

STUDENTS DELINQUENT BEHAVIOURS AS THREAT TO EFFECTIVE TEACHING AND LEARNING IN PUBLIC SENIOR SECONDARY SCHOOLS: IMPLICATIONS FOR COUNSELLING

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Abstract

The problems of delinquent behaviours among students are fast becoming a serious wound that is eating deeper into the fabrics of our society and thereby constituting a threat to the stability of the nation's educational system. It is necessary for stakeholders in the education sector to pay urgent attention to this menace, so as to achieve effective teaching and learning. The study examined the influence of student delinquent behaviours on effective teaching and learning in public Senior Secondary Schools in Rivers State. The study made use of correlational survey research design. The study was guided by two research questions and the two hypotheses formulated were tested at 0.05 level of significance. The population for the study was 8452 teachers in two 268 public Senior Secondary Schools in Rivers State. The sample comprised of 423 participants drawn from 18 Senior Secondary Schools (Public schools), which were chosen by applying non-proportionate sampling techniques. The instrument for data collection was Student Delinquency Assessment Questionnaire (SDAQ) and Effective Teaching and Learning Questionnaire (ETLQ). Pearson Product Moment Correlation was used to answer research questions, while Simple liner regression was employed to test the hypothesis at the 0.05 level of significance. The result shows that students' delinquent behaviours retrogressively affect active learning. Also student delinquency has a negative influence on the study habit of Senior Secondary School students in Rivers State. Hence, it was concluded that student delinquency is a threat to effective teaching and learning in public Senior Secondary Schools in Rivers State. The recommendations made in this duty are that the government of Rivers state, Educationist, Educators, School administrators and parents, should ensure that facilities are provided in schools for effective teaching and learning.

Keywords: Delinquent- behaviour, students, secondary schools, peaceful co-existence, teaching

Introduction

The high level of delinquent behaviours in our schools has actually brought down the standard of education in Nigeria. My personal contact and interaction with some students in Nigeria reveals that some of these students' performance academically is very low, even at the university level. In our schools and colleges today, there are many unethical or delinquent behaviours among students that the school leadership ought to critically study and find a lasting solution to them.

Effective teaching and learning are typically equated with personal effort that, if successful, might have positive consequences for the individual, the State, and the global community. To put it simply, effective teaching and learning are "the amount to which a student has fulfilled certain learning objectives in educational activities through the instructional activities of the teacher" (Ricardo,

2017). However, educational sector actions are focused on facilitating students' acquisition of knowledge and skills. Different Intelligent Quotients (IQs), family backgrounds, the culture of the school, peer pressure, lack of focus on academics, and disruptive student conduct, are only some of the explanations put forward for this failure. It was emphasized by Chambers English Dictionary (2010) that student's delinquency is the failure to fulfill responsibilities and the commission of illegal acts. If one takes a hard look at most schools, they will see that delinquent behaviours are a major roadblock to children's success in the classroom.

Despite this, the World Youth Report (2017) found that youth at risk of delinquent behavior often live in a variety of circumstances, including, but not limited to, parental alcoholism, poverty, family breakdown, overcrowding, abusive conditions at home, death of parents, orphans without the means of subsistence, housing, and other basic necessities. According to Lane (2019), the number of children impacted by delinquent behavior is likely to be between 80 and 160 million. Similarly, Johnson (2013) emphasized that delinquent behaviours in Nigeria are not carried out by well-organized gangs; however, there have been incidents of assault and vandalism committed by small groups of young students. These incidents have included looting and other acts of vandalism, which are especially encouraged during political campaigns and sex offenses.

Therefore, there is no universally approved behaviour since each community responds to attitudes in accordance with its own unique history and understanding of the world. One definition of delinquent behaviors is when an individual has a great deal of difficulty conforming to the norm or standard of his social environment, such as at home or school. Any action that causes another person or his property bodily or mental damage is considered to fall under this category of conduct (Lane, 2019). Ma (2015) defines delinquent behavior as any kind of damaging action marked by covert or overt hatred or aggressiveness against others. Looked at more broadly, these actions might be seen as a defiance of the social norms and standards that allow people to live together in harmony in a community. Isaiah (2019) went on to argue that these people are hazardous to others and repentant for their acts despite their charisma.

Truancy, fornication, rudeness, smoking, stealing, bullying, examination malpractice, abortion, rape, cultism, loitering, lateness, paying little or no attention to studies, absenteeism, skipping classes and school, and so on, are all delinquent behaviours often expressed by most students of secondary schools in Nigeria (Henok et al., 2019). Students with delinquent behaviour often exhibit traits like verbal and physical aggression, as well as difficulties with social skills acquisition and performance, which have a negative impact on the students' ability to interact with their peers and adults, as well as on their academic performance (Henok, et al., 2019)

According to Elam, Rose, and Gallup (2018), students may be seen from both perspectives, so perpetrators and victims of school wrongdoing. Consequently, this may have repercussions on the daily routines of both students and faculty members at school. According to "The 25th Annual Gallup Poll of the Public's Attitudes Toward the Public School," public schools, as opposed to private and religiously affiliated institutions, have a greater issue with school delinquency (Elam, Rose & Gallup, 2018). The study's findings show that in addition to fighting, violence, and gangs, a lack of discipline is one of the most pressing issues in public schools today. Some educators believe that children who start acting out at an early age may be dealing with underlying mental health or

behavioral concerns, such as conduct disorder (National Institute of Mental Health, 2008,).

The effective learning of the offender is negatively impacted by delinquent behaviour, as are the academic outcomes for the victimized students and the school's atmosphere. It may be claimed that students who did not exhibit delinquent behavior did better academically (Philomena, 2020). Henok et al. (2019) also found that compared to students whose behaviours were deemed acceptable, those whose were deemed problematic were more likely to fail classes, have a more negative school experience overall, and eventually leave school altogether. Lane (2021) goes on to say that these negative results would follow them even after they had left the educational environment.

Schools and society at large should work to stop children from engaging in behaviours that may be classified as disruptive to ensure that they are able to learn and grow to their full potential (Denga, 2018). It was also noted that children of different academic abilities want the same thing: to succeed academically and socially (Obi, 2017). Studies have demonstrated that even if these behaviours may not explicitly assume such, the hearts of individuals with demanding behaviours wished for an outstanding academic success. A learner's delinquent behaviour is an important factor in the learning process. A student's academic performance may be negatively impacted by a number of factors in secondary schools, one of the most prominent being delinquent behaviours.

Many students today especially those in secondary schools exhibit some forms in delinquent and angry like stealing, cheating, bullying, disrespect to consulted school authorizes. Odeomelam, and Ajoku(2006). Delinquency may be seen as a form of deviating from the set rules guiding behavioural conduct i.e an individual doing or engaging in activities in a way and thereby neglecting the rules and regulations (Abraham, 2016).

Sandro (2018) identifies various forms of delinquency among the secondary school students, such as truancy, lateness to school, cultism, drug abuse, insulting, stealing, and many others vices. Lateness to school, disrespect to classroom teachers, fighting and bullying other students, King (2014) identified behaviour that disrupt effective teaching and learning, as follows: Lateness or leaving school early, inappropriate cell phone and laptop usage in the class, side conversations, disregard for deadlines, grade grubbing, disobedient remarks and cheating.

The above behaviours, while in a classroom setting, distract other students and teachers, reduces students participation, lowers other students and teachers motivation in or out of class, affecting fairness in grading, using teachers time unproductivity (Onyejiaku, 2010).

They always aim high and cannot concentrate in life, they are often in a general pervasive mood or unhappy, always temperamental and cannot reason normal, see the world as a place of do or die, are always at loggerhead with their people. They usually join the opposition, do not interact freely with people, are catalysts and cannot be loyal to the lawful authority. The existence of such student is a threat to others who are reasonable. Inability to build or maintain satisfactory interpersonal relations with people around them (Chuks, 2016).

This habit makes students to spend their time with irresponsible people which could lead to drug abuse in male and unwanted pregnancy to female. It also wise to note that some students can engage

in delinquent behaviour, as a result of health problems, personal or family problems, adjustment or developmental issues (eg. “immaturity” self-esteem issues), or general academic difficulties, other issues can also be cultural and religious issues, students from other cultures or religious background who don't share the same values might not understand implicit expectations for classroom behaviours (Chamberline, 2015).

Other issues that can as well cause the student to exhibit delinquent behaviour include teachers approach to teaching and learning example when a teacher uses negative motivations in the classroom (e.g. Fear, guilt, embarrassment) experience many children in that classroom become problematic than teachers who use positive motivations e.g. encouragement, praise (Dike, 2015). According to Cohen (2002) teachers who hardly uses immediacy behaviour (verbal and non-verbal signs of warmth and friendliness) significantly experiences students delinquent behaviour, compare to teachers who exhibit several of those techniques Other causes of delinquent behaviour in the classroom during teaching and learning include, lack of clarity in learning content and organization even issues within the learning environment where teaching is taken place, can also constitute delinquency in students.

Also, factors like negative influence of mass media, peer group influence, biological issues and sociological factors can contribute to the rate of delinquent in students of public secondary schools. The effect of this unruly behaviour are: poor performance, high dropout rate, damage to school property, unconducive environment for learning etc. Despite the efforts by stakeholders to curb the situation of delinquency among public secondary school students, recent trends depict rising a rate of incidence of violence and deviant behaviour among students in public schools, thereby creating a feeling of insecurity, lack of motivation for the teaching among teachers, some serious students are not or no longer interested in academic work. The declining rate of discipline behaviour in many schools has also contributed to the erosion of high academic attainments, demoralized teaching staff and has brought sorrow and disappointment to many parents.

Statement of the Problem

Students' delinquent behaviour has had a lot of negative effects on the school system and learning, many academic calendars are being disrupted, students have now form secret societies or secret cult threatening the life of other students, even the teachers. It is necessary for the nation, in order to achieve fame and progress in all field of human endeavour, to pay attention to the frequent misbehaviour of students, in order not to threaten the effectiveness of teaching and learning in our secondary schools. However, the extent to which student delinquent behaviours have become as threat to teaching and learning amidst secondary school students in Rivers State, has given the researcher concern. This study, therefore, seeks to find out whether students delinquent behaviour has any influence on effective teaching and learning in secondary schools in the study area.

Aim and Objectives of the Study

The aim of this study was to examine the influence of student delinquent behaviours on teaching and learning among Senior Secondary School students in Rivers State. The study specifically sought to:

1. determine the extent to which students delinquency influences learning amongst Senior Secondary School students in Rivers State?
2. examine the extent to which students' delinquency influences study habits of Senior Secondary

School students in Rivers State

Research Question

1. To what extent can students' delinquent behaviours influence active learning amongst Senior Secondary School students in Rivers State?
2. To what extent can students delinquency influence study habits of Senior School Secondary students in Rivers State?

Hypotheses

The following null hypotheses were put forth to guide the study:

1. Students' delinquency does not have a significant influence on active learning amongst Senior Secondary School students in Rivers State.
2. Students' delinquency does not have a significant influence on study habit of senior Secondary School students in Rivers State.

Theoretical framework

Cognitive Development Theory by Piaget, a developmental psychologist (1896-1980) : This theory postulates that criminal and delinquent behaviour results from the way in which individuals organize their thoughts around morality and the laws. During the first stage, called the pre conventional stage, which is reached during the middle childhood, moral reasoning is based on obedience and avoiding punishment. The second level is called conventional level and is reached at the end of middle of childhood. During this stage, moral reasoning is based on the expectations that the child's family and significant others have for him or her. The third level of moral reasoning, the post conventional level, is reached during early adulthood at which point individuals are able to go beyond social conventions. That is, they value the laws of the social system. People who do not progress through these stages may become stuck in their moral development and as a result become maladjusted individuals.

Effects of Delinquent behaviour. The following are the effects of delinquent behaviour as stipulated by Agi (2016). Delinquent behaviour affects teaching, and learning as teachers spend more time trying to control students rather than teaching them. It leads to poor parent-child relationship. Most involved students do not benefit from schooling. It affects their academic performance because, they are often into one deviant act or the other losing most vital class lessons (Agi, 2016). Deviant students often threaten their teachers, school authorities and even parents at home. It leads to demonstrations and destruction of school property and, in some cases, deviant students observe frequent demonstrations in the face of little issues (Agi, 2016).

The roles of the counsellor in ameliorating delinquent behaviour, using the cognitive development theory. The Guidance counsellors should counsel the students on responsibility, good morals, positive study behaviours, hard work, determination and dedication to studies to avoid a fraudulent method of passing examination. Counsellors must liaise with parents to get to the roots of truancy, by examining the various needs of the child in the given psychological environment. Modify truancy; psychological needs (such as love, affection, protection, independence, freedom, adventure, exploration, and self-esteem among others) which are the foundation of truancy, should be deployed. The counsellor should train the students on the skills of self-control, self-monitoring

and self-management. The counsellor needs to impress upon the students/parents, the importance of punctuality, and parents should wake children early and keeping to time through the use of alarm clock, is important. The counsellor should employ appropriate individual and group counselling in school to help control bullying. Senior students should be enlightened on their obligations towards the junior ones. Orientation on the consequences of bullying should be intensive. School counselling orientation should be organized in schools to provide proper information to the new intakes about the dangers of cultism. It is during the orientation that students could be informed to be aware of the Greek gifts in the school. They should be told that unsolicited gifts could be a bait to get them into a cult group. Both the new and the old students need to be aware of the characteristics of cultism; only then will they be able to avoid involvement.

Methodology

A correlational survey research design was employed for this study. The population of this study was eight thousand, four hundred and fifty-two (8452) teachers in two hundred and sixty-eight (268) public Senior Secondary Schools in Rivers State (RSSSSB, 2022).

The study adopted the stratified, random sampling procedures. First, Rivers State was divided into three (3) strata, based on senatorial district including, Rivers West, Rivers East and Rivers South senatorial districts. From each of the strata applying systematic random sampling technique, two Local Government Areas were picked in each senatorial zone from which six secondary schools (three from each Local Government) also was chosen for the study. This brought the total number of secondary schools sampled to eighteen (18) secondary schools.

The sample for the study was 423 teachers selected from population of 8452 teachers. This number represented 5% of the total population of the public senior secondary schools in Rivers State. The study adopted non-proportionate sample distribution to select the subjects from each of the selected schools. This is due to the wide-spread nature of the population.

Two instruments were used for the study. They are: Student Delinquency Assessment Questionnaire (SDAQ) and Effective Teaching and Learning Questionnaire (ETLQ). Two instruments contained 15 items were used for the study to avoid questionnaire fatigue. The SDAQ contained 5 items while ETLQ was divided into two sections Section A elicits information on active learning, while section B elicits information on study habit.

Four (4) point scale of Strongly Agree (SA) =4 points, Agree (A) =3 points, Disagree (D) =2 points, Strongly Disagree (D) =1 point was used for both instruments.

The validity of the instrument was ascertained by two experts in measurement and evaluation. They checked for correctness and precision of the constructs in measuring what was meant to be measured. Corrections were made before the final copies of the instrument was printed and administered.

The instruments were subjected to pilot testing. Then, test-retest reliability co-efficient was computed using Pearson product moment correlation method. The reliability index was 0.87 for SDAQ and 0.84 for ETLQ, thus indicating the strong reliability of the instruments.

Data were analyzed using Pearson Product Moment Co-efficient to answer research questions and test hypotheses was tested using simple regression.

RESULT

Research Question 1: To what extent can students delinquency influence active learning amongst Senior Secondary School students in Rivers State?

Table 1: Relationship between students' delinquency and active learning

Description	N	Student Delinquency	Active Learning	Remarks
Student Delinquency	400	0	-.603	High Negative Relationship
Active Learning		-.603	0	

As shown in Table 1, a Pearson's correlation coefficient (r) of -0.603 is obtained. This indicates that there is high negative relationship between student delinquency and active learning of Senior Secondary School students in Rivers State, Nigeria.

Research Question 2: To what extent can students delinquency influence study habit of Senior Secondary School students in Rivers State?

Table 2: Relationship between Student Delinquency and Study Habit

Description	N	Students Delinquency	Study Habit	Remarks
Student Delinquency	400	0	-.597	Moderate Negative Relationship
Study Habit		-.597	0	

As shown in Table 2, a Pearson's correlation coefficient (r) of -0.597 was obtained. This indicates that there is moderate negative relationship between student delinquency and study habit of Senior Secondary School students in Rivers State, Nigeria.

Test of Hypotheses

Hypothesis one: Students' delinquency does not have a significant influence on active learning amongst Senior Secondary School students in Rivers State.

Table 3: Simple Regression Analysis of Students Delinquency and Active Learning

Model	R	R Square	F	P-value	Decision
Student Delinquency	-.603	.363	337.496	.000	Significant

Results in Table 3 indicates that the simple regression coefficient (R) is -0.603 and the R^2 is .363 showing that student delinquency makes 36.3% contribution to the variance in active learning of senior secondary school students in Rivers State, Nigeria. The $F(1/398) = 337.496$ and the p-value of $0.000 < .05$; since the p-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, students' delinquency has significant influence on active learning amongst senior secondary school students in Rivers State.

Hypothesis Two: Students' delinquency does not have significant influence on study habit of senior secondary school students in Rivers State.

Table 4: Simple Regression Analysis of Student Delinquency and Study Habit

Model	R	R Square	F	P-value	Decision
Students Delinquency	-.597	.357	328.272	.000	Significant

Results in Table 4 indicates that the simple regression coefficient (R) is -0.597 and the R^2 is .357 showing that student delinquency makes 35.7% contribution to the variance in study habit of students in Rivers State, Nigeria. The $F(1/398) = 328.272$ and the p-value of $0.000 < .05$; since the p-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, students' delinquency have significant influence on study habit of Senior Secondary School students in Rivers State.

Discussion of Findings

This study sought to examine the influence of students' delinquency on effective teaching and learning in Senior Secondary Schools in Rivers State. The result from the data analyses revealed that students' delinquency negatively influence both active learning and students' study habit to a very large extent. The result implied that the higher the delinquency among Senior Secondary School students in Rivers State, the lower the effectiveness in teaching and learning. In other words, student activeness in learning and their study habit reduce by increased delinquency. This result in in agreement with Philomena (2020) who found that delinquent behavior negatively impacted on the academic outcome of students. Also, the result is in tandem lane (2001) who found that students who are deemed problematic, were more likely to fail classes, have a more negative school experience overall, and eventually leave school altogether. Lane (2021) goes on to say that these negative results would follow them, even after they had left the educational environment.

In addition, children who engage in disruptive behaviours, were shown to engage in a wide variety of coercive and violent behaviours, such as physical aggressiveness, disobedience to authority figures, criminal activity, and harsh language (Lane & Wehby, 2016). In their respective schools, they are also seen to demonstrate attitudes of impulsivity; ineffectiveness; poor problem-solving skills in their respective classes; poor interpersonal skills and academic deficiencies that negatively impact on teachers and pupil related adjustment (Lane & Wehby, 2016). (Lane & Wehby, 2016). It's crucial to note that a student who exhibits these habits may be intellectually impaired, but that other students, although demonstrating problematic behaviours, are likely to be brilliant but may not be using this talent because of preoccupation with one's thinking

Implications for Counselling

The Counselling Implications are as follows:

1. The school counsellor could organize symposium for teachers on behaviour modification strategies needed for changing behaviour, to the desired direction;
2. Teachers must be taught to be vigilant and good at detecting behaviour disorders when they surface and know how to handle them, and where necessary refer to the professional counsellor.
3. As for gender, the school authorities especially the counsellor should make the boys understand that their physical energy can be controlled and channeled towards more useful venture especially their academic pursuits other than deviant acts. To Eremus (2015) adults should guide students properly about the physical changes of the body at this stage of life.
4. They should be guided on development of sexuality and sexually experiences into full maturity, that is by providing sex information through sex education.
5. However, Agi (2016) stressed that since some of the behaviour disorders are rooted in the home, their management should involve the home as well. Parents should contribute by observing their children's behaviour, so as to help the school assess them more accurately.
6. Counselling parents of deviant children, will help to reduce the adverse effect of broken homes, over-strict homes, over-permissive homes and the effects of television, video types, magazines and pictures full of immoral displays, and teachers in the school should lead by good examples.
7. In case of crisis situations, the counsellor can act as a mediator between the conflicting parties, such as students and administrators.
8. The counsellor should be ready to work with administrator and other Para-professionals to modify and eliminate undesirable behaviour in and outside the classroom.

Conclusion

Delinquent behavior is a behavior or an action of an individual or a group that is not in conformity with the acceptable standards of the society. In schools, delinquent behavior of students is understood in relation to the existing school's rules and regulations. Peer pressure and school related factors have great consequences on the academic well-being of students. The result of this study clearly shows that students' delinquency influences active learning and study habits negatively in the Senior Secondary Schools. Hence, it was concluded that students' delinquency negatively influence effective teaching and learning in Senior Secondary Schools in Rivers State. It is pertinent at this juncture to state that the counsellor is in better position to treat maladaptive behaviours of students. The counsellor is also to help students, identify and understand the appropriate measures for any form of delinquent behavior. The presence and importance of counsellors in secondary schools cannot be over emphasized. It is, therefore, imperative for government, parents and schools owners and administrators, to put adequate measures in place to curb the trend of deviant acts in our schools because of their increasing rate in our societies.

Recommendations

Based on the findings of the study, the following recommendation were made:

1. Parents and guardians should always monitor the activities of their children at all times with the aim of curbing the negative behaviour and encourage them to improve on their study habits.

2. Professional counsellors should be employed both in primary, secondary and tertiary institutions of learning. They should be encouraged to take their responsibilities seriously, and never engage them in classroom teaching due to shortage of teaching staff.
3. Since most of the causes of deviant acts are traced to schools, home, peer influence to mention but a few, there is need for parents and school administrators to work hand-in-hand to keep students behaviour under effective check.
4. Teachers should develop strategies that will actively engage students to participate actively in classroom activities.
5. Secondary school teachers should be groomed in behaviour modification techniques (reinforcement, shaping extinction, modeling and so on), to enable them dictate and modify delinquent behaviours as they arise.
6. Parents, whether rich or poor, should try to provide for their children's affections, basic and educational needs. This can help to eliminate delinquent behaviours and bring about close understanding between both parties.

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