

The Impact of Societal Re-Orientation Programme (A Daidaita Sahu) in Minimizing Adolescent Anti-Social Behavior Among Senior Secondary School Students in Municipal Education Zone, Kano-Nigeria

Impak Program Orientasi Semula Masyarakat (A Daidaita Sahu) Dalam Meminimumkan Kelakuan Anti-Sosial dalam Kalangan Pelajar Sekolah Menengah di Zon Pendidikan Tempatan, Kago-Nigeria

Idris Salisu Rogo

School of Continuing Education, Bayero University, Kano, Nigeria;

Article progress

Accepted: 29 Mei 2019

Reviewed: 11 Julai 2019

Published: 31 Mei 2020

**Corresponding author:*

Idris Salisu Rogo, School of Continuing Education, Bayero University, Kano, Nigeria,
Email: isrogo.sce@buk.edu.ng

Abstract: The study investigated the impact of societal re-orientation programmed (A Daidaita Sahu) in minimising adolescent antisocial behaviour among senior secondary school students of Municipal Education Zone, Kano-Nigeria. The objectives of the study were to find out the impact of A Daidaita Sahu in minimizing adolescent antisocial behaviour among students of the study area, and to identify the strategies used by A Daidaita Sahu in minimizing adolescent antisocial behaviour among the students. The study adopted the Ex post Facto (EPT) design. 245 samples out of 1,041 teacher's population and 10 samples out of 37 principals were used for the study. Two (2) instruments were used for data collection in the study, namely: A Daidaita Sahu implementation strategy Scale (AIS-Scale) and Anti-social behaviour checklist (AB-Checklist) respectively. Reliability of internal consistency was sought using Cronbach's Alpha formula. A positive reliability index for the AIS-Scale was found to be 0.744. The findings of the study revealed that A Daidaita Sahu programmed has impact in minimizing adolescent antisocial behaviour among students. Mass media campaign, sensitization during school assemblies, involvement of teachers, parents, religious leaders, CBOs, NGOs and student clubs and societies were the strategies used by A Daidaita Sahu in minimizing adolescent antisocial behaviour among students. Based on the findings above, the study recommends that Mass media campaign, sensitization during school assemblies and involvement of PTA, religious and community leaders, civil society organizations, government and educational administrators should be made the major strategies to be used in the fight against antisocial behaviour in secondary schools.

Keywords: Societal reorientation programmed (A Daidaita Sahu), Adolescent, Antisocial behaviour.

Abstrak: Kajian impak program orientasi semula masyarakat (A Daidaita Sahu) dalam meminimumkan kelakuan anti sosial dalam kalangan pelajar sekolah menengah dalam zon pendidikan tempatan, Kano Nigeria. Objektif kajian ini adalah untuk mengkaji impak program, serta mengenalpasti strategi yang digunakan. Menggunakan rekabentuk kajian Ex Post Facto (EPT), dengan sampel sebanyak 245 daripada populasi 1041 orang guru, serta 10 orang daripada 37 pengetua digunakan dalam kajian ini. Dua instrument digunakan iaitu skala *A Daidaita Sahu Implementation Strategy* (AIS-Scale) dan Semakan Perlakuan Anti-Sosial (*AB-Checklist*). Kesahan Dalama dengan formula Alpha Cronbach digunapakai, dengan indeks kesahan 0.744 bagi Skala AIS. Dapatan kajian mendedahkan bahawa Program A Daidaita Sahu mempunyai impak dalam meminimumkan kelakuan antisosial. Kempen media massa, penerangan sewaktu perhimpunan sekolah, penglibatan guru, ibubapa, pemimpin agama, badan amal, badan bukan kerajaan

serta persatuan dan kelab pelajar merupakan strategi yang digunakan dalam meminimumkan perlakuan anti sosial dalam kalangan pelajar. Kajian ini mencadangkan agar penglibatan semua faktor yang telah dikaji digunakan sebagai strategi utama dalam mengatasi perlakuan antisosial di sekolah menengah.

Kata kunci: Program Orientasi Semula; Remaja; Perlakuan Anti Sosial;

Introduction

Social ills are among the major concerns of even the so-called developed nations. The rate of crimes brought about by indiscipline and the total disregard for law and order are among the serious issues affecting the security of lives and property of law-abiding citizens in both America and Europe (Umar, Ahmad, Yola & Isa, 2007). Armed conflict and lack of respect for constituted authority across the globe, especially in the middle-east, increase in drug trafficking and abuse in Mexico, rape and sexual violence in India among many other ills, are only a few examples of Adolescence Antisocial behavior at the global level (Umar, Ahmad, Yola & Isa, 2007).

Unfortunately, the situation is not better in Nigeria. Cases of murder, terrorism, kidnapping, corruption, etc. are increasing by the day. It is very common to hear of vandals tampering with the Nigeria National Petroleum Corporation (NNPC) pipelines in the Southern part of the country, thereby causing oil spillage and sometimes fire disasters. The killings of innocent civilians by Boko Haram terrorists in the Northern part of Nigeria are to mention but a few (Umar, Ahmad, Yola & Isa, 2007).

Kano State in the North is also not an exception. Kano communities also find themselves in a state of cultural and moral chaos. They seem to have lost that balancing force that keeps the community together and that which is responsible for its heritage, dignity, self-preservation, and development (Shehu, 2009). For instance, political thuggery, ethno-religious conflicts, electoral violence, examination malpractice, insurgency, kidnapping, and armed robbery are some of the obvious challenges that bedeviled Kano and require concerted efforts to overcome it.

Given the above, Kano State Government under the leadership of Malam Ibrahim Shekarau in May 2004 thought that morality and etiquette can only be restored by a re-orientation programmed termed *A Daidaita Sahu*. The programmed was supervised by the Directorate of Societal Reorientation under the office of the Governor. The aim of the programmed was to reorient the society, to restore the State's pristine values and conduct, to improve its everyday practices, both in the public and private sectors. *A Daidaita Sahu* programmed existed as a government programmed between 2004-2011 in Kano

state. Hence, the study reported in this paper attempts to investigate the impact of the programmed in minimizing adolescent antisocial behavior in Kano metropolis.

Objectives of the Study

The objectives of the study are to;

1. find out the impact of *A Daidaita Sahu* programmed towards minimizing Adolescent Anti-social behavior among Senior Secondary School students of the Kano Municipal Education zone.
2. identify the strategies used by *A Daidaita Sahu* in minimizing adolescent antisocial behavior among senior secondary school students of Kano Municipal Education Zone.

Research Questions

Does *A Daidaita Sahu* have an impact on minimizing Adolescent Antisocial behavior among Senior Secondary School students of Kano Municipal Education Zone?

Research Hypotheses

The study is guided by one hypothesis as follows:

There is no significant impact of *A Daidaita Sahu* programmed in minimizing Adolescent Anti-social behavior among senior secondary school students of Kano Municipal Education Zone.

Review of Related Literature

The Concept of Societal re-orientation Programme (A Daidaita Sahu)

The Kano State programmed of societal re-orientation code-named in the Hausa language as *A Daidaita Sahu*, is a pioneer project for its unique approach to addressing societal ills that were established by the former Governor of Kano State Mallam Ibrahim Shekarau in May 2004. The programmed was supervised by the Directorate of Societal Re-orientation (DSR). Throughout this research, the two terms *A Daidaita Sahu* and the Directorate of Societal Reorientation (DSR) are used interchangeably. The DSR was established to tackle the problems of moral decline, disorderliness, corruption, and improper conduct at an individual, group, and institutional levels in the society. The aim is to re-orient the state government's commitment to the moral values that will improve everyday practices in the

state, both in the private and public sectors, rural and urban communities, as well as in vulnerable groups such as children, youth, and women. The sheer scope of the activities, the nature, and the sense of urgency of *A Daidaita Sahu* programs made it a milestone in the history of Kano State (Muhammad, 2009).

Muhammad (2009) maintains that, the social values that are to be instilled in the lives of the citizenry by *A Daidaita Sahu* include; fear of Allah, moral uprightness, truthfulness, selflessness, respect for law and order, justice, love for the state, respect for leadership, orderliness, environmental cleanliness, probity and accountability, sense of community, good neighborliness, co-operative spirit, accommodation of differences, philanthropy, self-reliance, proper upbringing of children, respect for women, and commitment to youth.

Based on the objectives, the scope of the programmed is broad as it covers almost all spheres of everyday life. The target group, however, covers the civil servants, educational institutions, urban communities, rural communities, women, youth, and the business community. The specific values to be imbibed by the target groups as well as the appropriate implementation strategies are contained in the Inaugural Address and Action Plan on Societal Orientation (2004). (Adapted from Directorate of Societal Reorientation, 2007)

The Concept of Delinquency/Antisocial Behaviour

The definition of the term “delinquency” as argued by Chauhan (1989) is not an essay to reach unanimity. This is because the term is an umbrella term for a wide variety of socially disapproved behaviors that varies with the time, place, and cultural variance in socio-economic and political conditions of a country. The country prescribes a set of norms that expects that all its members to faithfully follow, but those who violate the social norms and behave in an anti-social manner are called delinquents (Chuhan, 1987).

Abone (1986) states that two conditions are necessary for any young person to be declared a delinquent:

- 1) His action must be harmful to another individual or groups of individuals
- 2) His action must violate accepted rules and standards of conduct of contemporary society.

Methodology

In achieving the objectives of the study, the ex-post factor design (EPF) was used. The phrase “Ex post facto”, is a Latin word which means “After the fact.” Ex post facto design concerns itself with possible cause and effect relationships by observing an existing condition or state of affairs and searching back in time for plausible

causal factors. Ex post facto design, then is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be controlled, engineered, or manipulated by the investigators (Cooper and Schindler 2001, p. 136).

The population of the Study

The population of this study consists of the entire senior secondary school students in Kano municipal educational zone with the parameters of a total number of 1,041 teachers and 10 (ten) school principals spread across 37 senior secondary schools in the study area.

Sample Size

The sample of this study consists of 245 teachers and 10 principals. The decision for the selection of the above sample size is in line with Kreycie and Morgan’s (1971) table of sample size. The sample was divided proportionately according to the school population sampled, the higher the size of the school population the more questionnaires allocated to the school.

Sampling Procedure

Multistage cluster sampling was used to select the 10 schools out of the 37 schools in the study area. Bichi (2004) defined the multistage cluster sampling technique as a situation where the target population is divided into clusters, and then further sampling takes place within the clusters until the target individuals are sampled. In line with the above, since Kano Municipal education zone comprises two (2) Local Government Areas (LGA) i.e Tarauni LGA and Kano Municipal LGA. Senior secondary schools in each local government area were grouped to form a cluster. From each cluster, further sub-clusters of male and female senior secondary schools were formed.

From Kano Municipal LGA, three (3) male schools were selected randomly from the male cluster and 2 female schools from the female cluster, this is because the male students are greater than the female students in terms of population. While in Tarauni LGA, three (3) female schools were selected randomly from the female cluster and two (2) male schools from the male cluster respectively. This is because female students are higher than male students in terms of population. This sampling procedure was followed and adhered to throughout the selection exercise.

Data Collection Instruments

The instruments used in the study were 2 researchers self-developed namely; *A Daidaita Sahu* Implementation Strategy Scale and Anti-social Behaviour Checklist.

Description of A Daidaita Sahu implementation Strategy Scale (AIS-Scale)

The AIS-Scale was used in identifying the strategies used by *A Daidaita Sahu* towards minimizing Adolescent Anti-social behavior in the study area. The items in the questionnaire were generated through reviewing related literature, interviewing the former staff and management of the Directorate of Societal re-orientation (*A Daidaita Sahu*), Former senior special adviser to Kano State Governor on *A Daidaita Sahu* and some selected principals in Kano Municipal Education Zone. The validity index of the AIS-scale was found to be 0.87 and the reliability index of 0.74.

Description of Anti-social Behaviour Checklist (AB-Checklist)

The items in AB-Checklist were generated by considering the objectives of the study, by reviewing related literature on the common Anti-social behavior among senior secondary school students in Kano Municipal Education Zone, interviewing some selected disciplines and Guidance and Counselling masters as well as principals in the zone. After a careful study of the information gathered, the researcher came up with the fifteen (15) items checklist. In the check-list principals were asked to indicate how often each Anti-social

behavior was reported and recorded in their school's black book over a period of three (3) years (2001, 2007, and 2013). The year 2001 represents the period before *A Daidaita Sahu*, 2007 represents the period during *A Daidaita Sahu*, and 2013 represents the period after *A Daidaita Sahu* programmed in Kano State. The arrangement of the checklist was based on how many times each anti-social behavior occurred in the school over the period under review. The AB-checklist underwent content validity where the instrument together with relevant details of the research was taken to experts in the areas of test and measurement, educational psychology, and English language, after which their inputs were collated and reflected in the final version of the instrument. The researcher used Cronbach alpha formula to determine the reliability of the instrument and the reliability index was found to be 0.83.

Data Presentation and Analysis

Research Question: What are the strategies used by *A Daidaita Sahu* in minimizing Adolescent Anti-social behavior among senior secondary school students of Kano Municipal Education Zone?

Table 1: A table showing the strategies used by A Daidaita Sahu in minimizing Adolescent Anti-social behavior among senior secondary schools of Kano Municipal Education Zone

S/N	Strategies	Frequency of Agree Response	Frequency of Disagree Response
1.	<i>A Daidaita Sahu</i> provided a blue-print on guidance and counseling to schools	74 (30.20%)	171 (69.80%)
2.	<i>A Daidaita Sahu</i> set up a disciplinary committee with the involvement of teachers, PTA's and other stakeholders to check Antisocial behavior in schools	133 (54.29%)	112 (45.71%)
3.	<i>A Daidaita Sahu</i> always encouraged PTA and other stakeholders to monitor public spending in schools to reduce corruption	160 (65.31%)	85 (34.69%)
4.	<i>A Daidaita Sahu</i> revived guidance and counseling units in secondary schools	117 (47.76%)	128 (52.24%)
5.	<i>A Daidaita Sahu</i> decentralized school curriculums to suit the local needs of the community	25 (10.20%)	220 (89.80%)
6.	<i>A Daidaita Sahu</i> made school curriculum to emphasize on skills acquisition	49 (20.00%)	196 (80.00%)
7.	<i>A Daidaita Sahu</i> assigned schedule to the school teachers on societal re-orientation with proper reward and punishment for actions	135 (55.10%)	110 (44.90%)
8.	<i>A Daidaita Sahu</i> revived open day policy in schools where parents were compelled to attend to share ideas on how best to minimize Adolescent Anti-social behavior among the students	113 (46.12%)	132 (53.88%)
9.	<i>A Daidaita Sahu</i> directed our school to allocate a specific time for societal re-orientation programmed during the school assemblies	184 (75.10%)	61 (24.90%)

10.	<i>A Daidaita Sahu</i> sensitizes PTA, Ulama, NGOs, CBOs and traditional rulers on the need to participate in societal re-orientation programmed in schools	198 (80.82%)	47 (19.18%)
11.	<i>A Daidaita Sahu</i> organizes Drama, quiz, Essay competitions for senior secondary schools on relevant issues of societal re-orientation	221 (90.20%)	24 (9.80%)
12.	<i>A Daidaita Sahu</i> awarded best schools, teachers, and students in the implementation of societal re-orientation in schools	115 (46.94%)	130 (53.06%)
13.	<i>A Daidaita Sahu</i> invited top government officials to visit schools surprisingly to monitor the implementation of societal re-orientation programmed	162 (66.12%)	83 (33.88%)
14.	<i>A Daidaita</i> preached maintenance culture through sensitization of students, staff and general public	132 (53.88%)	113 (46.12%)
15.	<i>A Daidaita Sahu</i> invited successful role models to visit secondary schools give lectures on moral uprightness	213 (86.94%)	32 (13.06%)
16.	<i>A Daidaita Sahu</i> organized workshop/seminar on societal re-orientation for secondary school teachers	142 (57.96%)	103 (42.04%)
17.	<i>A Daidaita Sahu</i> trained MSSN and other students clubs and society's leaders on the implementation of societal re-orientation programmed in secondary schools	145 (59.18%)	100 (40.82%)
18.	<i>A Daidaita Sahu</i> graded secondary schools on various aspects of societal re-orientation programmed based on objectively measurable criteria	34 (13.88%)	211 (86.12%)
19.	<i>A Daidaita Sahu</i> organized training for newly employed teachers of secondary schools on societal re-orientation project before posting them to their places of primary assignment	51 (20.82%)	194 (79.18%)
20.	Teachers were fully involved in the implementation of <i>A Daidaita</i> programmed in secondary schools	140 (57.14%)	105 (42.86%)

The table above shows the frequency and percentage of teachers' responses on the strategies used by *A Daidaita Sahu* in minimizing Adolescent Anti-social behavior among senior secondary schools of Kano Municipal Education Zone. 245 teachers were issued with questionnaires, each questionnaire contains twenty (20) items, for each item the teachers were required to indicate whether they agree or disagree with each item in the questionnaire. 221 or 90.20% of the teachers agreed that *A Daidaita Sahu* organizes Drama, quiz, Essay competitions for senior secondary schools on relevant issues of societal re-orientation. This was followed by 213 or 86.94% of the teachers believed that *A Daidaita Sahu* invited successful role models to visit secondary schools and give lectures on moral uprightness. Sensitization of PTA, *Ulamas*, NGOs, CBOs and traditional rulers on the need to participate in societal re-orientation programmed in schools was marked by the respondents as one of the strategies used by *A Daidaita*

Sahu in minimizing Adolescent Anti-social behavior with one hundred and ninety-eight (198) 80.82%. It was followed by allocating a specific time for societal re-orientation programmed during the secondary school assemblies, which form another strategy by *A Daidaita Sahu* with 184 or 75.10% respondents backing it. The next strategy used by *A Daidaita Sahu* was top government officials ad hoc visits to schools to monitor the implementation of societal re-orientation programs in the school where one hundred and sixty-two (162) 66.12% respondents agreed.

Hypothesis testing

H₀: There is no significant impact of *A Daidaita Sahu* programmed in minimizing Adolescent Anti-social behavior among senior secondary school students of Kano Municipal Education Zone between the periods before, during, and after *A Daidaita Sahu* programmed in Kano state.

Table 2: Chi-square test of goodness of fit showing the impact of *A Daidaita Sahu* programmed in minimizing Adolescent Anti-social behavior among senior secondary school students of Kano Municipal Education Zone

S/N	ANTISOCIAL BEHAVIOR	YEAR 2001 BEFORE		YEAR 2007 DURING		YEAR 2013 AFTER	TOTAL	χ^2 Calculated	χ^2 Critical	
		Fo	Fe	fo	Fe	fo	fe			
1.	Examination Malpractice	37	31.2	21	23.9	28	30.9	86	16.151	5.99146
2.	Lying and Cheating	33	30.5	20	23.3	31	30.2	84		
3.	Stealing	29	30.1	18	23.0	36	29.8	83		
4.	Truancy	32	30.5	22	23.3	30	30.2	84		
5.	Drug/substance abuse	29	26.5	14	20.3	30	26.2	73		
6.	Sexual Immorality	32	29.1	18	22.2	30	28.7	80		
7.	Quarrelling	32	31.6	26	24.2	29	31.2	87		
8.	Gossiping	33	34.9	33	26.7	30	34.5	96		
9.	Bullying	29	30.9	27	23.6	29	30.5	85		
10.	Destruction of School Properties	33	29.8	22	22.8	27	29.5	82		
11.	School riot	31	30.1	23	23.0	29	29.8	83		
12.	Fighting	28	30.5	26	23.3	30	30.2	84		
13.	Possession of Dangerous weapons	26	30.5	27	23.3	31	30.2	84		
14.	Fence jumping	26	30.5	27	23.3	31	30.2	84		
15.	Abusing teachers	29	32.3	27	24.7	33	31.9	89		
TOTAL		459		351		454	1264			

To test the above hypothesis (H_0), Anti-social behavior of the respondents were observed through the Anti-social behavior checklist (AB-Checklist). It is found that there is a significant impact of *A Daidaita Sahu* programmed in minimizing Adolescent Anti-social behavior among senior secondary school students of Kano Municipal Education Zone between the periods before, during and after *A Daidaita Sahu* programmed in Kano state on the cumulative frequency. The Data in Table 4.2 above reveals that the Calculated χ^2 (16.151) is greater than the critical χ^2 (5.99146) for $df=2$ at $\alpha=0.05$ level of significance. The H_0 is therefore rejected and the H_1 is accepted which means that there is sufficient evidence to conclude that there is a significant impact of *A Daidaita Sahu* programmed in minimizing Adolescent Anti-social behavior among senior secondary school students of Kano Municipal Education Zone between the periods before, during and after *A Daidaita Sahu* programmed in Kano state. Hence it is concluded that *A Daidaita Sahu* programmed has minimized Adolescent Anti-social behavior among senior secondary school students in the study area. But the significant difference is more pronounced in sexual immorality, drugs/substance abuse, and stealing.

Result and Discussion

Based on the data collected, analyzed, and presented above, the findings of the study revealed the following:

1. *A Daidaita Sahu* programmed has an impact on minimizing Adolescent Anti-social behavior among senior secondary school students in the study area. But the significant difference is more pronounced in certain aspects which are sexual immorality, drugs/substance abuse, and stealing. The finding above was contrary to the finding of Nasiru (2010) who studied the impact of *A Daidaita Sahu* programmed towards minimizing drug abuse among senior secondary school students of Kano State and found that *A Daidaita Sahu* has no impact on minimizing drug abuse among senior secondary school students of Kano state. The variation in the findings may not be unconnected with the fact that the researcher used 2010 as his research focal point without recourse to the previous years of *A Daidaita Sahu* in Kano state. The theoretical implication of the finding can be traced to the Shaw and Mckay theory of delinquent behavior where

the theory emphasized the local community strategy as the best method of overcoming delinquent behaviors among adolescents.

2. The strategies used by *A Daidaita Sahu* in minimizing Adolescent Antisocial behavior in the study area as follows. Organising drama, quiz and essay competitions on relevant issues of societal re-orientation, lecture presentation by successful role models in secondary schools, sensitization and enlightenment of PTA. *Ulama's*, NGOs, CBOs, and traditional rules to participate in societal re-orientation projects in secondary schools, allocation of a specific time in the school, to motivate the students to emulate good virtues and discourage bad behavioral problems in them. This finding was in line with Kobrin (1959), Schlossman (1984), Shaw and Mckay (1930) were believed that unless community leaders, residents, religious leaders, teachers, parents, and authorities and the approach must be button up before it can win the community support nor have a realistic prospect for successful implementation.

Conclusion and Recommendations

From the foregoing, since it is concluded that Societal Re-orientation programmed (*A Daidaita Sahu*) has had a significant impact in minimizing Adolescent antisocial behavior among senior secondary school students local approaches should be given premium when coming up with societal reorientation programmed in the future. The mass media campaign, sensitization during school assemblies, and involvement of PTA, religious and community leaders, civil society organizations, government, and educational administrators should be made the major strategies to be used in the fight against antisocial behavior in secondary schools.

Reference

- Abone, O.M (1986). Teachers management of classroom problem. Ibadan: Heinemann educational books (Nig) Ltd.
- Bichi, M.Y (2004). Introduction to research methods and statistics. Kano: Debisco press & publishing company.
- Chauhan, S.S (1989) Advanced educational psychology. New Delhi: Vikas publishing house.
- Cooper, D.R & Schinder, P.S (2001). Business research methods. New York: McGraw Hill Ltd.
- Directorate of societal reorientation (2007). Impact assessment report on A Daidaita Sahu programmed in Kano State. Kano: Kano state Government press.

- Kobrin, S. (1959). The Chicago Area Project- 25 year assessment. *Annals of the American Academy of Political and social sciences.* 62 (44), 19-29.
- Krejcie, R.V & Morgan, D.W (1971). Determining sample size for research activities. *Educational and psychological measurement.* 30, 607-610.
- Muhammad, B. (2009). Prospects and challenges of reorientation programmed in Kano state. Kano: Kano state Government press.
- Nasiru, M (2010). Impact of A Daidaita Sahu programmed in minimizing drug abuse among senior secondary school students of Kano state. Unpublished dissertation, Bayero University, Kano.
- Schlossman, S.L (1984). The Chicago Area Project Revisited. *Crime and delinquency.* 26, 398-462.
- Shaw, C.R & Mckay, H.D (1930). Juvenile delinquency and urban areas. Chicago: Univeristy of Chicago Press.
- Shehu, S. (2009). Gyara Kayanka: the concepts, aspirations and imperatives of social reform project. Jos: Prescottpress Ltd.
- Umar, B., Ahmad, A., & Yola, S. (2007). Proceedings of public forum "Zauren Shawara" Kano: Kano state Government press.