-Chief**

The current edition (Volume 20) of the Nigerian Journal of Clinical and Counselling Psychology has thirteen papers. These papers are well sourced and assembled by the Editorial Team of the Journal. This is in tandem with the tradition of the journal. I should stress it from the onset that the Editorial Team received an avalanche of papers more than what could be accommodated by the journal. Papers not accommodated in this edition would be given due consideration in the next edition without compromising its excellence.

In the recent tradition of the journal of given a place to a Guest Editor, the editorial comment is provided by a longstanding Professor of Counselling and Health Psychology, Professor Charles B.U. Uwakwe who teaches in the Department of Guidance and Counselling, University of Ibadan, Nigeria. The Editorial Board welcomes his contribution to this edition.

On behalf of the Editorial Board of NJCCP, I offer my heartfelt thanks to Professor Charles Uwakwe for his editorial comments. Readers will recall that the first Commentating Editor was Prof. S.K Balogun of the Department of Psychology. Having found this to be of more value to NJCCP and from the comments receive, the Editorial Board would not renege in this good practice.

The articles in this edition are well assembled and of good quality. I thank all the contributors. I should also place it on record that this issue of NJCS, like every edition, is a product of combined efforts of the authors, reviewers, NJCS editors including Dr. Adesoji Awoyemi. I am grateful to the founding Editor, Prof. Helen Nwagwu who continues to send her goodwill. The Editorial Board appreciates this gesture.

**Prof. Oyesoji Aremu, cf., jp**  
*Editor-in-Chief*

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# **Effectiveness of Social Work Intervention in Reducing Deviant Behaviour among Secondary School Students in Ibarapa Central Local Government, Igbo-Ora, Oyo State**

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## **Abstract**

The purpose of this study is to evaluate the effectiveness of intervention of school social work as a measure to be used in managing deviant behaviour among students in secondary schools. The study examined the type and most frequent deviant behaviours displayed by the students; and how deviant behaviour could be managed through social work intervention. The study employed descriptive survey method. An instrument, 'Deviant Behaviour and the Intervention of Social Workers Questionnaire' (DBISWQ) with  $r = 0.89$  was used to collect data for the study. The population comprised all secondary schools students in Ibarapa Central Local Governments Area, Oyo State who have been referred to the School Guidance Counsellors for one problem or another. Three hundred respondents were randomly selected from five schools. Data collected were analysed using Analysis of Variance. The hypotheses were tested at 0.05 level of significance. The study revealed significant corrective effect of school social work intervention on the reduction of deviant behaviour among the students. Based on the findings, it was concluded that deviant behaviour could be reduced significantly by the intervention of school social workers. It was then recommended that school social workers should collaborate with Guidance Counsellors and be incorporated into school management personnel. Government should also establish the position of school social workers and reflect this in the National Policy on Education.

**Key words:** Social work intervention, Deviant behaviour, School social work

### **Introduction**

Every setting has its acceptable standards of behaviour. When the behaviour of a person or a group of persons in any given system deviates from the societal norms, such behaviour is considered unacceptable to the system, and it is thus termed deviant behaviour. Deviant behaviour among school children refers to unruly character or illegal activities engaged in by the students. This kind of behaviour is also termed anti-social behaviour or abnormal behaviour which is neither acceptable nor welcome in the society (Okunola, 2002). Behaviour is generally defined as "deviant" when it differs from norms or standards (Deutsch & Kraus, 1965; Sarason 1972). These standards or norms are in the form of customs, manners, rules and regulations, laws, and mores. In this wise, when an individual's behaviour deviates from such norms, it is considered by society to be undesirable, unacceptable, or dysfunctional.

According to Merton (1964), deviant behaviour in schools refers to aberrant behaviour which include: lateness, truancy, lying, examination malpractices, drug abuse, smoking (cocaine, heroine, cigarette), alcoholism, stealing, cruelty, bullying, assault, idleness, fighting, gambling, aggressiveness, sexual harassment, cultism, raping, rudeness, cheating, hooliganism among others. Deviant students are those who basically accept the validity of social rules of the school but break them for some personal gains. In a school system, students are expected to conform to the norm, values, rules and regulations of the school. These refer to the school's code of conducts otherwise known as the ethics of the school which are binding on all the students irrespective of the students' background. Failure of the students to comply with these ethics resulted in escalating violence in school which is the outward manifestation of deviant behaviour.

Some scholars expressed concerns that schools are no longer safe, as they once were thought to be. Problems of interpersonal violence could lead to crippling of the educational system. They result in severe damage to developing students if they are not addressed quickly and effectively. (Mc.Donald, Fineran, Constable & Moriarty, 2002). Bullying, intimidation or personal denigration including

sexual harassment are part of a continuum of interpersonal violence. School social workers, by their training, have the background knowledge and skills to help guide this change, school administrators initially must play a crucial role. The problem can be addressed through mandates and policies. However, finding an effective, efficient and economic response to such a mandate could involve a commitment from everyone that a school culture, which permitted interpersonal violence and intimidation be changed.

Deviant behaviour is addictive behaviour which is socially problematic and socially unacceptable especially in school system (e.g. alcoholism, illegal drug use, gambling, sexual abuse, marijuana, cigarette smoking, pornography, sexual harassment). Any behaviour that fails to conform to the rules or norms of a given system is termed deviance. It is therefore, in this study, conceptualised as school-based deviant behaviour being a global concept that reflects behaviour at school which differs from acceptable school standards that bring disapproval. Adolescent behaviour is often labelled deviant, rebellious, and occasionally just plainly dangerous. Typically, adolescence is a period for developing independence. Adolescents also exercise their independence by questioning their parents' rules which at times could lead to rule breaking (Johnson, Cohen, Smailes et al 2000;). This, according to Goldstein and Glick (1987) often make adolescents act in offending manner, through vandalism, fighting, violence, truancy, burglary, aggression and general offending.

Sociologists and psychologists described deviance as behaviour and actions that are different or violate the regular accepted norms. Norms are the standards defined by the society of which people are suppose to behave and act. When an action is defined as "normal behaviour" any person deviating from such norms is said to have deviant behaviour. In a nutshell, deviant behaviour is an event that is not acceptable within society or any social institution. Sociologists, criminologists and psychologists classified deviant activities into two: formal deviance which is the violation of law and order which includes robbery, theft, murder, assault and other criminal activities engaged in by the juvenile delinquents: and informal deviant behaviour

which pertains to violation of casual social norms such as shouting loudly, itching body area in public, as well as pricking nose in public.

According to Millie (2009) deviant behaviour can start in childhood or in adolescence. While it is referred to as conduct disorder in childhood, it is referred to as anti-social personality disorder in adulthood. Conduct disorder developed early in life, prior to puberty are more likely to continue into adulthood and also more likely to be aggressive. Conversely, a child that develops deviant behaviour at or after puberty has a better chance of the disorder not continuing into adulthood. Social relationships are based on the premise that students behave according to certain rules of conduct but when students' action become unpredictable then the norms, values, rules and regulations are thrown into disarray which could easily cause confusion within the school system. Deviance also diverts valuable resources and also a threat to social activities or social order of the school. Deviant behaviour could be traced down to family poverty and family wealth, absence of vocational preparation, effect of unwholesome mass media, parental and peer group influence.

The development of deviant behaviour and the rate of re-offending among adolescents make one feel uneasy and concerned on how best to turn it around. School social workers have long been concerned about children who are not able to access school benefits. Gradually, these concerns are coming to be shared by others in school system. Over the year, schools have broadened their mission and scope towards becoming more inclusive in ensuring respect for the individual differences, values and worth of all the secondary school students.

The profession of social work emerged to address the person-environment interaction in the service of improving peoples' lives and facilitating transformation and growth through skilful intervention. Social work is geared towards helping underprivileged members of the society and to enhance the well-being of the people within their social context and addressing the welfare of the society as a whole.

The forefathers of social work championed the cause of the school as a social center, they wrote extensively about the importance of connecting education to the work of settlement

houses and other institutions designed to foster child and family well-being. Consequently, school social workers have come on board to share similar views on values, dignities and worth of these students so as to facilitate their academic standards and their total well being.

School social workers provide unique services to students, families, schools and communities to reverse the ugly situation in order to help students attain maximum benefits from school programmes and cultivate the habit of morals and discipline. School social workers provide services to students who within their home environment are experiencing difficulties which have impact on their functioning well in schools. However, school social workers render these services: (a) Collaboration with teachers, (b) Consultation with school administrators, (c) supporting staff and parents (d) Individual, group, family counselling and support to parents (e) Educational and community development programmes (f) Collaboration with community programmes (g) Bridging the gap between parents, schools students and communities. Social workers have a diverse skill set that offer countless benefits to school campuses and the community on a variety of levels. According to the Bureau of Labour Statistics (2011), social workers often serve as the link between students' families and the school, working with parents, guardians, teachers, and other school officials to ensure that students reach their academic and personal potential. They also assist students in dealing with stress and other emotional problems. Many school social workers work directly with children with disabilities and their families.

In addition, they address problems such as misbehaviour, truancy, teenage pregnancy, drug abuse, alcohol problems and advise teachers on how to cope with difficult students. School social workers organise workshops for the entire classes on topics like conflict resolution. Given the diverse demands of their jobs, social workers are most effective as they can adapt to new challenges and environmental changes easily. This job definition created by the Bureau of Labour Statistics demonstrates the variety of skills and resources which school social workers can provide. By listing these characteristics, it highlights the unique



nature of this work and validates the importance of the profession.

The relationship between families and school staff is essential to develop a positive school climate which embraces diversity and promotes student success. School social workers can facilitate this by encouraging regular inter-party communication, advocating for families and students' mutual relationship creating attainable opportunities for quality parent involvement, and assisting parents and teachers in communicating and collaborating with each other. In explaining the role of school social workers, researchers explained that they typically serve as liaisons among the family, school, community, and help in mobilizing resources to meet the identified needs of students and their families.

Social workers are involved in the communities they work in, conducting home visits, collaborating with neighbourhood agencies, attending parent-teacher meetings, and linking families with services which will benefit them. Parent involvement and effective communication with the home is essential for students to receive quality education. The relationship between students, families, and school staff needs to be positive and strong in order to promote students success.

The incidence of student misconduct and behavioural deviancy in school settings and their potentially adverse effects have attracted considerable attention. Diverse terms have been used to refer to such behaviour namely, unethical behaviour, deviant behaviour, dysfunctional behaviour, counterproductive behaviour, anti-social behaviour and conduct disorders. The behavioural patterns of some students which deviate from the acceptable norms and values of the school need to be corrected by the intervention of school social workers. Social work plays an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect others, and manage their time judiciously thus becoming responsible citizens.

However the current situation in Nigerian educational system has been distorted by a wave of indiscipline among secondary school students. Deviant behaviour include sexual harassment, teenage pregnancy, bullying, arson, vandalism of

school property, general refusal to follow school rules and regulations as well as increase in alcoholism. From the school reports, there was a wide range of potentially deviant behaviour in the classrooms within the school premises. Many students are seen loitering in town streets, villages, cinema halls and other places in their school uniforms during school hours, an aberrant indication to school rules and regulations which is basically an act of indiscipline. This has therefore created a big concern for social workers, teachers, head teachers and other stakeholders on how these deviant behaviours among secondary school students could turn around to yield positive changes in their behaviours.

In a society where tradition and custom have been considered to have an overwhelming influence on students' behaviour and action, there should be trained personnel to effect their moral justification in schools. The changes that are taking place among students in Nigeria today have raised number of issues that require a great deal of attention by social researchers and the society at large.

In many cases, these problems start to operate at an early stage of the individuals' development while they are still in school either due to family related issues or prompted by various societal factors. It is in fact becoming more obvious in many of the schools in Nigeria, that the young generations are exhibiting behaviour and action that show the severity of the problems today. One evident fact that attests to this change is the amount of public display of deviant behaviour such as smoking, unacceptable dressing styles, language usage and other indecent acts that go against mainstream cultural values and norms of society. Imagine, recently, a student from one of the schools in Ibadan slapped a teacher because the teacher caned him for coming late to school, though the student was suspended from the school. However, from the schools' reports such behaviour has become rampant among the students. Deviant behaviour is a common phenomenon among secondary school students. However, these aforementioned factors conspired to make teaching-learning difficult for some students through school. This study is therefore to investigate the effectiveness of social work intervention in the management of deviant behaviours among secondary school students.

### **Objectives of the Study**

The aim of this study is to examine the effectiveness of social work intervention in the management of deviant behaviour among secondary school students with a view to creating good future leaders in Nigeria.

The specific objectives were to:

- examine the type and most frequent deviant behaviour displayed by the students
- find out how deviant behaviour could be managed through social work intervention.
- investigate the influence of parents, guardians and teachers in the development of deviant behaviour among the students.
- analyse the effect of information services, orientation services, placement services and follow-up services on deviant behaviour.
- recommend collaboration of social workers and guidance counsellors' services in the management of behaviour problems of the students.

### **Research Hypotheses**

The following hypotheses are tested for significance in the study:

- There is no effect of information dissemination service on deviant behaviour among adolescents of secondary schools
- There is no effect of orientation service on deviant behaviour among secondary school students.
- There is no effect of placement service on deviant behaviour among secondary school students.
- There is no effect of follow up service on deviant behaviour among secondary school students.

### **Methodology**

The research design adopted for this study was descriptive survey research design. It involves careful observation of all the variables using interviews and questionnaires. Ibarapa Central Local Government Area was purposively selected because of the researcher's impression that students from this area still conform with societal norms where traditional customs are still being practiced. Ibarapa Central LGA

consists of five major towns with eleven secondary schools. The sample was drawn from five schools through purposive sampling technique. Sixty questionnaires were administered to students from each school who had been involved with any of the offences considered deviant behaviour and had been referred to the Guidance Councillors, the teacher or the principal. The researcher took permission from the school management to organize meetings and interviews with teachers/students or the principal on behalf of the referred students. Group and individual counselling sessions were organised for the identified students for four weeks. A total number of 300 questionnaires were retrieved from the five schools visited.

The reliability of the instrument was established through the pilot test conducted by the researcher. Having conducted group counselling for the students identified to be deviant students with the aid of the school counsellors, the researcher went further to conduct individual counselling. Meanwhile pre-test was conducted for them before counselling session in which much later questionnaires was given to them in order to find out the reliability of the instruments. The questionnaire was designed for easy understanding by the respondents and it was very simple to complete. The reliability of the instrument was carried out using Test- retest method. The scores were later correlated using Pearson Product Moment Correlation Coefficient. The data generated from the study was analyzed using frequencies and percentages for the demographic session of the questionnaire. Analysis of variance (ANOVA) were used for the four hypotheses raised in the study at 0.05 level of significance.

## **Findings and Discussion**

### **Demographic Characteristics of Respondents**

The demographic characteristics of the respondents form section A of the questionnaire were analysed with simple percentage and frequency counts which comprise- class, age, sex, family background, religion, current family status, school change agents.

**Table .1: Distribution of Respondents by class**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Junior</b>	114	38.0
<b>Senior</b>	186	62.0
<b>Total</b>	300	100.0

The table 1 shows that 114(38%) of the respondents were in the junior class, while the larger proportion of 186(62%) were in senior class. This implies that senior students were more exposed to deviant behaviour than the junior students.

**Table 2: Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Below 14 years</b>	35	11.7
<b>14-17 years</b>	234	78.0
<b>18 years and above</b>	31	10.3
<b>Total</b>	300	100.0

The table above reveals that 35 (11.7%) of the respondents were below the age of 14 years while largest proportion 234 (78%) fall between the age brackets of 14-17 years and 31(10.3%) were between the age of 18 years and above. This indicates that majority of the respondents were in their middle age, that is, adolescent age, the stage prone to environmental influence.

**Table 3: Distribution of respondents based on Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	159	53.0
<b>Female</b>	141	47.0
<b>Total</b>	300	100.0

The table 3 above reveals that majority 159(53%) of the respondents were males, while 141(47%) were females. This implies that larger proportion of male students involved in deviant behaviour than their female counterparts which could be as a result of male aggressiveness to life.

**Table 4: Distribution of Respondents by family background**

Family Type	Frequency	Percentage
Polygamy	78	26.0
Monogamy	198	66.0
Single parenthood	24	8.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

The table 4 shows that 78(26%) were from polygamous family, while largest proportion 198 (66%) were from monogamous family and 24(8%) were from single parent. This indicates that majority of the students belong to monogamous family. This could be as a result of over-pampered from their parents or inadequate monitoring of their wards.

**Table 5: Distribution of Respondents by Religion**

Religion	Frequency	Percentage
Islam	82	27.3
Christianity	218	72.7
<b>Total</b>	<b>300</b>	<b>100.0</b>

The table 5 revealed that the large proportion 82(27.3%) of the respondents were Muslims, while larger proportion 218(72.7%) were Christians. This indicates that Christians dominate over Muslims in schools studied.

**Table 6: Current Family Social Status**

Parental Status	Frequency	Percentage
Parents living together	270	90.0
Separated	30	10.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

The table 6 shows that 270(90%) of the respondent reported that their parents are living together while 30(10%) reported that their parents were separated. The result implies that students that both parents are living together exhibit deviant behaviour which could be as a result of non-challant attitude from their parents.

**Table 7: Are change agents in your school?**

Change Agents	Frequency	Percentage
Social workers	26	8.7
Counselors	226	75.3
None of them	48	16.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

The table 7 above shows that 26(8.7%) of the respondents reported that they have social workers in their school, while 226(75.3%) reported having counsellors in their school and 48(16%) reported that they don't have any. This implies that most of the schools studied have many school counsellors but very few social workers which is as good as not having social workers in all the schools.

### Test of Hypotheses

#### Hypothesis I:

There is no effect of information dissemination services on deviant behaviour among secondary school students.

**Table 8: Analysis of variance (ANOVA) showing the effect of information dissemination services on deviant behaviour in secondary school.**

Source of Variance	Sum of Squares	Df	Mean Square	F-cal	F-crit	P
Between Groups	2768.370	3	922.790	30.483	2.63	<0.05
within Groups	8960.627	296	30.272			
Total	11728.997	299				

$F = 30.483, 3/299, p < 0.05$

The table 4.8 reveals that information service has significant effect ( $F_{3, 299} = 30.483, n = 300, p < 0.05$ ) on deviant behaviour of adolescents in selected secondary school in Ibarapa central. The result shows that  $F$  - calculated value (30.48) is greater than  $F$  - critical value (2.63) at probability value less than 0.05 level of significance, this indicates that there was significant effect of information service on deviant behaviour.

The provision of information to students improved their attitude and understanding of social behaviour and responsibilities to others. This finding supports studies by Greenberg and Kusche, (2006). Their *Promoting Alternative Thinking Strategies* (PATHS) was effective in improving understanding of emotions, fluency in discussing emotions and perceived efficacy in managing emotions of deviant adolescents (Greenberg, Kusche, Cook, & Quamma, 1995).

The findings are also similar to the study of Hemphill and Littlefield, (2001). Utilizing an Australian community-based programme, *Exploring Together*, the researcher found that there were significant reductions in children's behaviour problems and improvements in social skills at home, but not at school, when compared to the control group and changes were maintained at six-month and 12-month follow-ups (Hemphill & Littlefield, 2001). The result has showed significant effect of information dissemination on deviant behaviour among secondary school students.

### Hypothesis II:

There is no effect of orientation services on deviant behaviour among secondary school students.

**Table 9: Analysis of Variance (ANOVA) showing the effect of orientation services on deviant behaviour in selected secondary school**

Source of Variance	Sum of Squares	Df	Mean Square	F-cal	F-crit	P
Between Groups	1652.325	3	550.775	16.179	2.63	<0.05
Within Groups	10076.672	296	34.043			
Total	11728.997	299				

$$F = 16.179, 3/299, p < 0.05$$

Table 9 shows that orientation service has significant effect ( $F_{3, 249} = 16.18, n = 300, p < 0.05$ ) on deviant behaviour among adolescent in selected secondary schools in Iarapa Central Local Government. The result shows that  $F$  - calculated value (16.18) is greater than  $F$  - critical value



(2.63) at probability value less than 0.05 level of significance; this implies that there was significant effect of orientation services on deviant behaviour.

The findings support host of studies that have demonstrated the significant effect of reorientation on deviant attitude and behaviours. Several meta-analyses have been performed in this field. Andrews, Hops, Ary, Tildesley and Harris (1993); Lipsey, 2006; Lipsey & Wilson, 1998; Mac Kensie, 2002) found that reorientation interventions reduces adolescents deviant behaviour (Greenwood, 2006). This finding also supports the study of Dodge, Dishion and Lansford (2006) who found that individual intervention programmes are more efficient than those which join delinquent adolescents.

### **Hypothesis III:**

There is no effect of placement services on deviant behaviour among secondary school students.

**Table 10: Analysis of Variance (ANOVA) Test of the effect of placement services on deviant behaviour among secondary school students**

Source of Variance	Sum of Squares	Df	Mean Square	F-cal	F-crit	P
Between Groups	446.877	3	148.959	3.908	2.63	<0.05
Within Groups	11282.119	296	38.115			
Total	11728.997	299				

$F = 3.908, 3/299, p < 0.05$

Result in table 4.10 reveals that placement service has significant effect ( $F 3, 299 = 3,908, n - 300, p < 0.05$ ) on deviant behaviour among adolescent in selected secondary schools in Ibarapa Central Local Government. The result shows that  $F -$  Calculated value (3.90) is greater than  $F -$  critical value (2.63) at probability value less than 0.05 level of significance. This indicates that there was significant effect of placement services on deviant behaviour among students sampled.

This finding also supports the findings from literature. Regarding placement intervention measures, Lipsey & Wilson (1998) found that long-term treatment programmes are well integrated in institutional practices and administered by mental-health professionals. Activities such as interpersonal skills training and the teaching of family home model are beneficial and significantly improve the deviant adolescents in the study. The finding is also similar to the study of A three-year follow-up of the children in special education which found that the intervention group showed significant reductions in teacher reports of externalizing and internalizing problems and self-reported depression (Kam, Greenberg, and Kusche, 2004).

#### **Hypothesis IV:**

There is no effect of follow up services on deviant behaviour of adolescents.

**Table 11: Analysis of Variance (ANOVA) Test of the effect of follow up services on deviant behaviour among students in selected secondary school**

Source of Variance	Sum of Squares	Df	Mean Square	F-cal	F-crit	P
Between Groups	1775.116	3	591.705	17.596	2.63	<0.05
Within Groups	9953.880	296	33.628			
Total	11728.997	299				

$$F = 17.596, 3/299, p < 0.05$$

The table 4.11 reveals that follow up service has significant effect ( $F_{3, 296} = 17.596, n = 300, p < 0.05$ ) on deviant behaviour among students in selected secondary schools in Ibarapa Central Local Government. The result shows that F - Calculated value (17.59) is greater than F - critical value (2.63) at probability value less than 0.05 level of significance. This indicates that there was significant effect of follow up services on deviant behaviour among students.

This finding supports the study of Dodge, Dishion and Lansford (2006) who found that aggregating high-risk young

people into groups led to a reduction in the positive effects of the intervention and was sometimes associated with negative outcomes. These authors emphasise that lack of follow up allows deviant peer influences in the development of returning to antisocial behaviour and that group interventions with high-risk young people may serve to increase risk behaviour via contact with deviant peers, a process which has been described as 'deviancy training' (Dishion et al. 1999) and 'peer contagion' (Dishion and Dodge, 2005). This finding also supports the work of Ang and Hughes (2001) conducted a meta-analysis of group-based social skills training programmes for antisocial children and young people. Skills training interventions with groups of antisocial peers produced significantly smaller benefits than interventions that have follow-up and lack of such practices have the capacity to escalate, rather than to reduce behavioural problems of these children.

### **Conclusions and Recommendations**

Deviant behaviour among secondary school students which has become rampant in Ibarapa land, had made it worthwhile for the researcher to dwell into, the causes and the effects. In the study completed, it was found out, that there is need for the intervention of school social workers to prevent such behaviour among the students. This intervention is necessary to checkmate further mis-behaviour among the adolescents, thereby, cultivate the habit of morals and discipline both in schools and at home.

The study focused on the intervention of social work in reducing deviant behaviour among secondary school students. The four independent variables which are information dissemination services, orientation services, placement services and follow-up services were tested on the dependent variable- deviant behaviour of secondary school students. The result of the analysed data collected showed that all these variables tested are significant coping skills that could curb deviant behaviour in secondary school students. Based on these findings, it was found that there is need for the intervention of school social workers. This intervention is necessary in order to prevent further mis-behaviour of students in schools.

It therefore becomes imperative that schools need social workers in modifying students' behaviour as well as liaising with the school authorities and students' family members in reducing deviant behaviour among secondary school students in Ibarapa Central Local Government Area of Oyo State, Nigeria. Conclusively, the researcher believes that if all these findings are incorporated then deviant behaviour could be reduced dramatically, thus, secondary school students could live fulfil and meaningful life thereby accomplish their goals and become good ambassadors of the society.

The study revealed that social work intervention plays significant roles in modifying students' behaviour in secondary schools. This implies that to stem deviant behaviour in schools; association of delinquent peers should be discouraged among the students. Parents should be up and doing in the upbringing of their children as well as educating them on how best to handle them especially at the adolescent stage. Useful information should also be given to the students on how to conform to the school rules and regulations. Campaigns against deviant behaviour should be taken to the general public, wherein students, parents, guardians, government, school administrators, law enforcement agencies and other stake holders should participate in conflict resolution. However, professional body should be in place to address these social problems among the students by linking the school, family, and community together.

More importantly, it is recommended that government should employ social workers in schools, whose major roles are in direct counselling services, diagnostic assessment for special education, teacher consultation, students' advocacy, coordinating school-based services, group consensus building and community networking. Also school curriculum should be designed in such a way to encompass workshop on anger management and conflicts resolution. School should engage in extra-curricular activities for the students and focus should be on many areas, including: cultural and creative arts, emotional feelings, self-awareness, emotional control, self-esteem, positive social skills, social problem solving, conflict resolution, and teamwork. Also career talk should be

organized for the students by inviting experts from various disciplines so as to put them through in their academic pursuits.

All these programmes will help the students in learning social skills which will transform to positive relationship with others which eventually build self-esteem which is the outward manifestation of students' good behaviour in and outside the school premises. Parents should be encouraged to spend more time with their wards and develop positive relationship with them to allay fear of insecurity. Policy makers should focus on both prevention and intervention strategies to reduce students' exposure to deviant acts hence promote societal acceptable behaviour. Resources should be committed to programmes that yield positive development for the students by increasing community programme participation, providing more educational programmes by the formal and informal supervision of the students both in and after the school.

However, adequate information that motivate the students to behave well should be disseminated to them, students should be given orientation on the dos and don'ts of the school, students should be placed at the appropriate class, that is, they should be guided on the choice of subjects, finally, there should be follow-up whereby the students be monitored in and outside the school premises based on the cognitive, psycho-motor and affective domain of the students.

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