DEVIANT BEHAVIOURS IN SCHOOLS: IMPLICATION FOR COUNSELLING.

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Abstract

This study examines deviant behaviours in schools as well as implications for counselling. Deviant behaviour is considered to be strange and morally unacceptable. Types of deviant behaviours include examination malpractice, rape, bulling, stealing, truancy, lateness and sexual immorality were explored in the paper. Similarly, characterisotics of individuals with deviant behaviours were examined. Causes of deviant behaviours in schools, its effects, as well as theoretical explanation of deviant behaviours were considered in this paper. Various implications of deviant behaviour for counselling were presented. Finally the paper recommended the optimum utilization of these implications for counselling to curb this socially undesirable behaviour in our schools.
Keywords: deviant behaviour, deviance, curbing, counselling implication.

Introduction

Issues related to deviant behaviours are controversial and cause a lot of debate within the media and among politicians and civil organizations. Deviant behaviours is also a major focus of public concern and debate. Great energy has been devoted to detecting, reducing and preventing crime, policing and police powers, overcrowding in prisons, the growth of internet crime and identity theft, terrorism, human trafficking, antisocial behaviour and teenage crime which is more paramount among our students in our various schools. Goode (2008) defines deviant behaviour as, a behaviour, beliefs and physical characteristics that break social norms and produce negative reactions. In his view, deviant behaviour may be mild or more extreme. In the case of mild deviance, such as telling a little lie or parking illegally, the penalties imposed might involve harsh words or a small fine. However, we would not think of the person who tells a lie or parks on double yellow lines as a deviant. Extreme deviant behaviours include behaviours or beliefs that are so far outside the norms of that people who have been extremely heavily tattooed or pierced and people who claim they have been abducted by aliens (Goode, 2008). This is to say that deviant behaviour is not considered normal or morally correct by most people.

Deviant behaviour varies from one society to another. It is certain that what might be seen as normal behaviour in another community might be seen as abnormal in another. For example, in the Eastern parts of the Nigeria. young adults can greet their elderly ones by just a handshake without prostrating. This would not be seen as morally unacceptable unlike the South- Western states where it might be labeled as "one who does not respect his/her elders". Opong (2008) opined that deviant behaviour is a disease that is against transparency, justice and fair play.

School is the hallmark of progress for effecting change and growth. Therefore, nothing that would hinder the expected goals of its establishment should be encouraged. Pertinently, it is on the basis of this, that government is making education a top most priority to ensuring that, every person's goal is

achieved. Hence, effective policies would enhance educational growth of the citizenship (Angel, 2016).

The primary functions of schools in the training and changing the citizens cannot be overemphasized. Agi (2015) opined that education is the art of leading a person from the dark era of ignoramus into the limelight of knowledge and understanding. This implies that an educated person can assist in transforming the society for positive growth and development.

Sequel to this, Eremus (2015) opined that rules and regulations are not obeyed in our schools as there are many cases of examination malpractice, truancy, bulling, extortion, sexual offences, indecent dressing, negative behaviours, dishonesty and many others. According to Eremus (2015), these ill-attitudes signify deviation from standard functionality of students' behaviours. It is on assertion that Angel (2016) opined that schools has become a place of committing different types of atrocities and urged the government, parents and school administrators to wake up and ensure proper elimination of deviant behaviours in our schools.

Concept of Deviant Behaviour

The term "deviant behaviour" is a problem-producing behaviour committed by an individual or group that interferes with the enjoyment of life or essential role performance of one or others that is sufficient to produce a social censure or control response intended to change or eradicate that behaviour Eremus (2015). This definition is intended to place the concern squarely on the external behaviours themselves and not on the inherent characteristics or traits of individuals. The researchers try to examine deviant behaviours and not de-behaved. Indeed, allow the researchers to suggest that "de-behaved", as such do not exist. While some individuals certainly do engage in what may appear to be frequent acts of deviant behaviour, they do not do so consistently all of the time. These same individuals may also exhibit acceptable, even ideal, conforming behaviours at other times. In fact, we are often surprised, as well as disappointed, when our religious, political, or cultural leaders and heroes, who have otherwise led what appear to be exemplary lives worthy of emulation, "fall from Grace" by committing various deviant acts or "crimes and misdemeanors". Moreover, individuals, who may have been considered " ten- times losers", may suddenly cease and desist and reform.

The real issue is socially disruptive or undesirable problem behaviour in the eyes of others. This is what is meant by "objective" assessment. However, additionally, perpetrators themselves may also find their own behaviour personally ("subjectively") disturbing and feel unhappily handicapped or disadvantaged by what they do or have done. They too may, as a consequence, be unable to enjoy their lives or perform their essential work or family duties responsibly. This is commonly observed, for instance, in individuals who engage in compulsive behaviours such as; substances users, gamblers and others affected by one or more of the so-called "addictions".

Whatever the case, when behaviour committed by individuals or groups reaches a level where lives are adversely impacted to the point of interfering with individual happiness or the ability to perform necessary takes, we define this as "deviant behaviour".

This may bring us to other definitions from some scholars. In the opinion of Angel (2015), deviant behaviour is any behaviour that lacks conformity and acceptability of the people in the society. Deviant behaviour describes an action or behaviour that significantly contravene the accepted or

prescribed norms of a given society. It is a deviation that attracts punishment or sanction in the society or school.

Diche (2016) defined deviant behaviour as that behaviour that violates the laid down rules and regulations of a given organization or group. He went further to emphasize that deviant behaviour is a common phenomenon among students in schools which has led them to join secrets cults, and other heinous crimes in the school.

Gibbs (2014) defined deviant behaviour as conduct that deviates from the societal norm. By this definition. deviancy is neither good nor bad, but must be evaluated on a case-by-case basis. Such behaviour may be described as "different", or "unexpected", and may elicit positive negative responses from other people.

Characteristics of Individuals with Deviant Behaviour
The following are the behavioural disorder of deviant youths or students:
1. Victims are not always necessary. Many acts of deviant behaviours are, to put it simply, victimless. Some examples from American society are prostitution, gambling, pornography, substance use / abuse.
2. A general pervasive mood or unhappiness.
3. They are always temperamental and cannot reason normal.
4. They see the world as a place of do or die.
5. They are always at loggerhead with their people.
6. They usually join opposition.
7. They do not interact freely with people.
8. They are catalysts and cannot be loyal to the lawful authority.
9. Their existence is a threat to people who are reasonable.
10. Inability to build or maintain satisfactory interpersonal relations.

1. Types of Deviant Behaviour in Schools.
I buchin (2016) identified number of deviant behaviours that are prevalent in our schools. These are: examination malpractice, truancy, bullying, lateness to school, stealing, drug Abuse, cultism, sex offences and absenteeism.

Examination Malpractice: This is unacceptable act perpetrated by the students, examiners and other agents during and after examination with intention to have undue advantage and earn unmerited grade. It has been discovered and announced almost every year that most students in our schools at various levels indulge into examination malpractice which contravenes the examination act 1999. It could be said that Exam malpractice make students get undeserved high grade which might make the various examination bodies to cancel or mark down certain centres where such anomalies are committed. Most times, this action might affect all candidates who may be in that particular examination centre.

Truancy: This is being away from home and school during school hours. Sometimes the student in question might pretend going to school from home. This habit makes students to spend their time in inappropriate places which could lead to drug abuse in male and unwanted pregnancy in females. Similarly, Dike (2015) explained that, truancy involves leaving the school premises and coming back any time without permission.

Bullying: This is an aggressive behaviour. It is a behaviour intended to hurt (Pascal, 2015). Some students bully other students a way of showing superiority over the younger or tender ones. Okechukwu (2016) enumerated various forms of bullying such as, physical assault, extortion and verbal humiliation and intimidation. Most students bully other students in school in order to subdue them physically.

Lateness to school: Pere (2014) states that there is prescribed time for resumption of school but some students often come to school late when morning assembly is almost over and in some cases, when the teacher is already in the class teaching. This often leads to distractions in class.

Stealing: This entails taking fellow students` or school properties. Howard (1963) explained that most students indulge in the habit of taking what does not belong to them in school. This behaviour if not checked could give rise to other unwanted behaviours in a student and may affect their academic performances in school.

Drug Abuse: This is indiscriminate use of drugs without doctor`s prescription or use of drugs other than their main purpose. Chamberlin (2015) opined that students in school and outside the school setting have been found smoking indian hemp, cigarette, heroine and other drugs not recommended by doctors.

Cultism: This happens when a group of students come together under one name or umbrella with the intention of intimidating fellow students or disrupting the activities of the school for their evil objective (Wadsworth, 2000). According to him, some students involve in cultism to compensate their academic inadequacy.

Sex offences: This involves various degrees of sexual misconduct exhibited by students which include, masturbation, lesbianism, homosexual, premarital sex and abortion. This usually affects their academic performances and may lead to dropping out of school (Wadsworth, 2000).

Absenteeism: This means staying away from school without any genuine reason and permission. Most students do absent themselves from school without adequate permission from the school authority even without minding whether it is the period for test or examination as the case may be.

Causes of Deviant Behaviour among school students
The following could be seen as the basic causes of deviant behaviours in schools. They are:

Family background: It is not disputable that a child is born and brought up in a family. Family is the first place of education in the life of any child. The child is exposed to various aspects of learning before being to the formal kind of education. The home a child is brought up can influence that child in two ways. The individual might be positively or negatively influenced from home. There may be the tendency for that individual to exhibit deviant behaviours in school. The family background encompasses family socio-economic status, child rearing practices and many others. For example an over permissive family/ home exposes the child to all kinds of behaviours including maladaptive behaviour (Agi, 2016). Chuks (2016) asserted that the factors within the home/family and poor parental relationship are capable of breeding children that misbehave in school.

 Mass media: Children`s exposure to bad television programmes, immoral magazines as well as pornographic films and materials, make students to be involved in immoral behaviour. This has contributed to high risk level deviant behaviours in our schools these days. This is why Stan Cohen

(2002) argues that the media are involved in the creation of moral panics. Moral panics according to him involve exaggerating the extent and significance of a social problem. McQuail (2003) in his view claimed that the internet has become the latest medium to provoke a "moral panic" at the ease with which explicit sexual (and other undesirable) content can enter the home and be accessed even by children. Kento (2015) posited that the effects of unwholesome mass media seem to have negative impact on the character development of children than their positive impression. The students find it difficult to adjust to good personal, vocational, social and educational demands.

Peer group: Peer group refers to the group an individual identifies his or her self with. Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values or behaviour in order to conform to that of the group norms. It is seen as another factor which has contributed in destroying our children. Most students indulge in deviant behaviour in school because   of influence of their wrong peers (Onyejiaku, 2010).

Societal factors: Societal factors are one of the pressing problems predisposing students to deviant behaviours. For example, as the society experiences growth and becomes complex in nature so also do societal factors causing students` deviant behaviour (Agi, 2016). The increase in deviant behaviour in our society today cannot be overemphasized. This is why Onyejiaku (2010) brought forward psychological factors such as cognitive level and personality traits as factors that contribute to deviant behaviour in our schools.

Theoretical Explanation of Deviant Behaviour

 Psychoanalytic Theory: This theory was developed by Sigmund Freud. It explained that all humans have natural drives and urges that are repressed in the unconscious layer. He went further to state that, all humans have criminal tendencies. These tendencies are curbed, however, through the process of socialization. A child that is improperly socialized then could develop a personality disorder that causes him or her to direct antisocial impulses. Those who direct their antisocial impulses inward would likely become neurotic while those who direct theirs outwardly would likely become deviant criminal.

Learning Theory: Learning theory is based on the principles of behavioural psychology, which opined that a person's behaviour is learned and maintained by its consequences and rewards. Individual, thus learn deviant and criminal behaviour by observing other people and witnessing the rewards or consequences that their behaviour receives. For example, an individual who observes a friend stealing without being caught or punished rather the individual is reward for being an achiever might likely begin to follow such negative footsteps of that his/her friend.

Cognitive Development Theory: This theory postulates that criminal and deviant 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 Deviant Behaviour

The following are the effects of deviant behaviour as stipulated by Agi (2016).

Deviant 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 properties and in some cases deviant students observe frequent demonstrations in the face of little issues (Agi, 2016).

Conclusion

Deviant behaviour is a behaviour or action of individual or group that are not in conformity with the acceptable standards of the society. In schools, deviant behaviour of students are understood in relation to the existing schools rules and regulations. Peer pressure and school related factors have great consequences on the academic well-being of students. 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 its increasing rate in our societies.

Suggestions for Improvement

The following suggestions are made based on the nature of deviant behaviour.

1. Parents and guardians should always monitor the activities of their children at all time with the aim of curbing the negative behaviour.
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 act 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.

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