

Citizenship Education in the Management of Deviant Behaviours among Tertiary Institution Students in North Central Nigeria

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Abstract

Deviant behaviour among students in the institutions of learning is on the increase and it is obvious that any country that abandons her youths to be involved in deviant behaviour produces societal unrest, economic wastage and indiscriminate destruction of lives and property. This research will examine Citizenship education in the management of deviant behaviour among students in tertiary institution in North Central, Nigeria. The descriptive survey design was used for this study and The population for the study comprises of all the students in the three university in the North Central geo-political zone of Nigeria, a sample of eight hundred (800) respondents was used for the study and the purposive and multi-stage sampling was used to ensure that both Federal, State and Private university were selected, each institution have an equal and independent chances of being selected for the entire population. The research instruments for data collection in this study was questionnaire and interview, Citizenship education in the management of deviant behaviour among students Questionnaire (SCMDBASQ) was designed by the researcher to investigate Citizenship education in the management of deviant behaviour. The questionnaire was in the form of structured responses where strongly agree (SA), agree (A), disagree (D), strongly disagree (SD) and to a very great extent (VGE), to a great extent (GE), to a moderate extent (ME), to a little extent (LE) were used. The researcher design interview questions for respondents on Citizenship Education in the management of deviant behaviour among student's oral interview (CEMDBASOIQ). The data collected were analysed using the descriptive statistics of frequency counts, percentage, means and standard deviation. The inferential statistics of Pearson Product Moment Correlation Coefficient was used to test the null hypotheses stated. The level of statistical significance will be set at $\alpha = 0.05$. The data will be analysed using Statistical Package for Social Scientist (SPSS) Version 16.0 while discussions of the findings and recommendation will follow immediately.

Keywords: Citizenship education, management deviant behaviours, tertiary institution and students

Introduction

Education is recognised as the mirror of the society to solve human problems, through the acquisition of moral and other attitudinal components in a socio-cultural milieu. Education is a process through which the individual acquires knowledge, skills, attitudes, and competencies. It is the total process of bringing up an individual to develop his or her potentials (cognitive, affective and psychomotor skills) to the fullest and, consequently, to be able to contribute maximally to the development of the society (Yusuf, 2023)

Shedrack (2021) suggested that deviant behaviours are associated with relative deprivation, rising expectation and frustration due to unfulfilled needs of the students. Consequently, deviant behaviour and social vices have apparently become a threat to the realisation of individual potentials in Nigeria, in spite of the concerted efforts by stakeholders to win the battle against it. It is an abnormal practice that involves destruction of lives and property; a situation where students' behaviour runs counter to the accepted standards of the society. In essence, deviant behaviour has deviant characteristics in the

institutions of learning, which suggest an abnormal situation, liable to involve illegal or anti-social activities. In this case, society can only progress if her citizens are well educated and fully equipped to utilise education as a means of solving the diverse and complex problems facing the society, by bringing about positive and meaningful changes and contributing positively to its overall progress.

Social studies and Citizenship education is the study of people in relation to each other and to their world. It is an issues focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Socio-citizenship education fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live. social studies draw from "anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences" (Cannoy, 2015). Other subjects that have been discussed in the context of social studies include criminology (Solhaug et al., 2020). Citizenship education on the other hand is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities, Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes. Civic dispositions are defined as the citizen traits necessary for a democracy. By far the most widespread application of citizenship education is in formal school education. Citizenship education is being taught as part of the regular curriculum around the world, and there are extensive pedagogic resources available from the many civil society organizations involved in promoting this aspect of the approach². Some useful resources in this regard are the curricular materials of organizations such as Center for Citizenship education the Citizenship education Partnership Initiative and CIVNET. Civics or citizenship education (amongst other names) often forms a key part of social studies curricula. Social studies is often used to transmit ideologies and belief systems. Brant et al. (2022) found that a focus on citizenship, and promotion of national identity and sometimes patriotism were present to varying degrees in the different curricula.

Justification for the study

The role of the school as an agency of education versed with the responsibility of inculcating norms, values and other life skills into the students for the purpose of their individual development as responsible citizens has gradually been weakened. Igbo and Ikpa (2023) observed that, in recent years, there have been records of deviant behaviour such as anti-establishment behaviour, lack of respect for authority, wanton destruction of lives, destruction of private and public property and other deviant activities among the youths, particularly those in the tertiary institutions. The relevance of students in national development can never be overemphasized. However, when students who are supposed to build the nation engage in various vices and deviant behaviour, what hope has a nation? Deviant behaviour in Nigeria is harmful to the institutions of learning and effective nation-building because of the negative implications violent and unpatriotic activities of students exert on national development. Deviant behaviour and social vices in the institutions of learning have devastating consequence on the students, teachers, and the society. In response to this trend, Citizenship education was introduced into the Nigerian system of Education with the hope that it will help to maintain good behaviour among the students in the institutions (Okam & Danladi, 2021). Unfortunately, since the introduction of Citizenship education the challenges of deviant behaviour still prevail in our institutions, especially at the tertiary level of education to the detriment of the

students, teachers, institutions and the Nation as a whole. It is on this premise that this study sought to explore the content of Citizenship education with a view to identifying its teaching problems, prospects and knowledge gap as well as suggesting ways or modalities for improvement in the teaching and learning of Citizenship education at the tertiary institution.

Purpose of the Study

The purpose of the study was to examine Citizenship education in the management of deviant behaviour among students in tertiary institution in North Central, Nigeria. Specifically, the objectives of the study were to:

1. assess the state of deviant behaviour among students in tertiary institution of learning
2. examine the extent to which the curriculum content of Citizenship education is viable for managing deviant behaviour among students in tertiary institution of learning

Literature review

Citizenship education among other school subjects is primarily designed and taught in schools to address issues relating to right type of values, attitudes and behavior with a view to achieving national development. According to Otoja (2023) Socio-citizenship education teachers have to draw the attention of their learners to the societal vices, which are bedeviling our national life and how to avoid them. By doing this Socio-citizenship education will be achieving one of its objective, which is, creating awareness and sensitivity to the seriousness of man's environment. Effective teaching and learning of Social Studies Education too will encourage peace and security education, inculcate intercultural studies and equip the learners with social interaction skills for harmonious coexistence. Social Studies Education is an educative means of imparting the knowledge of social sciences, arts and humanities, physical, pure and natural sciences to learners or the process of educating people on the needs to have an in-depth knowledge of the various integrative subjects which includes history, geography, sociology, psychology, economics, religion and political science which its broad knowledge enable social studies students to acquire a better understanding of the concepts, events and materials around their physical environment (Obaje, 2022)

Socio-citizenship education is a discipline that studies in a measured dimension the important socio-political and environmental concept and phenomena relevant to the well-being of Nigerians. Socio-citizenship education largely as knowledge, skills and values given to a child or groups of learners with a view to making them functional and responsible individuals capable of contributing to the socio-economic, political and religious development of the state. Osuagwu & Ogbonnaya (2022) also emerged with the view that:

Socio-citizenship education is the process of imparting knowledge, virtues, norms, values, attitudes and acceptable manner of conduct and behavior into the citizens of a community or nation aimed at building a strong community or nation.

Theoretical Framework

The theoretical framework is Context, Input, Process and Product (CIPP) Evaluation Model (Stufflebeam, 2019)

Context, Input, Process Product (CIPP) Evaluation Model

Stufflebeam's Context, Input, Process and Product (CIPP) model of evaluation is a comprehensive framework for guiding formative and summative evaluations of programmes, projects, personnel,

products, institutions, and systems. Stufflebeam, CIPP (2019) theory is useful in this work to assess the objectives of Socio-citizenship education. The theory assesses performance towards determining improvement in students learning outcome. It is important to identify the institution needs or prescribe responsive needs that can best address identified needs of the students. This will provide the necessary information for decision-making, situational analysis, focus on unmet needs and diagnose the reason for unmet needs. This theory will address issues such as the school values, goals and beliefs derived from the content of Socio-citizenship education and determine performance outcomes that are important for the school and the community.

Bad Governance

Good governance is required for the growth and development of any nation. Unfortunately, in Nigeria, bad governance is more common than good, resulting in disjointed development.

These are the features of most administration in Nigeria based on these, Onyekpe (2022) observed that successive administrations in Nigeria have not allocated much to the needs of the youth, and worse still, the meager allocation are often diverted by government officials to their private accounts and projects. Thus, students are deviant and agitated when they perceive that those in authority are wasting resources meant for them.

Unemployment

Unemployment is a hydra-headed monster which exists among the youths in all developing countries. Ozohu-Suleiman (2021) noted that Nigerian youths are trapped by unemployment, while Zakaria (2021) believed that “the rising tide of unemployment and the fear of a bleak future among the students in African, countries have made them vulnerable to the manipulations of agent provocateurs”. These include aggrieved politicians, religious fanatics, and greedy people that employ these youths to achieve their selfish ambitions. Therefore, the absence of job opportunities in developing countries is responsible for deviant behaviour with disastrous consequences.

Poverty

Poverty connotes inequality and social injustice and this traumatizes the poor. More than 70 per cent of people in Nigeria are in abject poverty, living below the poverty line, and one- third survive on less than \$1 US dollar a day (Anasi, 2020). Students who are disillusioned, frustrated, and dejected seek an opportunity to express their anger against the state. The effects of poverty include loss of livelihood, inequality, and deviant behaviour as evidenced by the numerous violent protests against the wielders of power in Nigeria.

Ozean (2021) further observed that the causes of deviant behaviour are legion; ranging from individual to societal factors. The causes continue to widen everyday though, just as the sophistication of the means through which the perpetrators thrive in this condemnable act, appear to be ever changing. However, there appears to be a consensus that students tend to resort to deviant behaviour due to a number of reasons, viz:

- Students resort to deviant behaviour because of their perceived marginalization by the selfish school authorities and leaders in the institutions. So, in order to get attention, partake and or get their “share”, they resort to taking on these selfish school authorities headlong culminating in the deviant behaviour rampant in most of the institutions.
- Students constitute a large army of the unemployed. Therefore, there is a tendency for the youths to look at their plight as the making of a cruel society that does not seem to care for

them and since there is a strong negative feeling of dissent, drives them to rebel against society.

- Youths are described as exuberant; this raw energy has been channelled into unwholesome and socially unacceptable ventures that threaten the very fabrics of the community. It is believed that some disgruntled leaders, elders and politicians in the communities resort to recruiting youths for settling scores or using them against, perceived enemies.

Managing Deviant Behaviour in Colleges of Education

Deviant behaviour is an act of indiscipline or behaviour disorder that serves as major problem in the institutions of learning which is of great concern to the parents, teachers and the Government. Sources of these social vices are increased rate of dropout in school, drug abuse among students, gambling, stealing, pick pocket which constitute nuisance in the society. It is important these behaviour needs to be managed to reduce the acts of lawlessness. Management is the art of getting things done through people in an organization (Hill and McShame, 2023 in Akinlolu & Rafiu, 2021). Management is an art of knowing what is to be done and seeing that it is done in the best possible manner. Management is also a social and technical process that utilises resources, influences human action and facilitates changes in order to accomplish an institutional goal. Therefore, in managing deviant behaviour of students, it is the responsibilities of both the academic and non-academic staff in the institutions. As parents, teachers, counsellors and education officers and administrators, there is no need to be in any doubt as to the seriousness of these deviant acts that it cannot be managed.

Managers in the various tertiary institution of learning are to give institutions a sense of purpose and direction; motivate ordinary people to do extra-ordinary works. Effective managers should be capable of regulating individuals, groups, and formal structures to the needs of the institutions. Dube (2021) suggested that managers could utilize the following to ensure smooth change process:

- i. Perception:** Managers should be able to interpret sensory inputs effectively and ensure that employees perceive the institutional objectives correctly.
- ii. Learning:** Individuals in the institutions should be encouraged to acquire new knowledge, skills and attitudes. Learning helps people to understand better and influences behaviour.
- iii. Motivation:** this focuses on the totality of individual's dispositions and motives to behave in a certain way.
- iv. Support is very essential for effecting a smooth change.** People undergoing changes need material, moral and emotional support. Undergoing change in behaviour is a lot like walking a tightrope for the first time. (Goetsch & Davis, 2021). Furthermore, the institutions need to appoint the right persons who are professionally trained disciplinarians of solid character and moral fiber to manage those deviant behaviours of students who are underachieving academically.

Lemerk, Halarambos and Holborn (1998) observed that deviance is a behaviour that violates and contradicts the norms and values of social group in which that behaviour exists. Deviant behaviours are as a result of social interaction and the act only become deviant when labelled as such. In line with this, functionalist perspective views deviant behaviour as a result of dysfunction in one or more of socialising institutions. People are primary inhibitors of change in organizations and it is important to pay attention to them. Furthermore, Giddens (2020) observed that deviance is a behaviour which doesn't fit the execrators of a social group. Students need to be given opportunity to express their concerns and fears. Getting problems into the open from the onset would allow them to be dealt with while solving them aside or ignoring the problem will transform little problems into bigger ones.

Research Questions

Arising from the objectives of the study, the following research questions were raised to guide this study:

1. What is the state of deviant behaviour among students in tertiary institution of learning?
2. To what extent is the curriculum content of Citizenship education viable for managing deviant behaviour among students in tertiary institution of learning?

Research Hypotheses

The following hypotheses were tested in this research work.

Ho₁: The curriculum content of Citizenship education is not significantly viable for managing deviant behaviour among students in Colleges of Education.

Methodology

The descriptive survey design will be used for this study. This design is considered appropriate because of its potential in investigating and establishing facts about the nature, distribution and relationship between Citizenship education and managing deviant behaviour. The population for the study comprises of all the students in the three university in the North Central geo-political zone of Nigeria. A sample of eight hundred (800) respondents were used for the study and the purposive and multi-stage sampling were used to ensure that both Federal, State and Private university were selected each institution has equal and independent chances of being selected for the entire population. In the first stage, one each from the Federal, State and Private University were selected and students in the three university were used. Stratified sampling technique was used to select the three University for the study. This was done by categorizing all the Federal, State and Private University in the geo-political zone. 10% each of the school population was used and disproportionate sampling fractions was used to select the sample of the level, and the gender of the students respectively. questionnaire and interview was used to collect data collection. Citizenship education in the management of deviant behaviour among students Questionnaire (SCMDBASQ) was designed by the researcher to investigate Citizenship education in the management of deviant behaviour. The questionnaire comprises of fourteen (14) items which will be designed from the research questions on Citizenship education in the management of deviant behaviour among students Questionnaire. The questionnaire will be in the form of structured responses where strongly agree (SA), agree (A), disagree (D), strongly disagree (SD) and to a very great extent (VGE), to a great extent (GE), to a moderate extent (ME), to a little extent (LE) was be used. Also the researcher designed interview questions for respondents on Citizenship Education in the management of deviant behaviour among student's oral interview (CEMDBASOIQ). Interview usually functions effectively as instrument for data collection. Descriptive statistics of frequency counts, percentage, means and standard deviation. The inferential statistics of Pearson Product Moment Correlation Coefficient was used to test the null hypotheses stated. The level of statistical significance will be set at $\alpha = 0.05$. The data will be analysed using Statistical Package for Social Scientist (SPSS) Version 16.0

Research Question 1: What is the state of deviant behaviour among students in tertiary institutions?

Table 4.2.1 State of Deviant Behaviour in tertiary institutions

State of Youth Restiveness	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1 The students in my school are always involved in deviant behaviour	346 (43.3)	408 (51.0)	3 (0.4)	43 (5.4)	3.32	0.74
2 Activities leading to destruction of lives are common in my school.	337 (42.1)	372 (46.5)	91 (11.4)	0 (0.0)	3.31	0.66
3 Deviant behaviour in my school is now more than ever.	410 (51.3)	253 (31.6)	137 (17.1)	0 (0.0)	3.34	0.75
4 Students in my school often use ethnic identity to cause deviant behaviour.	311 (38.8)	398 (49.8)	91 (11.4)	0 (0.0)	3.28	0.65
5 Lack of understanding among the students always lead to deviant behaviour in my school.	305 (38.1)	196 (24.5)	181 (22.6)	118 (14.8)	2.86	1.09
6 Lack of punishment for the offenders of law makes students indulge in deviant behaviour as a normal behaviour.	425 (53.1)	370 (46.3)	5 (0.6)	0 (0.0)	3.53	0.51
7 Students are always deviant due to inappropriate lecture delivery.	283 (35.4)	513 (64.1)	4 (0.5)	0 (0.0)	3.35	0.49
Total					3.28	0.29

Low: \bar{x} =1.01-2.00

Moderate: \bar{x} = 2.01-3.00

High: \bar{x} =3.01-4.00

The table shows items that measure the state of deviant behaviour among students in tertiary institutions. Item 1 which states that students in my school are always involved in deviant behaviour has a mean score (\bar{x}) of 3.32 and a standard deviation (SD) of 0.74 with 346 (43.3%) and 408 (51.0%) strongly agree and agree respectively and very few strongly disagree and disagree. This item can thus be classified as an indication of high state of deviant behaviour. Item 2 which indicates that activities leading to destruction of lives are common in my school can also be classified as high (\bar{x} =3.31, SD=0.66) with 337 (42.1%) and 372 (46.5%) strongly agree and agree respectively. Deviant behaviour in my school are now more than ever, which represent item 3, can also be classified as an indication of high state of deviant behaviour in Colleges of Education (\bar{x} =3.34, SD=0.75) with 410 (51.3%) and 253 (31.6%) picking strongly agree and agree respectively. Item 4 which states that students in my school often use ethnic identity to cause deviant behaviour has a mean score which indicates that the state of deviant behaviour is high (\bar{x} =3.28, SD=0.65) with a high frequencies of strongly agree and agree, as shown in Table 4.2.1. However, item 5 that concerns lack of punishment for the offenders of the law makes students indulge in deviant behaviour as a normal behaviour was at the moderate level (\bar{x} =2.86, SD=1.09) with 305 (38.1%) and 196(24.1%) strongly agree and agree, as indicated in Table 1. Also, items 6 and 7 respectively were items that indicated high state of deviant behaviour due to lack of punishment for offenders of law as well as inappropriate lecture delivery (Item 6: \bar{x} =3.53, SD = 0.51; Item 7: \bar{x} =3.35, SD = 0.49) with the highest number of respondents for strongly disagree and disagree responses. The overall mean of the seven items measuring the state of deviant behaviour as indicated in Table 1, showed that the state of deviant behaviour in tertiary institutions is high (\bar{x} =3.28, SD=0.29).

Research Question 2

To what extent is the curriculum content of Citizenship education viable for managing deviant behaviour among students in tertiary institutions?

The description of the extent to which the curriculum content of Citizenship education was viable for managing deviant behaviour among students in tertiary institutions was executed using a four-point scale of descriptive statistics of mean and standard deviation as captured in

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Table 4:2: 3: The Extent the curriculum Content of Citizenship education is Viable for Managing Deviant Behaviour among Students in tertiary institutions

S/N	Statement of Items	VGE (%)	GE (%)	ME (%)	LE (%)	Mean	SD
8.	Content of Citizenship education addresses what the society expects about citizenship education.	96 (12.0)	213 (26.6)	200 (25.0)	291 (36.4)	2.14	1.04
9.	It teaches how to respect people in the position of authority in the school.	26 (3.3)	121 (15.1)	252 (31.5)	401 (50.1)	1.72	0.84
10.	It exposes one to the consequences of engaging in social unrest such as destruction of lives.	35 (4.4)	112 (14.0)	137 (17.1)	516 (64.5)	1.58	0.89
11.	It teaches students the attributes that promote social behaviour.	69 (8.6)	86 (10.8)	198 (24.8)	447 (55.9)	1.72	0.97
12.	It teaches students to be law abiding citizens.	43 (5.4)	116 (14.5)	227 (28.4)	414 (51.8)	1.74	0.90
13.	It increases the desire to always fulfil national responsibilities.	35 (4.4)	154 (19.3)	267 (33.4)	344 (43.0)	1.85	0.88
14.	It teaches tolerance among diverse people in Nigeria	69 (8.6)	138 (17.3)	265 (33.1)	328 (41.0)	1.94	0.96
Total						1.81	0.36

To a very great extent (VGE) \bar{x} = 3.5 and above to a great extent (GE) \bar{x} = 2.51-3.25

To a moderate extent (ME) \bar{x} = 1.76-2.50 to a little extent (LE) \bar{x} = 1.00-1.75

The Table above shows that the content of Citizenship education that addresses what the society expects about Citizenship education was viable for managing deviant behaviour among students to a moderate extent, 200 (25.0%) and 291 (36.4%) students respondents strongly disagree and disagree while 213 (26.6%) and 96 (13.0%) agree and strongly agree respectively (\bar{x} = 2.14; SD = 1.04). Also, the curriculum content of Citizenship education that teaches how to respect people in the position of authority in the school was viable for managing deviant behaviour among students to a little extent, 401 (50.1%) and 252 (31.5%) respondents strongly disagree and disagree respectively with a less number ticking agree and strongly agree (\bar{x} = 1.72, SD = 0.84). Similarly, item 10 which states that Citizenship education exposes one to the consequences of engaging in social unrest such as destruction of lives was viable to a little extent for managing deviant behaviour among students in tertiary institutions. This is because 516 and 137 respondents picked strongly disagree and disagree respectively (\bar{x} = 1.58, SD = 0.89). Similarly, item 11 which teaches students the attributes that promote social behaviour was viable for managing deviant behaviour among students to a little extent with a very high number of respondents ticking strongly disagree and disagree with less number ticking agree and strongly agree as shown in the Table. (\bar{x} = 1.72, SD = 0.87). Teaching students to be

law abiding citizens as the content of Citizenship education was viable for managing deviant behaviour among students to a little extent, 414 (51.8%) and 227(28.4%) respondents choose strongly disagree and disagree respectively with less number choosing agree and strongly agree respectively ($\bar{x}=1.74$ SD=0.90). Increasing desire to always fulfil national responsibilities as content of Citizenship education was viable as shown in the table to a moderate extent for managing deviant behaviour among students (VGE: n=35, %=4.4, GE: n=154, %=19.3, ME: n=267, %= 33.4, LE: n=344, %= 43.0; $\bar{x}=1.85$, SD=0.88). Content of Citizenship education which teaches tolerance among diverse peoples in Nigeria was considered viable for managing deviant behaviour among students to a moderate extent ($\bar{x}=2.46$, SD=0.76). Overall, the content of Citizenship education was not viable for managing deviant behaviour among students ($\bar{x}=1.81$, SD=0.36).

Hypotheses Testing

The following hypotheses were tested in this study

Hypothesis 1

H₀₁. The curriculum content of Citizenship education is not significantly viable for managing deviant behaviour among students in institutions of learning.

Table 4:3:1 Pearson Moment Correlation of curriculum Content of Citizenship education and the management of deviant behaviour among students

			Curriculum Content of Citizenship Education	Deviant behaviour among students
Content of Citizenship education	Pearson		1.000	-.006
	Significance		0.00	.860
	N		800	800
	Mean		1.81	2.68
	SD		0.36	0.16

Significant at p<.05

The table shows that there was a non- significant relationship between the curriculum content of Citizenship education and the management of deviant behaviour among students ($r=-.006$, $p=.860$). Thus, the null hypothesis stated was not rejected as the level of significance of probability was exceeded. It was greater than 0.05. It therefore means that the curriculum content of Citizenship education is not adequate for managing deviant behaviour among students. Thus, there is need to modify the existing curriculum that could effectively manage deviant behaviour among tertiary institution students.

Interview

Oral interview was administered on 18 respondents, 3 each from an institution, involving different programmes/department of studies were involved in the interview based on the content of Citizenship education and the management of deviant behaviour. The two questions were on the causes of deviant behaviour among students and the possible ways deviant behaviour among students can be controlled. The questions were an open ended and were analysed using qualitative analysis of the responses from the respondents. The results obtained shows that students who were involved in the interview stated that deviant behaviour among students are majorly caused as a result of lack of understanding among students, and among teachers and students, lack of respect for authority, lack of patriotic ideas , influence of social media, victimization arising from economic exploitation, lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials which affect students, inadequate recreational facilities, lack of basic infrastructure,

inadequate communication and information flow, inadequate educational opportunities and resources, lack of quality education, poverty, influence of peer pressure, fear of the unknown, the need for identification and protection against oppressions, power acquisition for physical safety and protection, parental failure in moral development or upbringing, ignorance, a sense of self-worth and status, fear of intimidation and molestation, lack of sense of belonging and commitment, academic imbalance, cults/gangs activities to gain popularity, satanic influence, spirit of oppression, lack of teaching and learning materials, poor school infrastructural development, and increase in tuition fees, amongst others.

Based on the possible ways deviant behaviour can be controlled, same respondents affirmed that respect to those in the position of authority, provision of social and economics welfare to the students, proper guidance and counselling through seminars, campaign and workshop, inclusion of moral instruction in Citizenship Education to equip the youths with fundamental social values, avoidance of bad influence that causes deviant behaviour in the school, school authorities been considerate in handling students' affairs in decision making, provision of enough teaching and learning materials, promotion of democratic values, channelling of communication by the institutions leaders to the students, Provision of students' social welfare to enhance teaching, Government and non-governmental organization supports to the various institutions, provision of adequate educational opportunities, strict restriction of clubs and societies which can lead to wanton killing and destruction of lives and property

Discussion of Findings

The findings of the study have revealed that the state of deviant behaviour among students in the Colleges of Education is high. The involvement of the youth who are expected to shoulder the responsibility of the society in the future makes the situation worrisome due to high increase in deviant behaviour among students. Most of the students, including those who have been arrested in connection with political gangsters, dropped out of school. In view of this, Chukuez (2021) asserted that today the consequences of deviant behaviour stare us in the face; the truth is that deviant behaviour among students and social vices are devastating both for individual and the society at large.

Deviant behaviour among students makes the students to be disabled from their expected role as leaders of tomorrow, destroy productive lives, and the future of the social fabrics of the society. The risk involved are too numerous to be taken for granted. It is therefore the responsibility of the Nigerian state and all stakeholders to look for ways of bringing this large army of unemployed youths into the main stream of society and making them economically and socially viable so that they can become creator of jobs and wealth for themselves and for others. Oromareghake, Arisi and Mark (2023) affirmed that historically, deviant behaviour among students has become transactional device used by Nigerian young adults to get what they want from the relevant authority. Origin credence to youth resistance to operating conditions, issues and unwelcome leadership regimes and as a result students began to Unionize, campus cultism emerged, and organized gang actions, ethnic cliques and cleavages as well as clannish orientation among students seem to have legitimized deviant reactions among the students. Parents and guardians are not living up to expectation in teaching their children and inculcating in them norms and values. The norms and values of any society are expected to be in the custody of the different levels of leadership in that society. Worse still Tenuche (2021) observed that community relationships are being systematically and progressively destroyed, the intermittent violent crises in different parts of Nigeria in which the youth are largely involved have brought to fore the level of moral depravity among the youth. Furthermore, Tenuche (2021) asserted that the system of Education currently in use in Nigeria appears to have compounded the problem of

unemployment among many able bodied youth. The National Policy on Education 1977, which was revised in 1981, made conscious efforts to give a boost to non-academic education to encourage school leavers engage in some form of gainful employment. The aim of secondary education within the overall national objectives should be the preparation of the young ones for secondary education. The 6-3-3-4 system of education was adopted and the first 3 years of secondary education was to develop skills among the young ones so that those who eventually do not proceed for higher education would have acquired certain basic skills to make them useful members of the society.

The findings also show that the curriculum content of Citizenship education is not viable for managing deviant behaviour among students. Corroborating this with the result of the hypothesis tested which shows non-significant relationship between the curriculum content of Citizenship education and the management of deviant behaviour among students. Therefore, there is need for the modification of the existing curriculum content that can effectively control deviant behaviour among students so as to provide effective teaching and learning of the content that can adequately control deviant behaviour among students. The education of an individual concerning himself and his state that will not only socialize but emancipate and transform individual for functional roles in a dynamic society is Citizenship education. In line with this assertion, Ukeje (1996) summed it up when he opined that education is power, it is a process of acquiring knowledge and ideas that shape and condition man's attitude, actions and achievements; it is a process of developing the child's moral, physical, emotional and intellectual power for his contribution in social reform; it is the process of mastering the laws of nature and utilizing the law effectively for the welfare of the individual and for social reconstruction; the art of the utilization of knowledge for complete living. In the opinion of Okoh in Okorosaye-Orobite (2023) education is a process, a product, and a discipline. As a process, it "is the activity of preserving, developing, and transmitting the culture of a people from one generation to another". As a product it refers to change, whether overt or covert, implicit or explicit, which is expected to bring about a change in behaviour. Also, Akinpelu in Okorosaye-Oribite (2023) stresses that the product of education is the educated man, who in the African context is one "who shows evidence of a well-integrated personality who is economically efficient, socially competent, morally acceptable, intellectually and culturally sophisticated. Effective education can help ensure a safer, healthier, more prosperous, and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance and international co-operation. Education raises income levels and improves standards of living.

Recommendations

1. Problem-solving methods should be used to promote value awareness of Citizenship education and solve social problems
2. Curriculum experts as a matter of urgency should review the curriculum of Citizenship education to enhance the benefits of Citizenship Education.

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