



CAUSES OF DEVIANT BEHAVIOURS AMONG ADOLESCENTS IN TERTIARY INSTITUTIONS IN KWARA STATE, NIGERIA

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ABSTRACT

The need for this study was prompted by the general apathy toward the study of Causes of deviant behaviours among adolescents in tertiary institution in kwara state. Simple random sampling technique was used to select the three hundred (300) respondents that participated in this study. A self-designed research instrument tagged: '' Causes of Deviant Behaviours Questionnaire '' (CDBQ) was used to elicit the necessary information. Null hypotheses were tested based on teaching experience, gender and educational qualifications. The data collected were analyzed using frequency counts, percentage, t-test and Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DMTRT) to test the three null hypotheses. The hypotheses were tested at 0.05 alpha level of significance. The findings revealed that the causes of deviant behaviours in adolescents are parental neglect of adolescent, Student involvement in secret cult, bad peer influence, and poor response of government to problems confronting colleges, drug addiction and rejection of children by parents. The results showed that there was no significant difference in the causes of deviant behaviours among adolescents in tertiary institution in Kwara State on the basis of lecturing experience, gender and educational qualifications. Based on the findings, the following recommendations are made: Professional counsellors and government should organize programmes that will provide information on

what deviant behaviours involve and its effect on the adolescents which in turn affects the students' academic performance. The study also recommended the need for counsellors who would help the students in both Educational, vocational and personal problems which hinder their studies, so that their potentials can be maximized.

Keywords: *Deviant Behaviours; Adolescents; Tertiary Institutions; Causes of Deviant Behaviours; and Deviants.*

Introduction

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, economical etc. Educational development therefore, is one of the human resources that Nigeria is blessed with. However, no single individual can attain the height of any educational achievement without passing through the school. In passing through the school, one has to be imparted with knowledge by the teachers and lecturers at different levels of education (Aliu, 1999). Raising standards in schools as part of a programme for continuous improvement, means realizing the potentials of all students as they progress through the schools. There is an increasing general concern about the way in which children and young people's learning can be adversely affected by issues associated with deviant behaviours. Children and young people who experience behaviour difficulties achieve less than their full potential (Lindsey, 2001). Whilst the majority of students behave well, and schools work hard to keep students in school and raise their standards of achievement, there is nevertheless growing problem of students exhibiting difficult or disaffected behaviours (Hassana, 1991). Several researchers such as Ajayi, 1999; Fasanmi, 1986; Kagu, 2000; Omolewa, 1981; and 2002 have documented that tertiary institution students in Nigeria experience academic problems that manifested itself in the form of poor academic performance. This occurrence has been linked with the poor study habits of the students (Emeke, 1984; Kagu, 1999 & Pindar, 2000). Good behaviours and discipline are key foundation of learning. Without an orderly atmosphere, effective teaching and learning cannot take place. If students are permitted to misbehave at school, or to absent themselves from it,

they prejudice their own educational chances and they disrupt the education of the students around them. A common aim shared by all those with an interest in the students and young person's would certainly be to maximize all students' personal development through the promotion of positive behaviours and educational achievement in partnership with parents, colleges and other relevant agencies (Jamiu, 2011).

Respect for others, for property and the environment, honesty, truth and fairness, tolerance and compassion, are the virtues of self-respect and self discipline. It is the aim of every school to assist students to grow up with a clear and acceptable view of what is right and wrong. Students learn by example as well as rule. Lecturers along with parents have a substantial responsibility in setting a good example. Their task is complicated because it is their example which student follows. But schools can and do make a difference. They have the capacity to lead, support and encourage students in developing good behaviours and in learning to play a responsible role within the school and in the wider world (Sayyed, 2005). Jamiu (2013) added that, the role of colleges goes beyond simply maintaining order. Important as that is, schools foster good behaviours in other ways. They play vital role in promoting the spiritual, cultural, social, moral and physical development of young people. The ethos of the college should include a clear vision of important values held by the college and local community.

Deviant behaviours encompass those behaviours that are offensive in the society. It has a scenario in Nigeria society most especially among the youth (Adolescent). Good moral characters that used to be in school are no more there. Lack of respect for elders, changes in society values, less respect for authority, increase in family breakdown, increase in class sizes, unskilled parenting is a major influence and other forms of vices are now observable in the society. There is no gain saying, the fact that a lot of the factors influencing adolescent's adjustment to school and society can be traced to their various homes. The major causative agent of deviant behaviours is the home because every individual come from a family to form a school or society (Chauhen, 1988). Sayyed (2005) stressed that when couples are separated or divorced, the training of the children are at the mercy of the maladjusted parents. There is the higher tendency for sex delinquency when children grow under one parent especially when they stay more frequently with uncle. He further noted that if family has no moral code

for the children, there will be a high risk of delinquency. The absence of recreational facilities like indoor games and few readily available outdoor games may influence delinquency.

Similarly, Jamiu (2013) observed that delinquent behaviours in adolescents can result from fear of violence, truancy, absenteeism or a condition that makes both lecturing and learning difficult. Location of the colleges can also contribute to the development of deviant behaviours among the youth. In line with this, Chauhen (1988) added that, if the colleges are located far off city or in an industrial area, near cinema house, market place, student may be tempted to engage in delinquent acts. Furthermore, problem of deviant behaviours in school is a subset of more general behaviours in the larger society in which the school exists. Inadequate supply of facilities can be a basis for deviant behaviours. Non availability of such facilities like libraries, science laboratory, workshop equipment, resource persons and sport equipment in colleges may negatively engage students mind in bad behaviours (Aliu, 1994). Aliu (1994) stressed that the following points cause deviant behaviours and invariably falling in educational standard in schools e.g inadequacy of educational material for institutions, too much external influence, insufficient attention to student's welfare and rapid increase in the enrolment of students. Jimoh (1990) maintained that, in Nigeria today, money is everything and the average Nigerian will do anything to get money. It is the end that justifies the means. In the college, students employ all sorts of devilish means to pass examinations since the society regard certificate as the only passport to good life. What youth watch on television, read in papers i.e. mass media also contributes to the increase in deviant behaviours.

Omosho (2007) added that, there is quiet a wide spread belief that standard of discipline and learning is falling or have fallen in most Nigeria educational institutions. The phenomenon of secret cult is another dimension destroying the social and academic lives in Universities, Polytechnics and Colleges of Education all over the country (Sumanu, 1999). This has created a great fear in the mind of students, lecturers and parents. In the year 2001, some students were brutally murdered due to rivalry activities of some cult members in University of Ilorin. The same was reported at Obafemi Awolowo University (O.A.U) Ile-Ife in the year 2000 when about ten (10) students were killed (Akin, 2000).

It reaches its peak when risk factors such as dysfunctional family, extreme economic deprivations, lack of connectedness to adult role models and poor neighborhoods outweigh the protective causes, and risky behaviours become more frequent and prevalent in nature. Any society where truancy, deviance, smoking, alcoholism, drug addiction, pick- pocketing, lateness, bribery, vandalization of public properties and examination malpractices prevail such society is categorized as unstable and indiscipline society. Bad behaviour spread easily in schools as well as in society which need to be properly handled. It can be seen from the above that what is happening in the society today is suggesting a fearful future for this great nation. Therefore, there is the need to investigate into the Causes of deviant behaviours among adolescents in tertiary institution in Kwara State, Nigeria. Jamiu 2011.

Statement of the Problem

Poor academic performance is recorded yearly in Nigerian schools and this has been the cause of the fall in the standard of education. Currently, students in colleges 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 and visit video clubs. There is also the involvement of some students in sexual promiscuity and cheating during examinations. Some involve themselves in drug abuse, smoking, alcoholism, drug addiction, truancy and stealing/pick pocketing. They do not respect their lecturers, parent and people in authority (Barakat, 2004).

Some studies have been carried out on deviant behaviours such as Salami and Aremu (2006) who researched into the relationship between problem-solving ability and study behaviour among school-going adolescents in South Western Nigeria Also, Idowu (2005) researched on Prevalence of smoking and drug use among students in Ilorin metropolis: Implications for Counselling. UNESCO (2009) also reported that seventy-five million children are out of school with very high dropout in Nigeria. To the best of the researcher's knowledge none of these studies have examined the causes of deviant behaviours among adolescents in tertiary institutions in Kwara State, Nigeria.

Research Questions

The following research questions were formulated:

1. Is there any significant difference in the causes of deviant behaviours in tertiary institutions in Kwara State on the basis of lecturing experience?
2. Is there any significant difference in the effect of deviant behaviours in tertiary institutions in Kwara State on the basis of gender?
3. Is there any significant difference in the effect of deviant behaviours in tertiary institutions in Kwara State on the basis of educational qualification?

Research Hypotheses

Based on the research questions, the following research hypotheses were postulated:

1. There is no significant difference in the causes of deviant behaviour among adolescents in tertiary institution in Kwara State on the basis of lecturing experience.
2. There is no significant difference in the causes of deviant behaviours among adolescents in tertiary institution in Kwara State on the basis of gender.
3. There is no significant difference in the causes of deviant behaviours among adolescents in tertiary institutions in Kwara State on the basis of educational qualifications.

Research Objective

The objective of the study was to investigate the causes of deviant behaviours in selected institutions in Kwara State. Also, to find out the influence of some demographic data such as educational qualification, gender and teaching experience on the studied variables.

METHODOLOGY

The research design that was used by the researchers for this study was descriptive survey design. All the selected institutions lecturers in Kwara State formed the target population for this study. Relevant data were obtained from selected sample of the lecturers. The main instrument used for this study is questionnaire tagged “Causes of Deviants Behaviour Questionnaire”(CDBQ) The questionnaire was pilot-tested on a representative sample of lecturers in

institution from the three (3) senatorial districts in Kwara State. The psychometric analysis was based on validity and reliability measures of the research instrument. The validity of the instrument was ascertained by effecting the corrections made by the lecturers in the School of Education, College of Arabic and Islamic Legal Studies. The test re-test method of establishing the coefficient of stability of the instrument was adopted. The instrument was administered twice to a sample of thirty (30) lecturers who did not participate in the study within an interval of two (2) weeks.

The reliability co-efficient obtained was 0.75 and this indicates a positive and high correlation between the responses obtained during the two periods of administration and t-test was used to test hypotheses 1, 2 and 3 because each of the hypotheses compared two means.

Table 1: Rank order of Causes of Deviant Behaviours among Adolescents in tertiary institution in Kwara State

Item No.	Causes of Deviant behaviours are:	Mean	Rank
1	parental neglect of adolescents.	3.20	1 st
13	Students involvement in secret cult.	3.17	2 nd
11	Bad peer influence.	3.11	3 rd
14	Poor responses of government to problems confronting colleges.	2.99	4 th
15	drug addiction.	2.97	5 th
8	Rejection of children by parents.	2.96	6 th
12	exposure of adolescents to negative information from the media.	2.96	7 th
10	poverty.	2.96	8 th
6	parent associating their children with drugs.	2.96	9 th
3	Wide spread of examination malpractice in school.	2.90	10 th
2	lack of well-trained teacher in schools system.	2.87	11 th
7	Broken home.	2.85	12 th
5	Controversy and anger over adolescent behaviour	2.85	13 th
9	poor academic performance.	2.75	14 th
4	Wide spread fall in standard of education.	2.69	15 th

Source: Researcher's Self-Designed Instrument

Table 1 indicated that items 1, 13, 11, 14, and 15 ranked 1st, 2nd, 3rd, 4th and 5th with a mean score of 3.20, 3.11, 2.99 and 2.97 state that “Causes of Deviant behaviours are parental neglect of adolescents”, youth involvement in secret cult”, bad peer influence”, poor response of government to problems confronting colleges”, and drug addiction” respectively. While the item which was ranked 15th was item 4 with a mean score of 2.69 and it stated that “ Effects of Deviant behaviours include widespread fall in standard of education. In addition, the table equally revealed that, the lecturers have favourable knowledge on deviant behaviours. Since the percentages of (yes) response are more than (no) responses generally.

H01: There is no significant difference in the causes of deviant behaviours among adolescents in tertiary institution in Kwara State on the basis of lecturing experience

Table 2: Analysis of Variance (ANOVA) for causes of Deviant Behaviours among Adolescents in tertiary institution in Kwara State on basis of lecturing Experience

Lecturing Experience	Df	Sum of Square	Mean Square	Calculated F-ratio	Critical F-ratio
Between Groups	2	454.498	227.249	5.18*	3.00
Within Groups	597	26157.767	43.815		
Total	599	26612.265			

Significant, $p < 0.05$

Table 2, 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 causes of deviant behaviours among adolescents in tertiary institution in Kwara State on the basis of lecturing experience was rejected because a significant difference was found.

Table: 3 Duncan Multiple Range Test (DMRT) Showing direction of significant difference on the causes of deviant behaviours among adolescent with respect to lecturing experience

Duncan Grouping	Mean	N	Group	Lecturing Experience
A	84.68	288	3	21-30 years
B	83.76	226	2	11-20year
C	82.10	86	1	1-10 years

Duncan’s Multiple Range Test (DMRT)

Table 3, the Duncan’s Multiple Range Test (DMRT) results was used to determine which of the class group mean(s) led to the significant difference noted in the ANOVA table 3. The DMRT results indicates that group 3 with a means score of 84.68 differed slightly from group 2 with a means score of 83.76 but differed significantly from group 1 with a mean score of 82.10. Group 2 with a mean score of 83.76 differed slightly from both groups 3 and 1 with means scores of 84.68 and 82.10 respectively. Group 1 with a means score of 82.10 differed slightly from group 2 with a means score of 83.76 but differed significantly from group 3 with a means score of 84.68 respectively. It is important to note that all the group differed from one another and especially group 3 and 1 which differed significantly from each other. Hence, the significant difference noted in the ANOVA results of table 3 was as a result of the fact that all the numbers differed from another and more so that group 3 and 1 differed significantly from each other. And the hypothesis was rejected.

H02: There is no significant difference in the causes of deviant behaviours among adolescents in tertiary institutions in Kwara State on the basis of gender

Table 4: Mean, Standard deviations, and t-value of the causes of Deviant Behaviours among Adolescents in tertiary institutions of Male and Female lecturers in kwara State

Gender	N	Mean	SD	Df	Cal. t-value	Crit. t-value
Male	264	84.03	6.477	598	4.31	1.96
Female	336	83.91	6.818			

Source: Researcher’s Instrument

*Significant, $p < 0.05$.

Table 4 indicates that the calculated t-value is 4.31 while the critical t-value is 1.96. Since the calculated t-value is greater than the critical t-value, the hypothesis which states that there is no significant difference in the effect of

deviant behaviours among adolescents in selected institution in Kwara State on the basis of gender was rejected because no significant difference was found.

HO3: There is no significant difference in the causes of deviant behaviours among adolescents in tertiary institutions in Kwara State on the basis of educational qualification

Table 5: Analysis of Variance (ANOVA) for causes of Deviant Behaviours among Adolescents in tertiary institutions in Kwara State on the basis of Educational Qualifications

Educational Qualification	Df	Sum of Squares	Mean Squares	Calculated F-ratio	Critical F-ratio
Between Groups	3	61.843	20.61	4.09	2.60
Within Groups	596	26550.422	44.55		
Total	599	26612.265			

*Significant, $p < 0.05$.

Table 5 shows that the calculated F-ratio of 4.09 was greater than the critical F-ratio of 2.60. Since the calculated f-ratio was greater than the critical f-ratio, the hypothesis which stated that there is no significant difference in the causes of deviant behaviour among adolescents in tertiary institutions in Kwara State on the basis of educational qualifications was rejected because a significant difference was found.

Discussion of Findings

It is generally believed that socio-economic background plays an important role, others have the believe that educational background of parents play a leading role, more so, parents non-challant attitude towards their family is also seen as a factor. Hypothesis 1 stated that there is no significant difference in the causes of deviant behaviours among adolescents in tertiary institution in Kwara State on the basis of lecturing experience. The finding was rejected. Hence, there is no significant difference in the expression of lecturers on causes of deviant behaviours. Supporting this finding, Lindsay, (2001) opined that lecturing experience did not play significant role in the attitude of respondents on causes of deviant behaviour among adolescents. The items sought to elicit information on the causes of deviant behaviours among adolescents. The results of the rank

order of the items revealed that item 1 which ranked 1st with a mean score of 3.20 (parental neglect of adolescents). By implication, the respondents (lecturers) have adequate knowledge of the causes of deviant behaviors. This supports the findings of Oyinloye (1998) which reported that parents are responsible for planning their adolescent timetable. The family or home is the first school of every child. It is generally believed that socio-economic background plays an important role, others have the believe that educational background of parents play a leading role, more so, parents non-challants attitude towards their family is also seen as a factors.

This was supported by Esere (2005) that the father is to provide appropriate leadership in the area of discipline that is to train, correct, mould up and strength the aspiration of the child. Family that values and encourages education would motivate their children to be academically upright and stay well in college. To complement this, Alexander (1997) believed that parental aspiration determines the child's achievement. Parent can motivate their children by assisting them in home work and make available some educationally motivating equipment such as books, television sets and educational films, which could make school to become interesting. Also Item 13 Ranked 2nd stated that student involvement in secret cult, with mean score of 3.17. Added to this deviant behaviours are: smoking, alcoholism, stealing and the use of drugs at the instance of friend/peers.

Cowley (1980) revealed that many adolescents smoked because of their friends who are doing it in order to achieve social acceptance or approval. Equally, Item 11 ranked 3rd with a mean score of 3.11 stated that bad peer influence is another factors of deviant behaviours. Furthermore, item 18 ranked 4th with a means score of 2.99 and stated that low response by government to problems confronting schools. The findings agreed with UNICEF's (2009) that 17 percent of girls and 21 percent of boys attended secondary school from 2000-2009 according to the world's children report. It is therefore expedient to note that government should have adequate attention on education. Item 15 ranked 5th with a mean score of 2.97 on the causes of deviant behaviour stated that drug addiction is one of causes. Nevertheless, Ranked 6th is item 8 and 12 with a mean score of 2.96 and they stated that deviant behaviours causes rejection of children by parents and deviants behaviours also by constant exposure of

students to negative information from the media causes deviants behaviours respectively.

This finding supports the earlier study of Smink (2009) which stated that the basic care strategy; which involves mentoring and tutoring, service learning, alternative school and after school opportunities should be provided to the child. The results of the rank order of the items 10 ranked 8th Item 10 stated that's poverty is one of causes of deviant behaviour. Similarly, item 6 which ranked 9th stated that parent associating their children with drugs. Hence, the knowledge of respondents in the present study is well grounded. Item 3 rank 10th with a statement that widespread of examination malpractice in school is another effects of deviant behaviour. Item 2 ranked 11th which indicated that lack of provision of well-trained lecturer in college system lead to deviant behaviour. In support of this, U.N.D.P (1998) stated that the government outlined implementation guidelines to facilitates the stated objectives such as monitoring, planning, evaluation and recruitment of lecturers, infrastructural facilities and instructional materials, and management of the entire process. Item 7 ranked 12th with means score stated that broken home is one of the causes of deviant behaviour. In support of this, Oyinloye (1998) says that lecturers should be monitoring the students and they should always bear it in mind that no two students are exactly the same. Hence, individual difference should be given attention in order to promote learning process. Omotosho (1990) established that, there is quit a wide spread belief that standard of discipline and learning is falling or have fallen in most Nigeria educational institutions. While the item ranked 20th was item 4 with a mean score of 2.69 and it stated that effects of deviant behaviours are wild spread fall in standard of education in the colleges.

Conclusion

Based on the findings of this study, conclusions were drawn that:

- Lecturing experience has no influence in the effect of deviant behaviors among adolescents in tertiary institution in Kwara State.
- Gender has no influence in the effect of deviant behaviors among adolescents in tertiary institution in Kwara State.
- Educational qualification has no influence in the effect of deviant behaviors among adolescents in tertiary institutions in Kwara State.

Recommendations

Based on the findings of this study, the researchers recommended that:

- The tertiary institution in Kwara State should have at least a professional counsellor to help the adolescents in educational/vocational and personal problems which hinder their studies, so that their potentials can be maximized.
- School counselors should identify deviant behaviours and counsel adolescents on how it can be prevented.
- Counsellors can help the problem of deviant behaviours through a well-planned guidance services coupled with sound counselling processes.
- College management should put in place effective strategies against bullying, deviant, alcoholism and smoking which may be perpetrated by students.
- Policies should be based on a clear and justified set of involvement of adolescents. Such as:
 - ❖ Being simple and straightforward;
 - ❖ Sanction against bad behaviours and reward good behaviours;
 - ❖ Being specific to the school;
 - ❖ Rules kept to a minimum necessary to ensure good behaviours and Adequate for each rule.
- Finally, there is need for the adolescents to be properly guided in all aspects of their life so as to overcome their personal problems and colleges should have at least a counsellor who would help the adolescents in educational vocational and personal problems which hinder their studies.

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