RECIPROCAL PEER TUTORING AND MULTISYSTEMIC THERAPIES AND OFFENDING BEHAVIOUR OF OUT-OF-SCHOOL ADOLESCENTS IN MOTOR PARKS IN OGUN STATE, NIGERIA

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CERTIFICATION

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DEDICATION

I dedicate this work to God Almighty, the most gracious, most merciful, who in his infinite mercies endowed me with divine wisdom to embark and complete this programme. I equally dedicate this work to my partner in progress, Engineer Adefemi Adeyemo and my late Parents Alhaji and Alhaja M.O. Soyinka Olowolagba.

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ABSTRACT

Offending Behaviour (OB), a transgression against norms and social order, is generally detested by society and the criminal justice system. Extant literature has shown that out-of-school adolescents in motor parks in Ogun State exhibit high offending behaviour. Previous studies on OB largely focused on the influence of environmental and parental factors with little attention paid to interventions such as reciprocal peer tutoring and multisystemic therapy. This study, therefore, was designed to determine the effects of Reciprocal Peer Tutoring (RPT) and Multisystemic (MT) therapies on OB among out-of-school adolescents in Motor Parks in Ogun State, Nigeria. The moderating effects of Peer Influence (PI) and Self-control were also examined.

Albert Bandura's Social Learning and Jeremy Bentham's Rational Choice theories were adopted as the framework, while the pretest-posttest control quasi-experimental design with a $3\times2\times2$ factorial matrix was utilised. Three local governments (Abeokuta North – Lafenwa; Ado Odo-Ota – Sango-ota; and Sagamu – Isale Oko) were purposively selected based on the high number of out-of-school adolescents in the motor parks. The participants were screened with the Modified Criminal Sentiments Scale (r=0.73); and those who scored 25 and above were selected. The participants were assigned to RPT (29), MT (30), and control (30) groups. The instruments used were OB (r=0.79), PI (r=0.71), and Self-control (r=0,70) scales. The treatment lasted eight weeks. The data were analysed using Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance.

The participants' age was 17.35 ± 1.50 years, and 95% were males. Against the threshold of 25.1, their PI ($\bar{x}$=35.9) and Self-control ($\bar{x}$=32.5) were high. There was a significant main effect of treatment on OB ($F_{(2; 86)}$=246.81; partial η^2=0.88). The participants in the MT group had the highest reduced post-OB mean score (33.07), followed by those in RPT (36.86) and control (63.17) groups. There were significant main effects of PI ($F_{(2; 86)}$=29.52; partial η^2=0.44) and Self-control ($F_{(2; 86)}$=8.71; partial η^2=0.20) on participants' OB. The participants with low PI had the highest reduced post-OB mean score (36.85), followed by those in moderate PI (44.21) and high PI (52.47) in the MST group. The participants with high Self-control had the highest reduced post-OB mean score (34.03), followed by those in moderate Self-control (49.57) and low Self-control (57.48) groups. There were significant two-way interaction effects of treatment and PI ($F_{(2; 86)}$=11.56; partial η^2=0.33); treatment and Self-control ($F_{(2; 86)}$=5.76; partial η^2=0.20); and PI and Self-control ($F_{(2, 86)}$=10.77; partial η^2=0.32), in favour of low PI, high Self-control from the MT; low PI and high Self-control from the RPT groups, respectively. The three-way interaction effect was significant ($F_{(2; 86)}$=3.69; partial η^2=0.10), in favour of participants with high Self-control and low PI from RPT.

Multisystemic, more than Reciprocal peer tutoring therapy reduced offending behaviour of out-of-school adolescents in motor parks in Ogun State, Nigeria. Counselling psychologists should adopt these therapies in managing offending behaviour among out-of-school adolescents, with consideration to peer influence and self-control.

Keywords: Offending behaviour, Reciprocal peer tutoring therapy, Multisystemic therapy, Out-of-school adolescents, Motor parks in Ogun State

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INTRODUCTION

## 1.1	Background to the Study

According to scholars and stakeholders, adolescence is a crucial stage in the lifespan of human development, as it is during this period that individuals are expected to become the future manpower of any nation. However, a significant number of adolescents are not attending school or receiving any vocational training. This issue is particularly prevalent in third world countries, where the statistics show that a large number of children, adolescents, and youth are out of school. In 2016, the UNESCO Institute for Statistics reported that 263 million individuals in this age group were out of school, which represents nearly one-fifth of the global population. The report also highlighted that 24% of this figure were children of primary school age, 23% were adolescents of lower secondary school age, and 53% were youth of upper secondary school age. These statistics highlight the urgent need for increased efforts to ensure that all adolescents receive a quality education, which will equip them with the necessary skills and knowledge to become productive members of society. The future of nations depends on the education of their young population, and it is essential to invest in their education to build a better future for all.

The United Nations Educational Scientific Organization (UNESCO) reported in 2016 that 263 million children, adolescents, and youth were out of school worldwide. Of this number, 23% were adolescents, which is a cause for concern given their significance as future manpower of any nation. This situation is particularly worrying in Africa where social and economic dangers may arise due to the lack of adequate and sustainable social policies. The UNESCO Institute for Statistics (2018) further revealed that Sub-Saharan Africa has the highest rate of out-of-school adolescents, with a staggering 37% of the population falling into this category. In Nigeria, the number of out-of-school adolescents is also a major concern, as they make up 54.2% of the total adolescent population (Fawcett, Hartwell and Israel, 2010). UNICEF Nigeria reported

that about 20 million children in Nigeria are not attending school, further highlighting the severity of the situation (Alabi, 2022). These statistics underscore the urgent need for increased efforts to ensure that all adolescents receive a quality education, as the lack of education can have negative consequences for national development. As Ibode (2012) previously noted, the rising number of out-of-school children in Nigeria, particularly in the southwestern region, is a cause for alarm. All stakeholders across government and non-government sector have to put in a concerted efforts in providing access to education and training for all adolescents, regardless of their socio-economic background or geographic location. Only through such efforts can we secure a brighter future for our youth and ensure sustainable development for our nations.

The issue of out-of-school syndrome, especially among adolescents, is a major challenge in developing countries such as Nigeria. According to Agbonna, Jekayinfa, Yusuf and Jarimi (2011), one of the factors that could contribute to this phenomenon is offending behaviour. In Nigeria, several cases of offending behaviour have been reported among adolescents, particularly those living in risky places like motor parks (Offiong, Awoyemi, Maduka, et al., 2015). The concept of offending behaviour has been defined from two different perspectives, namely the normative and situational approaches. The normative perspective defines offending behaviour as any behaviour that goes against the established social norms, while the situational perspective focuses on the social situation surrounding the behaviour in question (Humphrey, 2016). Regardless of the perspective, offending behaviour is generally considered as a form of physical or verbal expression that is not in line with the established norms of a particular situation, and it is deemed to be harmful to the well-being of others in society.

It is important to note that offending behaviour among adolescents can have negative consequences, including increased likelihood of dropping out of school. Therefore, addressing offending behaviour among adolescents is crucial in efforts to reduce the number of out-of-school adolescents. This can be achieved through the implementation of appropriate interventions and policies, such as providing a safe and supportive environment for adolescents to learn and grow. Additionally, engaging adolescents in productive activities such as sports, art, and entrepreneurship can help reduce the occurrence of offending behaviour and promote a positive attitude towards education. Ultimately, addressing the issue of out-of-school adolescents requires a

comprehensive approach that takes into consideration various factors, including offending behaviour, social and economic policies, and access to education and training.

Dennen (1980) provided criteria for determining whether behaviour is considered offending, which includes actions that constrain the behavioural choices or outcomes of others through coercive power, the perception of malevolence or selfishness by the victim or observer, and the behaviour being considered anti-normative or illegitimate. It is worth noting that for behaviour to be considered offending, it must have negative effects on the victim(s), whether they are the actor, recipient, or society as a whole. For example, drug addiction, such as smoking cigarettes, not only harms the smoker but also affects those around them and society. Additionally, the actor should be a reasonable person who can pass the "reasonable person test," meaning they are of stable mind without any psychiatric or mental ailment. Therefore, for an adolescent's behaviour to be considered offending, they must also be of a relatively stable state of mind. Establishing these criteria is important in understanding the nature and impact of offending behaviour, which can aid in developing interventions and policies to address the issue.

Equal Opportunity Tasmania (2016) suggests that offending behaviour can take various forms, including verbal and non-verbal actions such as gestures, speaking, writing, printing, or displaying messages, including on the internet or social media. Offending behaviour can be verbal, which involves the use of words that may cause harm to another person, such as hate speech, sexual harassment, verbal abuse, cursing, vulgar language, bullying, aggressive language, and confrontational abuse, as described by Jay (2009). On the other hand, physical offending behaviour involves causing harm or injury to a person or property using any physical or identifiable object. This kind of behaviour can result in physical harm, emotional, and psychological damage to both the offender and other individuals, particularly minors. Examples of physical offending behaviour include violence, assault, battery, destruction of properties, fighting, hooliganism, and so on, as explained by Kaye and Erdley (2011). It is crucial to understand that offending behaviour in any form is unacceptable and has negative consequences for all parties involved.

Equal Opportunity Tasmania (2016) defines offending behaviour as any action, gesture, speaking, writing, printing, or displaying messages that could cause harm to another person. The consequences of such behaviour are severe, not only for the individuals involved but also for the community as a whole. According to Jay (2009), the negative effects of offending words are based on their problematic emotive and aversive properties, which can lead to psychological reactance and memorability. These harms could result in symptoms similar to posttraumatic stress disorder (PTSD), including psychological and physiological symptoms (Sullaway, 2004). Moreover, hate crimes could result in severe and long-lasting trauma for victims, more so than other comparably violent non-hate-motivated crimes (Sullaway, 2004). Offending behaviour can also lead to social abuse, which may result in ethnic or religious group crises.

The effects of offending behaviour on the society are significant, especially among out-of-school adolescents in Nigeria. Nigeria is currently facing a host of security challenges ranging from banditry, kidnapping, insurgency, yahoo criminality, thuggery, and other social vices, including destruction of public properties and violence. These challenges are often associated with out-of-school adolescents, and they pose significant threats to the overall well-being of the society. It is therefore important to develop strategies that can prevent or reduce the occurrence of offending behaviour among adolescents in Nigeria.

The term "out-of-school adolescents" refers to those who are not attending school for various reasons. While research has addressed this group in relation to gangsterism and social capital, little attention has been given to offending behaviour among out-of-school adolescents, especially in Nigeria where there is an increasing trend of such behaviour being reported on social media. Offending behaviour is characterized by its non-conformity to social norms, which are generally agreed-upon guides for behaviour that provide boundaries for interpersonal relations. According to subcultural theorist Cohen (1972), offenders are members of a sub-group that has its own norms, and conformity to these norms is highly valued. These "offender or sub-cultural" social norms are often in opposition to the larger societal social norms. Out-of-school adolescents are part of a subculture where offending behaviour may be viewed as a coping mechanism for their current situation and an attempt to resist dominant societal values. Members of sub-cultural groups learn and act on these norms as a "normal" way

of life, according to social learning theory (Bandura 1977). As a result, for many of these adolescents, engaging in offending behaviour is just a normal part of life and a sign of being a comfortable member of the subculture.

Numerous theories have been proposed to explain the social, psychological, and economic factors that contribute to offending behaviour. However, despite these theoretical frameworks, the issue of offending behaviour remains a significant challenge in the criminal justice system. Out-of-school adolescents are particularly susceptible to engaging in offending behaviour, which has serious consequences for society as a whole. To address this issue, the present study focuses on two psychological interventions: Reciprocal Peer Tutoring (RPT) and Multisystemic Therapy (MST). These interventions have been selected based on their potential to reduce offending behaviour among out-of-school adolescents and their effectiveness in addressing the underlying factors that contribute to offending behaviour. The aim of this study is to evaluate the effectiveness of RPT and MST in reducing offending behaviour and improving the socio-psychological and economic outcomes of out-of-school adolescents.

To mitigate the negative psychological impact associated with offending behaviour in out-of-school adolescents, it is important to employ appropriate evidence-based interventions that target risk factors related to the onset of anti-social behaviour, such as being out-of-school. With the increase in the number of out-of-school adolescents in Southwestern Nigeria, Olofintoye and Ekpenyong (2021) emphasized the need for counseling interventions to address the challenges faced by this group. While there are several interventions that could be used to tackle offending behaviour among adolescents, two intervention strategies, namely Reciprocal Peer Tutoring (RPT) and Multisystemic Therapy (MST), are proposed for use in Ogun State, Nigeria. Ogun State, located in the South West of Nigeria, has a high influx of people due to its proximity to Lagos State and an increase in low-income families, destitute individuals, and beggars, likely contributing to the growing number of out-of-school adolescents in the state. These interventions aim to reduce the incidence of offending behaviour among out-of-school adolescents, and their effectiveness will be evaluated in the context of Ogun State.

Peer tutoring is a collaborative approach to learning that involves pairs of students interacting to assist each other in their academic pursuits. According to Esteve (2005), reciprocal peer tutoring (RPT) is a specific type of peer tutoring where students take turns acting as the tutors and the tutees for instruction or review of academic material. The beauty of this intervention is that students/participants exchange roles during tutoring sessions, both giving and receiving academic assistance, while the teacher supervises rather than participate in the intervention (Uroko, 2010). This allows for a more interactive and engaging learning experience, as the students are able to dialogue among themselves as each learner acts in response to another. The participants in RPT are considered as "students", while the therapist is considered as "facilitator". This unique characteristic of RPT makes it a didactic yet interactional therapy between the peers.

Peer tutoring has the advantage of enhancing metacognition, enabling students to think at a faster pace and reach higher levels of cognition compared to independent work (Uroko, 2010). Additionally, the peer relationships often have less rigid characteristics than teacher-student interactions in a school setting. This flexibility allows for a more relaxed and comfortable learning environment, which in turn promotes more effective learning.

Similarly, Nazzal (2002) noted that peer tutoring effectively enhances both academic and social abilities in both mainstream and special education students, encompassing those classified as at-risk.. This example by Nazzal (2002) aptly fits the population that this study intends to use, which is out-of-school adolescents. By adopting the RPT intervention, the study seeks to enhance the academic abilities of out-of-school adolescents, improve their self-esteem, and reduce their involvement in offending behaviours. The use of RPT as an intervention strategy is thus a promising approach that can potentially address the challenges faced by out-of-school adolescents in Ogun State, Nigeria.

Reciprocal peer tutoring (RPT) is a powerful learning strategy that fosters student interaction and enhances their cognitive development. As Esteve (2005) explained, RPT is a learning situation in which students take turns acting as tutors and tutees, exchanging roles during tutoring sessions to give and receive academic assistance, while the teacher supervises the intervention. The aim of this study is to utilize RPT to

improve the academic and social skills of out-of-school adolescents, thereby reducing their involvement in offending behaviours. The use of the Fabulous Four strategies, including predicting, clarifying, questioning, and summarizing (Oczkus, 2003), plays a crucial role in facilitating the dialogue between the students during the RPT sessions. This dialogue-based approach aligns with Vygotsky's social cognitive theory, which emphasizes the role of social interaction in cognitive development. Through RPT, group members develop self-regulatory and monitoring skills while achieving an overall improvement in their motivation to engage in prosocial or non-offending behaviours. The dialogue among peers fosters critical thinking, enhances communication skills, and aids clarification and revision of learning (Uroko, 2010).

Gagnon and Conoley (1997) categorize reciprocal peer tutoring (RPT) into different types, namely class wide peer tutoring, cross-age tutoring, and reversal-role tutoring. In class wide peer tutoring, the entire class is involved in tutoring dyads, where each student takes turns being both the tutor and the tutee. Cross-age tutoring, on the other hand, pairs an older student with relatively advanced skills with a younger student who is deficient in those skills. Meanwhile, reversal-role tutoring involves students with disabilities acting as tutors to nondisabled students. The suitability of each type of RPT intervention depends on the specific context of the study. In the case of this study, class wide peer tutoring is deemed the most appropriate intervention since all participants have similar offending behaviour, and the entire class can simultaneously participate in tutoring dyads. This type of RPT has been shown to be effective in improving academic and social skills of both general education and special education students (Nazzal, 2002). It is expected that the class wide peer tutoring intervention will not only enhance the academic performance of the participants but also promote their self-regulatory and monitoring skills while improving their motivation to engage in prosocial or non-offending behaviour. The effectiveness of the intervention is based on the concept of social cognitive theory, which emphasizes the role of social interaction, dialogue, and collaboration in the development of cognitive and academic skills (Uroko, 2010). Therefore, the class wide peer tutoring intervention is expected to provide a conducive learning environment where participants can engage in meaningful dialogue and interaction, leading to improved academic and social outcomes.

According to Swengel (1991), research on peer tutoring has demonstrated its effectiveness in improving the academic and social development of both tutees and tutors. While there is some research evidence to support the potential effectiveness of reciprocal peer tutoring for academic performance and career decisions of adolescent students (Esteve, 2005; Obiunu, 2008; Iroko, 2010), it is worth noting that these studies were conducted in school settings. In order to fill this gap in the literature, there is a need for further research on the effect of peer tutoring specifically on offending behaviour among out-of-school adolescents with disabilities. This is an important area of study, as there is currently a lack of peer tutoring interventions reported for out-of-school adolescents who engage in offending behaviour. By exploring the effectiveness of peer tutoring in reducing offending behaviour, this study can contribute to the development of effective interventions for this vulnerable population.

This research aims to investigate the effectiveness of Multisystemic therapy (MST) in reducing the offending behaviour of the targeted population. MST is an intervention developed for youth with severe psychosocial and antisocial behavioural issues, which aims to target all environmental systems that may impact juvenile offenders. As described by Henggeler, Schoenwald, Borduin, Rowland, and Cunningham, (2009), MST is a community-based approach that addresses the complex nature of antisocial behaviour by involving intensive group sessions and community involvement. The intervention is designed to ensure high treatment fidelity and includes extensive training, supervision, and weekly integrity checks by an expert. One of the key principles of MST is that change can occur quickly, making it particularly suited for this study, which has a limited timeframe. This study seeks to evaluate the effectiveness of MST on out-of-school adolescents with specific reference to them as students with 'disabilities', as there is limited research in this area. The findings from this study could help to expand our understanding of the potential of MST in addressing offending behaviour among out-of-school adolescents with disabilities (Henggeler, et al., 2009).

According to Henggeler et al. (2009), Multisystemic therapy (MST) has been shown to be an effective intervention for reducing anti-social behaviour and improving family relationships in both the short and long term across various countries. Similarly, Sheidow and Woodford (2003) found that MST has a well-established treatment theory and has demonstrated effectiveness through rigorous evaluations. Furthermore, studies

comparing MST to usual interventions in several countries have also yielded positive outcomes (Schaeffer and Borduin, 2015). However, the effectiveness of MST is still a topic of debate, as Littell, Popa and Forsythe (2015) reported inconsistent results and variations in quality and context across eight randomized control trials.

While MST has been successful in treating anti-social behaviour, research by Leschied and Cunningham (2012) and Sundell et al. (2008) found no significant difference in reducing anti-social behaviour between MST and usual services. This highlights the need for further research to determine the effectiveness of MST in the treatment of offending behaviour, particularly among out-of-school adolescents in Nigeria. Given the contentious inconclusiveness surrounding the effectiveness of MST, more investigation is necessary to determine its potential as a viable intervention for this population.

While there is evidence to support the effectiveness of Multisystemic Therapy (MST) in treating antisocial behaviour, it is important to note that the targeted behaviour of the young person needs to be significant for the intervention to be most effective. As cautioned by Ashmore and Fox (2014), young people with severe developmental delays and conditions, such as suicidal ideation, should be excluded from MST as there is no evidence that the intervention is effective among them. However, it is noteworthy that despite this caution, the National Institute of Clinical Excellence (NICE, 2013) guidelines have recommended the use of MST for the treatment of conduct disorder and related problems in eleven-to-seventeen-year-olds. This recommendation underscores the potential suitability of MST for adolescents, provided that the intervention is well-implemented and used appropriately.

It is on this premise that the current study seeks to investigate the effectiveness of MST in reducing offending behaviour among out-of-school adolescents in Nigeria, particularly those with disabilities. The use of MST in treating conduct disorder and related problems has been shown to be effective in many countries, including the United States and the United Kingdom. However, caution must be taken to ensure that MST is only implemented in cases where the targeted behaviour of the young person is significant, and that young people with severe developmental delays and conditions are excluded from the intervention.

Despite the National Institute of Clinical Excellence's endorsement of MST, caution should still be taken in implementing the intervention, particularly in cases where the young person's behaviour is not significant enough to warrant the use of such an intensive and rigorous intervention. Therefore, this study seeks to contribute to the body of knowledge on the use of MST in treating offending behaviour among out-of-school adolescents with disabilities, taking into account the nuances and complexities of the Nigerian context. By investigating the effectiveness of MST in this population, this study aims to provide valuable insights that can inform the development of more effective interventions for reducing offending behaviour and improving outcomes for out-of-school adolescents with disabilities in Nigeria.

The influence of peers on the behaviour of adolescents is a significant force to be reckoned with, and this is a matter of particular interest in this study. During adolescence, peer relationships tend to be more intricate, selective, and consistent than during earlier childhood, with new types and levels of peer relationships emerging, including the capacity to develop very close, deep, and intimate relationships (de Guzman, 2016). The influence that peers have on each other can be highly charged, and as Brechwald and Prinstein (2019) have pointed out, adolescents tend to associate with peers who share similar behaviours, preferences, and attitudes, including academic aspirations, music tastes, political opinions, fashion styles, or preferred leisure activities. While adolescent peers can reinforce family values, de Guzman (2016) has stressed that they have a greater potential to encourage problem behaviours. It has been suggested that adolescents might adopt attitudes or engage in behaviours that they perceive to be endorsed by popular peers (Brechwald and Prinstein, 2019). It is important to note that the selection and adaptation of one's own behaviour to that of peers can take place within a short period, even days or weeks, instead of months or years. Some peer processes are even assumed to occur immediately, without any delay. However, regardless of when peer processes take place, it is evident that peers exert a significant influence on one another, and this is crucial to consider when examining the behaviour of adolescents.

Although the moderating potency of peer influence on offending behaviour has not been widely studied, there is considerable evidence to suggest that peer influence is a significant determinant of offending behaviour among adolescents. Numerous studies

have shown that peers may strongly determine adolescents' preferences in various areas of their lives, including clothing, language, substance use, sexual behaviour, and anti-social behaviours (Padilla, Walker, & Bean, 2017). Moreover, experimental studies have demonstrated the effects of peer influence on risk-taking behaviours, risk attitudes, and associated brain activations (Chein et al., 2011). The desire for social acceptance and conformity with clique norms have also been shown to contribute to offending behaviour among adolescents (Neighbors, Lee, Lewis, Fossos, & Larimer, 2007).

Given the significant role of peer influence in offending behaviour, it is imperative that any intervention aimed at reducing offending behaviour among out-of-school adolescents takes into account the influence of peers. Therefore, this study aims to investigate the effect of an intervention that incorporates the influence of peers on offending behaviour among out-of-school adolescents. This will contribute to a better understanding of how to effectively address offending behaviour in this population.

Offending behaviour has been found to be strongly linked to the level of self-control an individual possesses. Self-control can be conceptualized as the ability to alter one's responses in order to bring them in line with societal expectations and support long-term goals, such as adhering to moral values and social norms (Baumeister, Vohs, & Tice, 2017). Unlike other synonymous terms, self-control is considered to be a deliberate, conscious, and effortful form of self-regulation. It requires a deliberate attempt to conform to societal expectations and norms, and it is through this conformity that individuals are able to exhibit high levels of self-control. In contrast, individuals who lack the ability to control their emotions, attitudes, actions, and reactions as expected by society are deemed to have low levels of self-control. The significance of self-control in offending behaviour cannot be overstated, as it has been found to be a crucial factor in reducing delinquent behaviour and promoting positive development among adolescents (Gottfredson & Hirschi, 1990). Therefore, understanding the role of self-control in offending behaviour is essential for developing effective intervention programs aimed at reducing delinquency among out-of-school students.

The idea that personal traits associated with insufficient self-control are a significant predictor of offending behaviour has been supported by Gottfredson and Hirschi (1990). These traits, according to the scholars, include impulsivity, insensitivity, physicality, risk-taking behaviour, short-sightedness, and non-verbal behaviour. They

also argued that low self-control is one of the major consequences of offending behaviour. In addition, Schreck, Wright, and Miller (2017) are of the view that low self-control is capable of altering an individual's lifestyle, which, in turn, affects how the individual perceives and reacts to criminal events, as well as their propensity to engage in such events. Moreover, as pointed out by Yu-Sheng (2009), most studies that employ the construct of low self-control have linked it to criminal or deviant behaviours, suggesting a direct relationship between the two. Furthermore, the variation in the level of self-control that individuals possess has been noted to account for the differences in the rate of offending behaviour (Yu-Sheng, 2009). This underscores the importance of considering the levels of self-control possessed by out-of-school adolescents when providing remediation programmes aimed at reducing offending behaviour. Therapists need to recognise that varying levels of self-control could affect the effectiveness of interventions designed to reduce offending behaviour, and thus should tailor their intervention to suit individual needs.

There have been various explanations as to why an individual may develop low self-control. Gottfredson and Hirschi (1990) argued that socialization, training, and tutelage play a significant role in the development of self-control. This assertion is particularly applicable to out-of-school adolescents who may have been exposed to negative training and socialization, leading to the development of low self-control and a higher propensity for impulsive and offending behaviours. Due to their lifestyle, out-of-school adolescents often find themselves exposed to anti-social attitudes and behaviours, increasing the likelihood of their engagement in such actions.

It is also essential to note that out-of-school adolescents are often not under parental management, which according to Gottfredson and Hirschi (1990), could help to curtail the development of low self-control. Therefore, the variation in the exhibition of self-control must be adequately considered when attempting to assist out-of-school adolescents in overcoming offending behaviours. By doing so, the changes observed in their behaviour after treatment will genuinely reflect the impact of the treatment received. In addition, the influence of socialization, training, and tutelage must be taken into account when designing effective interventions aimed at reducing offending behaviours among out-of-school adolescents. Such interventions must address not only the individual's behaviour but also the broader social context in which they are situated.

1.2 Statement of the Problem

The incidence of offending behaviours perpetrated by adolescents, particularly those who are out of school, is a concerning trend that poses a significant danger to their immediate communities and the nation at large. Out of school adolescents are often neglected and vulnerable to being influenced and used for heinous acts by adult criminals. Many of these adolescents live in "at-risk" environments and may be exposed to criminal acts perpetrated by adults. It is important to note that adolescents who are out of school are just as capable of engaging in offending acts such as bullying, drug addiction, smoking, alcoholism, kidnapping, destruction of public properties and peace, armed robbery and stealing, stabbing, gambling, cultism, aggressive behaviour and other criminal activities that are contrary to the justice system.

Reports in national dailies and judicial accounts, particularly those concerning the rate and level at which out-of-school adolescents engage in these offending behaviours, highlight the need for collaborative efforts and interventionist studies such as the one being conducted in this study. It is crucial to implement measures that ensure the well-being and security of adolescents, particularly those who are out of school, as they are vulnerable to negative influences that may lead to criminal acts. By addressing the underlying factors that contribute to offending behaviours, such as poverty, lack of education, and exposure to criminal activities, we can provide support and resources to help adolescents make better choices and contribute positively to their communities. It is essential to prioritize the protection and empowerment of out-of-school adolescents to prevent the negative consequences that may arise from their involvement in offending behaviours.

It is imperative to recognise that engaging in offending behaviours is not only dangerous for the affected adolescents but also for the community and the nation as a whole. Adolescents who engage in these behaviours are unlikely to contribute positively to themselves or the country but rather become a burden and source of trouble for the nation. Furthermore, these adolescents are at a high risk of becoming hardened criminals, such as armed robbers, fraudsters, terrorists, kidnappers, and so on. From an economic perspective, their involvement in offending behaviours means that a large portion of the productive population will waste away in slums, correctional service centres, rehabilitation centres, remand homes, and psychiatric homes. This

overburdens the administration of the criminal justice system and leaves the nation lacking the necessary manpower to implement its economic development plans.

Moreover, the country will have to utilize its scarce and limited resources in caring for the rehabilitation of the "convicted" adolescent offenders. This scenario is not only financially draining but also slows down the country's progress towards economic development. Therefore, it is essential to prioritize the prevention of offending behaviours among adolescents, particularly those who are out of school, through various interventions that address the underlying factors that contribute to such behaviours. This includes providing access to education, vocational training, and employment opportunities that can help adolescents become productive members of society. By investing in these interventions, the nation can reduce the prevalence of offending behaviours and create a more secure and prosperous future for its citizens.

It is crucial to recognise that Nigeria is currently lacking the necessary mechanisms to effectively tackle the issue of offending behaviours among out-of-school adolescents. This is evident in the escalating rate at which such behaviours are occurring. Punitive and penal methods have been employed in the past, but they have not yielded the desired results. Empirical studies have shown that psychological strategies could be more effective in curbing offending behaviours among adolescents. Therefore, it is imperative to explore alternative strategies to address this issue.

The present study investigates the therapeutic effects of Reciprocal Peer tutoring and Multisystemic therapy in managing offending behaviour among out-of-school adolescents in Ogun State, Nigeria. These two strategies have been shown to be effective in addressing the underlying factors that contribute to offending behaviours. Reciprocal Peer tutoring involves a cooperative learning model in which peers tutor and learn from each other, while Multisystemic therapy involves a comprehensive family and community-based approach that targets the individual, family, and social systems that influence adolescent behaviour.

Adolescents who are out of school are particularly susceptible to engaging in offending behaviours due to their lack of structured activities and supervision. It is essential to address the root causes of this issue, including access to education and employment opportunities. Through the implementation of these strategies, the study

aims to provide an alternative approach to the conventional punitive methods that have been ineffective in the past. By addressing the underlying factors that contribute to offending behaviours among out-of-school adolescents, the study hopes to create a safer and more prosperous future for Nigeria.

1.3   Purpose and Objectives of the Study

The aim of this study is to investigate the impact of reciprocal peer tutoring and multisystemic therapies, and offending behaviour of out-of-school adolescents in motor parks in Ogun state, Nigeria. The specific objectives of the study are:

1. To examine the effectiveness of reciprocal peer tutoring and multisystemic therapies, and offending behaviour of out-of-school adolescents in motor parks in Ogun state, Nigeria.
2. To assess the influence of peer pressure on offending behaviour among out-of-school adolescents in motor parks, Ogun State.
3. To determine the role of self-control in offending behaviour among out-of-school adolescents in motor parks in Ogun state, Nigeria.
4. To investigate the interaction effect of treatment and peer pressure on offending behaviour among out-of-school adolescents in motor parks in Ogun state, Nigeria.
5. To analyze the interaction effect of treatment and self-control on offending behaviour among out-of-school adolescents in motor parks in Ogun state, Nigeria.
6. To evaluate the interaction effect of peer pressure and self-control on offending behaviour among out-of-school adolescents in motor parks in Ogun state, Nigeria.
7. To explore the interaction effect of treatment, peer pressure and self-control on offending behaviour among out-of-school adolescents in motor parks in Ogun state, Nigeria.

1.4   Hypotheses

The study tested the following hypotheses at a significance level of 0.05:

i.   There is a significant main effect of the treatments (reciprocal peer tutoring and multisystemic therapies) on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

ii.   There is a significant main effect of peer influence on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

iii. There is a significant main effect of self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

iv.   There is a significant two-way interactive effect of treatment and peer influence on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

v.   There is a significant two-way interaction effect of treatment and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

vi.   There is a significant two-way interaction effect of peer influence and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

vii. There is a significant three-way interaction effect of treatment, peer influence and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

1.5   Significance of the Study

The significance of this study lies in its potential to benefit various individuals and institutions involved in the rehabilitation and prevention of offending behaviour among out-of-school adolescents in motor parks in Ogun State, Nigeria. Firstly, the study will greatly benefit the out-of-school adolescents who are the primary beneficiaries. The findings from this study can help these adolescents overcome offending behaviour such as hooliganism, theft, drug addiction, and armed robbery. It can also help them live a productive and meaningful life and become change agents who enlighten others on the evils of offending behaviour and the need for psychological help from trained counseling psychologists.

Secondly, parents of out-of-school adolescents who might be engaging in offending behaviour can also benefit from this study. Seeing their wards changing for the better would make them happy and reduce any psychological trauma they might be experiencing as a result of the adolescent's behaviour.

Thirdly, schools can also benefit from the findings of this study. It can enlighten school administrators on the need to provide a conducive environment and school counseling that could have helped many of these adolescents not to leave school earlier than required. The study will also help school administrators give enough duration for counseling programs to ensure that adolescents are not pushed away to the streets.

Fourthly, researchers and scholars in counseling and educational psychology, as well as other professionals involved in the provision of rehabilitation services to adolescents that exhibit offending behaviour, will find this study useful. The study will be a prominent addition to the quest for psychotherapies that can be of help in shaping adolescent behaviour and also help scholars in formulating adequate and effective models and theories at explaining and finding solutions to adolescent-related problems such as offending behaviour.

Finally, the study will be of immense assistance to policy makers and government agencies such as correctional services, the Nigeria Police Force, Social Psychiatry, etc. The findings of this study will enlighten policy makers on the need to ensure that the remediation centers are well equipped with counseling psychologists who can help achieve the essence of having the centers. In addition, the study will help government understand that a veritable way of tackling the menace of offending behaviour is by massively engaging trained psychologists. This study's outcomes can lead to evidence-based policies and practices for rehabilitating and preventing offending behaviour among out-of-school adolescents, resulting in a safer and more productive community.

1.6   Scope of the Study

The scope of this study was limited to investigating the impact of reciprocal peer tutoring and multisystemic therapies on the offending behaviour of out-of-school adolescents. The study was conducted in three different motor parks located in three local governments within Ogun state, Nigeria. The study consisted of two experimental groups and one control group. In addition, two moderating variables, namely peer influence and self-control, were used to assess their impact on the effectiveness of the treatments.

It is important to note that the study did not include in-school adolescents or adolescents who were not frequenting motor parks. The study was limited to the selected locations and may not be generalizable to other areas or populations. Also, the study did not evaluate the long-term effects of the treatments and did not explore other potential factors that could influence offending behaviour in out-of-school adolescents.

1.7 Operational Definition of Terms

The following terms are defined as used in this study:

Offending Behaviour: Refers to any actions or behaviours exhibited by out-of-school adolescents that are considered to be in violation of societal norms, anti-social, and may result in harm to individuals or societal properties.

Reciprocal Peer Tutoring: A therapeutic approach in which trained psychologists guide and support out-of-school adolescents to adopt positive behavioural changes through interactions with their peers.

Multisystemic Therapy: A systematic therapeutic approach that involves the use of various techniques aimed at promoting positive and acceptable behaviours among offending out-of-school adolescents.

Out-of-School Adolescent: Refers to individuals within the age range of 12 to 19 years who are not enrolled in any formal educational institution.

Peer Influence: The degree to which the behaviour of an individual's friends influences the likelihood of the individual engaging in offending behaviours.

Self-control: Refers to an adolescent's ability to resist the impulse to engage in offending behaviours by exercising control over their emotions and actions.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0   Preamble

This chapter contains the scholarly submissions and studies that had been reported on the main variables considered in this study. The literature review covers theoretical and empirical studies.

2.1   Theoretical Review

2.1.1   Offending Behaviour

Concerns have been expressed all over the world regarding the idea that children engage in offensive behaviour. The United Nations International Children's Fund says that many children who are convicted of various crimes are often held in detention without adequate care and deprived of their needs and rights (Sahmey, 2013). Even though efforts have been made to improve these children's circumstances, there are still issues of severe poverty. Besides, a considerable lot of them are not connected to suitable administrations and are being held for a really long time without admittance to legitimate guide, prompting most of kids clashing with the law. Tragically a portion of these kids come from hindered populaces and are condemned for basically lying for endurance. Children are frequently held in deplorable and inhumane conditions, where they are subjected to physical and psychological abuse and even experience trauma as a result of torture and interrogation (Sahmey, 2013).

This culpable way of behaving isn't restricted to youngsters who are held in detainment places but on the other hand is common among out-of-school teenagers who burn through the greater part of their days in engine parks. These adolescents are frequently left to fend for themselves in harsh living conditions. Consequently, they are prone to engaging in a variety of anti-social behaviours that have a negative effect on society as a whole, including armed robbery, drug addiction, hooliganism, and theft. It is

fundamental to comprehend the variables that add to culpable way of behaving among out-of-school youths and to foster viable mediations that can assist them with having useful and significant existences.

In addition, the alarming statistic that offenders are 1.5 to 7 times more likely than non-offenders to be victims and victims are 2 to 7 times more likely than non-victims to become offenders has been highlighted by scholars like Shaffer and Ruback (2017). This indicates that in the event of any offending act, both the adolescents who are committing the offense and the adolescents who are the victims of the offense are likely to suffer. The perplexing idea of this casualty wrongdoer cross-over proposes areas of strength for a positive connection among exploitation and culpable. This model suggests that, in a vicious cycle of criminal behaviour, the victim will commit more crimes and offenses if they are repeatedly victimized by offenders' significant others (Shaffer and Ruback, 2017). This peculiarity of casualty wrongdoer cross-over might be liable for the upsurge of culpable way of behaving, especially among out-of-school teenagers, who frequently miss the mark on direction and backing of an organized instructive climate. This literature review will therefore examine some of the documented offenses, the various factors that contribute to their occurrence, and the potential impact of interventions like reciprocal peer tutoring and multisystemic therapy in order to gain a comprehensive understanding of the offending behaviours that are prevalent among out-of-school adolescents (Shaffer and Ruback, 2017).

A behaviour that is considered to be an offense is substance or drug abuse. Substance abuse, according to Rufai (2014), is the use of any natural or synthetic substance, legal or illegal, that has the potential to alter mental functions. The utilization of such substances might adjust the close to home cosmetics of a person in manners that are thought of as improper, unwanted, hurtful, compromising, or "culture outsider" in light of accepted practices and characterized by regulation. Chronic drug use could likewise be taken a gander at as the non-clinical utilization of a medication that obstructs a solid and useful life. Abdullahi (2009) defined drug abuse as the use of drugs to the point where it impairs one's health and social functioning. Substance use can likewise be alluded to as the inconsistent overdependence or abuse of one specific medication regardless of an earlier clinical determination from qualified wellbeing professionals that disrupts a sound and useful life (Abdullahi, 2009). This study will investigate the

prevalence of substance abuse among out-of-school adolescents in Nigerian motor parks. It is important to note that substance abuse can be considered an offense.

Fatoye and Morakinyo (2002) grouped the most regularly manhandled substances by young people into three classes: psychotherapeutic medications, unlawful medications, and socially adequate substances like liquor, tobacco, and kolanut. While socially adequate substances, for example, liquor and tobacco may not be thought of as unlawful, they can in any case destructively affect youths. As indicated by Abdulkarim, Mokuolu, and Adeniyi (2015), liquor and tobacco are frequently alluded to as "entryways" to unlawful medication use, as they can prompt trial and error with additional perilous substances. In fact, youths are particularly vulnerable to alcohol poisoning because they are able to consume large quantities of alcohol in a short amount of time (Martin and Milot, 2017). Adolescents frequently abuse tobacco, another socially acceptable substance. Cigarettes, cigars, pipes, and smokeless tobacco are all ways to smoke tobacco. Utilizing tobacco early on expands the gamble of enslavement and later medical issues, as verified by Martin and Milot (2017).

Furthermore, a few teenagers might utilize whimsical substances, for example, pawpaw leaves gadagi, a substance looking like tea leaves, which can be smoked or intoxicated (William, 2012). While not as commonly known, these substances can in any case be destructive and add to culpable way of behaving among young people. Adolescents need to be taught about the dangers of substance abuse and given the tools and support they need to avoid engaging in such behaviours by their parents, teachers, and other professionals in the health care field.

Fatoye and Morakinyo (2002) grouped the ordinarily mishandled substances by teenagers into three classes. The principal class incorporates socially adequate substances like liquor, tobacco, and kolanut, which are frequently thought to be as the "entryway" drugs for young people as they improve the probability of utilizing unlawful substances (Abdulkarim, Mokuolu, Adeniyi, 2005). Particularly, drinking a lot of alcohol in a short amount of time can result in alcohol poisoning, which is a significant risk for young people (Martin and Milot, 2007). However, smoking cigarettes, cigars, pipes, or smokeless tobacco at a young age can lead to addiction and subsequent health issues (Martin and Milot, 2007). Furthermore, pawpaw leaves gadagi, which is a substance

looking like tea leaves, can be smoked or downed by teenagers, in this way causing unfavorable wellbeing impacts (William, 2012).

The second classification of substances, which is unlawful medications, is known to incorporate weed, methamphetamine, cocaine, heroin, and inhalants (Inaba, Cohen, Uppers, Downners and Allrounders, 2007). Marijuana is the most commonly used illicit drug among teens, and because it is typically the first illegal substance they use, it is frequently referred to as a gateway drug. According to Buddy (2010), marijuana can be smoked in a joint or water pipe, or it can be added to food or tea. Gem methamphetamine, cocaine, and heroin can be infused, smoked, grunted, sniffed or consumed on the gums, in this way prompting enslavement and other destructive consequences for the body (Inaba, Cohen, Uppers, Downners and Allrounders, 2017). This category also includes inhalants, which are volatile substances like gasoline fumes, glue, nail polish, paint, lizard dunk, and dried human feces. When inhaled, inhalants can severely harm the brain and other organs (Inaba, et al., 2007).

The third class is psychotherapeutic medications, which incorporate benzodiazepines, narcotics, narcotic entrancing medications, and non-prescription medications, among others. According to Inaba et al. (2017), there has been a significant rise in the misuse of these medications among adolescents in recent years. In Nigeria, for example, more than 6 million jugs of codeine are sold consistently in the Northwest piece of the nation, featuring the weightiness of the circumstance (William, 2012). Adolescents also abuse opiates like oxycodone and vicodin, which are prescribed for pain relief but are highly addictive and can cause serious health issues if misused. The abuse of these substances by young people is a disturbing pattern that should be addressed desperately to forestall the unfriendly consequences for their physical and emotional well-being.

Researchers have found and reported that a significant number of Nigerian adolescents had drank alcohol at least once in their lives; According to Akindele, Adebiyi, Babalola, Sangowa, and Owoaje (2015), street children in Nigeria regularly engage in drug and stimulant use. In addition, Okwaraji, Ebigbo, and Akpala (1996) noted that Nigerian youths, particularly homeless ones, smoke a lot of cigarettes. These reports feature the disturbing pace of substance addiction among Nigerian young people, which thusly prompts an expansion in offenses connected with illicit drug use.

Intervention studies that target the problematic behaviour of adolescents who are not enrolled in school are required because of the seriousness of the problem. Such examinations can give understanding into viable anticipation techniques and treatment programs for illicit drug use. By resolving this issue, we can establish a more secure and better climate for Nigerian youths and decrease the commonness of medication related offenses.

Puberty is a formative stage described by changing companion relations and affiliations, including the two fellowships and posse affiliations (Warr and Stafford 1991). Numerous gangs have sporadic and fluctuating membership, particularly among younger members. Despite the fact that participation in a variety of peer groups is common during adolescence, it is essential to recognise that gangs are more accurately regarded as social networks than bounded organizations.

Although there are no official records for Nigeria, information from other nations can shed light on the scope of the issue. The prevalence of gang involvement among adolescents is a growing global concern. The Public Longitudinal Study of Youth in the US, which included 9,000 teenagers, uncovered that 8% of the studied youth had been partnered with a pack between the ages of 12 and 17. Also, Esbensen, Peterson, Taylor, and Freng (2016) found that a survey of approximately 6,000 eighth-graders in 11 cities with gang problems found that 17% had been in gangs in the past and 9% were currently involved in gangs. Also, pack enrollment is more common among in danger young people, especially the individuals who are out-of-school (Huizinga and Lovegrove, 2019).

The need for gang intervention programs is highlighted by the alarming rate of gang involvement among adolescents. Poverty, lack of education, and exposure to violence are just a few of the underlying risk factors for gang involvement that should be the focus of such programs. We can assist in preventing at-risk adolescents from joining gangs and engaging in criminal activity by offering them positive alternatives like education, job training, and recreational activities.

According to Howell (2010), youths and adolescents make the deliberate decision to join a gang during adolescence, which is influenced by a variety of personal and environmental factors. Peer groups and social networks have a significant impact on a young person's life during this crucial time. With what are commonly referred to as starter

gangs, most adolescents may begin by engaging in less serious or minor delinquent behaviours. However, they may progress to more serious and violent offenses as they become more exposed to the gang's culture. The psychopathology of crimes committed by a group of adolescents in a society, which is commonly referred to as gang culture, is frequently associated with these violent crimes. It is hence basic that partners in the law enforcement framework, guardians, and society at large, take conscious moves toward deter young people from joining groups and to give mediation programs that will assist with controlling them from an existence of wrongdoing.

A theory developed by Debarbieux and Baya (2018) sheds light on the issue of gangsterism among adolescents who are not enrolled in school. Schools provide youth with crucial support, education, and social networks, according to their "difficult schools" paradigm. Hence, when youths are avoided from school for disciplinary reasons, they might shape posses to make up for the shortcoming left by their nonappearance from school. This exclusion may strengthen the group and increase the likelihood of gang formation. Nonetheless, for the gathering to turn into a regulation disregarding pack, there are two circumstances that should be met. (Debarbieux and Baya, 2018) To begin, members of the group must demonstrate their commitment to criminal activity or willingness to resort to violence. The group must then adopt a criminal mindset and distinguish themselves from other community groups as "a gang" (Debarbieux and Baya, 2018). This criminal outlook can be supported by experiences with school specialists, policing, the law enforcement framework, which can extend the gathering's contribution in criminal way of behaving.

Additionally, group arrangement can likewise be affected by the more extensive social and monetary climate. For instance, out-of-school adolescents may be more likely to form gangs if they live in poverty, don't have access to education and employment, or don't have enough social support (Howell, 2010). According to Howell (2010), gang formation can also be influenced by societal and cultural factors, such as media portrayals of gang culture and the glamorization of violence. In order to avoid the problem of gangsterism among adolescents who are not enrolled in school, it is crucial to address the individual, social, and cultural factors that contribute to the formation of gangs.

Additionally, a few scientists (like Thornberry and Krohn, 2003) have shown that gangsterism isn't just connected with related criminal ways of behaving, yet additionally

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comorbid with them. Children in particular who exhibit increasingly severe antisocial tendencies are more likely to participate in gang activities. According to Thornberry and Krohn (2003), these behaviours include engaging in sexual activity at a young age, aggression, non-weapon-related violence, substance abuse, and early initiation of romantic relationships. Besides, during youthfulness, taking part in different types of viciousness, including utilizing weapons to hurt others, can likewise act as a mark of potential pack connection (Thornberry and Krohn, 2003).This finding recommends that understanding the underlying drivers of gangsterism requires tending to the criminal way of behaving as well as the connected ways of behaving that are much of the time present.

"Adolescent" has been gotten from the Latin expression "juvenis", and that implies youthful. Since William Coxton first used the term "delinquent" to describe a person who had been found guilty in the 15th century, the concept of juvenile delinquency has had a long history. Delinquency, as defined by the Encyclopedia Britannica (2012), is a type of criminal and offending behaviour typically committed by juveniles. In many nations, an individual turns into a grown-up between the ages of 15 to 18, albeit this age can fluctuate contingent upon the ward and the idea of the wrongdoing carried out.

Behaviour that goes against the moral or legal norms of society is known as delinquency, and it is typically associated with actions that, if committed by adults, would be considered crimes. Specifically, juvenile delinquency refers to adolescents under the age of 18 who engage in illegal behaviour and commit acts that would be considered crimes if carried out by adults. Sporadically, misconduct is utilized to portray introverted conduct that isn't unlawful, however it for the most part alludes to exercises that would be criminal for grown-ups. This definition bars "status offenses," which are activities that are just unlawful whenever committed by youngsters, for example, taking off from home, delinquency, or underage drinking.

The variety in the lawful time of adulthood for kids ought to be recognised as a critical component, varying across nations and states. In addition, each jurisdiction's legal definition of juvenile delinquency may differ. In spite of these varieties, adolescent wrongdoing is by and large recognised from a status offense, which alludes to acts considered unjust when serious by an adolescent yet not when serious by a grown-up. In any case, the idea of juvenile delinquency is still a big problem for social and legal

systems all over the world because it's a sign of bigger social problems and often needs special treatment.

In addition, delinquent behaviour tends to peak in early adolescence, particularly between the ages of 14 and 15, as stated by Sahmey (2013). At this age, delinquent way of behaving may incorporate minor robbery or defacing, however as youths arrive at age 16-17, more serious and savage offenses, for example, attack and weapon use might become common. In any case, not all reprobates proceed with their criminal way of behaving into adulthood. Many might stop from crime as they age and experience changes in their conditions, for example, acquiring work, getting hitched, or essentially developing out of their tempestuous youthfulness. Despite the fact that the majority of delinquents do not engage in criminal activity into adulthood, there is still a higher percentage of delinquents who go on to commit crimes than non-delinquents. In any case, this general pattern among out-of-school youths might be likely to change within the sight of areas of strength for an or life altering situation that modifies their life directions, making it challenging to anticipate future conduct exclusively founded on early misconduct.

According to Sahmey's (2013) analysis, multiple levels of analysis are required to comprehend juvenile delinquency. Personal characteristics like intelligence, routine activities, and personality traits are the focus of research at the individual level. Additionally, they investigate the innate and learned characteristics of a person that may contribute to criminal behaviour. Researchers emphasize the significance of social relationships, particularly peer groups, in the development of delinquent behaviour at the micro-social level. They investigate the social mechanisms by which people join criminal organizations and are influenced by their peers. Finally, macro-social factors like social class, neighborhood social cohesion, and social disorganization are used to explain delinquency. In such manner, the climate and social setting in which a juvenile grows up assume a basic part in shaping their way of behaving. Sahmey suggests that adolescents who aren't in school are especially susceptible to risky environmental conditions that may expose them to attitudes and behaviours that make them more likely to engage in criminal activity. In this work, the term "offending behaviour" is used to describe this behaviour. While most youths who participate in delinquent way of behaving don't proceed with this way of behaving into adulthood, research demonstrates that the extent of reprobates who

become crooks is higher than that of non-reprobates. However, significant life events, such as mitigating factors, frequently assist delinquents in reintegrating into society.

Demand Leboyer (1994) depicts defacement as a kind of conduct that is silly, counter-intuitive, and, surprisingly, obsessive since it carries no advantage to the culprit, and on second thought adversely influences their current circumstance. In keeping with this, Sélosse (1994) makes the observation that vandalism is a type of deviance that affects other people rather than the individual, like theft or deviance in general, like drug addiction. The destructive incident can come from ill-advised conduct, abuse of items or offices, or even lack of respect for the climate, for example, involving store streetcars as bikes, stopping on yards, taking care of business games in blossom beds, or setting bikes against delicate walls.

It is essential to emphasize that the lack of respect for the environment is the root cause of vandalism, not the vandals' particular traits or the environment itself. Thusly, it is a complicated transaction between the individual and their environmental elements, with the climate saw as a socio-actual substance, instead of as independent elements. Therefore, it could be argued that vandalism is an example of offensive behaviour because it occurs as a result of a lack of alignment between the individual and their environment.

This is because the behaviour not only goes against the norms of society, but it also goes against the values that the criminal justice system upholds. Basically, defacing is a type of culpable way of behaving that requires tending to through the law enforcement framework, with intercessions that address the underlying drivers of the way of behaving, like absence of regard for the climate or a requirement for legitimate socialization.

Levy-Leboyer (1994) says that some people who vandalize may do so to assert power and control over their environment, especially if they feel like they are passively dependent on society. For out-of-school teenagers, defacement might be a type of insubordination to cultural standards and a method for exhibiting predominance over their environmental elements. These young people frequently battle to lay out their personalities, both as people and inside their gatherings. A desire to take action and assert their dominance through destructive behaviour can arise as a result of this struggle and a

perception of a lack of control over their lives. Nonetheless, it ought to be noticed that such activities are not overlooked by society or the law enforcement framework and can be considered as culpable way of behaving. Therefore, it is essential to comprehend the underlying causes of this behaviour in order to provide these adolescents with the appropriate support and interventions.

Demand Leboyer (1994) set three speculations to make sense of the apparently trivial way of behaving of defacing. Clinical analysts property this way of behaving to pathology and wrongdoing, recommending that the people who take part in defacement share comparable character attributes and social foundations with adolescent reprobates. Sociologists, on the other hand, see vandalism as social behaviour that groups often engage in as a means of rebellion against adult and institutional authority. Defacing is more normal in regions with blended social classes, where there is a protection from tolerating newbies, prompting the development of packs and subcultures that legitimize hostility against the social and actual structure that rejects them.

The World Wellbeing Association's (WHO) in its guess gave meaning of brutality as the deliberate utilization of actual power or power, whether undermined or genuine, against oneself, others or a local area, bringing about damage or maldevelopment, underlines the seriousness and effect of vicious way of behaving. Youth violence is one of the most well-known and widespread forms of violence in our society. Consistently, papers and different news sources report instances of pack related brutality, acts of mass violence and attacks by youngsters in the city. Unfortunately, young people worldwide account for the majority of such violent behaviour's victims and perpetrators (Reza, Krug, and Mercy, 2001). The impacts of youth brutality, including murders and non-deadly attacks, are critical, as they contribute significantly to the weight of sudden passing, injury and handicap in networks around the world (Reza, et a., 2001). In order to lessen the impact on individuals, families, and communities as a whole, this demonstrates the necessity of intervention and prevention efforts aimed at addressing the underlying causes of youth violence.

As per the World Wellbeing Association (WHO), brutality hurts its casualties, yet in addition has expansive results on families, companions, and whole networks. The quality of life and physical harm caused by youth violence are both indicators. The expenses of wellbeing and government assistance administrations can increment

definitely because of viciousness affecting youngsters, prompting a decrease in efficiency, a lessening in the worth of property, and disturbances in fundamental administrations. In the end, this may have a negative impact on society as a whole.

Reza et al. (2001) pointed out that youth violence is a widespread problem that can cause a variety of behavioural issues in different societies. Members of the affected community may experience feelings of insecurity and fear as a result of these issues, which can include but are not limited to gang violence, school shootings, and street crime. Victims and their families suffer significant psychological distress as a result of youth violence, which frequently results in long-term psychological trauma.

Additionally, because it has the potential to create a vicious cycle of violence and aggression, the effects of youth violence can be felt across generations. Young people who witness violence are more likely to act violently themselves, thereby sustaining the violence cycle. Young people's development can be severely impacted by this, potentially limiting their opportunities and lowering their quality of life.

To resolve the serious and inescapable issue of youth savagery, a complex methodology is important. This may involve broader policy changes aimed at reducing the underlying causes of violence as well as targeted interventions at the individual and community levels. Through a thorough methodology that considers the main drivers of brutality, we can pursue establishing more secure and more steady conditions for youngsters to develop and flourish in.

As per the US Branch of Wellbeing and Human Administrations (2001), the issue of youth brutality can't be viewed as in disengagement from other dangerous ways of behaving that are habitually displayed by savage youthful people. It is normal to find that vicious young people take part in different crimes, which might incorporate robbery, chronic drug use, and defacing. Additionally, they frequently engage in undesirable behaviours like truancy, dropping out of school, compulsive lying, careless driving, and contracting sexually transmitted diseases. These ways of behaving have sweeping ramifications for the rough people themselves as well as for their families and society overall. However, it is essential to keep in mind that not all violent adolescents have significant issues aside from their violent tendencies, and that not all troubled adolescents exhibit violent tendencies. In order to develop effective interventions that address the

underlying causes of problematic behaviours, thorough assessments of each case are required.

Perez (2016) says that a particular group of juvenile delinquents is known for being extremely violent and committing crimes frequently. This gathering is known as serious, rough, and persistent (SVC) reprobates, and they make up just a little part of the complete number of wrongdoers. Regardless of being a little gathering, they are answerable for most of serious violations. As a matter of fact, it has been seen that under a modest amount of adolescent reprobates are liable for the greater part of all serious rough offenses (Perez, 2016). Moreover, it is frequently during youthfulness, explicitly between the ages of 12 and 20, when serious, savage, and ongoing misconduct starts; furthermore, these wrongdoers are likewise bound to go on with their fierce way of behaving into adulthood (Elliott, 1994).

Research shows that SVC reprobates have a scope of formative, social, and mental gamble factors that increment their penchant for fierce conduct all through their lives (Fox, Jennings, and Piquero, 2014). Early aggression, lack of self-control, negative peer relationships, and exposure to domestic or community violence are all potential risk factors. According to Loeber & Farrington (1998), the development of SVC delinquents may also be influenced by environmental factors like poverty, a lack of access to education and employment opportunities, and family instability. As a result, the identification and proper treatment of SVC offenders can significantly reduce the number of serious violent crimes committed in the community.

According to Loeber and Farrington's 1998 study, violent criminals frequently maintain their criminal behaviour for longer periods of time than nonviolent criminals. Outstandingly, fierce crooks take part in additional demonstrations of reserved conduct and have a higher probability of reoffending (Loeber and Farrington, 1998). Hence, the elements that add to brutal wrongdoing are firmly connected with the variables that add to persevering misconduct. In light of perception from a review led by Piquero, Jennings and Barnes (2017), it was noticed that the gamble factors for ongoing constant wrongdoing, like destitution, parental culpability, and unfortunate scholarly execution, were likewise connected with an expanded gamble for fierce misconduct. According to these findings, addressing the underlying risk factors for chronic delinquency may also aid in the prevention of violent behaviour among adolescents. Moreover, mediations that

target explicit gamble factors for savage wrongdoing may likewise be compelling in diminishing the probability of determined culpable among rough reprobates.

The researchers Ortega, Sánchez, Ortega-Rivera, Nocentini and Menesini (2010) give a point by point meaning of inappropriate behaviour among teenagers. They explain that it is an unwanted and unwelcome sexual behaviour that can significantly disrupt the normal lives of adolescents and cause them distress and discomfort. Therefore, before sexual acts can be considered harassment, it is essential to emphasize that the victim does not want or welcome them. The offender must have caused the victim distress and discomfort in addition to being aware that the victim disapproves of the act. Also, the researchers recognised different types of lewd behaviour, including verbally abusing, bits of gossip, sexual remarks, looks, motions, endeavors at individual contacts, and actual assaults. The definition envelops a large number of social mentalities and behaviours that could be considered as lewd behaviour. These behaviours can be expressed verbally through things like comments and jokes, or they can be expressed visually through things like showing sexual photographs and pornographic content. The definition also includes more severe forms of sexual harassment like sexual coercion and physical assaults.

According to a formative point of view, lewd behaviour during pre-adulthood isn't simply connected with individual factors yet additionally the progressions that happen at the interactional level. The expansion in cross-orientation social connections that emerges from the improvement of blended orientation peer swarms is a variable that could prompt lewd behaviour among teenagers (McMaster, Connolly, Pepler, and Craig, 2012). At the same time, puberty brings about significant changes in people, such as shifts in sexual interest and motivation. These changes could also have an impact on unadjusted sexual behaviours toward people of the opposite gender. Young people must learn to express their desires and needs to others while also being open to receiving such information during adolescence. It merits underscoring that inappropriate behaviour, regardless of some of the time being connected to natural changes, is certainly not a typical or socially OK way of behaving. According to Chodo, Wolfe, Crooks, Hughes, & Jaffe (2009), this is because of the harm it causes to victims and its connection to other forms of aggression and violence.

Ortega, et al (2010) detailed that lewd behaviour is an exceptionally unavoidable and incessant peculiarity among young people, influencing both male and female youths

fundamentally. Name-calling, rumors, sexual comments, looks, gestures, attempts at personal contact, physical attacks, and other forms of sexual harassment are examples. While the two sexes experience lewd behaviour, it ought to be noticed that the experience is more disturbing for young ladies than young men. Thus, it is urgent to resolve the issue of lewd behaviour among young people and give training and assets to forestall its event and its pessimistic effects.

Insulting way of behaving is any activity that conflicts with cultural standards and isn't supported by the law enforcement framework. The results of such way of behaving can be extreme, especially for youths, as it can prompt quick and long haul adverse results. Female delinquents' persistence or abstinence from crime is less well understood than male delinquents' propensity to engage in criminal activity into adulthood, despite extensive research on this topic. As per Colman, Kim, Mitchell-Herzfeld, and Obscure (2015), most of youth guilty parties will come into contact with the grown-up law enforcement framework by the age of 28. This features the requirement for compelling mediation projects to address the underlying drivers of culpable way of behaving and decrease the gamble of proceeded with culpability in both male and female guilty parties.

According to Piquero et al. (2017), young offenders' criminal careers are highly variable, with varying rates, durations, and timings of offense. This suggests that some juvenile offenders might move on to more serious and violent crimes like armed robbery and homicide. In addition, young criminals may have an impact on their peers and other members of their social network, which may result in a multiplier effect of criminal behaviour. This indicates that young people who are influenced by the actions of minors who are committing crimes may also engage in criminal activity, resulting in a cascade of negative outcomes. Therefore, it is essential to address criminal behaviour among young people through programs of prevention and intervention as well as to take into account the potential consequences of criminal behaviour for the community as a whole.

Young offenders who engage in criminal behaviour run the risk of having troubled adult lives and careers, as well as an increased likelihood of engaging in serious criminal behaviour as they get older. Broidy and co. 2003) saw that the appearance of reserved conduct can fluctuate after some time and in various circumstances, which is alluded to as "heterotypic congruity." This suggests that teens engaged with road wrongdoings may later participate in types of standoffish conduct revolved around their families, like abuse

of kids, as they change into youthful adulthood and lay out their own families. According to Piquero et al. (2017), juvenile delinquency is also associated with a number of other issues, such as a history of victimization as a child, becoming a teenage parent, experiencing intimate partner violence, and having difficulty finding employment. These repercussions highlight the significance of addressing juvenile delinquency and providing juvenile offenders with the necessary support and interventions to prevent further criminal activity.

As studies have demonstrated, juvenile delinquency and mental health issues frequently co-occur (Teplin, 2001), mental health issues are a significant consequence of criminal behaviour. This implies that youthful guilty parties face lawful outcomes as well as may have dependable emotional wellness challenges that can adversely affect their future. As a result of their mental health issues, young offenders may have difficulty obtaining and maintaining employment, which could result in a decrease in the productive population due to the prevalence of mental health issues among them. The monetary and social outcomes of culpable way of behaving are likewise critical, influencing people as well as associations and society in general (Heeks, Reed, Tafsiri, and Stuart, 2018). The expense of detainment and lost efficiency because of criminal way of behaving can be faltering, and it is critical to address the main drivers of culpable way of behaving to limit these results. Furthermore, tending to psychological wellness concerns and offering proper help and treatment for youthful guilty parties might assist with lessening the monetary and social effect of adolescent misconduct.

2.1.2 Adolescence

The fascinating period of human development known as adolescence is marked by rapid changes in one's physical, emotional, and social environments. It is a time when young people move from a dependent childhood to an independent adulthood with a lot of room for personal development and exploration. The course of puberty isn't simply a specific time of social changes, however a nonstop excursion of self-revelation and personality development (Curtis, 2015). Youth is viewed as a critical time for mental turn of events, expecting people to make essential changes to have a balanced and content existence inside society. As they learn to navigate the complexities of the world around them, young people face a variety of obstacles during this time (Curtis, 2015).

During pre-adulthood, people go through the most common way of adjusting to the perplexing arrangement of social jobs expected in adulthood. This learning experience takes place in a variety of settings, including media, family, school, and church. During this time, young people begin to shape their self-perception and establish distinct identities apart from their families.

Even though the term "adolescence" can mean different things to different cultures, most people think of it as the time between the ages of 12 and 20. According to Curtis (2015), the onset of puberty is a defining feature of adolescence. It is characterized by specific physical changes like rapid growth, the development of secondary sexual characteristics, and brain changes. The prefrontal cortex, which is liable for independent direction, drive control, and arranging, is as yet creating during this period, making youths especially vulnerable to risk-taking ways of behaving.

Adolescence, as it differs from place to place, cannot be defined by a specific age range, according to the American Psychological Association (2002). Even though some people enter the adolescent phase as early as age 10, there are some aspects of adolescent development that continue well into adulthood. While some may argue that 21 or 25 should be the upper age limit for adolescence, it is generally agreed that people between the ages of 10 and 18 should be considered adolescents. However, this age range may differ from culture to culture and be affected by a variety of social, economic, and environmental factors. As people go through the complicated process of developing a sense of self-identity and social roles, adolescence is marked by significant physical, cognitive, and emotional changes. As a result, the adolescent age range is a crucial stage in human development and essential for comprehending the distinct difficulties and opportunities that individuals in this age group may encounter.

The transitional period known as adolescence marks the transition from childhood to adulthood. Project Teen Canada (2008) says that this time typically begins when a person enters puberty and lasts until they are 18 to 21 when they become young adults. Notwithstanding, the specific age scope of youthfulness changes relying upon social and individual elements. The World Wellbeing Association (WHO) characterizes a juvenile as an individual somewhere in the range of 10 and 19 years old, while different definitions recommend that this stage can go on until age 18 or 21 (Okorie, 2014).

By and large, youth was not perceived as a particular life stage, and the progress from youth to adulthood was frequently sudden and unforgiving. However, in today's world, it is generally accepted that adolescence marks the gradual transition from childhood to adulthood. Adolescence, according to Lerner and Lerner (1998), is a time in a person's life when most of their biological, cognitive, psychological, and social characteristics change from being like those of a child to being like those of an adult. This temporary period includes complex changes in a person's physical, mental, and profound wellbeing, and the manner in which they connect with their general surroundings.

The expression "youthfulness" has its underlying foundations in the mid 1900s, when clinician G. Stanley Lobby led his pivotal concentrate on the formative stage among youth and adulthood, officially characterizing and promoting the term. Lobby saw that as Western social orders presented regulations against youngster work, and auxiliary training turned out to be more inescapable, the time of kids' reliance on their folks and more established relatives was drawn out. This postpone in the progress to adulthood gave youngsters additional opportunity to develop and grow mentally and socially at a lot more slow speed than previously. They had more time to figure out who they were, define their values and beliefs, and acquire the knowledge and skills they would need as adults. As a result, adolescents had the opportunity to discover their place and function in the adult world at their own pace.

Adolescence has changed and grown since then in response to the changing times. From exploring through two universal conflicts, encountering a brilliant age in North America during the wealthy society of the 1950s, and arranging the period of trial and error and dissent in the wild 1960s, to arriving at the new thousand years with its new kind of teen - a result of different styles of current nurturing and the huge mechanical changes that accompanied it.

From puberty to the early twenties, adolescence is now recognised as a crucial developmental period. It is portrayed by fast physical, mental, close to home, and social changes that happen in youngsters as they progress from youth to adulthood. These progressions are molded by various elements, including science, hereditary qualities, climate, culture, and accepted practices. During pre-adulthood, youngsters commonly experience an elevated self-awareness mindfulness, as they investigate their personality, foster a healthy identity, and come to grasp their place in the public eye. They also begin

to develop their own beliefs and values, take on new roles, and begin to form relationships with peers that are more intimate and complex.

Nonetheless, puberty is likewise a time of weakness, as youngsters face various difficulties that can adversely influence their turn of events. Peer pressure, substance abuse, mental health issues, and exposure to violence are just a few examples. Adolescents' responses to these challenges have a significant impact on their long-term well-being as well as their chances of success as adults.

The significant stage of life known as adolescence marks the transition from childhood to adulthood. As indicated by Okorie (2014), it is when youngsters begin to state their freedom and never again depend entirely on their folks or gatekeepers to pursue choices for them. They foster their own viewpoints and are fit for methodical consideration and dealing with their thoughts. During this period, teenagers' mental capacities are improved, and they are equipped for coherent thinking, conceptual reasoning, summing up realities, and going with autonomous choices. They are able to acquire knowledge and abilities that are crucial to their future lives thanks to these cognitive abilities.

Nonetheless, pre-adulthood is likewise a time of incredible profound and mental weakness, and youngsters face various difficulties that can adversely influence their progress to adulthood. Iwuama (1997) underscores the significance of educators and guides in supporting youths during this basic period. Teachers and counselors can help young people navigate the complex adult world with the guidance and support they need by comprehending the unique obstacles they face. Educators and guides can assume a fundamental part in assisting youths with obtaining the information, abilities, and perspectives they need to make fruitful changes to grown-up life. With the right help, youths can conquer difficulties and form into balanced grown-ups who can contribute decidedly to their networks.

The adolescent years are a crucial phase in the transition from childhood to adulthood and are marked by significant changes in both one's physical and social environment. It is a bridge between a child's life and an adult's life, as described by Okorie (2014), marked by the shedding of childhood behaviours and the acquisition of adult lifestyles. Adolescence is also a time of rapid cognitive and social development

when people form new cultural interests like music, sports, and movies, as well as new language varieties, values, and dress codes. Individuals' identities are shaped by the relationships and allegiances they form during adolescence, which also help them navigate the complex social landscape of adulthood.

Teachers and counselors can help adolescents successfully transition into adulthood, despite the numerous changes and challenges of adolescence. As indicated by Crosnoe and Johnson (2011), understanding the issues and worries of teenagers can assist teachers and emotional wellness experts with offering designated help and direction. When adolescents can freely share their experiences with their peers, it is frequently easier for them to talk about their problems in a group setting. Teachers and counselors can assist adolescents in navigating the complexities of adolescence by fostering an atmosphere of trust and open communication.

During the period, the accompanying physiological and psycho-social changes happen. The following are some of these changes:

Organic Changes

During pre-adulthood, people go through critical natural changes that are related with adolescence. These changes involve inner and outer transformations that have an impact not only on the mind but also on the body. As per Crosnoe and Johnson (2011), the substantial changes during this stage incorporate the improvement of the capacity to consider kids, and emotional formative changes in actual appearance. Adolescents experience body growth, pubic and underarm hair growth, and more acne as physical changes. The growth of the testicles, penis, and facial hair, as well as a deeper voice, occur in boys, while girls experience breast growth and their first menstrual period (menarche).

Immaturity is likewise described by level sprays and a fast expansion in body weight coming about because of an expansion in both muscle and fat. Crosnoe and Johnson (2011) pointed out that this increase in body size is especially noticeable in girls because girls gain more fat tissue faster than boys do. The body's production of hormones, which are essential to the maturation process, is linked to these physical changes. Notwithstanding these changes, there are additionally changes in mental health that

happen during youth, which add to the person's mental and close to home turn of events (Steinberg and Monahan, 2017).

Adolescents' self-perception and mental health can be significantly impacted by these biological changes. Some might battle to find a sense of peace with the progressions they are encountering, while others might embrace them as an indication of growing up. To assist teenagers with exploring these changes, it is significant for guardians, parental figures, and instructors to offer help and direction. According to Crossnoe and Johnson, this may entail providing information about the changes that are taking place as well as emotional support and reassurance during this time of difficulty and sometimes confusion.

Through the onset of puberty, the biological changes that take place in the body during adolescence can be observed. As Crosnoe and Johnson (2011) noticed, these progressions bring about emotional inward and external changes that influence the actual appearance and conceptive abilities of young people. Body size, pubic and underarm hair growth, acne, and secondary sexual characteristics like breasts in girls and testicles, penis, and facial hair in boys are the most obvious changes. These progressions likewise lead to a quick expansion in bodyweight and level spray, with young men encountering an extending of their shoulders comparative with their hips and young ladies encountering broadening of their hips comparative with their shoulders and midsection (Berk, 2004).

Notwithstanding these actual changes, pubescence additionally influences body shape and arrangement. According to Steinberg and Monahan (2017), girls typically have a muscle-to-fat ratio of about 5 to 4, whereas boys typically have a ratio of about 3 to 1. This implies that young ladies get away from the slim female body ideal, while young men draw nearer to the male strong angular ideal (Crosnoe and Johnson, 2011). Adolescent girls' self-perception can be significantly impacted by these changes in body shape and composition. According to Okorie (2014), girls may view pubertal changes as a natural progression into womanhood rather than as "getting fat" or "losing control."

In conclusion, during adolescence, the onset of puberty marks a significant period of biological change in the body, which manifests itself in changes to one's appearance and reproductive capabilities. The self-perception of adolescents, particularly girls, may be affected by these changes because they can also affect body shape and composition.

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G. Stanley Hall's Biogenetic Psychology of Adolescence

G. Stanley Hall, who lived from 1844 to 1924, is a significant figure in the history of psychology, specifically in the study of adolescence. Hall was the first psychologist to recognise adolescence as a distinct developmental period, worthy of its own psychological examination. In his efforts to examine adolescence in its own right, Hall implemented scientific research methods to investigate the unique features and characteristics of the adolescent experience.

Besides, Lobby portrayed youthfulness as a period of "Sturm und Drang," a German expression that means "tempest and stress." Strangely, this expression is likewise the title of a scholarly development that occurred in Germany toward the finish of the eighteenth 100 years. The "Sturm und Drang" development is set apart by its enthusiastic vision, individual articulation, progressive soul, and extraordinary feelings, and Lobby saw a lined up between the targets of this gathering of youthful scholars and the mental encounters of immaturity (Steinberg and Monahan, 2017).

Lobby characterized youth as a period that starts at pubescence, around 12 or 13 years old, and go on through to the late twenties, around 22 to 25 years old. During this period, Corridor accepted that teenagers experience significant commotion, as they explore the progress from youth to adulthood. Young people go through physical, mental, and social changes that can challenge, as they endeavor to lay out their own personality and autonomy.

Generally speaking, Corridor's historic commitments to the brain science of puberty lastingly affect the field, making ready for additional examination and comprehension of this vital period in human turn of events (Steinberg and Monahan. 2017).

G. Stanley Corridor, a huge clinician, fostered a mental theory known as the theory of restatement by expanding upon Darwin's theory of organic "development." Lobby accepted that puberty is a period that mirrors a violent change in human development. As per this theory, Lobby recommended that the aggregate encounters of the human species are imbued in the hereditary creation of each and every person. The law of reiteration proposes that over the span of advancement, a life form goes through stages that reflect authentic occasions in the development of mankind.

All in all, the individual remembers the improvement of humanity from early creature like primitivism, through a time of viciousness, to the later edified lifestyles that portray development. This transformative perspective on human improvement was utilized by Lobby to portray puberty as another birth, "for the higher and all the more totally human attributes are currently conceived" (Steinberg and Monahan, 2017). Puberty, as per Corridor, was a period of serious inner disturbance, which he alluded to as "Sturm und Drang," or "tempest and stress."

Lobby's theory of restatement has been scrutinized for its shortsighted and deterministic perspective on human turn of events, as well as its absence of exact help. Regardless of these reactions, his work stays compelling in the field of formative brain research, and a significant number of his thoughts keep on educating our comprehension regarding youth today (Steinberg, and Monahan, 2017). In rundown, Corridor's theory of reiteration sets that youth is a period of serious personal commotion and self-

improvement, as people remember the transformative phases of mankind in their own turn of events.

In his book on immaturity, "Puberty: Its Brain research and Its Relations to Physiology, Human sciences, Social science, Sex, Wrongdoing, Religion and Training," Lobby dove into the complex profound existence of young people and depicted it as a swaying between clashing propensities. Youths show many feelings, including commendation, energy, and otherworldly action, however they can similarly as fast surrender to aloofness, laziness, and despising. The young adult's close to home swings can go from extravagant joy, giggling, and elation to dysphoria, burdensome unhappiness, and despairing. The juvenile's pride, vanity, and arrogance are similarly just about as trademark as their humbling, embarrassment, and timidity. Lobby likewise accepted that the juvenile's qualities contain both the leftovers of uninhibited infantile narrow-mindedness and a rising hopeful unselfishness. Teenagers frequently show characteristics of goodness and righteousness, yet allurement never distracts their reasoning similarly as during adolescence.

The juvenile likewise encounters a battle between the longing for isolation and confinement, and the unavoidable trap in pounds and kinships. While peers have major areas of strength for an over youths, Corridor noticed that this impact lessens over the long haul. Also, the young adult's character attributes are not fixed, yet rather, show variance. Teenagers can show stunning awareness and delicacy at one second, and hardness and remorselessness at another. They can display lack of concern and inactivity at one time, while enthusiastic interest and the desire to find and investigate at another.

Erik Erikson's Theory of Identity Development

Erik Erikson's theory of psychosocial development is based on the idea that personality develops throughout a person's entire lifespan, from infancy to old age. According to Erikson's theory, there are eight stages of psychosocial development that individuals must pass through, with each stage marked by a particular psychosocial crisis (Steinberg and Monahan, 2017). The fifth stage of development is adolescence, which is characterized by the search for identity. This period is a critical time of transition between childhood and adulthood, during which the individual must resolve

the identity crisis and establish a sense of self that is coherent, stable, and distinct from others.

Erikson emphasized that identity is not a fixed, static concept, but rather a dynamic, ongoing process of exploration, experimentation, and decision-making. The acquisition of a strong and healthy ego-identity is essential for the individual to function effectively in society and achieve a sense of fulfillment and purpose. In order to accomplish this task, the adolescent must receive consistent and meaningful recognition of his or her achievements and accomplishments from parents, teachers, and peers.

However, the process of identity formation is not an easy one, and the adolescent must face a number of challenges and obstacles along the way. One of the most significant challenges is the risk of role diffusion and identity confusion, which can occur when the individual is unable to find a clear sense of direction and purpose in life (Steinberg and Monahan, 2017). This can lead to feelings of alienation, disorientation, and a sense of lostness. In order to avoid these negative outcomes, the adolescent must engage in sustained individual efforts to explore and define their identity, including their values, beliefs, interests, and aspirations.

The virtue to be developed during adolescence, according to Erikson, is fidelity, which involves a commitment to one's values and goals. By adhering to one's values, the adolescent can develop a stable and coherent identity that provides a sense of purpose and direction in life. In summary, Erikson's theory highlights the critical importance of identity formation during adolescence, and emphasizes the need for sustained individual effort to achieve this developmental task.

The search for a coherent identity in adolescence involves a complex and multifaceted process of integrating past, present, and future experiences and goals. This task can be particularly challenging in a historical period marked by rapid and profound social change, where traditional anchors of family and community have weakened or disappeared, and the future seems increasingly uncertain. According to Erikson's psychosocial theory, the older generation may struggle to provide adequate role models or guidance for the younger generation, as their experiences and values may no longer be relevant or applicable. Moreover, adolescents may actively reject the values and

norms of their elders, as they strive to define themselves as separate individuals with their own unique identities.

In this context, Erikson emphasizes the critical role of the peer group in shaping and influencing adolescent identity development. Peers provide a source of social feedback and validation, helping young people to understand who they are and where they fit in society. Adolescents are keenly aware of how they are perceived by others, and may experience a strong desire to conform to peer norms and expectations, while also seeking to distinguish themselves from their peers in meaningful ways. As Erikson notes, adolescents are "morbidly, often curiously, preoccupied" with questions of identity and self-presentation, as they struggle to reconcile their past experiences and accomplishments with their evolving sense of self and the demands of the present. Ultimately, the successful resolution of the identity crisis in adolescence requires a delicate balance between autonomy and social connectedness, as individuals strive to develop a sense of fidelity to their own values and aspirations while also remaining engaged and connected to the broader society around them (Erikson, 1959).

Erikson asserts that puberty is a period characterized by rapid bodily growth, genital maturation, and sexual awareness, resulting in a significant discontinuity with previous development (Muuss, 1975). The adolescent is faced with a "physiological revolution" that challenges their body image and interferes with the formation of identity. Along with these changes, the adolescent must confront the crucial task of vocational identity formation. The process of establishing a vocational identity is frequently accompanied by role diffusion, glamorized and idealized conceptions of vocational goals, and overidentification with heroes from the media (King, 2004). These aspirations often exceed the individual's ability, resulting in frustration, disillusionment, and confusion. Erikson argues that at this point, the adolescent is unlikely to identify with their parents, instead often rebelling against their dominance, values, and intrusion into their private lives. The adolescent must assert their autonomy to separate their identity from that of their family and reach maturity (King, 2004). Therefore, Erikson highlights the importance of vocational identity formation as a critical aspect of identity development in adolescence, emphasizing that the study of identity has become more important than the study of sexuality, as was the case in Freud's time.

The search for a personal identity in adolescence is a complex process that involves the formation of a personal ideology or philosophy of life. According to Erikson, this perspective helps guide behaviour and make choices that are meaningful and purposeful. The importance of establishing a personal identity in adolescence cannot be overstated, as it influences the young person for the rest of their life. It's important for teenagers to refrain from taking on someone else's identity or ideology because it's not as fulfilling as creating their own. Adopting someone else's beliefs rarely becomes truly personal and can hinder their development as adolescents.

It is important to note that the achievement of a personal ideology or philosophy of life is not a linear process, but rather a lifelong journey that involves growth and change. The adolescent's worldview is likely to evolve over time and through various experiences. The achievement of a personal ideology or philosophy of life is an ongoing process, and the adolescent must be open to reevaluating their values and beliefs as they navigate the challenges of adulthood. Only then can they continue to develop and grow as individuals.

In conclusion, the formation of a personal ideology or philosophy of life is a crucial aspect of the identity crisis that adolescents must navigate. It serves as a guiding force in making choices and behaviour, and its importance cannot be overstated. Adolescents who achieve a personal ideology or philosophy of life are better equipped to move into "adult maturity," which allows them to experience intimate relationships, deep friendships, and personal self-abandon without fear of losing their ego-identity.

While the search for personal identity is a critical aspect of adolescent development, not all adolescents are successful in achieving this goal. Failure to establish a clear sense of identity can lead to a range of negative outcomes, including self-doubt, role diffusion, and role confusion. As Erikson noted, this can lead to self-destructive behaviour, including suicidal ideation or attempts. Those who experience ego diffusion and personality confusion may also become delinquent or develop psychotic personality disorganization. Thus, it is important to identify effective interventions that can support adolescents in developing a strong sense of identity.

One intervention that has shown promise is peer tutoring. By working closely with peers who are further along in their own identity development, adolescents can gain

valuable insights and support in their own search for identity. Additionally, peer tutoring can provide opportunities for adolescents to explore different perspectives and values, which can help them to develop their own unique identity.

Another effective intervention is multisystemic therapy, which focuses on addressing the various systems that influence adolescent behaviour, including family, school, and community. This approach recognises that personal identity is not developed in a vacuum, but rather through interaction with multiple social and cultural factors. By working to improve communication and support within these systems, multisystemic therapy can help adolescents to develop a strong sense of identity that is rooted in their values, beliefs, and goals.

Overall, the development of personal identity is a complex and multifaceted process, and there is no one-size-fits-all approach to supporting adolescents in this journey. However, interventions like peer tutoring and multisystemic therapy offer promising avenues for helping adolescents to develop a strong sense of self and navigate the challenges of adolescence with confidence and resilience. (Erikson, 1959; King, 2004; Muuss, 1975)

2.1.3   Motor Parks in Nigeria

In Nigeria, motor parks play a vital role in the transportation sector, serving as gathering points for vehicles to transport people, goods, and services from one location to another. These terminals, whether authorized or unauthorized, are significant in facilitating the movement of individuals from one place to another. As a terminal facility, motor parks can come in varying sizes and designs, with authorized transport terminals often equipped with essential amenities such as toilet facilities, trading stalls, sheds, and sick bays. The provision of motor parks is a deliberate strategy employed by land use planners to create designated spaces for transportation nodes, enabling the official station of departure and arrival for most journeys, whether undertaken by car owners or non-car owing residents of the community (Oni, 2007). In Nigeria, motor parks serve as essential hubs for public transportation, allowing individuals to travel safely and efficiently throughout the country.

According to the Nigerian constitution, the Local Government has the responsibility of managing authorized transport terminals, although it appears that their primary interest lies in revenue generation rather than serving the public interest. This has resulted in the presence of various transport worker unions in motor parks that are approved by government. Consequently, the motor parks have become the main operational bases for touts and other criminal elements, leading to a negative impact not only on the park environment but also on the children who live in the vicinity of these parks. These touts and gangs are often a bad influence on young people and their activities can contribute to the breakdown of law and order in the area. Furthermore, the presence of these criminal elements can serve as an indicator of the relative importance of certain towns and villages as transportation nodes. The need for effective regulation and management of motor parks cannot be overemphasized in order to promote safety, security and orderliness within the transportation system (Offiong, Awoyemi, Maduka, Ewa & Onogbosele, 2015).

Afon, Abolade, and Pokanlawon (2006) categorized individuals around motor parks into two groups: temporary and permanent users. Temporary users, who are mostly passengers, come to the parks for the sole purpose of boarding vehicles to travel to another destination. They do not regularly use the park and are usually on transit. On the other hand, permanent users are individuals who loiter, sell, or conduct various activities daily around the motor park. These individuals are not at the park to board a vehicle, except for commercial bus drivers who transport passengers to their destinations. Unfortunately, out-of-school adolescents often fall under the permanent user category, according to Afon, Abolade, and Pokanlawon (2006). Notably, the problem of unemployment has driven numerous people to create gangs, known as touts, whose actions primarily center around public spaces such as streets, bus stops, markets, motor parks, and especially transportation routes. As a result, most of the out-of-school children who interact with these hazardous and unconducive social and physical conditions tend to develop tendencies for offending behaviour at a tender age. This situation often leads to many of these adolescents graduating into adult criminals, with negative activities in and around motor parks being a significant contributing factor.

2.1.4 Reciprocal Peer Tutoring

Tutoring is a crucial part of training, and peer tutoring has been demonstrated to be a powerful educational system. As per Ullah, Tabassum and Kaleem (2018), it includes prepared people offering help and direction to their peers who are less gifted or educated in a specific subject or theme. Peer tutoring is a type of cooperative realizing, where understudies work two by two to work on their general information, as made sense of by Scruggs, Mastropieri and Marshak (2012). During this strategy, understudies get guidance on using tutoring assets, switch back and forth between the jobs of mentor and tutee, properly present requests, and give helpful criticism. Not at all like entire class learning, peer tutoring gives a more customized growth opportunity where understudies practice content data in tutoring matches, making it an adaptable and versatile system. Peer tutoring has been found to have various advantages, including expanded scholastic accomplishment, worked on interactive abilities, and expanded inspiration and confidence (Scruggs, et al., 2012; Ullah, et al., 2018). It can likewise encourage a feeling of local area among understudies and advance a good learning climate.

Peer tutoring is an important methodology that permits understudies to draw in with the substance material at their own speed while giving sufficient chances to individual dominance of every understudy in the tutoring pair. In this system, one understudy with a superior handle of the subject can act as the mentor for a more extended period, while the other understudy assumes the job of the tutee until they have fostered a superior comprehension of the material (Scruggs, et al, 2012). This customized opportunity for growth can help understudies to make scholastic progress as well as foster interactive abilities and positive ways of behaving through peer cooperation (Obiuno, 2008). Peer communication is viewed as compelling in deeply shaping the way of behaving of understudies since it is worked with by an individual peer, who can offer a novel viewpoint, give valuable criticism, and cultivate a feeling of coordinated effort and shared help (Ullah, et al, 2018). By cooperating in a steady and deferential learning climate, understudies can foster a feeling of pride and obligation regarding their own learning and make a good criticism circle that energizes proceeded with commitment and development.

Equal Peer Tutoring (RPT) is a cooperative way to deal with discovering that has been broadly taken on by teachers since its improvement by John Fantuzzo in 1984.

This approach includes no less than one guide and two tutees who alternate being the mentor and the tutee, consequently advancing a dynamic and intelligent learning climate. As Zhang and Maconochie (2022) state, RPT is a type of peer helped learning (Buddy) that includes organized exchanging of mentor tutee jobs among people of a similar scholastic year level. This approach is especially compelling for understudies who experience issues gaining from conventional instructor focused approaches.

According to the definition provided by Krych, March, Bryan, Peake, Pawlina, and Carmichael in 2005, Reciprocal Peer Tutoring (RPT) refers to a method of collaborative learning where students with comparable educational backgrounds and in the same academic year take turns acting as both tutors and learners. The purpose of this approach is to achieve specific learning goals that have been identified. The process involves tutors providing feedback, assistance, and reinforcement to their tutees, while tutees actively participate in the learning process and take responsibility for their own learning. In essence, the RPT approach empowers students to take an active role in their own learning and fosters a sense of community among learners.

Furthermore, Gazula, McKenna, Cooper and Paliadelis (2017) assert that RPT is a powerful tool for improving academic outcomes, as students from diverse backgrounds can learn from each other through this process. In RPT, tutors act as facilitators, while the tutees collaborate, monitor, and evaluate each other's progress as they work together to achieve group goals or objectives. This collaborative approach encourages students to interact with each other and to develop their communication and leadership skills.

Overall, RPT is an effective approach to learning that promotes collaboration, active engagement, and peer support among learners. By providing students with the opportunity to take an active role in their own learning, RPT has been shown to improve academic outcomes and foster a sense of community among learners.

Reciprocal peer tutoring (RPT) is a form of cooperative learning that has been widely recognised as an effective technique for enhancing students' academic performance (Gazula, et al., 2017). As pointed out by Lui, and Devitt (2014), peer tutoring is similar to various social activities in which individuals assist each other and learn from one another, from informal play to the most complex forms of cooperation. Peer tutoring is a collaborative approach that shifts learning from an individual pursuit

to a group effort. It involves students taking on the dual role of tutor and tutee, thereby fostering a sense of shared responsibility for their own learning and that of their peers. This interactive process allows students to benefit from the tutor's preparation and guidance, while also gaining insights from the instructions received as a tutee (Krych et l., 2005).

In this way, RPT provides an opportunity for students to assume greater responsibility for their own learning as well as the learning of their peers. This form of learning involves active participation by students, as they work collaboratively to achieve common goals. By working together, students not only enhance their academic skills but also develop social skills such as communication, leadership, and team work (Gazula et al, 2017).

Moreover, peer tutoring can be adapted to meet the specific learning needs of different students, as students with different abilities can be paired together to provide mutual benefits. For instance, students who have already mastered a particular concept or topic can be paired with those who are struggling, providing an opportunity for peer tutoring to be tailored to the specific needs of each student (Gazula, 1995).

Generally, peer tutoring is an intuitive and dynamic interaction that encourages learning through the proportional trade of information and thoughts among peers. By taking part in this type of learning, understudies improve their scholarly abilities as well as foster significant social and relational abilities that are essential for progress in different parts of life.

With regards to peer tutoring, it is a significant showing strategy where a gathering of understudies cooperate to upgrade their advancing by alternating as guide and tutee. Proportional Peer Tutoring (RPT) goes past this by permitting understudies to effectively uphold each other through the course of guidance, assessment, criticism, and social help. This sort of peer collaboration among understudies is fundamental in working with the obtaining of new abilities, information, and answers for one another's concerns through exercises like playing, talking, quarreling, and sharing thoughts. Peer tutoring encourages social learning and gives a climate that is helpful for the development of relational connections. In concurrence with this, Ullah et al (2018) contended that RPT assists understudies with creating pivotal abilities, for example, overseeing and arranging

opportunities for growth, working in affiliation, giving and getting criticism, and eventually assessing their own learning progress. Through these peer communications, understudies become more positive about their capacities to learn and instruct, and they gain a more profound comprehension of the material by imparting their insight to other people.

Proportional Peer Tutoring (RPT) is an exceptionally organized and cooperative way to deal with discovering that has been viewed as powerful in working on students' contribution with course happy and expanding scholarly accomplishment (Gazula, et al., 2017). RPT includes unequivocal guidance on the most proficient method to build numerous decision inquiries for various kinds of measurable substance information, which is like Blossom's Scientific categorization, and students are matched for the movement. In RPT, every understudy in the dyad is freely liable for orchestrating course satisfied and building practice numerous decision test inquiries with responds to in light of the course educational plan. This cycle empowers students to participate in evaluation as a feature of the educational experience.

Besides, students participated in complementary peer tutoring give guidance, assessment, and support to one another, making a commonly helpful and steady learning climate (Ullah, et al., 2018). By participating in RPT, students are ready to dominate the course satisfied as well as foster important abilities, like productive criticism, arranging and dealing with their growth opportunities, and working cooperatively with others. All in all, Complementary Peer Tutoring (RPT) is a significant learning approach that engages students to assume a sense of ownership with their own learning and that of their peers while establishing a positive and steady learning climate.

In recent years, educators have increasingly recognised the importance of peer tutoring as an effective and efficient strategy for promoting student learning. One of the key advantages of peer tutoring is its low cost and simplicity. Peer tutoring sessions usually take place a few times per week, lasting around 30 minutes per session, making it a flexible and convenient addition to any instructional method employed by the instructor.

Reciprocal Peer Tutoring (RPT) is one form of peer tutoring that has gained particular attention for its ability to formalize the process of peer tutoring and enable both students in a peer tutoring pair to participate and experience the role of tutor (Zhang and Maconochie, 2022). In this way, RPT provides a unique opportunity for students to take an active role in their own learning and develop important skills in communication, collaboration, and critical thinking. Through the process of RPT, students engage in a reciprocal exchange of knowledge and ideas, with each student taking turns as both tutor and tutee. This dual role allows students to benefit from the preparation and instruction in which tutors engage, as well as from the instruction that tutees receive.

Overall, peer tutoring and RPT, in particular, offer a powerful and cost-effective tool for promoting student learning and achievement. By providing students with opportunities to learn from and teach one another, peer tutoring can help students develop a deeper understanding of course material, build important skills, and develop a sense of ownership over their own learning.

Zhang and Maconochie (1983) explained that reciprocal peer tutoring shares some similarities with another form of peer-based therapy known as classwide peer tutoring. In classwide peer tutoring, students form cooperative teams consisting of three to five members, where they discuss their learning gaps and help each other. To ensure the smooth running of the procedure, a group monitor is assigned to each team. The teams are formed based on heterogeneity and remain intact for several learning units. During group work, students work together to achieve predetermined goals or rewards that are contingent upon group performance. The cooperative nature of classwide peer tutoring promotes positive interdependence and encourages students to support one another, leading to improved academic achievement (Gazulo et al., 2017). In comparison to reciprocal peer tutoring, classwide peer tutoring involves a larger group of students, with the group monitor playing a critical role in ensuring the effective functioning of the team.

Greenwood, Carts, and Maheady (1991) have outlined three important principles underlying the success of RPT interventions. The first principle is increasing academic engagement, which involves actively engaging students in the learning process. This is

done by creating a learning environment that is stimulating, challenging, and meaningful for students. The second principle is increasing the opportunity to respond, which requires students to be actively involved in the learning process. Students are encouraged to participate in the lesson, ask questions, and provide feedback. The third principle is providing timely feedback regarding students' responses. Feedback is essential for students to know whether they are on the right track or if they need to adjust their approach.

Another crucial element of RPT involves employing rewards that are dependent on the accomplishment of every individual within the group. RPT necessitates students to establish a target for every session, with each student receiving points for accurately completing academic tasks. Therefore, this approach guarantees that every group member actively contributes to achieving the goal, preventing any single individual from bearing the sole responsibility for the group's overall success.

In order for RPT to be effective, adequate assistance and constructive input should be provided to enhance the learning process in peer tutoring sessions. Oczkus (2003) emphasizes that peer tutors need to provide constructive feedback that is specific, positive, and actionable. The feedback should focus on the learning objectives and goals that were established at the beginning of the session. This allows students to see their progress and adjust their learning strategies accordingly.

Peer support programmes have become increasingly popular due to the many advantages they offer, as pointed out by Egbochuku, Oduh and Agboola (2017). Such programmes provide a non-judgmental, caring, and supportive environment that fosters opportunities for individuals to give and receive help from others, and it creates a non-competitive and empowering atmosphere. The advantages of peer support programmes extend beyond just offering a safe space to interact. They encourage and provide opportunities for peers to influence the development of attitudes and behaviours in positive ways, as noted by Egbochuku, Oduh and Agboola (2017).

Research in counselling psychology indicates that group dynamics in counselling can greatly benefit children, especially if implemented in an articulate form and considering the unique characteristics of the participating children (Egbochuku, Oduh and Agboola (2017). These dynamics, such as peer tutoring or counselling, involve

multiple participants ranging from three to fifty or more, allowing each member to play a significant role in the peer interaction process. Such interaction within the group is crucial for a child's development, as emphasized by Obiunu (2008).

Moreover, social learning theory demonstrates that students who doubt their learning abilities can be influenced by individuals who excel in a specific task and exhibit a strong sense of efficacy (Uroko, 2010). Through interactions with peers who possess a positive attitude towards learning, students can enhance their self-confidence, improve self-esteem, and foster a more positive outlook on academic tasks. Thus, peer support programs offer valuable opportunities for students to learn from one another, cultivate positive attitudes, and establish supportive relationships that contribute to academic success.

In addition to its effectiveness as a learning strategy, peer tutoring also provides an affable environment for students to engage in discussions and share ideas. This type of environment can help to build confidence and enhance the cognitive levels of introverted students who may have trouble expressing themselves in front of the class or other gatherings. According to Bombardelli (2016), peer tutoring provides a platform for shy students to build their confidence, which can have positive effects on their overall academic performance and social skills.

Overall, peer tutoring has been shown to have numerous benefits for both tutors and tutees, including enhanced learning, problem-solving skills, socialization, and confidence building. It is a structured and planned program that allows students to work collaboratively and meaningfully under the guidance of a tutor.

According to Scruggs, et al (2012), peer tutoring has proven to be a valuable tool in institutions that offer inclusive education to individuals with diverse backgrounds. In particular, peer tutoring has been found to reduce social and behavioural problems among adolescents. The benefits of peer tutoring are not limited to the students being tutored; tutors also experience significant improvements in their acceptance of responsibility and sense of control (Bombardelli, 2016).

Furthermore, peer tutoring can also help to address the issue of limited teachers and scarce financial resources by utilizing volunteers and former students to serve as

tutors. This participatory approach not only provides academic support but also helps to build a sense of community within the institution. Additionally, peer tutoring has the potential to significantly reduce the dropout rate of struggling students, as noted in a study by Kalkowski (1995). By providing individualized support and attention, peer tutoring can help to increase students' confidence, motivation, and overall academic achievement.

Alternatively, Vygotsky and Piaget, who were constructivists, supported the concept of peer tutoring. Piaget (1964) argued that learning is not solely influenced by external factors; instead, it involves a mental reconstruction process. Piaget's cognitive theory recognises that both tutors and tutees experience cognitive development throughout peer tutoring, encompassing all stages. When the tutor prepares for the session, their cognition improves as they study relevant material. Likewise, during the tutoring session, when the tutor and tutee engage in interaction and share their perspectives, the process of accommodation occurs, promoting continued learning. The final stage, equilibrium, is reached when both the tutor and tutee successfully convey knowledge at the desired level (O'donnell and King, 1999).

Additionally, peer tutoring fosters the growth of various attributes in tutors and tutees, including their communication skills, self-assurance, and drive (O'donnell and King, 1999). Peer tutoring, as per Piaget's theory, entails peers challenging each other cognitively and engaging in reflective and transformative conversations. Effective performance of their respective roles by both tutor and tutee establishes a sense of social interdependence between them. The individual achievements of both tutor and tutee are interconnected by shared objectives and reliance on each other for progress in the tutoring process. If either the tutor or tutee fails to adhere to the designated patterns of interaction, neither can derive benefits from the exchange.

Overall, peer tutoring has been shown to be effective and beneficial for both the tutor and tutee in terms of learning, socialization, and cognitive development. Both the behaviourist and constructivist approaches provide important insights into the factors that contribute to the success of peer tutoring, highlighting the importance of conditioning external stimuli and creating social interdependence between the tutor and tutee for effective learning.

Vygotsky's theories on peer tutoring have been influential in education. He believed that collaborative work and peer tutoring can improve academic performance, particularly for slow learners. Vygotsky categorized learners into three different zones based on their cognitive development. The first is the zone of actual development, where learners are independent and do not need any help. The second is the zone of proximal development, where learners depend on each other for learning and require some assistance. Vygotsky recommended peer tutoring for students in this zone. The third zone is the zone of no development, where learners cannot learn something even with external help, including peer tutoring. According to Rizve (2012), students who engaged in peer tutoring performed better in their zone of proximal development than those who experienced traditional teaching methods.

Vygotsky's theory emphasizes the importance of social interaction in learning. He believed that learning occurs through socialization, and that peer tutoring can provide an effective social interaction for students in the zone of proximal development. Through peer tutoring, learners are able to collaborate with their peers, exchange ideas, and help each other to develop their skills and knowledge. Vygotsky's theory also suggests that peer tutoring is most effective when students are at a similar level of development, as this creates a balance of challenge and support.

Peer tutoring based on Vygotsky's theory can have significant benefits for students. In addition to improving academic performance, peer tutoring can also enhance social skills, motivation, and self-esteem. Students who engage in peer tutoring may also develop leadership and teaching skills, which can be beneficial for their future career paths. By providing support and challenge for each other, peer tutors and tutees can create a positive and effective learning environment.

Thurston and Keenan (2014) make sense of that the progress of complementary peer tutoring relies upon the presence of social relationship, which is laid out through different elements. One of the key components is the objective construction, which includes laying out a shared objective that both the mentor and tutee make progress toward accomplishing. This aides in making positive association, where the two players depend on one another's endeavors to arrive at the common objective. Moreover, individual responsibility is likewise significant, where both the coach and tutee have their obligations obviously characterized, and they consider their own exhibition and their peer

accomplice's presentation. Furthermore, cooperation designs assume a significant part in establishing a favorable learning climate, where promotive collaboration and gathering handling are animated to upgrade interactive abilities.

The job of the tutee in the tutoring system is additionally fundamental. They are expected to make sense of their reasoning in tackling an issue and answer questions presented by the coach. This interaction requires social reliance, as both the mentor and tutee depend on one another to explain and comprehend the issue better. Metacognitive techniques are additionally utilized to handle earlier information and connection it to the ongoing issue, guaranteeing that the educational experience is improved. By and large, the progress of complementary peer tutoring relies upon the foundation of social relationship through distinct jobs, clear responsibility, and compelling connection designs.

2.1.5   Multisystem Therapy

Multisystem Therapy (MST) is a proof based, extensive intercession intended for youth with serious psychosocial and reserved social issues. It tends to the complex and multi-decided nature of introverted conduct by focusing on all ecological frameworks that influence adolescent wrongdoers (Henggeler, 1998). MST is a family and local area based therapy that intends to offer help to the juvenile and their family who are encountering hardships with standoffish way of behaving (ASB). The therapy is pertinent to a great many people, including fierce wrongdoers, sexual guilty parties, substance-mishandling guilty parties, and youth with serious profound unsettling influence (Henggeler et al 2009).

The advancement of MST can be followed back to the 1970s while hypotheses in regards to the multi-decided nature of ASB started to arise (Henggeler, 1991). As indicated by these hypotheses, ASB isn't just the consequence of individual symptomatology, but instead it is impacted by a scope of variables, including the person's mental working, interactive abilities, family connections, peer affiliations, school execution, and the local area's criminal subculture. MST intends to address this extensive rundown of foundational and relevant gamble factors, making it a more compelling intercession than past methodologies that zeroed in exclusively on individual symptomatology (Curtis, Ronan, and Borduin, 2004).

To guarantee the viability of MST, an elevated degree of treatment loyalty is required. This is accomplished through serious preparation, management, and week by week honesty really takes a look at by a specialist in MST (Henggeler, 1998). The therapy uses a scope of proof based procedures, for example, conduct, mental social, and foundational methods, to give a fitted way to deal with every individual's requirements. The objective of MST is to assist the young adult and their family with fostering the important abilities and methodologies to deal with their challenges with ASB and to advance positive results in all parts of their lives (Ashmore and Fox, 2011).

Multisystem therapy (MST) addresses a leap forward in the treatment of externalizing ways of behaving in teenagers who are in danger of out-of-home positions. It tends to the intricate exchange of elements that add to the turn of events and upkeep of externalizing ways of behaving, for example, hostility and misconduct, which not entirely settled (Loeber, Burke, and Pardini, 2009). A developing group of writing has distinguished explicit gamble factors in family, school, peer, and neighborhood spaces that improve the probability of externalizing ways of behaving in youth. Nonetheless, past mediations that designated only one or a couple of these variables created restricted progress in diminishing externalizing ways of behaving. MST is novel in that it coordinates this observational structure into an exhaustive and fundamental methodology that tends to all significant gamble factors (Zajac, Randall, and Swenson, 2016). Thusly, MST has had the option to accomplish huge enhancements in a scope of serious clinical issues, including those that put young people in danger for out-of-home positions. Its prosperity can be credited to its accentuation on a staggered and multi-modular methodology that objectives the juvenile, family, school, peers, and neighborhood, and the utilization of proof based rehearses that have been tried in thorough clinical preliminaries (Henggeler et al., 2009). Likewise, MST is described by escalated and progressing preparing, oversight, and quality affirmation to guarantee adherence to the treatment model (Henggeler, 1998).

As per Bonfenbrenner's (1979) theory of social environment, the transaction between the individual and their environmental elements, including the family and outer frameworks, assumes a critical part in the turn of events, beginning, and propagation of clinical issues. The social-natural model recommends that serious clinical issues like criminal way of behaving and substance misuse are affected by the associations between

the youngster and the different frameworks encompassing them. Broad exploration directed in late many years reliably upholds this model and accentuates the effect of every setting on the person, as well as the complementary impact. To handle the perplexing idea of these issues, MST mediations endeavor to connect all frameworks affected in a youngster's life, explicitly recognizing and focusing on cycles that support the issues inside every framework. By completely tending to these interconnected frameworks, MST recognises the singular's relationship with their current circumstance and offers an exhaustive way to deal with settling clinical issues (Ashmore and Fox, 2011).

As indicated by Henggeler et al. (2009), guardians assume an essential part in working with change in the MST model, and thusly, the therapy targets parental figure conduct as well as the juvenile's way of behaving. As a matter of fact, MST intercessions try to enhance the nurturing abilities of parental figures, upgrade family connections, and lay out more versatile encouraging groups of people, with a definitive point of forestalling out-of-home positions and diminishing ASB (Ashmore and Fox, 2011). The MST approach perceives that guardians are extraordinary people with various requirements and qualities, and in this manner, treatment is modified to meet their particular necessities and qualities (Zajac et al., 2015). MST mediations are completed in the family home, which is a fundamental element of the model that assists with defeating conventional treatment models' commitment obstructions, for example, transport issues and time imperatives (Ashmore and Fox, 2011). By working with the family in their regular setting, MST experts can notice and fit their mediations to the exceptional highlights of the family's unique circumstance, including social convictions and standards (Henggeler et al., 2009).

The MST model places that culpable and hostile to social conduct in youth result from a blend of hazard factors that are interconnected across various frameworks in their current circumstance (Henggeler et al., 2009). To address these elements, MST specialists work with families to recognise and use their assets and defensive variables while likewise carrying out designated mediations to further develop family working. Integral to the MST approach is the conviction that guardians are the essential problem solvers, and the advisor works with them to foster abilities for successful administration of their youngster's way of behaving (Henggeler et al., 2009a). Through this cycle, the MST specialist tries to conquer hindrances that forestall successful nurturing, like conflicting limits and discipline. By working on parental viability, MST mediations mean to diminish

against social conduct in youngsters across numerous frameworks, including peer, school, and local area. A definitive objective is to make favorable to social settings that work with supported treatment gains, including the utilization of social encouraging groups of people like companions, local area, and more distant family (Zajac, et al., 2015). While direct contact with hostile to social peers might be restricted, enhancements in family relations and parental figure consistency and discipline are accepted to intercede a diminishing in contribution with negative peers (Henggeler et al., 2009a). By focusing on these interrelated gamble elements and frameworks, MST mediations look to make enduring change in the adolescent's way of behaving and forestall the requirement for out-of-home positions.

Tuerk, McCart and Henggeler (2012) recommend that the progress of Multisystemic Therapy (MST) is credited to the joining of different clinical methodologies, coming from various hypothetical directions, which are utilized by specialists to work with commitment and execute conduct, mental, and foundational mediations. These procedures envelop various methodologies, for example, recognizing qualities across numerous frameworks, intelligent tuning in, sympathy, causing trust, point of view taking, rethinking, giving validness and adaptability, and positive correspondence.

Moreover, Henggeler (1999) state that the beginning phases of MST require a cooperative exertion between the specialist and individuals from the family to lay out shared objectives and work on remedial undertakings to accomplish those objectives. Notwithstanding, Paradisopoulos, Pote, Fox, and Kaur (2015) found that when youngsters effectively partook in the MST cycle, they viewed it as significant, and this commitment added to supported changes. Consequently, a cooperative methodology including the specialist, the family, and the youngster is fundamental to making progress in MST.

MST specialists are prepared to adjust their way to deal with suit the particular requirements of every family, which includes using a scope of restorative methods to establish a protected and steady climate that encourages change. By utilizing these procedures, MST specialists can construct positive associations with families, advance commitment to therapy, and eventually work with dependable positive results. At last, the fuse of these techniques inside MST gives a complete and viable way to deal with assistance families beat their difficulties and work on their personal satisfaction.

Henggeler et al's. (1998) theory of progress for MST is established with the understanding that juvenile enemy of social way of behaving is driven by the interaction of chance elements related with different frameworks. To advance positive results, the MST approach distinguishes guardians as the fundamental facilitators of progress, and accentuates the significance of enabling parental figures and improving nurturing abilities. In particular, this incorporates further developing family working, cultivating a setting that upholds supportive of social way of behaving, and reinforcing individual and nearby assets for parental figures. The MST model perceives the dynamic and bi-directional nature of progress, which was subsequently altered by Henggeler (1998) to feature the two-way nature of progress, to underline the significant pretended by the youngster in the remedial cycle. This amended model perceives that youngsters are dynamic members in the remedial cycle, and underlines the significance of paying attention to and tending to their interests and needs. Additionally, it highlights the significance of tending to both gamble and defensive variables related with different frameworks, to make enduring positive change. Along these lines, the MST approach stresses the significance of a comprehensive, individual focused, and proof based way to deal with advancing positive results in youngsters and their families (Henggeler, 1998).

The Multisystemic Therapy Scientific Cycle, otherwise called the "Do-Circle," is an organized methodology utilized by specialists to direct their clinical dynamic in the treatment of youth with solitary way of behaving (Zajac, et al 2016; Paradisopoulos, et al., 2015). In the underlying phase of the Do-Circle, the specialist gathers data about the adolescent's way of behaving and wanted results from different sources, including the family, school faculty, and post trial supervisors, among others. The advisor then, at that point, utilizes this data to recognise the "fit variables" or "drivers" of the way of behaving by breaking down the individual, family, peer, school, and local area frameworks (Paradisopoulos, et al., 2015).

Once the drivers are identified, the therapist collaborates with the family to determine their importance and creates interventions to address each of them. The progress of implementing each intervention is carefully observed, and any obstacles that arise are resolved through problem-solving. During the last phase of the Do-Loop, the therapist collects input from the family and other involved parties to assess the effectiveness of the interventions. In the event of an unsuccessful intervention, the

therapist returns to the Do-Loop to formulate new hypotheses and a fresh set of interventions (Paradisopoulos, et al., 2015; Zajac, et al 2016).

This iterative approach allows for continuous learning and adaptation throughout the treatment process, as the therapist and family work together to find effective solutions to the youth's behavioural problems. As noted by Zajac, et al (2016), the Do-Loop is a crucial aspect of the MST process, enabling therapists to gain insights from both successful and unsuccessful interventions, and make data-driven decisions about treatment strategies.

MST is an evidence-based treatment approach that utilizes interventions primarily based on behavioural, cognitive-behavioural, and family systems theories (Zajac, et al 2016). The approach emphasizes identifying and building on familial strengths while also reframing negative behaviours and interactions to bring about therapeutic gains. Furthermore, therapists use well-established treatments to target individual drivers, such as Contingency Management for substance use. What sets MST apart is the emphasis on caregiver involvement in the treatment process, which promotes sustainability of change beyond the completion of treatment.

To ensure effective delivery of MST, comprehensive training and oversight protocols have been established (Zajac, et al 2016). Team members participate in a five-day orientation focused on the standard MST model, while additional training is mandatory for those delivering MST adaptations. Teams receive both on-site group supervision and phone-based consultation with an MST expert, along with quarterly booster trainings. Continuous quality assurance is implemented through the utilization of treatment and supervisory feedback measures, which monitor fidelity. Thus, the MST model ensures that providers are continuously learning, reflecting on their practice, and preventing provider drift, resulting in a consistent and effective treatment approach (Zajac, et al., 2016).

Multisystemic therapy (MST) has a well-established evidence-base demonstrating its effectiveness in treating youth with anti-social behaviour (ASB). A comprehensive examination of qualifying MST research showed a moderate impact on enhancing general performance and a 70% decrease in rates of criminal behaviour compared to other therapies (Curtis et al., 2014). Notably, MST has proven highly successful in

diminishing aggression and negative peer connections, enhancing parent-child connections, and tackling emotional and behavioural issues within individual family members. The review discovered that family relations showed the most significant impact, rather than individual adjustment and peer relations, which aligns with the emphasis MST puts on family functioning change theory (Zajac, et al 2016).

Therefore, MST is considered to be one of the most effective evidence-based treatments for youth ASB, school participation, and preventing out-of-home placements. The numerous studies and evaluations conducted over the years have further validated the efficacy of MST, establishing it as a viable and effective treatment option for youth with ASB.

In their examination of the change processes within MST, Paradisopoulos et al (2015) emphasized the crucial role played by therapeutic alliance. This highlights the importance of the relationship between the therapist and the young person and their family in achieving positive outcomes. Additionally, the authors argued that outcomes in MST are more complex than previously thought, with families often reporting a wide range of beneficial outcomes beyond simply reducing reoffending. These can include improved communication, increased school participation, and greater inclusion in social activities.

Paradisopoulos, et al (2015) examined the factors that contribute to sustained change in adolescents. They revealed that positive therapeutic relationships and multidimensional relational therapies such as MST play a significant role in promoting long-lasting change. According to the young people who participated in the study, therapeutic alliance, systemic awareness, recognition of responsibility, positive peer relationships, acknowledgment and celebration of success, continued use of specific strategies, and the identification and creation of a preferred future were all factors that contributed to sustained change. These features align with the strengths of MST, which places a strong emphasis on addressing the multiple systems surrounding the young person to promote holistic and sustainable change.

Overall, these findings suggest that while MST has strong evidence supporting its effectiveness, it must be adapted to suit the cultural and contextual needs of different populations to ensure the best outcomes. Additionally, the therapeutic alliance and

multidimensional relational therapies like MST are important components in promoting sustained change in adolescents.

Principles and Analytic Process of Multisystemic Therapy

Henggeler, et al (1998) recommended that Multisystemic Therapy (MST) is a thorough system that is executed through a bunch of nine center standards, close by an organized insightful interaction, which fills in as the groundwork of the MST model. The MST standards are the fundamental components that characterize and direct the MST mediation and its way to deal with treatment, and adherence to these standards has been demonstrated to be basic to accomplishing positive clinical results (Paradisopoulos, et al., 2015). The first principle of MST emphasizes the importance of finding the fit between identified problems and their broader systemic context, meaning that assessment is used primarily to understand how the identified problems fit into the various systems within which the young person lives. The second principle focuses on the positive and strengths-based approach to therapy, meaning that the therapist should emphasize the positive aspects of the young person's life and the strengths of the systems in which they are embedded to promote change.

Zajac, Randall and Swenson (2016) added that the excess seven standards of MST are similarly significant and incorporate focusing on unambiguous ways of behaving, expanding guardian or parental figure viability, expanding youth's relationship with favorable to social peers, expanding relatives' cooperation in local area exercises, expanding scholarly and professional preparation, lessening relationship with hostile to social peers, and advancing sound advancement in every framework. The creators contended that these standards are interconnected and intended to cooperate to advance change in the youngster's life.

While the MST standards have been demonstrated to be compelling in different social settings, it is critical to think about social factors and adjust the model likewise (Henggeler, et al., 1998). For example, social contrasts might affect how the MST standards are applied in therapy, and specialists might have to change their way to deal with guarantee that the model is socially delicate and applicable (Henggeler, et al., 2008). Moreover, it is critical to consider that MST is certainly not a "one size fits all" model,

and variations might should be made in view of the exceptional necessities and conditions of the youngster and their loved ones.

Henggeler, et al (1998) depicted the nine center rules that support the MST model, giving a system to viable treatment. Zajac, et al (2016) clarify that adherence for these standards is prescient of positive clinical results, making them fundamental for fruitful execution of MST. The third principle, for instance, highlights the importance of increasing responsibility by designing interventions that promote responsible behaviour and decrease irresponsible behaviour among family members.This standard perceives that people's ways of behaving influence the bigger fundamental setting in which they are implanted. Essentially, the fourth rule underlines the requirement for center, activity direction, and distinct intercessions, expecting that MST mediations be available centered and activity arranged, focusing on unambiguous and obvious issues. The fifth standard expresses that intercessions ought to have a succession, implying that mediations ought to target groupings of conduct inside or between numerous frameworks that keep up with the distinguished issues. This guideline perceives that resolving an issue requires grasping its fundamental causes, and focusing on these causes through a grouping of mediations.

Henggeler, et al (1998) further illustrated that the MST model incorporates nine center rules that give a system to treatment. The 6th rule of the MST model stresses that intercessions ought to be formatively fitting, custom-made to the particular necessities of every individual youth. For instance, youths with social issues might require various kinds of mediations than more youthful kids with comparative issues. Moreover, the seventh standard of the MST model features the significance of mediations being on a ceaseless exertion, requiring everyday or week by week exertion from all individuals engaged with the therapy. This assists with keeping up with progress and guarantee that everybody engaged with the therapy stays locked in.

The eighth rule of the MST model is assessment and responsibility. MST suppliers ought to constantly assess mediation adequacy according to different viewpoints and take responsibility for conquering hindrances to effective results. This rule advances straightforwardness and guarantees that suppliers stay focused on accomplishing positive results for their clients. At long last, the 10th standard underlines speculation and treatment upkeep. By outfitting parental figures with apparatuses and techniques to

proceed with the headway made during therapy meetings, MST can assist with guaranteeing that positive results are supported over the long run.

Strengths of Multisystemic Therapy

MST has been widely recognised as a highly effective intervention for improving family relationships and reducing anti-social behaviour, particularly in the USA but also across other countries, according to Henggeler et al (2009). A key advantage of MST is that it has consistently been shown to lead to positive outcomes, particularly when compared to usual interventions, as demonstrated by research carried out in the USA, Norway, and the UK (Butler et al., 2011). However, not all research has been as positive. Littell and colleagues (2015) reported inconsistent results across eight randomized controlled trials of MST, with some studies showing a lack of effectiveness and varying quality and contexts. Furthermore, they raised questions about the generalizability of the research as it was conducted by the developers of the program.

Regardless of these reactions, ongoing autonomous randomized controlled preliminaries have shown positive results for MST, especially in diminishing out-of-home arrangements and further developing family connections (Head servant et al., 2011). Thus, the Public Organization of Clinical Greatness (Pleasant, 2013) has suggested MST as a multimodal mediation for treating conduct jumble in teenagers matured 11 to 17. It is vital to take note of that MST is an intricate mediation, and consequently executing it with devotion is fundamental to accomplishing positive results. As per Decent (2013), effective execution of MST requires thoroughly prepared specialists who can stick to the nine center standards and draw in with families in a socially delicate way. Besides, progressing assessment and input is important to guarantee that the intercession is being conveyed as expected and to make any essential changes.

Besides, important guaranteeing elevated degrees of execution loyalty isn't just a strength of MST, yet additionally a test looked by many proof based programs. As per Durlak and Dupre (2008), the degree to which mediations are carried out as planned is a basic consider deciding the progress of the program. On account of MST, the accentuation on constancy is especially significant on the grounds that the program is profoundly organized and depends on a bunch of center standards to direct the mediation.

Without severe adherence to these standards, it is improbable that the program will be powerful.

Fortunately, the monitoring systems in place around MST are designed to ensure that fidelity is maintained throughout the intervention. According to Littell et al. (2015), it is crucial to closely manage and monitor fidelity in order to ensure the successful implementation of evidence-based programs. In the context of MST (Multisystemic Therapy), families play a pivotal part in overseeing therapists' adherence to the treatment model. They actively contribute by providing monthly feedback through the use of an adherence questionnaire, while therapists receive consistent expert support on a weekly basis through consultation sessions. Moreover, Henggeler et al., (2009) study on transportability revealed that adherence to the model, exhibited by both therapists and supervisors, is a significant predictor of the reduction in anti-social behaviour. The findings emphasize the importance of comprehensive fidelity management and its impact on program effectiveness.

The accentuation on constancy in MST has additionally been perceived by Pleasant (2013), which suggests that loyalty be surveyed utilizing the MST Devotion Measure (MFM). The MFM is a device intended to survey how much MST is being carried out as planned and can be utilized to distinguish regions where extra help might be expected to further develop constancy. Generally, the solid accentuation on devotion is a demonstration of the thorough methodology taken by MST and its designers to guarantee that the program is conveyed in the manner expected and that positive results are accomplished.

Notwithstanding its expense adequacy, MST likewise gives close consideration to the commitment and arrangement process. The method of conveyance of a mediation is a vital consider deciding the degree of commitment and arrangement of the beneficiary. MST advisors take incredible consideration to guarantee that the intercessions are custom fitted to the singular requirements of the client, and any boundaries to treatment access are distinguished and tended to. One of the critical qualities of MST is its adaptability, with meetings organized to fit around work and school responsibilities, and conveyed in the home, school, or local area, as opposed to expecting clients to go to a facility (Henggeler, et al, 2009). In like manner, this adaptable methodology assumes a significant part in drawing in clients who might have had unfortunate associations with administrations previously.

Another important aspect of MST's approach is its focus on building on strengths, rather than just addressing risks or needs (Henggeler, et al., 2009). By emphasizing what is working well in the family, rather than just what needs to change, MST helps clients feel that their goals are achievable and that they can make positive changes. The continuous reinforcement of increasing responsibility in their behaviour helps to create a positive, hopeful atmosphere, which has been linked to positive outcomes (Henggeler, et al. 2009).

MST's focus on engagement, alignment, and building on strengths has been shown to be effective in reducing serious crime by young people. Aos, Miller, and Drake (2006) found that MST was one of the most cost-effective interventions for this group, when compared to a range of other interventions. In addition, Cary, Butler, Hickey and Byford (2013) also reported that MST, combined with an intervention from the Youth Offending Team (YOT), was more cost-effective in terms of reducing criminal activity than YOT services alone. Overall, the evidence suggests that MST's emphasis on engagement, flexibility, and building on strengths is a key strength of the model, which has contributed to its success in reducing serious crime by young people.

Besides, a significant element of MST is the utilization of a non-critical methodology in therapy meetings. Instead of zeroing in on fault or analysis, the MST model underscores sympathetic correspondence that advances a feeling of safety and backing for the members. This approach is accepted to encourage a restorative coalition that assists with establishing a positive climate for change. As per Tighe et al. (2012), members in MST programs have announced feeling less decided by their advisor, which has assisted with working on their commitment with the treatment cycle. The utilization of non-pejorative, non-critical, and non-accusing language is a center component of the MST approach, as it assists with advancing trust and regard between the specialist and the members. Henggeler et al., (2009) stress the significance of this methodology, featuring the requirement for specialists to utilize language that is non-accusing and non-critical while talking about issues with members. This approach to conveying assists with establishing a protected and strong climate, where members can feel appreciated and comprehended, which is fundamental for viable therapy results.

2.1.6   Peer Influence

In his influential work published in 1993, Astin presents an all-encompassing explanation of peers, emphasizing their significance as a collective of individuals with whom one associates and aligns, actively seeking their validation and belongingness. Astin's definition underscores two pivotal elements: the establishment of connections and the attainment of acceptance, both of which play a crucial role in molding the dynamics of peer groups. Echoing this perspective, the Center for Higher Education Policy Analysis underscores that peers can be understood as a cohort of individuals with whom one spends considerable time and experiences a deep sense of connection. This perspective finds further approval in the examination led by Gibson, Gandara, and Koyama (2004), who fight that peers and peer bunches are characterized by their common commitment to explicit ways of behaving and exercises, supporting the thought of a typical bond.

In Astin's definition, alongside a sensation of association, the quest for endorsement from peers is considered an irreplaceable part. As per Maslow's progressive system of necessities, the journey for acknowledgment from others is a significant prerequisite for a singular's endurance and prosperity. Maslow's theory suggests that people endeavor to satisfy progressively perplexing varieties of necessities, where achieving affection or acknowledgment follows the satisfaction of essential physiological and security needs. Especially for youths, this longing frequently emerges as a yearning to acquire acknowledgment from their peers. Tierney and Colyar (2005) declare that laying out a relationship with and looking for approval from a peer bunch are frequently entwined, as connection and acknowledgment equally build up one another. Thusly, simple enlistment in a school's understudy body doesn't be guaranteed to mean having a place with any peer bunch, since being essential for a peer bunch involves a feeling of recognizable proof and connection with one's peers.

According to the Center for Higher Education Policy Analysis, peer groups can be broadly categorized into in-school and out-of-school groups. In-school peer groups refer to those peers with whom individuals interact within the school setting, such as classmates, teammates or individuals sharing common academic interests. Out-of-school peer groups, on the other hand, refer to those peers who individuals interact with outside the school setting, such as friends in the community or in extracurricular activities. However, what is important to note is that peer groups are defined by

sustained interaction and shared interests or identities. This means that individuals must have regular interaction with the same set of peers over a significant amount of time, and must feel invested in their peer group and accountable to other members.

Moreover, it is noteworthy that students have the ability to be part of several peer groups simultaneously, which in turn can exert diverse impacts on their choices and principles. To illustrate, certain students may develop an academic sense of self by engaging with peer groups formed within classrooms, whereas others may acquire this identity through extracurricular peer groups within college readiness initiatives. Additionally, the position students hold within these peer groups and various social networks can significantly impact their well-being and achievements. Consequently, acknowledging the substantial role that peer groups play in shaping the lives of adolescents and their influence on students' decisions and values becomes crucial.

Peer pressure is a common phenomenon among individuals, especially adolescents. According to Bursztyn and Jensen (2016), peer pressure refers to the actions taken by individuals that differ from their private beliefs or actions they would take if they were not being observed, with the aim of achieving social gains or avoiding social costs. Such actions are not limited to active persuasion by peers, but could also include passive effects such as withholding certain actions due to the fear of social sanctions from peers. This definition highlights the fact that adolescents tend to make decisions based on the need for social acceptance and may not necessarily consider the personal consequences of their actions or decisions.

During this time, the juvenile is probably going to invest quite a bit of their energy with their peer gathering, and will frequently follow the goals and standards of the gathering with an end goal to be completely acknowledged. The requirement for acknowledgment and endorsement from peers major areas of strength for is such an extent that dismissal by age-mates can be destroying to the juvenile's psychological and close to home wellbeing. As per Palmer (2015), peer bunches assume a urgent part in molding youths' social reference focuses. During youthfulness, the significance of peer bunches can't be over-assessed; even as they figure out what bunch individuals do etc. Peer bunches ordinarily make and support a culture that is unmistakable from home conditions, where teenagers were sustained. Not at all like the guardians or parent-figures,

the uniqueness is because of the way that youngsters invest more energy associating with companions (Palmer, 2015).

Moreover, peer groups have a remarkable impact on the formation of certain behaviours, including alcohol consumption (Yeh, 2016). This is because peers can exert an extraordinary amount of influence on each other through various forms of social pressure. Peer bunch impact has been perceived as a strong mingling specialist across various social orders, from customary to current ones. As teenagers are bound to take part in hazardous ways of behaving like drinking when they feel prevailing burden from their peers, guardians and teachers should know about this issue to guarantee that youngsters are not taking part in destructive exercises or ways of behaving. Consequently, it is fundamental to comprehend the critical job that peer bunches play in the existences of teenagers and the effect they can have on their way of behaving, mentalities, and convictions (Yeh, 2016).

As per Klarin (2006), peer connections become progressively critical during puberty, and they assume an essential part in molding the improvement of closeness, interactive abilities, and self-concept among young people. These connections give a stage to young people to interface with soul mates and construct their character and healthy identity. Young people are anxious to be acknowledged by their peers, and thus, they may energetically leave a large number of the standards, values, perspectives, and ways of behaving that they have advanced already from their folks and schools.

In this regard, imfluemce from peerse plays a significant role in shaping adolescents' behaviour because it is one of the most frequently mentioned mechanisms of mutual influence among youth (Yeh, 2016). Adolescents are strongly influenced by their peers' opinions, which often determines their choices and behaviours. As a result, the pressure to conform to peer norms can have a powerful impact on adolescents' decision-making and behaviour (Klarin, 2006).

Also, peer tension can show itself in various ways, including plain influence and unpretentious meaningful gestures. Teenagers might feel constrained to adjust to peer standards to keep up with their social standing or to stay away from dismissal by the gathering (Yeh, 2016). Peer tension can likewise assume a huge part in molding teenagers' perspectives towards substance misuse and other gamble taking ways of

behaving. Hence, it is fundamental to perceive the strong impact that peer connections can have on young people's turn of events and conduct.

Kiran-Esen (2003) proposed a wide meaning of peer strain as any type of impact applied by peers, whether it is immediate or circuitous. As per them, direct peer pressure is self-evident and includes convincing, empowering, or forcing others to participate in specific ways of behaving. Conversely, roundabout peer strain may not be as observable to an individual as immediate peer pressure. Urberg, Luo, Pioneer, and Degirmencioglu (2003), in any case, contended that peer pressure alludes just to coordinate types of influence, support, or compulsion, while peer impact envelops both immediate and aberrant structures. Additionally, peer impact isn't restricted to peer pressure alone, however incorporates different parts of peer connections, including demonstrating, social correlation, and criticism. Thusly, peer impact is a complicated and diverse develop that can't be completely caught by a solitary definition. The impact of peers on juvenile way of behaving can take many structures, including the reception of peer bunch standards, the forming of interactive abilities and personality, and the improvement of self-concept.

Lashbrook's (2000) conceptualization of peer pressure highlights the significance of conformity as a process related to it (Yeh, 2016). Social influence is a crucial factor in peer pressure that often leads to conformity towards specific ways of thinking and behaving. However, it is important to note that peer pressure is not limited to conformity alone, as there are numerous examples where it does not produce the expected results of conformity. Peer pressure may also involve divergent perspectives that challenge the norm, which may not be seen as conforming to the group's expectations. Furthermore, peer pressure can take the form of explicit demands, implicit suggestions, or nonverbal cues that can have varying degrees of influence on individuals. As such, the scope of peer pressure is complex and multifaceted, requiring an understanding of the varied ways in which it operates in different contexts.

Berndt and Ladd (1989) contend that peer bunches apply effect on teenagers through remunerations for congruity and disciplines for non-similarity, which they characterize as defenselessness to peer pressure. Nonetheless, the impact of peers goes past direct endeavors to impact conduct and can be more unobtrusive, for example, when peers stay away from or exclude people who don't adjust to bunch standards (Manzoni,

Lotar, and Ricijaš, 2011). This features the multi-layered nature of weakness to peer pressure, which should be grasped in various areas of young adult life.

Moreover, Manzoni, Lotar and Ricijaš (2011) led a review to look at the force and defenselessness of peer tension in an example of youngsters matured 12 to 18 years. The outcomes showed that teenagers announced peer strain to take part in unfortunate behaviour less habitually than different types of peer pressure. This features the significance of understanding the particular spaces where teenagers see peer pressure and the various powers of peer strain in deeply shaping young adult way of behaving.

As per Steinberg and Monahan (2017), early pre-adulthood is described by increased powerlessness to peer pressure, as youthful people shift away from their essential associations with guardians towards fostering a feeling of independence, freedom, and self-regard. The need for peer acceptance during this period can be an intense force that can lead adolescents to conform to group norms, even if it means compromising their personal beliefs and desires. Be that as it may, as teenagers mature and foster their character, the requirement for congruity and acknowledgment from the peer bunch reduces, and the feeling of prosperity is not generally exclusively founded on finding a place with the gathering. As a matter of fact, as verified by Steinberg and Monahan (2017), a solid self-awareness personality and self-regard can prompt a more prominent feeling of independence, which thusly can diminish the effect of peer tension on one's way of behaving and direction. Eventually, while peer strain might overwhelm early pre-adulthood, it is critical to perceive that it is a transient part of juvenile turn of events, and with time and experience, youngsters can foster the self-certainty to oppose it.

Johnson, O'Malley, and Bachman (2010) state that negative peer impacts assume a critical part in the expanded utilization of substances among young people. As a matter of fact, peers are a typical hotspot for contribution in bad exercises during pre-adulthood, with companions' impact being a central point in liquor use. The peer bunch is an essential setting for social turn of events, where youngsters figure out how to connect with various jobs and trial with relational collaboration abilities that will ultimately move to the grown-up world. The peer bunch is a casual and non-standardized social specialist that has no legitimate definitions, officially credited capabilities or obligations. By the by, as the juvenile becomes older, the peer bunch turns out to be progressively unavoidable in their life and carries out huge roles in showing them conduct standards and values (Yeh,

2016). Through peer collaboration, youths figure out how to arrange social connections, adapt to peer pressure, and explore the difficulties of social settings. In this way, peers assume a basic part in forming the perspectives, values, and ways of behaving of youths.

Peer pressure is a complex phenomenon that can manifest in various forms, affecting individuals across all stages of life. According to Bobby and Elhaney (2005), it can occur in many settings, from school to work and even in personal relationships. Peer pressure has been defined as the social influence that individuals within a peer group exert on each other in order to conform to group norms and values. While it can have both positive and negative effects on individuals, peer pressure is often associated with negative outcomes such as risky behaviour, substance abuse, and aggression (Prinstein and Dodge, 2008). However, the impact of peer pressure is not solely dependent on the nature of the group or behaviour in question, but also on individual factors such as self-concept and sense of identity (Hardcastle, 2002).

As Ryan (2000) notes, peer tension can appear in different ways, going from clear compulsion to additional unobtrusive structures like influence or impact. The strain to adjust can emerge from a craving for acknowledgment and having a place, as well as an anxiety toward dismissal or social prohibition. This can lead people to adjust their mentalities, convictions, or ways of behaving to line up with the gathering. Notwithstanding the possible adverse results of peer pressure, some examination proposes that it can likewise make positive impacts, for example, advancing prosocial conduct and scholarly accomplishment (Pettit et al., 1997).

Generally, peer pressure is a diverse peculiarity that influences people in various ways. It tends to be trying to explore, however understanding its temperament and potential effect can assist people with fostering the abilities and versatility expected to oppose pessimistic impacts and pursue positive decisions.

Peer pressure is an unavoidable impact that shapes the way of behaving of people inside their gathering. As Bern (2010) notes, it can significantly affect juvenile way of behaving, as youngsters endeavor to fit in and gain acknowledgment from their peers. Peer tension can take many structures, including peer impact, in which a singular changes their way of behaving to adjust to the apparent assumptions for their peers. While adolescents might adjust to peer tension on moderately minor issues like music, attire, or

haircuts, guardians stay the most persuasive on significant issues like virtues (Dark, 2002).

Notwithstanding, peer strain can altogether affect the direction of a juvenile's life. For example, peer strain can make both positive and adverse impacts on the inclination towards young adult pregnancy. As children transition into adolescence, their reliance on parents and siblings as the sole sources of influence and decision-making begins to change, and they begin to look to other role models for guidance (Sieving et al, 2006). This incorporates peers, instructors, and local area individuals who can impact mentalities, standards, and ways of behaving. The manner by which a juvenile answers peer strain can rely upon various elements, including their self-regard, position in their gathering, and how much they esteem similarity. Consequently, understanding the perplexing elements of peer pressure is fundamental to advancing sound juvenile turn of events.

As per Burhmester and Canbery (1992), teenagers are bound to invest their energy with peers than with some other gathering. They further recommend that teenagers' ideal condition for development and advancement is in the organization of companions, where they will generally be cheerful, dynamic, and persuaded. Peer pressure, which is the impact that people having a place with a similar gathering can have on each other, can both affect a singular's way of behaving. As Dark (2002) notes, peer strain can inspire individuals to endeavor towards their best and accomplish their objectives. Nonetheless, it can likewise bring about people undermining their qualities and feeling of good and bad. Peer strain can appear in many structures, for example, the decisions in style, connections, and sporting exercises, and it very well may be available in different settings like the working environment, school, or local area.

Numerous studies have shown the significant impact of peer pressure on adolescent behaviour (Stanton-Salazar and Spina, 2015). Adolescents spend most of their time with peers, making peer interaction a direct and powerful influence. Peer pressure can also have a more significant effect on children with low self-esteem who feel compelled to conform to fit in with the group. The influence of peers on adolescents has been found to be stronger than that of teachers and other authority figures (Stanton-Salazar and Spina, 2015).

Despite the potential negative effects of peer pressure, research has also shown that peer relationships can provide an optimal environment for growth and development (Steinberg and Monahan, 2017). Additionally, peer support and interaction have been linked to improved academic performance and cognitive gains. Peer pressure and influence are therefore complex phenomena that can have both positive and negative outcomes and can impact people of all ages and backgrounds (Steinberg and Monahan, 2017).

Peer impact can emphatically affect juvenile way of behaving, especially in regions, for example, substance use, sexual movement, and school participation (Stanton-Salazar and Spina, 2015). Guardians can search for indications of peer pressure, like abrupt changes apparently, dress, and disposition, as well as changes in the companions their kid invests energy with. In any case, it is vital to take note of that teenagers are not just uninvolved beneficiaries of peer impact. Rather, they effectively pick who they need to connect with and utilize these connections to acquire economic wellbeing inside their peer bunch. These choices are formed by a mix of individual qualities, mentalities, and values, as well as the socialization they get from family, school, and other essential sources (Stanton-Salazar and Spina, 2015). By understanding the complicated exchange of variables that add to juvenile peer relations, guardians and different grown-ups can assist youngsters with exploring the difficulties of peer tension and pursue informed choices that line up with their qualities and objectives.

In his exploration, Oswalt (2010) caused to notice the connection between's the close to home and social development of teens and their relationship with peers. As young people mature and look for more noteworthy acknowledgment, they become all the more sincerely powerless and rely more upon peer support. The acknowledgment and endorsement of their peers is vital to the point that youths might change their way of behaving to imitate their peers, prompting changes in discourse, dress, conduct, and exercises. The impact of peer imitating is serious areas of strength for especially pre-adulthood, a period when youngsters are attempting to lay out their own character and healthy identity worth comparable to other people. Thus, it is significant for guardians, educators, and different parental figures to give direction and backing to assist youths with exploring the perplexing universe of peer connections (Oswalt, 2010).

In investigating the job of peer impact during pre-adulthood, Steinberg, and Monahan (2017) have distinguished a fascinating peculiarity: the more independent youths are from their peer bunch, the more uncertain they are to be affected by it. This might be expected to some degree to the way that independence is related with development, which will in general increment with age. Strangely, research has likewise shown that young ladies will quite often be stronger to peer impact than young men. One more significant consider peer impact is the nature of the kinship between young people. Dear kinships have been found to apply more prominent effect on one another's ways of behaving than additional far off fellowships (Glaser, Shelton, and Bree, 2010). At the point when fellowships are seen as proportional and of top caliber, the impact is considerably more prominent (Mercken et al., 2010). Besides, it has been perceived that the capacity to decisively deny assumes an essential part in decreasing the effect of peer impact. Youths who can actually utilize self-assured refusal methods are more impervious to the impact applied by their peers, as confirmed by research led by Glaser, Shelton, and Bree in 2010.

Types of Peer Influence

Direct Influence

Direct peer impact can take different structures, for certain peers making unobtrusive signals like contribution a beverage or a cigarette, while others can be more forceful by utilizing obvious consolation and even intimidation to push others towards specific ways of behaving. Allen and Brown (2008) have examined direct impact with regards to driving way of behaving among youngsters, where they have alluded to it as instigation. For example, when a youngster is driving and another vehicle zooms past them with a compromising signal, the travelers in the high schooler's vehicle might end up being energized and fire encouraging their driver to make up for lost time and elapse the other vehicle. This conduct can be profoundly perilous and can seriously jeopardize the existences of everybody in the vehicle. It is fundamental to comprehend the force of direct peer impact and its expected outcomes, especially with regards to high-gamble with ways of behaving like driving under the influence. Accordingly, it is significant for guardians, teachers, and different parental figures to instruct youngsters on the significance of pursuing capable decisions and monitoring the expected results of their activities. Thusly, we can assist youngsters with fostering the abilities and strength

expected to oppose negative peer tension and settle on solid decisions for them and others.

Research has uncovered that peer impact assumes a critical part in forming youth's gamble taking way of behaving, inclination, and direction, which can have serious outcomes. While self-report studies provide descriptive evidence of the effects of peer influence, experimental studies have also been conducted to assess the extent of youth's susceptibility to direct peer influence. Gardner and Steinberg (2005) conducted a study which uncovered that when youngsters participated in measures close by their peers offering guidance, they showed a higher penchant for risk-taking during a game, zeroed in on the benefits as opposed to the disadvantages of dangerous exercises, and showed a more prominent probability of picking trying activities in dynamic situations implying gambles. Also, it was seen that the effect of peer impact on risk taking was more articulated among more youthful members in contrast with more established ones. This suggests that both more youthful and more established youngsters are more powerless to the impact of their peers in unsafe circumstances rather than grown-ups. These discoveries highlight the need for mediations and counteraction programs that expect to lessen the impact of peers and cultivate mindful decision-production among youthful people.

One important limit in many examinations concerning peer impact relates to the absence of express insights about the idea of collaborations that happened inside the peer bunch when they were available (Yeh, 2016). In spite of the fact that it was accounted for that correspondence was practical during the allocated undertaking and appraisals, it stays dubious whether there was express support of participating in dangerous way of behaving. Another impediment rotates around the issue of installment, as both the designated youth and peers got tantamount remuneration in light of the exhibition of the designated individual (Yeh, 2016). This situation might have encouraged joint effort between the peers and the objective to devise the most ideal methodology, which may not precisely reflect how risk-taking commonly unfurls in certifiable circumstances. In actuality, situations, peers might partake in the advantages related with hazardous activities without fundamentally confronting the results, for example, empowering a driver to embrace trying moves while staying alert that they won't bear any legitimate liability.

Indirect Influence

Peer influence on risk behaviour extends beyond explicit encouragement or direct influence, encompassing the significant social impact of peers' mere presence. Zajonc's theory of social facilitation emphasizes how the presence of others affects individual performance and highlights the centrality of this concept. Studies examining social facilitation have explored the effects of social presence, often involving strangers, on individual performance, particularly in the context of risk-taking behaviour. Notably, research has indicated that the implied presence of fellow players alone can heighten gambling intensity in adults. Nevertheless, a fMRI study investigating social influence on a monetary betting task (Nawa, Nelson, Pine, and Ernst, 2016) did not find support for the impact of social presence on risk behaviour. Although differential neural activation was observed, decision-making behaviour and reaction times did not differ between social and non-social conditions. These findings suggest that the influence of social factors on risk-taking behaviour may be more intricate than previously understood, warranting further research into the underlying mechanisms of social influence on risky behaviours.

Peer bunches have a large number of purposes that change contingent upon the creation of the individuals and their social setting. For example, fellowship bunches are known to effectively provide a feeling of having a place, social and daily reassurance to individuals, and may likewise advance scholastic accomplishment among individuals (Stanton-Salazar and Spina, 2015). Be that as it may, some peer bunches foster a feeling of oppositional way of life because of being underestimated in their schools. This sort of peer bunch is essentially portrayed by protection from prevailing social and institutional practices, which they see as prejudicial (Stanton-Salazar and Spina, 2015). This oppositional character might appear in different structures, for example, the dismissal of standard qualities, withdrawal from scholarly pursuits, and commitment to risk-taking ways of behaving. While this sort of gathering might give a feeling of strengthening and having a place, it can likewise negatively affect the intellectual and social results of its individuals. In this way, it is vital to comprehend the various reasons for peer gatherings and their possible effect on the way of behaving and results of their individuals.

2.1.7 Self-Control

This study plans to look at self-control as a mediator of interest in culpable way of behaving. The significance of this develop is considered in the writing self-control, which takes note of the test of characterizing and estimating it. Different interchangeable builds have been utilized, like self-guideline, self-discipline, resolve, effortful control, self image strength, and inhibitory control, among others. Notwithstanding this test, a few definitions have been advertised. For example, Duckworth and Kern (2011) conceptualized self-control as the restraint or hindrance of motivations through "hierarchical" processes, certainly accepting "base up" mental cycles that create these motivations. Then again, Dzinic (2013) characterized self-control requests as the absence of self-control assets that can hinder mental, close to home, and conduct activities. In any case, this definition has been seen to be broken since self-control requests can likewise be produced when self-control is abused or deficiently recharged.

Gleitman, Gross, and Reisberg (2011) gave an extensive portrayal of self-control, describing it as the ability to seek after an ideal target while successfully overseeing unseen struggles or to delay seeking after the objective because of outside variables or contemplations. Alternately, self-control is the capacity to abrogate programmed, routine, or unconstrained ways of behaving. The obtaining of self-control pivots upon a restricted asset known as self-control strength. Self-control strength is a limited asset that can decrease under unambiguous conditions. They compared it to a muscle that encounters exhaustion and complete consumption when exorbitantly used with next to no recuperation time. Thusly, a more nuanced understanding of self-control would be the inadequacy of self-control assets, which can block mental, close to home, and social activities.

Considering the intricacies encompassing the definition and estimation of self-control, this study will use self-control as a mediator of interest in culpable way of behaving. Understanding the job of self-control in this setting can reveal insight into the components basic criminal way of behaving and illuminate mediations pointed toward diminishing wrongdoing.

Schmidt and Neubach (2007) have recognised three unmistakable concepts that add to the build of self-control interest. The primary concept, motivation control, alludes

to the capacity to manage and restrain rash reactions and related emotional states. The subsequent concept, opposing interruptions, includes the capacity to disregard or oppose interruptions that might emerge from task-superfluous improvements. Finally, conquering inward protections alludes to the capacity to defeat inspirational shortfalls that emerge from ugly errands.

Gottfredson and Hirschi (1990) stress the meaning of characterizing wrongdoing as demonstrations of power or misrepresentation completed chasing after private addition. This definition assumes a significant part in understanding the idea of wrongdoing. The self-control worldview contends against the separation of wrongdoings in view of different factors like technicality, reality, instrumental or expressive nature, presence or nonappearance of casualties, innate abhorrent or disallowed nature, and violations against people or property. All things considered, it expects that the inspiration to take part in criminal conduct stays steady for all people. It further sets that each individual is reasonable and headed to satisfy their self-interest, regardless of whether it involves perpetrating a wrongdoing. Regardless, what separates people is their degree of self-control, which incorporates various unmistakable and recognizable parts. These parts add to varieties in people's capacity to manage their motivations and settle on decisions that line up with cultural standards and lawful limits.

Gottfredson and Hirschi (1990) pointed out different attributes of criminal demonstrations that intently associate with the concept of self-control. Essentially, criminal demonstrations offer prompt satisfaction of wants, an especially captivating possibility for people lacking self-control. Those with low self-control will quite often focus on unmistakable improvements in their nearby environmental elements and have a transient direction, delivering them more leaned to search out and partake in exercises that give moment rewards, disregarding the drawn out repercussions. Alternately, people with high self-control are more disposed to concede satisfaction and ponder the possible outcomes of their conduct preceding making a move.

Moreover, criminal demonstrations offer helpful and easy delight, for example, getting cash without applying exertion or accomplishing sexual fulfillment without participating in romance. Those lacking self-control are more inclined to be absent any trace of the characteristics of constancy, determination, and diligence in their activities,

making them less inclined to take part in attempts requiring delayed exertion and steadiness.

Moreover, criminal demonstrations frequently include energy, thrills, and the hug of chance taking way of behaving. Those low in self-control will generally have a more noteworthy feeling of experience, active work, and trying, though people high in self-control show more watchfulness, mental ability, and an inclination for verbal articulation.

Besides, the drawn out advantages of criminal demonstrations are small and frequently come at a tremendous expense, like the obstruction with long haul responsibilities to occupations, relationships, and family. People low in self-control will generally have shaky connections and habitually change occupations, exhibiting an indifference toward and readiness for long haul word related dedication.

Also, it is regularly the situation that criminal demonstrations don't request significant ability or careful preparation. People who need self-control don't be guaranteed to need to have or esteem scholarly or scholastic capacities, nor do they need to try to improve their reasonable abilities to take part in crimes, considering that various wrongdoings just require essential mental abilities.

Notwithstanding the previously mentioned focuses, the commission of criminal demonstrations habitually brings about pain or disquiet for the person in question, enveloping the deficiency of assets, actual wounds, attack of security, and broke trust. People ailing in self-control frequently show self-centeredness, lack of concern, or harshness towards the torment and needs of others, which can impel them towards perpetrating wrongdoings that cause hurt upon others. It ought to be noticed that one of the essential intentions behind numerous crook acts isn't gotten from joy, yet rather from looking for relief from impermanent inconveniences. People with low self-control frequently have a restricted ability to endure disappointment and a decreased capacity to determine clashes utilizing verbal means, subsequently adding to their contribution in criminal way of behaving (Gottfredson and Hirschi, 1990).

Gottfredson and Hirschi (1990) directed an earth shattering review where they framed the critical parts of self-control that add to criminal way of behaving. As per their exploration, people with low self-control have different characteristics related with

criminal inclinations. They, right off the bat, show rashness and spotlight on quick upgrades in their environmental factors. Besides, they favor straightforward undertakings that offer moment delight, like securing cash without investing energy or seeking after sexual connections without pursuing. Thirdly, they have an inclination for risk-taking and get delight from experience, rawness, and strength. Fourthly, they show self-centeredness and an absence of sympathy towards others, neglecting to fathom the effect of their activities on others' prosperity. Ultimately, they are inclined to outrage and battle to determine clashes verbally as opposed to falling back on actual means. Gottfredson and Hirschi contended that these attributes arise right off the bat in a singular's life and will generally stay stable after some time. In the event that this declaration turns out as expected, these qualities structure a predictable system that can explain criminal way of behaving. Subsequently, understanding these characteristics can support the advancement of viable procedures to reduce crime.

Sources of Self-Control

Albeit the reasons for low self-control are not altogether clear, it is generally recognised that its ramifications are negative to people and society. Gottfredson and Hirschi (1990) recognised that the wellsprings of low self-control are as yet a subject of hypothesis. In any case, they contended that one thing that is sure is that low self-control isn't the consequence of preparing, tutelage, or socialization. As a matter of fact, the qualities of low self-control will generally arise without a trace of typical supporting, discipline, or preparing. This implies that negative encounters or conditions, instead of positive ones, will generally be the reason for low self-control. It is far-fetched that self-control will create with practically no purposeful or unexpected endeavors to make and keep up with it. Hence, it is fundamental to comprehend the reasons for low self-control to forestall it and advance positive results. (Gottfredson and Hirschi, 1990).

Gottfredson and Hirschi (1990) contend that incapable kid raising practices act as the essential supporter of low self-control. As per their theory, the development of self-control in a very much mingled kid requires a few key components. They suggest that guardians or watchmen ought to take part in cautious and steady oversight of their youngster's lead, speedily recognise degenerate way of behaving, and direct proper and proportionate disciplinary measures. It is critical for all guardians or watchmen to effectively notice and manage their youngsters' activities, making restorative moves when

degenerate way of behaving is recognised. By reliably carrying out these techniques, a larger part of youngsters will have the valuable chance to foster the ability to delay prompt satisfaction, show more noteworthy compassion towards others' inclinations, wants, and needs, and display a readiness to maintain genuine imperatives on their way of behaving. Moreover, they will be less disposed to depend on pressure or savagery for the purpose of accomplishing their goals (Gottfredson and Hirschi, 1990). Various examinations have validated the adequacy of such methodologies, demonstrating that the use of uplifting feedback and predictable observing can encourage the development of self-control and improve social conduct in youngsters (e.g., Farrington et al., 2003; Patterson and Yoerger, 2002).

Gottfredson and Hirschi (1990) play underlined the urgent part of youth in the improvement of self-control. As indicated by their perspective, the inconsistencies that arise during this period will more often than not persevere after some time. While the outright degrees of self-control might differ, one's self-control contrasted with peers of a similar age ought to be viewed as a predictable trademark. Hirschi and Gottfredson (2001) have additionally upheld this contention by attesting that the dissimilarities saw among 8 to 10-year-old youngsters by and large stay obvious as they mature. Kids who exhibit low self-control in their initial years frequently keep on presenting worries for their folks, teachers, and in the long run, the law enforcement framework. This determined issue of low self-control in youth will in general persevere all through their lives, prompting continuous cultural difficulties.

It is vital to take note of that a huge extent of out-of-school youths need parental connection, direction, and checking. Truth be told, a large number of these youths don't even reside with their folks yet rather in ghettos and public spots. This absence of admittance to sufficient nurturing can be a huge wellspring of low self-control among out-of-school teenagers. As per Meldrum, et al., (2013), nurturing assumes a basic part in the improvement of self-control. Hence, it is fundamental for guardians and watchmen to reliably screen their youngsters, recognise when they take part in degenerate way of behaving, and give fitting disciplines. By reliably executing these practices, kids can upgrade their self-control abilities and show qualities like deferred delight, sympathy towards others, freedom, acknowledgment of rules, and diminished probability of depending on viciousness or power to accomplish their objectives.

Different sources have been recognised as elements that might impact a youngster's degree of self-control, including hostile to sociality, peer pressure, local area setting, school-based factors, and neuropsychological shortages. As Hello (2001) noticed, the intricacy of these variables makes it hard to pinpoint any one as the essential wellspring of self-control. Rather, self-control is probably going to be impacted by a scope of related organic, mental, and humanistic elements.

Studies have likewise exhibited the significant job of self-control in molding different parts of a singular's life. For example, Evans et al. (1997) noticed that self-control was related with a scope of variables, including the nature of family connections, connection to chapel, criminal partners and values, instructive fulfillment, word related status, and neighborhood issue. These discoveries have been reliably announced over the long run underscoring low self-control was connected to unfortunate school execution, stressed family connections, restricted vocation desires, relationship with delinquent peers, and commitment to delinquent way of behaving.

Taken together, these discoveries recommend that self-control is a complicated quality that is impacted by various variables, and that it assumes a basic part in forming a wide range of parts of a singular's life. Understanding the wellsprings of self-control and how it connects with different parts of conduct can be valuable in creating mediations to assist people with working on their self-control and try not to participate in delinquent or unsafe ways of behaving.

Acording to Meldrum, et al (2013), various examinations have shown that self-control is a urgent figure deciding a singular's outcome in different parts of life. Specifically, low degrees of self-control have been connected to dangerous results in various settings. For example, in the rush hour gridlock setting, individuals with low self-control will generally participate in unsafe and forceful driving ways of behaving, which improve the probability of mishaps and driving impaired. Also, low self-control has been connected to school-based results like scholastic cheating, delinquency, and suspension or ejection. Past that, low self-control has additionally been related with criminal demonstrations of power and misrepresentation, rash ways of behaving, and different types of exploitation.

The laid out proof backings the idea that self-control fundamentally impacts psychosocial advancement. Inside peer collaborations, the crucial job of self-control becomes obvious in deciding one's weakness to peer impact. Meldrum, Mill operator, and Flexon (2013) propose an association between self-control and vulnerability, which might emerge from the imprudent and nearsighted inclinations related with reduced self-control. At the point when a juvenile has a proclivity for incautious activities without smart thought, it turns out to be exceptionally conceivable that ideas set forth by peers will be promptly embraced by people lacking self-control. Thus, it is sensible to expect a more significant level of consistence among those with restricted self-control when stood up to with peer pressure. In this way, it is fundamental to consider self-control and peer impact as two factors that conditionally, yet additionally relatedly, impact irritating ways of behaving.

These discoveries have driven researchers to investigate different variables that add to a singular's degree of self-control. For example, Ellwanger (2006) found that enemy of sociality, peer pressure, local area setting, school-based factors, and neuropsychological shortages all add to a singular's degree of self-control. Consequently, the wellsprings of self-control can't be pinpointed to a solitary variable, but instead a heap of reliant builds that could be natural, mental, or potentially humanistic.

Measuring Self-Control

The self-control theory of Gottfredson and Hirschi (1990) has been the subject of extraordinary discussion and analysis, with the most grounded analysis being that the theory is redundant. The creators express that people who participate in crimes have a "low self-control" quality; in any case, their persuasive work neglects to offer a reasonable and explicit definition for this trademark. This absence of explicitness implied that scientists could decide whether an individual had low self-control assuming they had previously taken part in crime. Pundits of the self-control viewpoint in criminal science battled that the theory became roundabout in nature when the contribution in one wrongdoing was used as a proportion of low self-control to expect commitment in ensuing crimes. These pundits contended that the self-control approach experienced repetition because of its dependence on wrongdoing interest as a sign of lacking self-control, in this manner foreseeing further criminal contribution. In more straightforward terms, the theory gave off an impression of being roundabout, recommending that

"contribution in wrongdoing" anticipated "inclusion in wrongdoing." According to the contentions introduced by Akers (1991) and Marcus (2004), it was fought that the self-control theory of wrongdoing misses the mark in giving a complete clarification to criminal way of behaving (Grasmick, Bit, Bursik and Arneklev, 1993). Basically, this theory proposes that when an individual participates in crimes, it very well may be credited to their showcase of low self-control, stressing that this absence of self-control eventually prompts their contribution in unlawful demonstrations. In any case, the theory appears to offer no further clarification past this crucial affirmation. Notwithstanding the reactions, the self-control theory of wrongdoing stays a significant and persuasive way to deal with grasping criminal way of behaving. Nonetheless, the requirement for a reasonable functional meaning of low self-control in this theory keeps on being an issue for scientists in the area of criminal science.

Grasmick, Bit, Bursik and Arneklev (1993) answered the analysis of Gottfredson and Hirschi's (1990) hypothetical position on wrongdoing, which was blamed for being repetitious. They intended to handle this analysis by making an attitudinal scale to gauge low self-control, drawing on hypothetical conversations of the concept. Subsequently, they developed and gave a possible answer for the current study. Accordingly, Gottfredson and Hirschi contended that conduct measures, which are free of wrongdoing, are more reasonable for testing the theory. Such measures could incorporate ways of behaving like crying, pushing, and pushing during adolescence, or smoking, toasting overabundance, sitting in front of the TV unnecessarily, and encountering hardships in relational connections as grown-ups (Gottfredson and Hirschi, 1990). The attitudinal scale created by Grasmick et al. (1993) comprises of six parts, including impulsivity, basic undertakings, risk-chasing, proactive tasks, self-centeredness, and temper. It ought to be noticed that this scale conceptualizes self-control as a unidimensional develop, and has been utilized in various examinations researching the connection between self-control and different types of criminal way of behaving (Piquero et al., 2017).

In light of the discussion encompassing the unidimensionality of the self-control develop, a few specialists have tested the legitimacy of the self-control scale, contending that specific sub-scales inside it have more grounded prescient power than the general build. As per Piquero et al (2017), proof recommends that risk-chasing conduct and demeanor were similarly compelling in anticipating brutal violations contrasted with the

general self-control scale. Furthermore, hastiness and hazard looking for conduct were viewed as significantly more successful in anticipating extortion than the unidimensional develop. Different researchers have likewise concentrated on the different components of low self-control and their prescient power in freak ways of behaving. As per Ribeaud and Eisner's concentrate in 2006, they found that the gamble looking for aspect was exceptionally prescient of low self-control across different freak ways of behaving. In any case, a few scientists have deciphered their discoveries in an unexpected way, proposing that attitude and impulsivity are the critical variables in figuring out the connection between low self-control and guiltiness. In view of these experiences, a few researchers suggest that the best type of low self-control might imply a blend of hazard chasing, temper, and impulsivity. Moreover, low self-control should have been visible as a sign of impulsivity, which shows itself through the wide range of various aspects whenever a chance for activity emerges (Bit, et al., 2013). The discussion encompassing the multidimensionality of low self-control features the requirement for additional exploration to more readily figure out the hidden parts of this build and their particular prescient power in freak ways of behaving.

The issue of which measures, attitudinal or social, are more qualified to evaluate low self-control has been a subject of discussion among researchers in the field (Hirschi and Gottfredson, 1990; Bit, et al. 2013). While Gottfredson and Hirschi (1990) recognised the worth of attitudinal measures, they focused on the significance of creating substantial and dependable conduct measures to evaluate the build of low self-control. Conversely, Bit et al. (2013) recommended that mental and conduct marks of low self-control are similarly viable in anticipating criminal contribution, in view of their perceptions. In a review led by Arneklev Grasmick, Bit, and Bursik (2006), the viability of two estimates in foreseeing criminal contribution and other social results was looked at. Outstandingly, they prohibited unlawful way of behaving from the proportion of "rash way of behaving" and tracked down that the mark of low self-control, as a demeanor, showed a more elevated level of prescient power for criminal contribution than the incautious conduct measure. In any case, further examination is important to figure out which measure is more solid and legitimate, and to investigate the possible ramifications of involving each kind of measure in the evaluation of low self-control.

Hypothetical Premise of Self-Control

Without a doubt, Gottfredson and Hirschi's Self-Control Theory remains as one of the most powerful and generally recognised hypotheses in regards to criminal and freak ways of behaving. Their fundamental work has earned significant acknowledgment, positioning as the second most often refered to book in law enforcement diaries all through the 1990s, as per different researchers (Bit, Ward and Grasmick, 2013).

As per their theory, the noticeable contrasts in criminal and freak conduct among people can prevalently be credited to changes in their capacity to practice self-control. The essence of their theory lies in the thought that specific people have predominant abilities in managing their feelings when confronted with enticement, eventually molding their affinity for taking part in criminal or freak acts. This limit with respect to self-control is accepted to be a widespread characteristic, applying its impact on people across different settings. Truth be told, it is proposed that self-control might be the absolute most critical figure deciding a singular's tendency towards criminal or delinquent way of behaving.

Gottfredson and Hirschi (1990) set forth the contention that people with low self-control experience hardships in opposing quick allurements because of their battle in thinking about the future outcomes of their activities. They battle that criminal demonstrations frequently offer quick and promptly clear delights, pretty much ruling out varieties in people's capacity to assess the advantages related with such demonstrations. Alternately, the social, lawful, and regular outcomes of criminal way of behaving are not generally unmistakable or prompt, prompting significant changeability in people's ability to evaluate the potential agonies related with criminal or delinquent demonstrations. By and large, Gottfredson and Hirschi's theory significantly affects criminal science and the investigation of degenerate ways of behaving, and has propelled endless examinations pointed toward grasping the job of self-control in the commission of wrongdoing and different types of aberrance.

In their original work, Gottfredson and Hirschi (1990) put forward a convincing viewpoint for their Self-Control Theory as being conceptually better than customary positivist ways to deal with the investigation of wrongdoing and misconduct. As per the creators, the fundamental shortcoming of positivist methodologies is their failure to give a

hypothetical establishment on the idea of wrongdoing and misconduct, prompting excessively muddled clarifications for why individuals participate in these ways of behaving. Interestingly, the Self-Control Theory places that criminal way of behaving, and other comparable ways of behaving, include clear decisions that offer quick delight. The effortlessness of this clarification empowers the theory to make forecasts about a wide scope of ways of behaving across various gatherings, and it isn't restricted by relevant factors like political frameworks or sub-groupings of violations as well as wrongdoers. By giving a reasonable and succinct system for understanding the idea of criminal way of behaving, the Self-Control Theory offers a more tightfisted and rich way to deal with making sense of freak ways of behaving than customary positivist hypotheses.

In their fundamental work on Self-Control Theory, Gottfredson and Hirschi (1990) accentuated that the shortfall of self-control doesn't be guaranteed to prompt criminal way of behaving. Rather, the outcomes of low self-control can appear in a scope of non-criminal ways of behaving that are practically equivalent to wrongdoing, for example, mishaps, substance misuse, and smoking. The creators contended that these ways of behaving likewise include settling on imprudent decisions that focus on prompt joy over long haul results, like lawbreaker acts. This features the significance of und

2.2   Theoretical Framework

2.2.1   Social Learning Theory of Criminology

The Social Learning Theory of Criminal science has acquired critical ubiquity among crime analysts throughout the long term, as it credits degenerate ways of behaving to the most common way of learning (Akers, 2004). It is broadly recognised that people get both positive and pessimistic ways of behaving by noticing and interfacing with everyone around them. In any case, the particulars of how this learning happens and why certain ways of behaving are learned and built up in youngsters while others are ignored remain subjects of dispute among researchers (Akers, 2004).

During the 1960s, Ronald Akers formed a social learning theory in light of the standards of differential support inside the structure of operant molding, initially created by Sutherland (Akers, 2004). Aker's theory works under the supposition that youngsters

are not intrinsically inclined toward being positive or negative, yet rather start as nonpartisan and are impacted by the people in their current circumstance, molding their reception of one or the other lawbreaker or adjusting conduct (Payne and Salotti, 2007). The probability of an individual displaying criminal or adjusting conduct relies upon the impacts they experience and how they deal with these impacts (Payne and Salotti, 2007). As per Akers and Dealers (2004), Akers' Social Learning Theory envelops four essential parts: differential affiliations, definitions, differential support, and impersonation.

Differential affiliations include how much people are presented to freak or adjusting values, mentalities, and ways of behaving from individuals around them. The definitions that people hold about these ways of behaving and their apparent outcomes likewise assume a significant part in deciding if they participate in degenerate or adjusting conduct. Differential support alludes to the interaction through which ways of behaving are built up, either emphatically or adversely, in view of the results they produce. At last, impersonation includes people displaying the ways of behaving of others that they notice and consider alluring or fulfilling.

By and large, Aker's Social Learning Theory gives a far reaching system to understanding how people learn and incorporate crook or adjusting ways of behaving. By zeroing in on the job of social impact and support in profoundly shaping way of behaving, this theory gives experiences into the mind boggling transaction of social, mental, and natural factors that add to degenerate ways of behaving.

Differential Association

Differential association, a central concept in the Social Learning Theory of criminology, explains how individuals are exposed to certain behaviours and the definitions, either favorable or unfavorable, associated with them (Payne and Salotti, 2007). According to this theory, exposure to behaviours comes from interactions with others, primarily in a person's social environment such as family, peers, or subcultures. These interactions shape a person's beliefs and values, affecting their interpretation of the world and determining what behaviours are acceptable or not (Payne and Salotti, 2007).

The social educational experience is best when the entertainer is presented to ways of behaving inside gatherings of people who are near them and who give fortifications to

their activities (Krohn, 1999). As per Sutherland's differential affiliation theory, the probability of the individual tolerating and taking on ways of not entirely settled by the recurrence, need, power, and term of these experiences with the people who are impacting the entertainer (Cressey, 1960). Recurrence alludes to the times the entertainer experiences the powerhouse, with additional incessant communications prompting a higher probability of taking on the way of behaving (Cressey, 1960).

Need alludes to the planning of the powerful experiences and the previous the kid is presented to the ways of behaving, the more grounded the probability of impersonation (Cressey, 1960). Force of the experience relies upon the distinction credited to the individual or gathering that the entertainer is partner with, with those of higher status affecting the entertainer (Cressey, 1960). At last, span depicts the timeframe that the entertainer experiences the compelling individual or gathering, with longer times of openness prompting a more grounded connection between the entertainer and the way of behaving (Cressey, 1960).

It is the combination of all these factors that make up the process of differential association and determine how likely a person is to adopt a behaviour (Cressey, 1960). The differential association theory holds that individuals learn deviant behaviour through interaction with others and that social influences are the primary factors in shaping their behaviour (Payne and Salotti, 2007). Therefore, the learning process is heavily influenced by the social context in which it occurs and the relationships formed between individuals.

Social learning theory proposes that an individual gets their definitions through communications with different powerful people, which can incorporate peers, relatives, guides, or even outsiders whom they have not met face to face (Payne and Salotti, 2007). A definition is the emotional implying that an individual joins to a specific way of behaving or activity, which is molded by the definitions having a place with the people who hold the most influence over that individual (Payne and Salotti, 2007). Thusly, in the event that an individual is encircled by people who hold positive definitions toward criminal ways of behaving, then they are bound to embrace comparable definitions, which can add to an improved probability of taking part in freak ways of behaving (Payne and Salotti, 2007).

For instance, assume an individual is reliably encircled by peers who as often as possible participate in drug use. All things considered, they are bound to take on the definition that medication use is OK and view it as a good way of behaving instead of a destructive or unlawful one (Payne and Salotti, 2007). These definitions can impact an individual's mentalities toward criminal ways of behaving, shape their virtues, and at last impact their dynamic cycles in regards to degenerate exercises. Thusly, social learning theory features the significance of considering the job of social impacts in shaping criminal way of behaving and the meaning of the definitions that people append to degenerate exercises.

Differential Reinforcement

The concept of differential reinforcement is a fundamental principle of operant conditioning, which suggests that individuals anticipate potential rewards or punishments for their actions and behaviours (Payne and Salotti, 2007). The balance between anticipation and actual reward or punishment can ultimately determine whether an individual adopts or rejects certain behaviours. However, this balance can be shifted in different directions based on a person's experiences with rewards and punishments. If a person receives a harsh punishment for a certain behaviour, or is rewarded excessively for another behaviour, their definitions of what is acceptable can change (Payne and Salotti, 2007).

It is vital to take note of that the recurrence and likelihood of an activity being compensated vigorously decide if it is rehashed. As indicated by Akers (2004), activities that are compensated the most often are the ones that are probably going to be rehashed. Consequently, assuming an individual is encircled by a gathering of people who reliably take part in freak ways of behaving without being rebuffed, they are bound to embrace definitions that favor aberrance. Besides, in the event that an individual takes part in these ways of behaving and gets rewards like recognition, cash, or consideration from their peers, then they are bound to embrace those ways of behaving and keep on mirroring their peers.

In rundown, the concept of differential support is a fundamental guideline of operant molding that decides if an individual will embrace or reject specific ways of behaving. The harmony among expectation and genuine award or discipline can be

moved in view of a singular's encounters. The recurrence and likelihood of a specific way of behaving being compensated vigorously likewise assume an essential part in deciding if it is rehashed. These variables at last shape an individual's definitions and impact their contribution in freak exercises.

Impersonation

As per Payne and Salotti (2007), impersonation is a basic part of social learning theory, and it happens when an individual participates in a way of behaving, either freak or non-degenerate, in the wake of noticing it in others. The decision to imitate a behaviour is influenced by factors such as the introduction of the behaviour by a peer, family member, or acquaintance, as well as the likelihood of receiving a positive outcome or reward by performing the behaviour. These factors ultimately determine the extent to which an individual adopts and imitates a behaviour.

Furthermore, it is vital to take note of that the recurrence with which people are presented to a particular way of behaving and the probability of a great outcome assume critical parts in forming the reception and impersonation of said conduct (Payne and Salotti, 2007). Set forth plainly, individuals are more disposed to consolidate and emulate ways of behaving that they have seen regularly and that have yielded positive outcomes. This essential idea holds extraordinary importance in understanding the standards of social learning theory and the unavoidable impact applied by people in one's nearby friendly climate.

Thus, the social learning theory explains that individuals imitate their peers, especially if the behaviour is perceived as desirable or gainful. This theory helps understand the criminal behaviours of out-of-school adolescents and the factors contributing to their deviant actions.

2.2.2 Rational Choice Theory

The Normal Decision Theory (RCT), as made sense of by Aremu (2014), sets that people openly decide to participate in specific ways of behaving, including criminal ones. Its conceptual establishments can be followed back to Beccaria's On Wrongdoings and Disciplines and Bentham's A Prologue to the Standards of Ethics and Regulation, as

indicated by McCarthy and Chaudhary (2014). As per levelheaded decision scholars, individuals carry out wrongdoings since they see the advantages of the offense to offset its likely expenses, whether natural, mental, or social. To comprehend the reason why individuals perpetrate wrongdoings, RCT recommends that people participate in money saving advantage examinations, gauging the normal advantages against the apparent expenses of taking part in crimes. Therefore, the RCT approach suggests that individuals' criminal behaviour is not solely determined by their social background, but rather by their choices and the consequences of their actions. This perspective has been widely used to explain a range of criminal behaviours, from street-level offenses to white-collar crimes.

According to Aremu (2014), the theory of choice in offending behaviour assumes that every action has its own set of consequences, whether positive or negative. The classical perspective of this theory suggests that an individual's decision to break the law and engage in criminal activities is a result of a thorough analysis and evaluation of the potential benefits and costs associated with such behaviour. In other words, before taking any action, people tend to consider the possible outcomes and consequences that come with it. They weigh the benefits and costs carefully, and only choose to engage in activities that offer greater rewards than the potential costs.

It is important that individuals' inclination towards culpable way of behaving to a great extent relies upon the advantages and expenses related with it. As Aremu (2014) called attention to, people are bound to take part in crimes on the off chance that the normal prizes offset the expected discipline or pessimistic results. On the other hand, they are less inclined to take part in such way of behaving assuming it brings more agony, expenses and adverse results. Accordingly, regulation disregarding conduct might become appealing assuming what's in store advantages and rewards seem, by all accounts, to be more huge than the expected discipline.

As proposed by Aremu (2014), the theory of decision in culpable way of behaving recommends that youngsters and adolescents who choose to become drug aristocrats frequently gauge and analyze the expected advantages of such way of behaving against the potential punishments that could result from it. These advantages might incorporate extravagance, distinction, and monetary profit, while the potential punishments might include capture, preliminary, and detainment in an adolescent office or a restorative place.

Nonetheless, it is crucial for note that the conviction that drug noblemen can be gotten and seriously rebuffed is much of the time to the point of preventing youthful people from participating in crimes. At the end of the day, the feeling of dread toward discipline fills in as an impediment for expected guilty parties. Consequently, to forestall irritating way of behaving, it is critical to guarantee that the aggravation of discipline altogether offsets the expected advantages of crimes, as accentuated by Aremu (2014).

Moreover, it is not enough to keep such punishment within the confines of the legal system. The consequences of criminal activities and the severity of punishment must be made public for others to see. This public display of the consequences of offending behaviour serves as a warning and a reminder of the potential costs and negative outcomes that come with engaging in criminal activities. By doing so, potential offenders will be more likely to weigh their options carefully and choose to refrain from criminal activities that may lead to severe punishment.

McCarthy and Chaudhary (2014) argued that people's decision to engage in offending behaviour is influenced by several factors, including their preferences, attitudes toward risk, time discounting, and estimates of the potential costs and benefits of illegal opportunities versus legitimate ones that could lead to the same or comparable returns. In other words, individuals often weigh the pros and cons of criminal activities against those of legitimate activities before deciding which path to take.

Therefore, to prevent young individuals from engaging in offending behaviour, it is crucial to ensure that crime is made less attractive and extremely punitive. This will serve as a deterrent for potential offenders, as they will be more likely to weigh their options carefully and choose the path that offers the least potential for negative outcomes.

Significant Beccaria's and Bentham's way to deal with wrongdoing and discipline, which zeroed in on the possibility that discipline ought to be sufficiently extreme to offset the likely advantages of crimes, had a few impact on discipline and social control rehearses. Notwithstanding, throughout recent hundreds of years, these thoughts related with the "traditional school" have been outperformed by organic, mental, and humanistic clarifications of criminal way of behaving.

All in all, the choice to participate in culpable way of behaving is mind boggling and impacted by different elements. In any case, by making wrongdoing less alluring and reformatory, we can keep youthful people from participating in crimes and guarantee a more secure and safer society.

The levelheaded decision theory gives a remarkable viewpoint on criminal direction, as it considers what individuals' inclinations mean for their decisions, as opposed to exclusively zeroing in on the wellsprings of these inclinations. This stands rather than different speculations of wrongdoing, which underline factors like low self-control, differential affiliation, powerless social bonds, strain, naming, impeded areas, and other social encounters or powers that might impact a singular's choice to participate in criminal way of behaving. The reasonable decision theory offers a valuable system for grasping criminal way of behaving and can be joined with different clarifications that address the starting points of inclinations and the components or instruments that permit people to follow up on them (McCarthy and Chaudhary, 2014).

Notwithstanding its assets, the objective decision theory has confronted a few restrictions and reactions from researchers. For example, Aremu (2014) noticed that forward leaps in brain research and social science have shown that human way of behaving is in many cases controlled by outer impacts like family, school, and peer relations. Besides, the concept of choice is much of the time a simple deception, and people might not have unlimited oversight over their activities. Furthermore, psychological well-being experts frequently contend that culpable way of behaving might be because of mental deficiencies or an absence of essential intellectual abilities, instead of exclusively being a result of reasonable navigation (Aremu, 2014).

In this manner, while the objective decision theory offers significant experiences into the dynamic course of hoodlums, it is critical to consider different variables that might impact a singular's way of behaving, including outer impacts and psychological well-being concerns. Notwithstanding discipline, restoration and reintegration projects can assist wrongdoers with resolving the fundamental issues that might have added to their criminal way of behaving and support their fruitful reemergence into society. By consolidating experiences from the levelheaded decision theory with a more extensive comprehension of the elements that add to criminal way of behaving, we can foster more powerful systems for forestalling wrongdoing and advancing public security.

2.2.3 Sub-Culture Theory of Misconduct and Culpable Way of behaving

Cohen's fundamental work "Delinquent Young men: The Way of life of the Groups" distributed in 1955, pointed toward figuring out the improvement of delinquent subcultures, especially pack misconduct, which is described by non-utilitarian, negativistic, and vindictive way of behaving among lower-class guys (Aremu, 2014). Cohen placed that one of the key presumptions fundamental the concept of subculture is the lower, subordinate, or degenerate status of gatherings that are marked thusly. This implies that subcultures should have explicit and comparable social characters to fit the bill for the name, and they should likewise be specific to specific social orders that mark them thusly (Nwalozie, 2015).

Cohen's work was groundbreaking in its attempt to explain the emergence of gang subcultures among lower-class males, and it inspired several subsequent studies that explored the phenomenon of subcultures in various contexts. However, some scholars have criticized Cohen's work for its emphasis on class and gender, while neglecting other factors that contribute to the formation of subcultures. For example, the role of race, ethnicity, and religion in the formation of subcultures has been largely overlooked in Cohen's work (Nwalozie, 2015). Despite these limitations, Cohen's contribution to the understanding of subcultures and delinquent behaviour remains significant, and his work continues to inform contemporary research on the subject.

Premised on Cohen's postulations, lower class children are often lacking in both material and symbolic advantages when compared to their middle-class peers. Despite this disadvantage, all individuals have a natural inclination to seek social status; however, not all are able to compete for status equally. In the context of education, Cohen argued that lower class children are at a serious disadvantage when compared to their middle-class counterparts, as the evaluation of their performance is often done using a middle-class measuring stick. As a result, many lower class children become trapped in a state of status frustration, leading them to establish a new cultural form known as the adolescent subculture.

This subculture is characterized by the inversion and abandonment of the middle-class value system, as members of the subculture seek to achieve status through behaviours that are often considered delinquent or criminal. By engaging in these activities and gaining status within their subculture, lower class children are able to find a solution to their status frustration. However, it is important to note that this solution is not without consequences, as delinquent behaviour can lead to legal repercussions and further entrenchment in the lower class. Therefore, understanding the cultural and socio-economic factors that lead to the formation of these subcultures is essential in addressing the root causes of delinquent behaviour.

Cohen's work on subculture has had a significant impact on the way scholars approach the concept. While there are various patterns of subcultural formation, the ultimate aim of subcultural membership is to solve problems created by the dominant culture, which is seen as the main object of subcultural formation. As Newburn (2013) suggests, subcultures emerge not only in response to material conditions but also as a symbolic appraisal of the parent culture in which "style" is a form of resistance. Moreover, Jones (2013) argues that subcultural activity is a manifestation of political reaction to the dominant culture from which youth feel excluded.

Therefore, while there may be different ways of defining subculture, the common theme is the rejection or challenge of the dominant culture and the adoption of alternative values, beliefs, and practices that help members achieve status and solve problems that arise from the dominant culture.

Miller's publication in 1958 titled "Lower Class Culture as a Generating Milleu of Gang Delinquency" provided an alternative perspective to Cohen's theory and made a significant contribution to sub-cultural theory. Unlike Cohen's theory, Miller argued that delinquent gangs are not formed due to a frustrated attempt by lower class individuals to attain a middle-class status. Instead, Miller emphasized that delinquent subculture is a long-standing tradition of the working class which they conform to and maintain. According to Miller, the formation of delinquent subculture is an optimistic attempt by lower-class individuals to achieve status in terms of lower-class life, as they are unable to compete with middle-class individuals in terms of the dominant cultural values. In this regard, Miller viewed delinquent subculture as a unique way of life that emerges from the cultural experiences of lower-class individuals. Miller's theory suggests that the

subculture of delinquent gangs is not a reaction to frustration but a manifestation of the cultural practices and beliefs of the working class. This perspective provides a fresh insight into the understanding of the formation of delinquent subculture and highlights the cultural and structural factors that shape sub-cultural practices.

The inability to achieve one's goals due to unfavorable and disappointing life expectations is seen as a key factor in determining the viability of delinquent behaviour as an option. To elaborate, the feeling of being excluded from mainstream society can lead to a sense of alienation and frustration, causing individuals to seek out alternative forms of social organization that provide a sense of belonging and meaning. Cloward and Ohlin further categorized these subcultures into three typologies: criminal, conflict, and retreatist, each representing a distinct mode of adaptation to the social and economic constraints faced by lower class youths. Overall, their theory provides a comprehensive framework for understanding the complex interplay between social structure, cultural values, and individual behaviour that shape the formation of delinquent subcultures.

According to subcultural theory, delinquency is not solely an individualistic act, but rather a group phenomenon where the actions of the group are shaped by shared understandings, sentiments, and loyalties (Aremu, 2014). Furthermore, the theory posits that deviant subcultures are not pathological groupings of maladjusted individuals, but rather meaningful attempts by the members of these subcultures to solve problems they face (Nwalozie, 2015). In essence, subculture is a problem-solving phenomenon.

However, there have been several criticisms of this theory. One such criticism is that the definition of subculture is often inadequately defined, leading to varying definitions from different perspectives (Nwalozeie, 2015). Additionally, the definition of subculture often emphasizes social seclusion and labeling, which can make it confusing with labeling theory. Moreover, subcultural theory fails to distinguish clearly between subcultures and gangs, which are distinct concepts in many respects (Nwalozeie, 2015).

Another criticism of the subcultural theory is that it is overly deterministic in its emphasis on the peer group or gang, rather than accounting for personal choice and free will in criminal behaviour. Crime causation is a matter for the individual to deal with, and subcultural influence can't be solely blamed for reducing an individual to a helpless puppet (Nwalozie, 2015).

It is important to note that the criticisms of the subcultural theory do not dismiss the significant contribution that the theory has made to our understanding of delinquency and deviant behaviour. Cloward and Ohlin's (1960) typology of deviant subcultures and Miller's (1958) emphasis on the role of working-class culture in delinquent behaviour are notable contributions to subcultural theory. Thus, while the criticisms of the subcultural theory are valid, it is still an essential framework for understanding delinquency and the formation of deviant subcultures.

2.3   Empirical Review

2.3.1   Reciprocal Peer Tutoring and Offending Behaviour

Reciprocal peer tutoring has been found to be an effective intervention method across a variety of populations, with research showing positive outcomes. One such study was conducted by Klavina and Block (2008) who examined the impact of peer tutoring on students with severe and multiple disabilities (SMD) in elementary school settings. The study looked at three different instructional support conditions: teacher-directed, peer-mediated, and voluntary peer support. Results indicated that both peer-mediated and voluntary peer support conditions led to an increase in instructional and physical interaction behaviours between students with SMD and their peers, while social interactions remained low. Furthermore, all students demonstrated an increase in activity engagement time throughout the intervention sessions. Notably, interactions between students with SMD and teachers decreased towards the end of the intervention. These findings highlight the potential benefits of peer tutoring for promoting positive social and instructional behaviours among students with disabilities, particularly in inclusive settings where students with and without disabilities are educated together. However, further research is needed to explore the long-term effects of such interventions and to better understand the underlying mechanisms driving their effectiveness.

In meta-analysis study, Bowman-Perrott, Burke, Zhang and Samar Zaini (2014) explore the impact of peer tutoring on social and behavioural outcomes across a wide range of age groups and educational settings. Their analysis revealed that cross-age tutoring, peer tutoring interventions that did not use reward contingencies, and interventions that measured direct effects were found to be associated with higher effect sizes. These findings suggest that peer tutoring may be an effective intervention strategy

for improving social and behavioural outcomes in educational settings. It is important to note, however, that the effectiveness of peer tutoring may depend on the specific characteristics of the intervention, such as the age of the participants and the use of reward contingencies. Further research is needed to explore these factors and their impact on the efficacy of peer tutoring interventions.

Galaviz (2009) conducted a study to investigate the effectiveness of peer tutoring on social interactions and academic performance of students labeled as bullies. The study employed a multiple baseline design across three participants, who were taught how to present curriculum, provide corrective feedback, and reinforce correct responding to their tutees. Despite this, the results indicated that the peer tutoring intervention did not lead to an increase in appropriate social interactions or academic performance for either the tutors or the tutees. This finding could be attributed to various factors such as the limited number of participants, the duration of the intervention, or the specific characteristics of the participants.

Hill (2010) investigated the effectiveness of cross-age peer teaching (CWPT) in managing conflict and re-engaging disaffected students in learning. The study was conducted in a diverse range of elementary and secondary schools in Australia, and was part of an international project aimed at using drama strategies combined with conflict resolution concepts to address cultural conflicts in schools. The findings showed that formal CWPT was highly effective in teaching students to manage a range of conflicts in schools, including bullying. Moreover, the study revealed that operating as peer teachers allowed students with serious behaviour problems to re-engage with their learning. These findings underscore the potential of CWPT as an effective strategy for conflict management in schools.

Similarly, Hawkins et al. (2013) investigated the effectiveness of CWPT paired with a randomized interdependent group oriented contingency (IGOC) in improving multiplication fact fluency in a 5th grade general education classroom. The IGOC involved having the classroom teacher choose a contingency component to be watched for each class, and then randomly selecting a number of students who needed to display the chosen behaviour for the whole class to receive a prize/motivator. The results of the study showed that CWPT paired with randomized IGOC significantly improved students'

academic performance. These findings suggest that implementing IGOC in conjunction with CWPT may enhance its effectiveness in improving academic outcomes.

2.3.2 Multisystemic Therapy and Offending Behaviour

As a critical aspect of this study, it is important to consider the existing literature on the efficacy of multisystemic therapy (MST) in related areas. The results of the review revealed that out of the 12 RCTs that met the inclusion criteria, MST demonstrated clinically significant treatment effects in reducing antisocial behaviour, including delinquency. Additionally, when compared to psychiatric hospitalization, MST was associated with a reduction in suicidal attempts among youths with psychiatric emergencies. Moreover, four studies showed that MST was less costly than TAU in the short term, although further analysis is needed to evaluate long-term cost-effectiveness.

Overall, the findings from the review suggest that MST is an effective intervention for reducing delinquency among youths with severe antisocial behaviours, and should be included in clinical practices. However, while MST showed a positive effect on emotional disorders, further research is needed to evaluate its efficacy in this area. These findings provide an important empirical basis for this study and highlight the potential impact of MST in addressing the target behaviours.

van der Stouwe, Asscher, Stams, Dekovic, and vad der Laan (2014) conducted a study that aimed to examine the effectiveness of Multisystemic Therapy (MST) on different types of offenders. Their findings suggested that MST was particularly effective in treating sex offenders and had larger effects compared to non-multimodal treatments. This study adds to the growing body of evidence supporting the effectiveness of MST in treating a wide range of offenders with various types of problems.

Using a randomized pre-test, post-test design, Henggeler, et al., (2009) compared the effectiveness of MST with standard juvenile justice services in treating 155 violent or chronic juvenile offenders in South Carolina. The study assessed multiple measures including adolescent emotional wellbeing, behaviour problems, self-reported criminal activity, and arrest and incarceration histories. The results of the study showed that MST was significantly more effective than standard juvenile justice services, reducing incarceration levels by 47% compared to the control group, 1.7 years post-treatment.

These findings suggest that MST can have long-lasting positive effects on the lives of juvenile offenders and can lead to a reduction in their involvement with the justice system.

Schaeffer and Borduin (2005) conducted a study examining the long-term criminal activity of 176 youths who had participated in either Multisystemic Therapy (MST) or individual therapy (IT) in a randomized clinical trial (Borduin et al., 1995). The results of the study were collected on average 13.7 years later when the participants were about 28.8 years old

In a quasi-experimental study, Giles (2013) compared the effectiveness of Multisystemic Therapy (MST) and Day Treatment (DT) for treating adolescent males and females, aged 12 to 17, with Conduct Disorder. The outcome measure used in the study was the Child and Adolescent Functional Assessment (CAFAS), which assesses functioning in various domains such as school, home, community, behaviour towards others, emotions, substance use, and thinking. DT in this study was based on a cognitive-behavioural model that involved intensive examination of behavioural patterns, associated thoughts, and consequences. The treatment was administered for a period of 9 to 12 months, three hours a day for five days a week, and a crisis number was available for weekend support. The assessment of outcomes was determined three months after the referral, which was the termination time for MST. However, the results failed to support any positive effect for either therapeutic approach, indicating that both MST and DT did not significantly improve the functioning of the participants as measured by the CAFAS.

A similar study was conducted by Timmons-Mitchell, Bender, Kishna, and Mitchell (2006) in the United States, which was a randomized clinical trial of MST with juvenile offenders without direct oversight from the developers of MST. The study compared MST to TAU, which included drug and alcohol counseling, anger management group assignment, and individual and family therapy. The sample consisted of 93 youth who appeared before the county court of a Midwestern state, with a mean age of 15.1 years. Of the participants, 48 were randomly assigned to the MST treatment group. The study used the Child and Adolescent Functional Assessment Scale (CAFAS) (Hodges and Wong, 1996) to assess youth functioning and recidivism. Quality assurance procedures recommended by the MST developers were utilized.

The findings of the study showed a significant reduction in re-arrest, and improvement in four areas of youth functioning on the CAFAS, including home, school, community, and moods and emotions. The CAFAS was administered prior to treatment, at discharge and at six months post-treatment for the MST group, and at six months post-treatment and 12 months post-treatment for the TAU group. Similarly, recidivism was measured prior to treatment, at termination and at 18 months post-treatment for the MST group, and at six months post-treatment and 24 months post-treatment for the TAU group. These results provide further support for the effectiveness of MST in reducing re-arrests and improving youth functioning in various areas.

2.3.3 Peer Influence and Offending Behaviour

Numerous empirical studies have explored the influence of peer pressure on adolescents' delinquent behaviours. These studies have consistently shown that peer influence plays a significant role in adolescents' offending behaviours. Reynolds (2011) conducted an analogue study that investigated the impact of peer influence on risk-taking behaviour in older adolescents. The study recruited 183 older adolescents who were assessed individually at baseline before being randomly assigned to one of three conditions: alone, peers present, and peers encouraging. A behavioural task assessing risk-taking behaviour was administered, and the participants were required to complete the task in the presence or absence of their peers. The results of the study revealed a significant interaction of session by condition, indicating that the encouraging condition was associated with a significant increase in risk-taking behaviour scores at the experimental session. Interestingly, the findings suggested that the presence of peers alone did not lead to a significant increase in risk-taking behaviour. The study's results support the notion that older adolescents tend to engage in more risk-taking behaviours when encouraged by their peers, but they may not necessarily do so when alone or in the presence of their peers who do not encourage them. The study's results have implications for interventions aimed at reducing adolescent delinquent behaviours. Specifically, the findings suggest that interventions should focus on reducing peer influence on adolescents' risky behaviours rather than solely targeting individual adolescents. Overall, the study contributes to a growing body of research that underscores the importance of peer influence in shaping adolescent behaviour.

Tomé (2012) conducted a study to investigate how peer groups can influence the behaviour of adolescents. To achieve this objective, an explanatory model based on Structural Equation Modeling (SEM) was proposed. The sample used in the study consisted of adolescents who participated in the Portuguese survey of the European study Health Behaviour in School-aged Children (HBSC). The Portuguese survey included students from grades 6, 8, and 10 within the public education system, with an average age of 14 years old. The total sample of the HBSC study carried out in 2006 was 4,877, but the SEM resulted in a sample loss of 1,238 participants. The study's results showed that peers have a direct influence on adolescents' risk behaviours. Specifically, the negative influence of peer groups was more strongly connected to involvement in risk behaviours, while the positive influence was more strongly connected to protective behaviours. The study found that the relationship with parents did not demonstrate the expected mediation effect, with the exception of two elements: the relationship between the type of friends and risk behaviour and communication with parents and lesser involvement in violent behaviours, and increased well-being. These findings suggest that parental communication and the type of friends an adolescent has can play a crucial role in shaping their behaviour.

The study's findings are consistent with previous research that has highlighted the role of peer groups in shaping adolescent behaviour. The study's unique contribution is its use of SEM to model the complex relationships between peer influence and adolescent behaviour. The findings of this study have important implications for intervention strategies aimed at reducing adolescent risk behaviours. The study suggests that interventions should focus on improving parent-child communication and fostering positive peer relationships to reduce the likelihood of engaging in risky behaviours. Additionally, the study highlights the importance of considering the complexity of the relationships between various factors that influence adolescent behaviour, such as peer groups and parental relationships. Further research is needed to fully understand these complex relationships and to develop effective intervention strategies.

Gardner and Steinberg (2005) conducted an experimental study to investigate age differences in the influence of peer context on risky decision making. The results showed that when tested alone, participants in all three age groups engaged in a comparable amount of risk taking. These findings highlight the significant role of peer

influence on risky decision making among adolescents, especially in the context of driving behaviour. The results also suggest that the effect of peer context on risk taking varies across different age groups. While the influence of peers may be particularly strong among early and late adolescents, it appears to wane among adults. Overall, these findings have important implications for understanding the social factors that contribute to risky behaviour among young people and for designing effective interventions to reduce these behaviours.

Korir and Kipkemboi (2014) conducted a study to investigate the impact of school environment and peer influences on students' academic performance. The study was carried out in Sabatia District of Vihiga County, Kenya, and involved a sample of students from twenty-one public secondary schools. The researchers used a simple random sampling technique to select respondents, and administered questionnaires to collect data. Multiple regressions were then used to analyze the data. The findings of the study revealed that peer influence had a significant impact on students' academic performance. Specifically, the study found that peer pressure played a role in shaping students' behaviour and decision-making, which in turn affected their academic performance. The study's results suggest that interventions aimed at improving students' academic performance should take into account the influence of peers.

Esiri (2016) conducted a comprehensive analysis of the presence and impact of peer on adolescents, and how it can lead to non-conformity to societal norms and laws. Drawing from the social learning theory and social control theory, the paper examines the process and occurrence of peer influence on individuals and groups. Through a thorough examination of the data, the study found that peer pressure has a significant impact on adolescents' behaviour and can lead to conformity to criminal codes and behaviour, especially in delinquent subcultures. The paper emphasizes the need to understand the dynamics of peer pressure and influence to effectively address deviant behaviour among adolescents.

Weerman, Wilcox, and Sullivan (2018) conducted a short-term longitudinal study aimed at analyzing the relationship between peer affiliations, offending behaviour, and routine activities. This study, known as the TEENS study, was carried out among a cohort of students from one mid-sized high school in Kentucky, as part of the larger Rural Substance Abuse and Violence Project. The sample for the study consisted of a

complete network of 155 ninth graders who were surveyed about their peer affiliations, routine activities, and offending behaviours over the course of five waves of data collection at the beginning of the school year. The measurement intervals used in the study were no more than two weeks long, allowing for a detailed analysis of short-term changes in the variables of interest. The findings of this study suggested significant impact and influence of peers on behaviour of the participants; and this was noticed across the waves measured. The findings suggest that peers may influence an individual's behaviour, but not necessarily through their own delinquent behaviours. Overall, this study provides valuable insights into the complex dynamics of peer influence on adolescent behaviour.

2.3.4 Self-Control and Offending Behaviour

Self-control has been consistently found to be a significant factor in predicting adolescent offending behaviour in numerous studies.

Building on this research, Meldrum, Miller, and Flexon (2013) investigated the role of self-control in the susceptibility to peer influence and delinquency. Their study examined the independent and interactive effects of self-control and susceptibility to peer influence on self-reported delinquency. The results indicated that individuals with higher levels of self-control were less susceptible to peer influence and that susceptibility to peer influence was a stronger predictor of delinquency than self-control. Moreover, the effect of susceptibility to peer influence on delinquency was found to be moderated by one's level of self-control. Specifically, the influence of susceptibility on delinquency was stronger for individuals with higher levels of self-control. These findings highlight the important role of self-control in resisting the negative effects of peer influence and ultimately reducing delinquent behaviour among adolescents.

Rengerink (2015) conducted a cross-sectional study to investigate the impact of education level on the relationship between self-control demands and burnout. Self-report questionnaire was used in collecting the data from 268 employees from different industries and companies who voluntarily participated in the survey. Among other findings, the correlation analysis employed by the authors revealed that high level of self-control resulted in lowere level of burnout of the employees. These findings have

significant implications on how self-control prominently influence various aspects of human behaviour, either positive or negative. Moreover, the study also highlights the potential moderating role of self-control in the expression of offending behaviour. Specifically, individuals with high self-control may be better equipped to resist peer pressure and resist engaging in delinquent behaviours, while those with low self-control may be more susceptible to these external influences. These findings emphasize the importance of developing self-control skills, particularly among adolescents, to reduce their risk of engaging in delinquent behaviours and becoming involved in the criminal justice system.

In another study comparing the influence of peers and impulsivity, Vitulano, Fite, and Rathert (2010) found that adolescents with higher levels of impulsivity were more susceptible to influences from delinquent peers. These findings suggest that low self-control and high impulsivity are risk factors for delinquency, and that improving inhibitory control and reducing impulsivity could be important targets for intervention efforts aimed at preventing delinquent behaviour in adolescents.

Mobarake, Juhari, Yaacob and Esmaeili's (2014) study explored the role of self-control as a moderator in the relationship between peer affiliation and antisocial behaviour among a sample of 395 adolescents in Tehran city, Iran. In measuring the study variables, the researcher made use of already valifdated self-sdmininstered questionnaire. Relevant statistical analysis was conduceted, including regeression analysis. The findings of this study demonstrated that peer affiliation was significantly associated with antisocial behaviour in adolescents. Furthermore, the results revealed the moderating effect of self-control in the relationship between peer affiliation and adolescent's antisocial behaviour.

In their 2016 study, Franken et al. aimed to investigate the potential moderating effect of self-control on the association between friendship and the development of externalizing behaviour, including antisocial behaviour, alcohol use, and tobacco use. The researchers tested two hypotheses, the first being that adolescents with low self-control will develop externalizing behaviours regardless of their friends' behaviour, and the second being that they are more likely to be influenced by their friends' externalizing behaviours. This study provides important insights into the complex interplay between self-control, friendship, and externalizing behaviours in early

adolescence, highlighting the importance of addressing both personal and social factors in prevention and intervention efforts.

2.4   Conceptual Model of the Study

| Independent Variables | Intervening Variable | | Dependent Variable |

Reciprocal Peer Tutoring (RPT)

Multisystemic Therapy (MST)

Organismic Factors

Environmental Factors

- Self-Control

- Gender

- Personality Type

- Age

- Peer Influence

- Social Media

- Socio-economic Status

- Family history of violence

Offending Behaviour

(Stimulus) ——————————— **(Organism)** ————————— **(Response)**
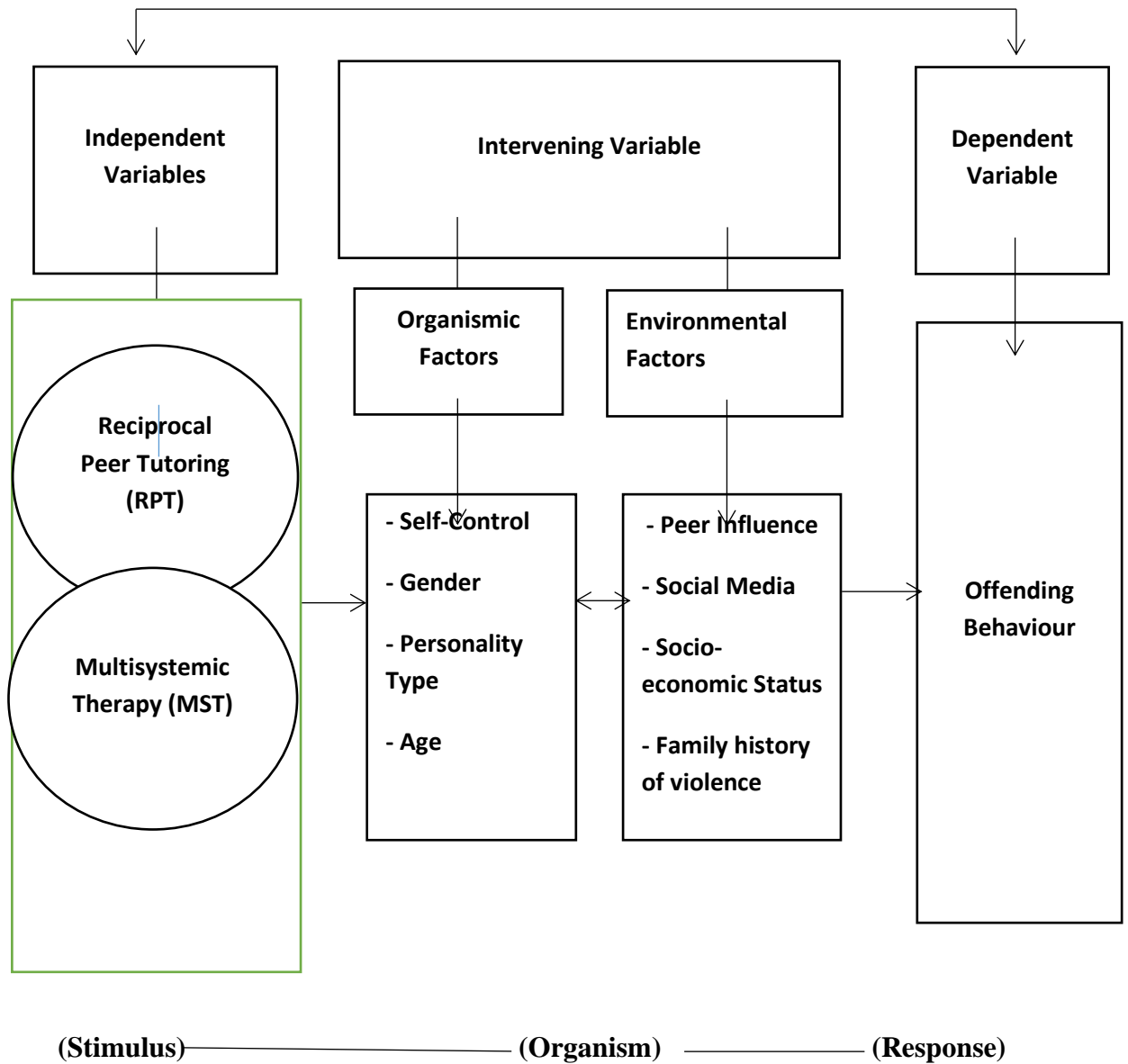
The conceptual model of this study consist of Reciprocal Peer Tutoring and Multisystemic Therapy as independent variables, which were used as treatment packages in a quasi-experimental design to assess their therapeutic effects on the dependent variable of offending behaviour. The researcher manipulated these independent variables while examining the impact of intervening variables, which were categorized as primary and secondary. The primary intervening variable was the self-control of the participants, while the secondary intervening variable was the peer influence in their environment. By manipulating the independent variables and their interactions with the intervening variables, the study aimed to observe the resulting effects on the dependent variable

CHAPTER THREE

METHODOLOGY

In this chapter, you will find details about the methods and procedures used to conduct the study. The topics covered include the research design, population, sample selection process, the instruments used to gather data, the steps taken to carry out the study, the process of experimentation, and the data analysis method that will be used.

3.1   Research Design

In this research, a mixed method design that combined both quantitative and qualitative (quan+qual) research was employed. The study aimed to simultaneously collect and analyze both types of data with the aim of triangulating the results obtained. To achieve this, a pre-test-post-test control group experimental design with a 3x3x3 factorial matrix was used for the quantitative aspect of the study. This involved dividing participants into two experimental groups (reciprocal peer tutoring and multisystemic therapy) and a control group. The factors of peer influence (high, moderate, and low) and self-control (high, moderate, and low) were varied at three levels to create the factorial matrix. The details of the experimental design are presented in table 3.1.

Additionally, a qualitative component of the study involved conducting Focus Group Discussions (FGDs) with out-of-school adolescents. The discussions were centered on topics such as the prevalence of offending behaviour, out-of-school syndrome, factors contributing to offending behaviour, and possible solutions to address the issue. The information gathered from the FGDs helped to complement the quantitative data and provided more in-depth insights into the experiences and perspectives of the participants. By using a mixed method design, this study was able to provide a more comprehensive understanding of the problem being investigated.

Table 3.1: 3x3x3 factorial matrix on the effect of reciprocal peer tutoring and multisystemic therapy on offending behaviosur of out-of-school adolescents in motor parks

Groups	Peer influence								
	High			Moderate			Low		
	Self-Control								
	High	Moderate	Low	High	Moderate	Low	High	Moderate	Low
RPT	3	3	4	2	5	3	3	4	2
MST	2	3	3	3	5	4	3	3	4
CG	2	1	3	3	6	5	2	4	4

Key: RPT= Reciprocal Peer Tutoring, MST= Multisystemic Therapy, CG = Control Group

This diagram can be schematically represented thus:

O_1 XA_1 O_4

O_2 XA_2 O_5

O_3 O_6

Where O_1, O_2 and O_3 are pre-tests

O_4, O_5 and O_6 are post-tests

XA_1 = Experimental treatment of Reciprocal Peer Tutoring

XA_2 = Experimental treatment of Multisystemic Therapy

Other than the pep discussion, no psychological treatment will be administered on the control group

3.2 Population

The study was conducted among a group of out-of-school adolescents who were found in various motor parks located in Ogun State, Nigeria. Ogun State is known for its high population, and it is located close to Lagos State, which makes it an area of interest for many people who are seeking opportunities. Due to the influx of residents from Lagos State and other neighboring towns, the number of out-of-school adolescents in Ogun State is likely to be high. However, there is no official state government data available on the exact number of out-of-school adolescents in motor parks within the state. Despite the lack of specific data, it is widely assumed that the state has one of the highest numbers of out-of-school adolescents in Nigeria, possibly second only to Lagos State. With a total of 20 local governments, the population of out-of-school adolescents in motor parks across Ogun State is expected to be quite substantial. Therefore, this study has focused on this population in order to better understand their experiences and behaviours related to offending behaviour.

3.3 Sample and Sampling Technique

In this study, a multistage sampling procedure was employed to select the participants for the research. A total of 99 out-of-school adolescents who met the inclusion criteria were recruited, however, only 89 of them were included in the final data analysis. Of the 10 participants who were not included in the final analysis, 6 relocated while 4 refused to continue in the program. The first stage of the sampling procedure involved following the existing three senatorial districts in Ogun State, which are Ogun East, Ogun Central, and Ogun West. In the second stage, one local government was selected from each of the three senatorial districts. For this study, the researcher purposefully chose the local governments of Abeokuta North, Ado-Odo Ota, and Sagamu as they are more populated and have a higher probability of having out-of-school adolescents in motor parks. These local governments were then randomly assigned to treatment and control groups. In the third stage, the researcher selected cluster areas where out-of-school adolescents are commonly found in each of the selected local governments. The cluster areas selected were Lafenwa, Sango, and Isale Oko motor parks. Participants were selected from each of these motor parks using the inclusion criteria. The number of participants selected from each park is as follows: Lafenwa (n = 34), Sango (n = 32), and Isale Oko (n = 33). However, only 89

participants completed the study, with 29 from Lafenwa, 30 from Sango, and 30 from Isale Oko motor parks. The participants comprised of 53 male (59.55%) and 36 female (40.45%) adolescents. The inclusion criteria for the study were based on four factors, namely: participants who had dropped out of secondary school for at least a month, those who scored 25 and above in the Criminal Sentiments Scale-Modified screening instrument, those who signed the consent form to show readiness for the program, and those who were physically and mentally fit.

In this study, the Yoruba language version of the Criminal Sentiments Scale-Modified (CSS-M) was utilized to screen out-of-school adolescents for offending behaviour. This instrument was adapted from the original CSS-M by Shields and Simourd (1991) and is a self-report measure that assesses attitudes, values, and beliefs related to criminal activity. The scale consists of 15 items, with 10 items measuring tolerance for law violations and 5 items measuring identification with criminal others. Participants were asked to choose from four response options ranging from strongly agree to strongly disagree. The scale was found to have a reliability of $\alpha = .76$ on the TLV sub-scale and $\alpha = .57$ on the ICO sub-scale. The researcher conducted a pilot study to test the reliability and usability of all the instruments by administering Yoruba language versions to 20 out-of-school adolescents in Obafemi Owode local government, Ogun State.

Inclusion Criteria

Participants must meet the following criteria before being enrolled for the study:

    i.   Participants should be living in or around the selected motor parks
    ii.   Participants should be of stable mental health
    iii.   Participants must have parental consent to participate in the study
    iv.   Participants should be out-of-school adolescents.

3.4 Instrumentation

The Yoruba language version of the following instruments was used in the study:

3.4.1 Criminal Sentiments Scale-Modified (Screening Instrument) (*Ìṣàtúnṣe Ìgbéléwọ̀n Ìwà tí Kò Bá Òfin Mu*)

The scale was used to screen the potential participants for the study. Following the pilot testing, 15 items were found useful with overall Cronbach α = .73, indicating a strong reliability of the scale for the study. It is a Likert format scale that measure offending behaviour of adoeslescents. Scholars such as Wormith and Andrews (1995) and Simourd and van de Ven (1999) have also found this instrument to be useful in screening adolescents for offending and criminality. Thus, the Yoruba language version of the CSS-M is an effective tool for screening out-of-school adolescents for criminal attitudes, values, and beliefs.

3.4.2 Offending Behaviour Scale (*Òṣùwọ̀n Ìwà Àìtọ́*)

In order to measure the participants' offending behaviour, the Offending Behaviour Scale (*Òṣùwọ̀n Ìwà Àìtọ́*) was utilized. This scale is actually an adapted version of the Crime and Violence Scale (CVS) developed and validated by Conrad, Riley, Conrad, Chan and Dennis (2010). The CVS is a useful tool for measuring criminality, and it consists of 31 dichotomous items that are divided into four conceptually distinct subscales, namely the General Conflict Tactic Scale (GCTS), Property Crime Scale (PCS), Interpersonal Crime Scale (ICS), and Drug Crime Scale (DCS). However, after conducting a pilot testing of the scale, only 24 items were retained due to their high reliability. The GCTS, for instance, includes eight items, and its item stem reads: "During the past 12 months, have you done the following things?" The response format for the scale is a four-Likert scale, where SA=4, A=3, D=2, and SD=1. Sample items from the CVS are: "I always insulted, swore, or cursed others (Mo máa ń tàbùkù, búra tàbí ṣépè fún ẹlòmíràn); I purposely damage property that do not belong to me (Mo máa ń mọ̀ọ́mọ̀ bá ohun ìní tí kì í ṣe tèmi jẹ́); I can use a weapon or force to get money from a person (Mo lè lo ohun ìjà tàbí ìwà ipá láti gba owó (jáwó gbà) lọ́wọ́ ènìyàn); I could take alcohol or cigarettes to any length (Mo lè mu ọtí àti sìgá láì bojú wẹ̀yìn)", among others. The

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Yoruba version of the scale used in the study had a reliability of Cronbach α = 0.79, which shows an acceptable reliability coefficient.

3.4.3 Peer Influence Scale (PIS) (ÒṢÙWỌ̀N IPA ÀWON ẸLẸGBẸ́ MI)

The Peer Influence Scale (PIS), also known as "Òṣùwọ̀n Ipà àwòn ẹlègbé mi", was developed by Bailur (2006) with the aim of measuring the general influence of peers on adolescents. The scale was adapted for use in this study to assess the level of peer influence among the participants. Originally, the scale contained 18 items, but after a pilot testing was conducted, 13 items were selected as they were found to be highly reliable and suitable for the study. The items in the scale were in a four-Likert format with responses ranging from strongly agree (4) to strongly disagree (1). To determine the level of peer influence, the researchers summed up the choices made by the participants. Some of the items in the scale include: "I get along well with my friends" (Mo ní ìbáṣepọ̀ tó dán mọ́rán pẹ̀lú ẹlẹgbẹ́ mi); "My friends help me in sharing things" (Àwọn ọ̀rẹ́ mi máa ń ràn mí lọ́wọ́ láti máa pín nkan).

For the purpose of this study, the participants' scores on peer influence were categorized as low (18-35), moderate (36-53), and high (54-72). The pilot testing of the scale revealed that it was reliable for use in this study, with a Cronbach Alpha of 0.71. Therefore, the PIS is a valuable tool for assessing the level of peer influence among adolescents and can provide insight into how peer relationships may impact their behaviours and decision-making.

3.4.4 Self-Control Scale (SCS) (ÒṢÙWỌ̀N ÌKÓRA ENI NÍÌJÀNU)

In this study, the self-control scale (òṣùwọ̀n ìkóra eni níìjànu) used to evaluate the level of self-control of participants was adapted from the Brief Self-Control Scale created by Tangney, Baumeister, and Boone (2004). The scale, which consists of 13 items, measures five domains of self-control, including task performance, psychological adjustment, impulse behaviours, interpersonal relationships, and moral emotions. Respondents were required to rate their responses on a four-Likert scale, ranging from strongly agree (4) to strongly disagree (1). For instance, some of the items on the scale include "I am good at resisting temptation" and "I have a hard time breaking bad habits."

The participants' scores were categorized as low, moderate, and high, with an average score of 13-26, 27-39, and 40-52, respectively. Tangney, Baumeister, and Boone (2004) reported high correlation coefficients between their brief self-control scale and longer self-control measures. Additionally, the internal consistency of the scale was found to be high in two different studies, with Cronbach's alpha values of 0.83 and 0.85, respectively. Furthermore, Campbell (2014) reported that the scale was reliable with a Cronbach's alpha value of 0.76.

The pilot testing of the 13-item self-control scale in this study yielded an acceptable Cronbach's alpha value of 0.70, indicating that the scale is reliable. This self-control scale adapted from Tangney, Baumeister, and Boone's (2004) Brief Self-Control Scale provides a useful tool for measuring self-control across multiple domains and has demonstrated strong psychometric properties in previous studies.

3.5   Focus Group Discussion (*ASOYEPO ORO PELU EGBE IDOJUKO*)

In order to gain insights into the factors that lead to offending behaviour among out-of-school adolescents, this study utilized three sessions of Focus Group Discussion (FGD). The FGD was conducted in Abeokuta South Local Government on a group of adolescents who were not included in the experimentation. Each session discussed different questions that aimed to explore the root causes of the problem and possible solutions to address it.

During Session 1, participants were asked about their thoughts on what leads adolescents out of school. This helped to identify the reasons why some teenagers choose to drop out of school and how this may contribute to their engagement in offending behaviour. Session 2 focused on the factors that often make adolescents engage in such behaviour, such as peer pressure, family problems, and lack of positive role models.

Session 3 delved into various ways in which out-of-school adolescents could desist from engaging in offending behaviour. This discussion provided potential solutions to help prevent young people from getting involved in criminal activities, such as engaging in positive activities, developing better coping mechanisms, and seeking professional help.

Session 4 aimed to explore the ways through which out-of-school adolescents could help each other out of offending behaviour problems. This helped to highlight the importance of peer support and positive relationships in helping young people stay on the right track.

Session 5 focused on the roles that the government could play in reducing the problem of offending behaviour among out-of-school adolescents. Participants discussed the importance of government intervention in providing education and social services, creating job opportunities, and developing policies to address the root causes of offending behaviour.

Finally, Session 6 discussed the various ways by which out-of-school adolescents can be productively engaged. This helped to identify alternative activities that could help young people stay motivated and focused, such as vocational training, apprenticeships, and entrepreneurship programs. Through these sessions of FGD, this study gained valuable insights into the complex issue of offending behaviour among out-of-school adolescents and provided potential solutions to address this problem. (Source: Personal adaptation of original sentence)

3.6 Procedure

In the process of conducting the study, a well-defined procedure was followed to ensure its success. To begin with, a letter of introduction was obtained from the Department of Counselling and Human Development Studies, University of Ibadan, Nigeria. The letter was then submitted to the Ministry of Transportation of Ogun State for consideration and approval to carry out the research. Once the necessary approval was granted, the researcher went ahead to select the participants for the study, using a screening instrument. The researcher enlisted the help of two research assistants, both of whom had Master's degrees in Counselling Psychology. The assistants were trained for a day on the research objectives, roles and responsibilities, and research ethics to ensure that they were well-equipped to carry out their duties.

The procedure for the experimental groups was divided into pre-session activity, general activity, and posttest stage, to take into account the peculiarities of the therapies. The first pre-session activity involved selecting five out-of-school

adolescents who had lived in motor parks other than the ones selected for the main experiment of the study. These adolescents were given a four-week consecutive training using treatment packages on peer tutoring, with the researcher serving as the tutor and the adolescents as the participants. The training of peer-tutor leaders was conducted over four weeks, with each week having two sessions, and each session lasting one hour. The efficacy of the treatment was measured using the offending behaviour scale criterion variable. Once the data confirmed that these adolescents had lower scores, they were informed of their roles in the main experimental group as the first tutors in the course of experimentation. They were to train their peers on curbing offending behaviour using the same manual on reciprocal peer tutoring. After the posttest stage, the researcher compensated them with four pieces of cloths each.

For the Multisystemic therapy session, the pre-session activity involved selecting eight agents of systems in the multisystemic paradigm. These agents covered the individual system (1 person), family system (2 persons), peer system (2 persons), social system (legal, 1 person), and community system (2 persons). They were contacted and agreed to serve as agents, after which the researcher gathered them in one session activity. They were exposed to what offending behaviours meant, as well as how systems in the systemic paradigm can be used to curb or eliminate offending behaviour among out-of-school adolescents.

The general activity involved a pre-test stage where participants were required to fill in questionnaires such as the Offending Behaviour Scale, Peer Influence Scale, and Self-Control Scale. Participants' scores on the Offending Behaviour Scale served as their pre-test scores. After the pre-test stage, the treatment stage commenced, where participants in the experimental groups were exposed to eight weeks of treatment sessions using either reciprocal peer tutoring or multisystem therapy. The control group did not receive any treatment or intervention but was instead taught about

3.7   Ethical Consideration

In order to guarantee the ethical appropriateness of the study, the researcher obtained the required ethical approval from the Ethical Review Committee of the University of Ibadan. This step was taken to ensure that the study is conducted in accordance with ethical principles and guidelines. In addition to the approval from the

university, the researcher also made use of the existing ethical approval from the Ogun State Ministry of Transportation to further reinforce the ethical consideration of the study. By obtaining these ethical approvals, the researcher demonstrated a commitment to the ethical conduct of the study and a recognition of the importance of ethical principles in research.

3.8   Control of Extraneous Variables

To minimize the effects of extraneous variables on the outcomes of the study, the researcher employed several strategies. Firstly, the participants were randomized into either the experimental or control group using an effective and appropriate randomization technique. Secondly, the inclusion criteria were strictly followed to ensure that participants in both groups were comparable in terms of their demographic characteristics and other relevant variables. Thirdly, the researcher utilized a 3x3x3 factorial matrix design, which allowed for the examination of the effects of multiple variables simultaneously. Finally, to further control for extraneous variables, the analysis of covariance (ANCOVA) was employed, which has the ability to statistically adjust for the effects of extraneous variables (Criminal Sentiments Scale-Modified).

3.9. Outline of the Treatment Package

The following section provides a detailed outline of the treatment package used in this study, as presented in the Criminal Sentiments Scale-Modified. The treatment package consists of two interventions and a control group. The Yoruba version of the treatment package is also included in the appendix for reference.

3.9.1   Treatment one: Reciprocal Peer Tutoring

Treatment one is Reciprocal Peer Tutoring and consists of eight sessions. Session one involves general orientation and rapport building, as well as pre-test administration. Session two covers the description and effects of offending behaviour. Session three introduces reciprocal peer tutoring to the participants. Session four focuses on reciprocal peer tutoring on the consequences of offending behaviour. Session five explains the peer work on the factors that reinforce offending behaviour among out-of-school adolescents in motor parks. Session six covers peer integration on how to curb offending behaviour among out-of-school adolescents in motor parks. Session seven

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involves peer discussion on alternative positive behaviour for out-of-school adolescents in motor parks. Finally, session eight concludes the program and involves post-test administration.

3.9.2 Treatment Two: Multisystemic Therapy

Treatment two is Multisystemic Therapy and also consists of eight sessions. Session one is similar to the first session in Treatment one. Session two covers the description and effects of offending behaviour. Session three introduces multisystemic therapy to the participants. Session four focuses on discussing how each system predisposes out-of-school adolescents in motor parks to offending behaviours. Session five aims to eliminate offending behaviour through individual and family systems. Session six focuses on eliminating offending behaviour through peers and legal systems. Session seven targets eliminating offending behaviour through the community system. Finally, session eight concludes the program and involves post-test administration.

Control Group

The control group consists of three sessions. Session one is similar to the first session in both Treatment one and Treatment two and involves general introduction and pre-test administration. Session two covers the use of simple farm tools. Finally, session three concludes the program and involves post-test administration.

The data collected from the participants in the three groups were analyzed using the Analysis of Covariance (ANCOVA) technique proposed by Fisher in 1951. The observed significant mean difference among the groups was further analyzed using Scheffle Post Hoc Analysis. Moreover, the researcher used submissions gathered during focus group discussions to corroborate the quantitative analysis.

3.10   Method of Data Analysis

In order to analyze the data collected from the participants in the three groups, the researcher employed the method of Analysis of Covariance (ANCOVA) which was originally proposed by Fisher in 1951. The ANCOVA was utilized to observe any significant mean differences among the groups, and this was further analyzed using

Scheffle Post Hoc Analysis. Additionally, the researcher gathered submissions from focus group discussions to support the quantitative analysis and strengthen the reliability of the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1   Result

In this chapter, the results obtained in the study are presented and discussed. The data was analyzed based on the seven hypotheses formulated for the study. The findings of the study are discussed in detail in the latter part of this chapter. The purpose of the discussion is to interpret the results and provide insight into the implications of the study. This discussion provides a comprehensive understanding of the research findings, and highlights the significance of the study for future research. Furthermore, the discussion also presents limitations of the study, which suggests areas for improvement in future research. Ultimately, this chapter serves as a significant contribution to the existing body of knowledge in the field.

Table 4.1: Summary of 3x3x3 Analysis of Covariance (ANCOVA) of treatments on offending behaviour

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	27610.436[a]	19	1453.181	79.228	.000	.956
Intercept	1336.082	1	1336.082	72.843	.000	.514
Prescore	1355.864	1	1355.864	73.922	.000	.517
Treatment	9055.771	2	4527.886	246.861	.000	.877
Peer Influence	1098.738	2	549.369	29.952	.000	.465
Self Control	319.371	2	159.685	8.706	.000	.202
Treatment*Peer Influence	636.008	3	212.003	11.558	.000	.334
Treatment * Self Control	316.829	3	105.610	5.758	.001	.200
Peer Influence * Self Control	592.451	3	197.484	10.767	.000	.319
Group * Peer Influence * Self Control	135.181	2	67.590	3.685	.053	.097
Error	1265.587	69	18.342			
Total	204718.000	89				
Corrected Total	28876.022	88				

a. R Squared = .956 (Adjusted R Squared = .944)

The analysis of data collected from the participants in the study revealed that there was a significant main effect of treatments on the reduction of offending behaviour ($F_{2, 69} = 246.861$, $p < 0.05$, $\eta^2 = 0.877$), as indicated in Table 4.1. This implies that the participants who received reciprocal peer tutoring (RPT) and multisystemic therapy (MST) significantly differed from those in the control group. The $\eta^2 = 0.877$ indicates that the main effect of the treatment on offending behaviour reduction was 87.7%. Consequently, the null hypothesis that there is no significant main effect of treatments on offending behaviour among out-of-school adolescents in motor parks, Ogun State, was rejected, thus supporting the alternative hypothesis.

In order to examine the specific effect of each psychotherapy and the extent of the difference between the three groups (RPT, MST, and CT), a post-hoc analysis was carried out using the Scheffe method. The results of the analysis are presented in Table 4.2, which contains the mean scores of the participants in each group. This presentation is necessary to fully understand the effectiveness of each psychotherapy in reducing offending behaviour among out-of-school adolescents in motor parks, Ogun State.

Table 4.2: Significant Differences in the Treatment Groups

Treatment	N	Subset for alpha = 0.05		
		1	2	3
Multisystemic Therapy	30	33.0667		
Reciprocal Peer Tutoring	29		36.8621	
Control Group	30			63.1667
Sig.		1.000	1.000	.000

Upon careful observation of Table 4.2, several noteworthy findings can be deduced. Firstly, there was a significant mean difference observed in the reduction of offending behaviour among the participants who received either reciprocal peer tutoring (RPT) or multisystemic therapy (MST) in comparison to those in the control group. Specifically, the mean score of participants who underwent RPT was 36.86, and for those who underwent MST, it was 33.07, while the control group's mean score was 63.17. These results indicate that both RPT and MST were effective in reducing offending behaviour among the participants.

Secondly, there was no statistically significant difference in the mean score of participants who received RPT (mean = 36.86) compared to those who underwent MST (mean = 33.07). This finding suggests that both psychotherapies were equally effective in reducing the offending behaviour among the participants.

Thirdly, a significant difference was observed in the mean score of participants who underwent RPT (mean = 36.86) and those in the control group (mean = 63.17). This result indicates that RPT was significantly more effective in reducing offending behaviour among the participants than the control group.

Lastly, a significant difference was observed in the mean score of participants who underwent MST (mean = 33.07) and those in the control group (mean = 63.17). This finding implies that MST was significantly more effective in reducing offending behaviour among the participants than the control group. These results highlight the significant impact of RPT and MST in reducing offending behaviour among out-of-school adolescents in motor parks in Ogun State, Nigeria.

Hypothesis 2: There is no significant main effect of peer influence on offending behaviour among out-of-school adolescents in motor parks, Ogun State.

After conducting the necessary analysis, the findings revealed that the hypothesis 2, which posits that there is no significant main effect of peer influence on offending behaviour among out-of-school adolescents in motor parks, Ogun State was rejected. The analysis, as presented in Table 4.1, revealed a significant main effect of peer influence on offending behaviour ($F_{2, 69} = 29.952$, $p < 0.01$, partial $\eta^2 = .465$). This indicates that peer influence has a considerable impact on the participants' offending

behaviour. The partial η2 value of .465 indicates that 46.5% of the change in offending behaviour of the participants could be attributed to peer influence.

To gain a deeper understanding of the specific directions of the differences among the levels of peer influence, a Bonferroni pairwise comparison analysis was conducted. The outcomes of this analysis are presented in Table 4.3, which provides a detailed breakdown of the mean scores and standard deviations of the participants in each group. The results of this analysis provide valuable insights into the impact of peer influence on the participants' offending behaviour, and further underscore the significance of the findings in the current study.

Table 4.3a: Bonferonni Pair-wise Comparison showing the significant difference among levels of peer influence (PI)

(I) Peer Influence	(J) Peer Influence	Mean Difference (I-J)	Std. Error	Sig.[b]
High PI	Moderate PI	8.26042	4.59571	.227
	Low PI	15.62027[*]	4.22244	.001
Moderate PI	High PI	-8.26042	4.59571	.227
	Low PI	7.35985	4.56577	.332
Low PI	High PI	-15.62027[*]	4.22244	.001
	Moderate PI	-7.35985	4.56577	.332

According to the findings in Table 4.3, it can be observed that participants who had high levels of peer influence (mean = 52.47) had a significantly higher mean score in offending behaviour compared to those with low peer influence (mean = 36.85). However, there was no significant difference observed between those with high peer influence (mean = 52.47) and those with moderate peer influence (mean = 44.21). Additionally, there was no significant difference found between those with moderate peer influence and those with low peer influence (mean = 36.85). These results suggest that out-of-school adolescents with a high level of peer influence are at a greater risk for engaging in offending behaviour compared to those with low levels of peer influence. Therefore, the findings from the Bonferroni pairwise comparison analysis provide further support for the rejection of hypothesis 2, which stated that there is no significant main effect of peer influence on offending behaviour among out-of-school adolescents in motor parks, Ogun State.

Hypothesis 3: There is no significant main effect of self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

Upon examination of the data in Table 4.1, it was discovered that there is a significant main effect of self-control on offending behaviour among out-of-school adolescents in motor parks, Ogun State ($F_{2, 69} = 8.706$, $p < 0.01$, partial $\eta2 = .202$). As a result of this finding, hypothesis 3 was rejected. The table further indicates that self-control accounts for 20.2% change in the offending behaviour of the participants. To gain a more detailed understanding of the direction of differences among the levels of self-control, a Bonferroni pairwise comparison analysis was conducted and the results can be found in Table 4.3b.

Table 4.3b: Bonferonni Pair-wise Comparison showing the significant difference among levels of self-control (SC)

(I) Self Control	(J) Self Control	Mean Difference (I-J)	Std. Error	Sig.[b]
High SC	Moderate SC	-15.54643[*]	3.77925	.000
	Low SC	-23.45119[*]	4.13319	.000
Moderate SC	High SC	15.54643[*]	3.77925	.000
	Low SC	-7.90476	4.42761	.233
Low SC	High SC	23.45119[*]	4.13319	.000
	Moderate SC	7.90476	4.42761	.233

As per the results presented in Table 4.3b, it can be observed that there was a significant difference in offending behaviour among participants with high self-control (mean = 34.03) in comparison to those with moderate (mean = 49.57) and low self-control (mean = 57.48). However, no significant difference was found between the mean scores of participants with moderate self-control and those with low self-control. These findings indicate that out-of-school adolescents who possess high self-control tend to engage in offending behaviour less frequently than their counterparts with lower levels of self-control. These results are consistent with previous research that has established the role of self-control in shaping behavioural outcomes (Smith & Gullone, 2013). Additionally, it is worth noting that the partial eta-squared value of .202 indicates that self-control accounts for 20.2% of the variance in offending behaviour among the participants (Field, 2013).

Hypothesis 4: There is no significant interaction effect of treatment and peer influence on offending behaviour of out-of-school adolescents in motor parks, Ogun State

The results from Table 4.1 demonstrate that there is a significant interaction effect of treatment and peer influence on the offending behaviour of out-of-school adolescents in motor parks, Ogun State ($F_{2, 69}$ = 11.558, p < 0.01, partial η^2 = .334). The rejection of the null hypothesis based on this study highlights the significance of the interaction effect of treatment and peer influence on offending behaviour. The partial η^2 = .334 indicates that the interaction effect size of treatment and peer influence accounted for a considerable 33.4% change in the offending behaviour of the participants. Therefore, to further elucidate the direct and point of interaction between treatment and peer influence, a detailed analysis was conducted and the outcomes are presented in Table 4.4.

Table 4.4: Pairwise Comparison showing interactive effect of treatment and peer influence on offending behaviour

Treatment	Peer Influence	Mean	Std. Error
Reciprocal Peer Tutoring	High	37.98	1.736
	Moderate	24.79	1.833
	Low	44.37	1.378
Multisystemic Therapy	High	35.70	1.423
	Moderate	31.15	1.733
	Low	35.69	1.315
Control group	High	73.94	1.810
	Moderate	61.28	1.436
	Low	54.17	2.162

Table 4.4 presents interesting findings as it indicates that the two experimental groups, which are reciprocal peer tutoring and multisystemic therapy, have a similar level of interaction effect with peer influence after controlling for the effect of pretest score. Additionally, the results show that participants in the moderate level of peer influence exhibited better performance compared to those in high and low peer influence categories. Specifically, the outcomes demonstrate that moderate peer influence had a more favorable impact on the treatment outcome for both experimental groups, namely reciprocal peer tutoring (moderate PI mean = 24.79) and multisystemic therapy (moderate PI mean = 31.15), in terms of reducing offending behaviour. Interestingly, the results also indicate that those at the extreme ends of the peer influence spectrum (high and low) did not experience significant changes in their offending behaviour. Therefore, these findings suggest that the success of the treatment in reducing offending behaviour in out-of-school adolescents in motor parks, Ogun State, may be dependent on the participants' level of peer influence, with the moderate level being most beneficial.
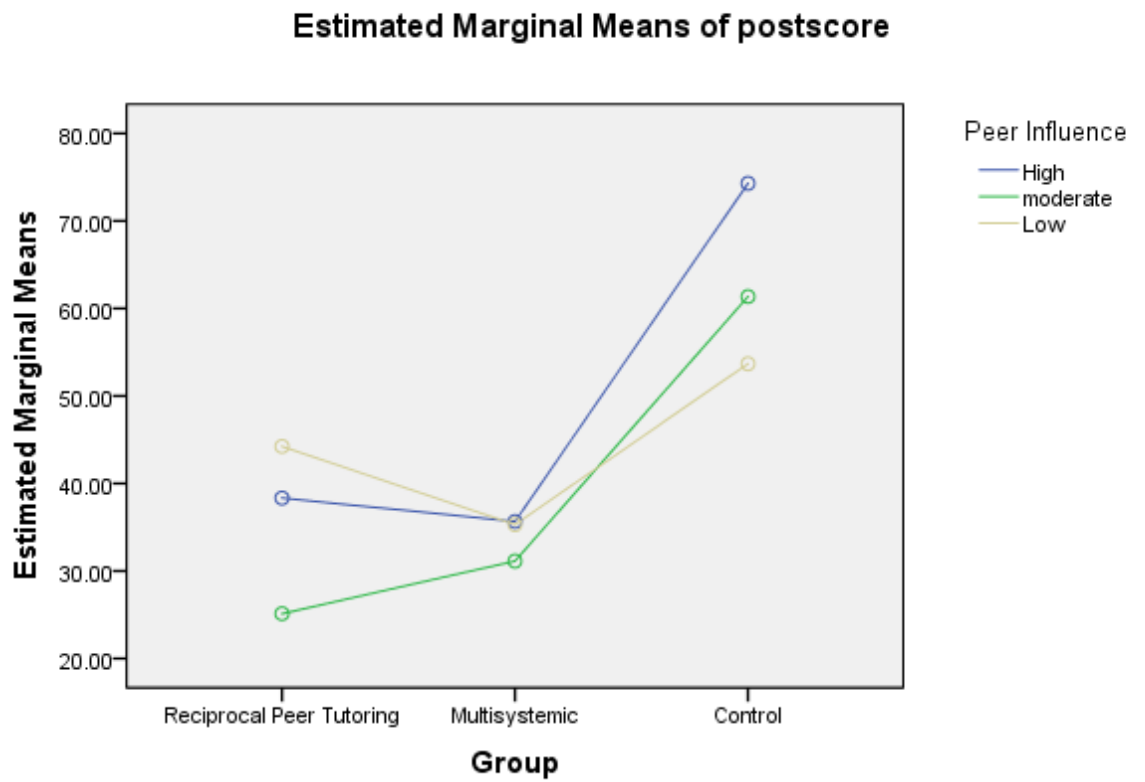
Estimated Marginal Means of postscore

Covariates appearing in the model are evaluated at the following values: Prescore = 60.7191

Figure 1: Interaction between treatment and peer influence

The results presented in Figure 4.1 indicate that out-of-school adolescents with moderate levels of peer influence (PI) had the lowest rates of offending behaviour for both treatment groups (reciprocal peer tutoring and multisystemic therapy), and this difference was statistically significant. Specifically, the figure clearly shows that the mean offending behaviour scores for participants with moderate PI were lower for both treatment groups compared to those with high or low levels of PI. This finding is consistent with the results of Table 4.4, which also revealed that moderate PI had a better impact on treatment outcomes for both groups. The significance of this finding cannot be overstated, as it suggests that interventions aimed at reducing offending behaviour among out-of-school adolescents in motor parks, Ogun State should take into account the role of peer influence and target individuals with moderate PI levels in order to achieve the best possible outcomes. This is a crucial consideration for policymakers and practitioners involved in designing and implementing interventions to address youth offending behaviour.

Hypothesis 5: There is no significant interaction effect of treatment and self-control on offending behaviour of out-of-school adolescents in motor parks in Ogun State.

Table 4.1 presents an intriguing finding that underscores the significance of self-control on the effectiveness of treatment for out-of-school adolescents in motor parks. Specifically, the table reveals a significant interaction effect of treatment and self-control influence on offending behaviour of the participants ($F_{3, 69} = 5.758$, $p < 0.01$, partial $\eta^2 = .200$). This finding was of great import as it was revealed that the null hypothesis was rejected, indicating that there is indeed a significant interaction effect of treatment and self-control on the offending behaviour of out-of-school adolescents in motor parks. The large partial η^2 value of .200 suggests that the interaction effect size of treatment and self-control accounted for 20.0% change in the offending behaviour of the participants. This underscores the critical importance of self-control as a moderating variable in the effectiveness of treatment for out-of-school adolescents.

Table 4.5: Pairwise Comparison showing interactive effect of treatment and self-control on offending behaviour

Treatment	Self Control	Mean	Std. Error
Reciprocal Peer Tutoring	High	35.58	1.238
	Moderate	35.04	1.536
	Low	41.20	1.508
Multisystemic Therapy	High	27.97	1.151
	Moderate	37.08	1.517
	Low	45.63	2.124
Control group	High	54.17	2.162
	Moderate	70.72	1.587
	Low	67.73	1.773

Table 4.5 presents interesting findings on the impact of reciprocal peer tutoring (RPT) and multisystemic therapy (MST) on the interaction effect of treatment and self-control (SC) on the offending behaviour of out-of-school adolescents in motor parks. The results showed that after controlling for pretest score, both experimental groups achieved similar self-control interaction. Specifically, RPT and MST had a similar impact on participants with high SC (mean = 31.15) and moderate SC (mean = 31.15). However, in MST, participants with high SC (mean = 31.15) performed better than those with moderate SC (mean = 31.15). Overall, participants with high and moderate SC significantly showed a reduction in offending behaviour.

These results suggest that out-of-school adolescents with high SC and moderate SC benefited more from MST than those with low SC. It is noteworthy that these findings support the argument that interventions should be tailored to the specific needs and characteristics of the target population. Moreover, the partial $\eta 2 = .200$ suggests that the interaction effect size of treatment and self-control accounted for 20.0% change in the offending behaviour of the participants, which highlights the importance of considering the role of self-control in designing interventions to reduce offending behaviour among out-of-school adolescents.

Figure 2: Interaction between treatment and self-control
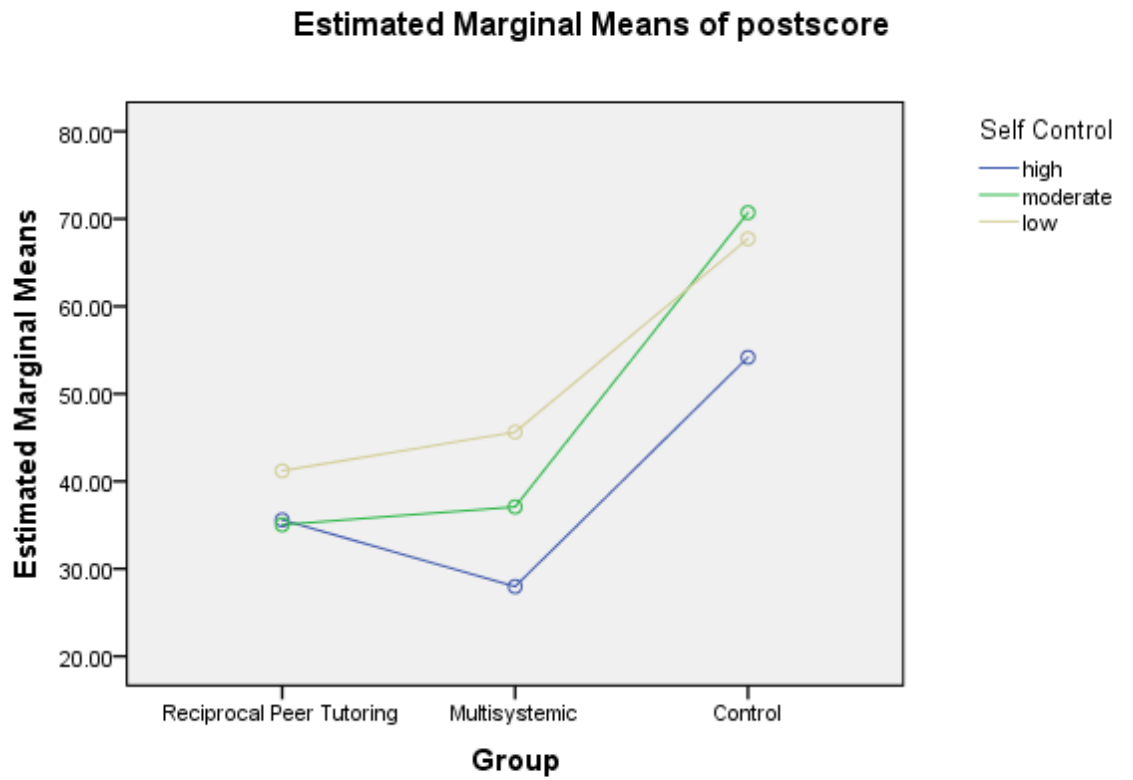
Estimated Marginal Means of postscore

Covariates appearing in the model are evaluated at the following values: Prescore = 60.7191

Figure 2: Interaction between treatment and self-control

The graphical representation of the interaction of treatment and self-control in Figure 4.2 is consistent with the findings from Table 4.5. The figure clearly illustrates that in the reciprocal peer tutoring (RPT) group, participants with high self-control (SC) and moderate SC achieved similar levels of interaction effect, while in the multisystemic therapy (MST) group, there was a significant difference in the interaction effect between the two groups. The trend line in the graph further emphasizes that both high SC and moderate SC participants in both RPT and MST groups recorded a reduced level of offending behaviour after receiving the respective treatments, while participants with low SC had the least improvement. These findings are in line with the results presented in Table 4.5, indicating that participants with high and moderate SC benefited significantly from the treatments, while those with low SC had limited improvement in reducing their offending behaviour.

Hypothesis 6: There is no significant two-way interaction effect of peer influence and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State

Based on the results presented in Table 4.1, it can be observed that there exists a statistically significant interaction effect of peer influence and self-control on the offending behaviour of the participants ($F_{3, 69} = 10.767$, $p < 0.01$, partial $\eta^2 = .319$). The null hypothesis was rejected, indicating that there is indeed a significant interaction effect of peer influence and self-control on the offending behaviour of out-of-school adolescents in motor parks. Moreover, the partial η^2 value of .319 suggests that the interaction effect size of peer influence and self-control accounted for approximately 31.90% of the variance in the offending behaviour of the participants. These findings highlight the importance of considering both peer influence and self-control factors in the development of effective interventions aimed at reducing offending behaviour among out-of-school adolescents in motor parks.

Table 4.6: Pairwise Comparison showing interactive effect of peer influence and self-control on offending behaviour

Peer Influence	Self Control	Mean	Std. Error
High	High	35.56	1.445
	Moderate	54.56	1.533
	Low	50.51	1.386
Moderate	High	21.17	2.074
	Moderate	43.61	1.262
	Low	44.32	1.301
Low	High	31.63	1.747
	Moderate	45.45	1.816
	Low	47.37	1.622

Table 4.6 presents a detailed analysis of the interaction effect of peer influence (PI) and self-control (SC) on the offending behaviour of participants, revealing valuable insights into the relationship between these two factors. The results show that participants with moderate PI and high SC had the most significant reduction in offending behaviour (mean = 21.17), indicating the importance of a balance between peer influence and self-control in achieving positive outcomes in treatment. Moreover, those with low PI and high SC (mean = 31.63) also showed a significant decrease in offending behaviour, highlighting the crucial role of self-control in mitigating the negative influence of peers.

When compared with the average pretest mean of 60.7191, it is evident that the interaction of PI and SC significantly impacted the posttest mean, except for those with high PI and moderate SC or high PI and low SC. These findings suggest that the impact of peer influence on offending behaviour may be dependent on the level of self

Estimated Marginal Means of postscore
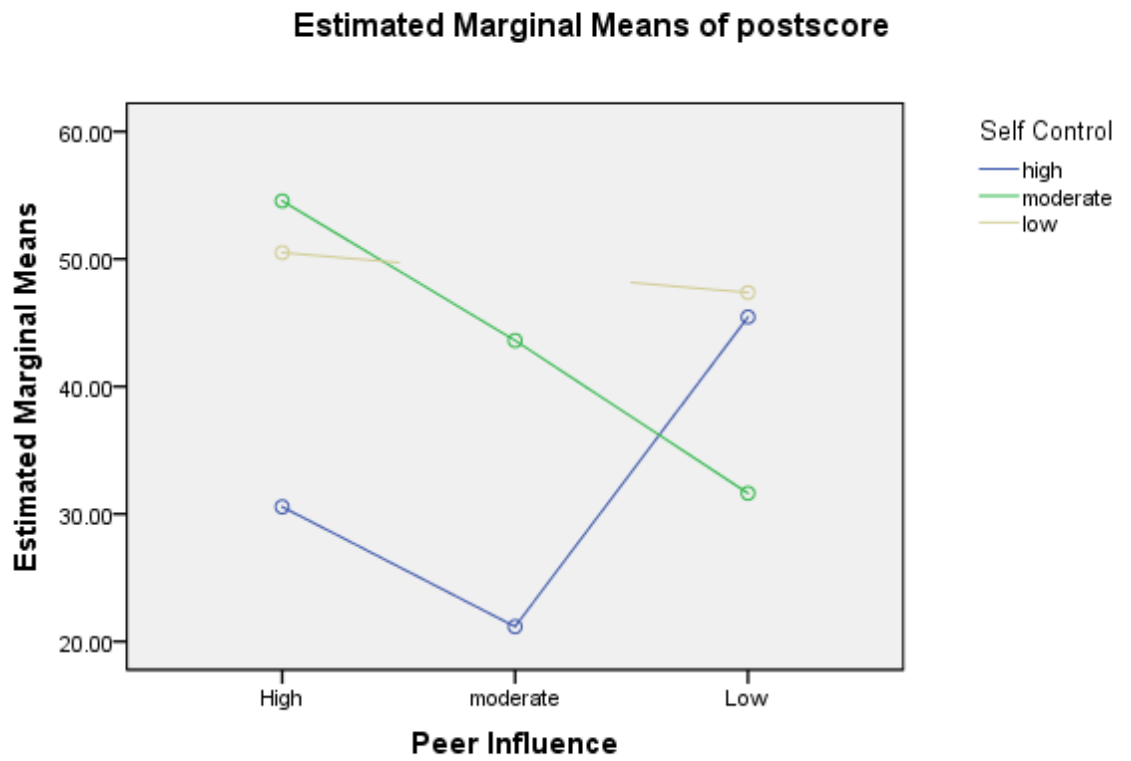
Covariates appearing in the model are evaluated at the following values: Prescore = 60.7191

Non-estimable means are not plotted

Figure 3: Interaction between peer influence and self-control

Figure 4.3 provides further support to the findings presented in table 4.6 by visually representing the interaction effect of peer influence and self-control on the offending behaviour of participants. The graph in Figure 4.3 clearly shows that the lines intersect at the point where participants have moderate peer influence and high self-control, indicating that this is the point at which participants experienced the most significant reduction in offending behaviour. It can be inferred from this graph that participants with moderate peer influence and moderate self-control had better outcomes in terms of offending behaviour reduction than those with high or low levels of peer influence and self-control. Therefore, the findings of both Table 4.6 and Figure 4.3 provide consistent evidence that moderate peer influence and high self-control are crucial factors for achieving the most significant reduction in offending behaviour in out-of-school adolescents in motor parks.

Hypothesis 7: There is no significant three-way interaction effect of treatment, peer influence and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State

The findings in Table 4.1 revealed that there is no significant three-way interaction effect of treatment, peer influence, and self-control on the offending behaviour of the participants. This implies that the impact of treatment on the participants' offending behaviour did not depend on the levels of peer influence and self-control. The analysis showed that the F-value was 3.685 with a probability value of greater than 0.05, which indicates that the null hypothesis was accepted. Thus, there is no significant three-way interaction effect of treatment, peer influence, and self-control on the offending behaviour of out-of-school adolescents in motor parks, Ogun State. These findings suggest that the impact of treatment on reducing offending behaviour among adolescents is consistent regardless of their levels of peer influence and self-control.

4.2   Discussion of Findings

The present study was designed to explore and determine the influence of two distinct psychological interventions, namely, reciprocal peer tutoring and multisystemic therapy, on the offending behaviour of out-of-school adolescents in motor parks located in the Ogun State of Nigeria. By investigating the impact of these interventions on the target population, this study aimed to contribute to the existing knowledge on effective strategies for reducing delinquent behaviour among adolescents who are not enrolled in school and who frequently engage in activities that may lead to criminality.

Hypothesis 1: There is no significant main effect of the treatment reciprocal peer tutoring and multisystemic therapy) on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

The study conducted on the effect of psychological interventions on offending behaviour of out-of-school adolescents in motor parks, Ogun State, had some noteworthy findings. Hypothesis one was rejected based on the significant effect of treatments on the offending behaviour of the participants. Specifically, each of the psychological interventions - peer tutoring and multisystemic therapy - had a significant effect, with no difference found between the participants following the treatments. The two psychotherapies significantly reduced the level of offending behaviour of the out-of-school adolescents in motor parks in Ogun State. These results align with previous studies on the effectiveness of peer tutoring technique, which had been conducted in Nigeria by Obiunu (2008) and Iroko (2010), and in foreign countries by Bowman-Perrott, Burke, Zhang and Samar Zaini (2014), Spencer (2006), Hill (2010), and Hawkins et al. (2009).

It has been noted that peer tutoring promotes metacognition, enhances understanding, develops self-regulatory and monitoring skills, and achieves overall improvement in motivation to engage in prosocial or non-offending behaviour. Additionally, following Bandura's social learning theory, the interplay of the roles of tutee and tutor helps adolescents to unlearn undesirable behaviours faster. Moreover, peer tutoring helps to foster positive social competences among group members, thereby making the participants pursue the common goal of reducing their offending behaviour.

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Similarly, multisystemic therapy was found to be significantly effective in reducing the level of offending behaviour of the participants. This result corroborates previous studies where multisystemic therapy was used, such as Tan and Fajardo (2017), Borduin, Schaeffer, and Heiblum (2009), and van der Stouwe et al. (2014). Scholars, including Ogden and Halliday-Boykins (2004) and Leschied and Cunningham (2002), generally showed that at post-treatment, youth randomized to MST demonstrated a greater decrease in both internalizing and externalizing behaviour problems. The strength of this therapy might be responsible for its constant effectiveness in series of studies. MST is noted for high treatment fidelity and the usage of different facilitators that represent various systems that influence offending behaviour in the study might also have contributed to its effectiveness. Overall, these findings highlight the potential of psychological interventions, such as peer tutoring and multisystemic therapy, to significantly reduce the level of offending behaviour among out-of-school adolescents in motor parks.

The result of this study showed that peer influence has a significant impact on the offending behaviour of out-of-school adolescents in motor parks in Ogun State. In fact, the analysis revealed that higher levels of peer influence led to increased offending behaviour, while lower levels of peer influence led to reduced offending behaviour. This finding supports previous

Hypothesis 2: There is no significant main effect of peer influence on offending behaviour among out-of-school adolescents in motor parks, Ogun State.

Studies that have investigated the impact of peers on adolescent behaviour. For instance, Velez (2016) found that peer pressure had a significant effect on the knowledge and engagement of teenagers in risky sexual behaviour. Similarly, Tomé (2012) discovered that excessive peer influence led to involvement in violent behaviours among adolescents. Reynolds (2011) also found that older adolescents are more likely to take risks when encouraged by their peers. These findings suggest that the presence and encouragement of peers can significantly influence adolescents' risk-taking behaviour, including offending behaviour.

Adolescents often serve as models for each other, and they tend to engage in behaviour that guarantees peer acceptance. This is one major reason why peer influence

can have such a strong impact on adolescent behaviour. In addition, peers can provide social support, which can be both positive and negative, for their peers. Peer influence can also affect an individual's self-esteem, confidence, and sense of identity. As a result, it is essential for parents, teachers, and other adults to monitor the behaviour of adolescents and provide guidance on how to resist negative peer pressure. It is also important for adolescents to develop skills that enable them to make informed decisions and resist negative peer influence, such as critical thinking and assertiveness skills. In sum, the results of this study underscore the importance of understanding the role of peer influence in adolescent behaviour, and developing strategies to help adolescents resist negative peer pressure and engage in positive behaviour.

Hypothesis 3: There is no significant main effect of self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

Based on the findings of this study, it was discovered that self-control has a significant main effect on the offending behaviour of out-of-school adolescents in motor parks, Ogun State. Further analysis of the results showed that participants with high self-control exhibited the lowest level of offending behaviour, compared to those with moderate and low self-control. This study corroborates previous research on the topic, as evidenced by Rengerink's (2015) findings on the relationship between self-control demands and burnout in in-school adolescents, and Yu-Sheng's (2009) discovery that the rate of offending behaviour is directly proportional to an individual's level of self-control.

Various factors have been proposed to explain how individuals develop low self-control, and Gottfredson and Hirschi (1990) argued that socialization, training, and tutelage play a crucial role in this regard. This argument is particularly relevant to out-of-school adolescents who are at a higher risk of exposure to negative influences and anti-social behaviours. As these adolescents often live on the streets, they are vulnerable to all sorts of negative acts and attitudes that may contribute to the development of low self-control, thereby increasing the likelihood of impulsive and offending behaviour.

Furthermore, it is plausible to argue that out-of-school adolescents are particularly susceptible to exposure to anti-social training and socialization under the influence of adult offenders. This is because such adolescents lack the protective environment

provided by schools and family units, making them easy targets for criminals and offenders who take advantage of their vulnerable status. Consequently, it is essential to design interventions that target improving self-control and positive socialization practices among out-of-school adolescents, with the aim of reducing offending behaviour and promoting positive life outcomes.

Hypothesis 4: There is no significant interaction effect of treatment and peer influence on offending behaviour of out-of-school adolescents in motor parks, Ogun State

After conducting the study, it was discovered that there was a significant interaction effect of treatment and peer influence on the offending behaviour of the participants, thereby rejecting the hypothesis. Interestingly, participants with moderate peer influence showed the most reduction in the level of offending behaviour following exposure to the treatment. The study also revealed that participants with high peer influence benefited better from the psychological interventions than those with low peer influence. This finding supports previous related studies on the negative behaviour of adolescents, such as the research carried out by de Guzman (2007) and Brechwald and Prinstein (2011), which found that peer influence is a significant factor that determines the extent of benefits that adolescent participants will derive from a program. Similarly, Chein, Albert, O'Brien, Uckert, and Steinberg (2011) suggested that moderate peer influence is good for the overall psychological well-being of adolescents, while the extremes of high or low levels of peer influence could be detrimental to their well-being.

One possible explanation for these findings is that adolescents are primarily influenced by their peers in such a way that their attitudes, beliefs, and behaviours are conditioned by what is perceived to be acceptable by others (Vishala, 2008). The report from the focus group discussion conducted also corroborated this statistical result. For instance, about 10 of the discussants expressed that they always want to do what they see their peers do, and not doing so may lead to their excommunication. The fear of being molested, ostracized, and even punished were some of the feelings that the discussants had from the influence of peers. Additionally, the discussants unanimously agreed that sometimes they receive good advice from their friends, but these same friends also make them engage in offending behaviour. Some of them opined that the

need for belongingness, esteem among their friends, and cheers are some of the drives that make them engage in offending behaviours.

Hypothesis 5: There is no significant interaction effect of treatment and treatment and self-control on offending behaviour of out-of-school adolescents in motor parks in Ogun State.

The present study has demonstrated a significant interaction effect of treatment and self-control influence on the offending behaviour of out-of-school adolescents in motor parks. The findings of this study support previous related research on the importance of considering the level of self-control in designing effective interventions for delinquent behaviour. For instance, Evans et al. (1997) reported that self-control interacted well with treatments involving family members and those residing in a disorderly neighborhood, suggesting that adolescents with high self-control are more likely to benefit from psychological treatment. Similarly, research has shown that low self-control is a risk factor for a range of negative behaviours, including risky and aggressive driving behaviour (Ellwanger, 2006). Therefore, interventions that focus on reducing delinquent behaviour should take into account the self-control or self-regulation capacity of the participants (Vitulano et al., 2010; Meldrum et al., 2013).

Moreover, researchers have tried to identify the components of low self-control that are most predictive of deviant behaviour. Ribeaud and Eisner (2006) found that the risk-seeking dimension was the most predictive component across a range of deviant behaviours, while others have argued that temper and impulsivity are also central to the understanding of what elements of low self-control lead to criminality (Ribeaud and Eisner, 2006). Regardless of the specific components of self-control, the present study supports the notion that individuals with low self-control are more likely to engage in impulsive, risky and offending behaviour.

One possible explanation for the findings of this study is that participants with high self-control might be more motivated to participate fully in the treatment, listen to feedback, and engage in activities that promote positive change. On the other hand, individuals with low self-control may struggle to adhere to the requirements of the treatment or to make consistent progress towards their goals. These findings highlight

the importance of assessing and addressing self-control in designing interventions to reduce delinquent behaviour among out-of-school adolescents in motor parks.

Overall, this study provides further evidence on the importance of considering peer influence when designing and implementing programs aimed at reducing offending behaviour among out-of-school adolescents in motor parks, Ogun State. The findings suggest that intervention programs that take into account the level of peer influence may be more effective in reducing offending behaviour among this population.

Hypothesis 6: There is no significant two-way interaction effect of peer influence and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State

According to the findings of this study, there is a significant relationship between peer influence and self-control influence on the offending behaviour of out-of-school adolescents in motor parks. Specifically, the study found that participants with moderate peer influence and high self-control had the lowest levels of offending behaviour. Conversely, those with high peer influence and low self-control were more likely to engage in offending behaviour. This result is consistent with previous studies conducted in related areas. For instance, Meldrum, Miller, and Flexon (2013) investigated the role of self-control in the susceptibility to peer influence among adolescents. Their study found that adolescents with higher levels of impulsivity were more vulnerable to delinquent peer influence. Similarly, Vitulano, Fite, and Rathert (2010) found that the influence of peers and impulsivity had a significant impact on adolescents' behaviour. In addition, Mobarake et al. (2014) confirmed that self-control plays a moderating role in the relationship between peer affiliation and adolescent antisocial behaviour. Finally, Franken et al. (2016) found that personal low self-control and friends' externalizing behaviours both predict early adolescents' increasing externalizing behaviours.

One possible explanation for the study's results is that adolescents with moderate peer influence and high self-control are better able to manage the influence of peers and have less impulsivity towards offending behaviour. They are more likely to choose their friends carefully and avoid those who may have a negative impact on them. This was supported by the findings of the focus group discussion (FGD) conducted with the participants. Many of them agreed that having too many friends was not always

beneficial and that friends often made them take actions against their will. Moreover, they found that friends' influence often made them feel powerless in making decisions for themselves, which suggests low self-control.

The participants in the FGD emphasized the importance of having a few close friends and being in control of one's life in avoiding offending behaviours. They recognised that peer influence is powerful and can be difficult to resist, especially when coupled with low self-control. Therefore, it is important to promote self-control and to teach adolescents how to choose their friends wisely. Additionally, interventions that target both self-control and peer influence could be particularly effective in reducing offending behaviours among adolescents in motor parks. Overall, the findings of this study provide valuable insights into the complex interplay between peer influence and self-control in offending behaviours among out-of-school adolescents in motor parks.

Hypothesis 7: There is no significant three-way interaction effect of treatment, peer influence and self-control on offending behaviour of out-of-school adolescents in motor parks, Ogun State.

According to the results of this study, there was no significant three-way interaction effect of treatment, peer influence, and self-control on the offending behaviour of out-of-school adolescents. This implies that the interaction between peer influence and self-control may not have a significant impact on the effectiveness of psychological treatments such as MST or RPT in reducing offending behaviour. The findings from this study are in line with Tomé's (2012) research which indicated that the interaction between peer influence and self-control may not be significant in a treatment program, even though their separate significance can be determined. Similarly, Esiri (2016) found that the contribution of peer influence and self-control in psychological intervention may need to be empirically demonstrated. Therefore, the result suggests that psychological treatments may not be significantly influenced by peer influence and self-control in determining the reduction of offending behaviour in out-of-school adolescents.

However, the participants in the FGD agreed that both peer influence and self-control can have a considerable impact on their prompt to engage in offending behaviour. It was also generally submitted that when training is given to a group of

delinquent peers, the results can be better because they can positively influence one another. Furthermore, the participants emphasized the importance of positive psychological training, educational programs, vocational training, and other interventions in reducing offending behaviour. This highlights the need for a multi-faceted approach to address offending behaviour in out-of-school adolescents, including interventions that address both peer influence and self-control, as well as educational and vocational programs that provide alternative pathways for these adolescents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focused on the summary, conclusion and recommendations, based on the findings of this study.

5.1 Summary of Findings

Based on the results presented thus far, the following summaries can be made:

i.   The treatment methods of reciprocal peer tutoring and multisystemic therapies have a significant main effect on reducing the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

ii.   Peer influence has a significant main effect on the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

iii.   Self-control also has a significant main effect on the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

iv.   There is a significant two-way interactive effect between treatment methods and peer influence on the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

v.   There is a significant two-way interactive effect between treatment methods and self-control on the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

vi.   The study also found a significant two-way interactive effect between peer influence and self-control on the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

vii.   However, there was no significant three-way interaction effect observed between treatment methods, peer influence and self-control on the offending behaviour of out-of-school adolescents in motor parks in Ogun State.

5.2   Conclusion

In this study, the authors examined the impact of reciprocal peer tutoring and multisystem therapy on reducing offending behaviour among out-of-school adolescents in motor parks, Ogun State, Nigeria. Although several variables can influence offending behaviour, the researchers chose to focus on the moderating variables of peer influence and self-control. The participants were selected using a multistage sampling technique and were drawn from three prominent motor parks in three senatorial districts of Ogun state. The experimental groups were chosen from Ogun Central (Lafenwa motor park) and Ogun West (Sango motor park), while the control group was selected from Ogun East (Sagamu motor park). The participants completed a questionnaire before and after eight weeks of intervention for the experimental groups, and there was no intervention for the control group. Additionally, a focus group discussion was conducted to complement the quantitative data collected.

The study results revealed a significant main effect of the treatment on reducing offending behaviour among out-of-school adolescents in motor parks, Ogun State. Moreover, the moderating variables of peer influence and self-control also had a significant impact either as a main effect or an interaction effect with the treatment. However, the study did not find a significant three-way interaction effect of treatment, peer influence, and self-control on offending behaviour among the participants.

In conclusion, the findings of this study suggest that reciprocal peer tutoring and multisystemic therapy are effective psychological interventions that can reduce the problem of offending behaviour among out-of-school adolescents in motor parks. Furthermore, peer influence and self-control are significant factors that influence and moderate the effect of psychological interventions aimed at reducing offending behaviour among out-of-school adolescents.

5.3   Implication of Findings

This study has established the effectiveness of reciprocal peer tutoring and multisystemic therapy in reducing offending behaviour, which has significant implications for counseling psychology theory and practice, as well as policy-making in related areas (Oluwole & Ojedokun, 2021). The findings suggest that psychological

interventions can serve as a valuable means for curtailing the menace of offending behaviour in Nigeria, particularly in the face of the negative consequences of out-of-school syndrome. This highlights the need for policy and program development aimed at addressing this problem in the country.

Furthermore, the study underscores the importance of considering factors such as peer influence and self-control in the development and implementation of interventions aimed at reducing offending behaviour. This implies the need for the involvement of professionals in the field of counseling psychology who are knowledgeable in program development and implementation. Therefore, the results of this study suggest that interventions for offending behaviour should be developed with consideration of these moderating factors to achieve maximum effectiveness.

5.4   Limitations to the study

While the findings of this study are reliable and valid, it is important to note some limitations that could affect the generalization of the results. Firstly, the sample size of less than 100 out-of-school adolescents in motor parks used in this study is relatively small and may not be representative of the entire population. Therefore, caution should be exercised when generalizing the findings of this study.

Secondly, the participants in this study were not randomly selected and assembled in a single location, which makes it difficult to establish a clear cause-and-effect relationship. Hence, readers and potential users should take into consideration the specific characteristics of the participants before utilizing the training manual provided in this study.

Moreover, this study only examined a limited number of variables and there are several other factors that could influence the effectiveness of the interventions. As a result, further research is needed.

5.5   Recommendations

After establishing the effectiveness of reciprocal peer tutoring and multisystemic therapy on the offending behaviour of out-of-school adolescents in motor parks, this study recommends that counselling psychology professionals and stakeholders should

comprehensively and appropriately employ these psychological interventions to address the problem of offending behaviour among this group. Additionally, government and non-government organizations should sponsor or employ counselling psychologists with the necessary skills to design and implement these interventions. This will be instrumental in addressing offending behaviour, especially among out-of-school adolescents. Rehabilitation centres and correctional homes should also engage the services of counselling psychologists with experience in using interventions such as reciprocal peer tutoring and multisystemic therapy, which have been shown to be effective in addressing offending behaviour of adolescents in at-risk locations such as motor parks. Lastly, the development and implementation of programmes should include the use of positive peer influence and the enhancement of self-control, as these two factors have been shown to be significant in the adoption and engagement of offending behaviour (Ogunleye, Ojedokun, & Amoo, 2018).

5.6   Contributions to Knowledge

This study made significant contributions to knowledge in several ways. Firstly, it revealed that reciprocal peer tutoring and multisystemic therapy can effectively reduce offending behaviour among out-of-school adolescents in motor parks. This knowledge contributes to the growing body of evidence that psychological interventions can be effective in addressing the problem of offending behaviour. Secondly, the study demonstrated that psychological interventions can empower out-of-school adolescents and help reduce the negative influence of peers on their propensity to engage in offending behaviour. Additionally, the study contributed to the development of theories and models around the adoption, maintenance, and disengagement from offending behaviour by highlighting the potential role of peer influence and self-control.

Moreover, this study also made significant contributions to the practice of counselling psychology in various areas, such as school, adolescent and youth, rehabilitation and reformatory programs. The study provides new tools and techniques that can enhance the knowledge, attitudes, and skills of counselling psychologists in engaging out-of-school children and adolescents. The training manuals developed in the study can also be used for developing and implementing programs aimed at eradicating the problem of offending behaviour among out-of-school adolescents. Additionally, the study provides evidenced-based psychological interventions that government agencies

and non-governmental organisations can utilise to address problems associated with out-of-school syndrome, at-risk adolescents, and offending behaviour. Finally, the study provides strategic information for rehabilitation and reformation programs in the country, particularly concerning out-of-school adolescents. (Adewale, 2020)

5.7   Suggestions for Further Research

The current study examined the effectiveness of reciprocal peer tutoring and multisystemic therapy on reducing offending behaviour among out-of-school adolescents in motor parks located in Ogun State. However, to enhance the generalizability of the findings, future studies should consider collecting data from a larger and more diverse sample drawn from multiple motor parks and local governments. A nationwide study that includes both rural and urban areas, and involves adult men and women, including rural farmers, could provide more comprehensive insights into the issue. Additionally, future studies should aim to improve the randomization procedure to establish a stronger cause-and-effect relationship, while also exploring other potential moderating variables. To ensure wider accessibility, program manuals should be developed in different languages that the participants understand. Moreover, further survey studies are required to obtain a deeper understanding of the problem of offending behaviour among out-of-school adolescents in motor parks.

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Treatment Package

Reciprocal Peer Tutoring

Session 1: General orientation to the programme and establishing rapport with the participants and pre-test administration

Objectives: After the activities of this session, participants would be able to attempt the instruments of research for pre-test data.

Activities: The researcher:

Step 1: Introduced herself and other research assistants who will coordinate the training programme.

Step 2: Welcomed the participants warmly and explain the details of the programme to the   participant.

Step 3: This step involved administration of the instruments for the pretest scores.

Evaluation: The evaluation of the session was done by requesting participants to:

State the next agreed place and time of meeting

Session 2: Description and effects of offending behaviour

Objectives: After this session, the participants should have ability to:

• Describe offending behaviour.
• State the effects of offending behaviour.

Activity: The researcher:

Step1: Welcomed the participants.

Step2: Reviewed the assignment with the participants and commended the participants.

Step3: Described offending behaviour, thus:

Offending behaviour is a form of provocative physical or verbal expression that is not in conformity with the established norms in a particular situation. It is simply adjudged as a behaviour that is inimical to the wellness of other people in the society. Offending behaviour is frowned at by the society. It could come in different forms such as gestures, actions, speaking, writing, printing or displaying messages (including on the internet or social media). One critical indicator of offending behaviour is its non-conformity to social norms. It is an illegal act, whereby one is liable to be sent to juvenile homes

Generally, offending behaviour could be verbal or physical. Verbal offending behaviour are types of words that could cause harm to another person (Omoponle, 2020). Verbal offending behaviour could come inform of words that connotes sexual harassment, hate speech, verbal abuse and insult, curses, vulgar and fowl languages, bullying, aggressive words, confrontational abuse, and so on.

Physical offending behaviour has to do with infliction of injury or harms on a person or property using any physical or identifiable objects. Physical offending behaviour is any behaviour causing or threatening physical harm towards others or properties (Olanrewaju and Omoponle, 2017). Examples of physical offending behaviour include physical, aggression, violence, assault, battery, destruction of properties, fighting, hooliganism, and so on.

The following are some of the offending behaviours: bullying, drug abuse/addiction and smoking, alcoholism, kidnapping, destruction of public properties and peace, armed robbery and stealing, stabbing, gambling, cultism, aggressive behaviour and general breaking of laws and orders (Ayodeji et al, 2021).

Step4: Explained the effects of offending behaviour.

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Adolescents that are engaging in offending behaviour are definitely not going to be useful to themselves or the country, but rather be nemesis and headache for the country (Okpako and Ayodeji, 2021). In addition, these adolescents are very much likely to graduate to become hardened criminals such as armed robbers, fraudsters, terrorists, kidnappers, and so on.

Economically speaking, engaging in offending behaviours by adolescents means that a huge portion of productive population will either be wasting away in slums, correlational service, rehabilitation centres, remand homes and/or psychiatric homes (Akorede et al, 2021). This means that the nation will be lacking in necessary manpower to implement her economic developmental road plans. Besides, the country will still have to use her sparse and limited resources in caring for the rehabilitation of the "convicted" adolescent offenders.

Step 5: The researcher led the participants to discuss some of the offending behaviours that are prevalent among out-of-school adolescents that are residing or have cause to live around motor parts for greater parts of the day, such as drug abuse, hooliganism, theft, use of light arms, etc.

Step 6: Researcher allowed participants to ask for clarification, while researcher attended to all as needed.

Evaluation: Participants were asked to: i. describe what could constitute an offending behaviour; ii. differentiate between verbal and physical offending behaviour; etc

Assignment: Participants were asked to find out at least 3 physical and verbal offending behaviour other than the one mentioned in the session.

Session 3: Introducing reciprocal peer tutoring to participants

Objectives: After this session, the participants should have ability to:

- Describe reciprocal peer tutoring.
- State the concept of tutor and tutee in a reciprocal tutoring.

Activity: The researcher:

Step1: Welcomed the participants.

Step2: Reviewed the assignment with the participants and commended the participants.

Step iii: Researcher informed the participants about reciprocal peer tutoring and its usefulness.

Step iv: The researcher divided the participants into four groups, while each group will be facilitated by resource peer that had been earlier trained. The resource adolescent will first serve as the tutor, while others will serve as tutees. Afterward, two or three participants could serve as tutors, while others serve as tutees. In the course of this process, the resource peer served as guide/facilitator simultaneously, while the researcher will be providing needed coordination.

Step 5: The researcher declared that each group discussion would last for 30 minutes.

Evaluation: Participants discussed the role of tutor and tutee in a reciprocal peer tutoring.

Assignment: Find out how peers/friends can help change behaviour

Session 4: Reciprocal peer tutoring on consequences of offending behaviour

Objectives: After this session, the participants should have ability to:

- Enumerate consequences of offending behaviour.

Activity: The researcher:

Step1: Welcomed the participants.

Step2: Reviewed the assignment with the participants and commended the participants.

Step iii: The researcher instructed the participants to go their groups. The researcher would then open the discussion by telling the participants what the day's session will be focusing on, i.e. consequences of offending behaviour.

Step iv: Each group began discussion on the consequences of offending behaviour, while the researcher served as monitor to ensure each group maintain its focus. They were reminded of the time for each discussion (30 minutes).

Step v: The researcher led the participants to generally review what they have discussed in the group.

Step vi: Participants asked questions, while others provided the answers

Evaluation: Participants from each group ill be asked to discuss the consequences of offending behaviour on:

a.   Out-of-school adolescents
b.   Family system
c.   Society
d.   Economy

Assignment: Participants will be asked to search for factors that sustain offending behaviour among out of school adolescents in motor parks.

Session 5: Peer work on the factors and reinforcement of offending behaviour among out of school adolescents in motor parks.

Objectives: After this session, the participants should have ability to:

•   Mention factors that reinforce or encourage offending behaviour among out of school adolescents in motor parks.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step iii: The researcher will instruct the participants to go their various groups. The researcher would then open the discussion by telling the participants what the day's session will be focusing on, i.e. factors that reinforce or encourage offending behaviour among out of school adolescents in motor parks.

Step iv: Each group will begin discussion on the factors that reinforce or encourage offending behaviour among out of school adolescents in motor parks, while the researcher will be serving as monitor to ensure each group maintain its focus. They will be reminded of the time for each discussion (30 minutes).

Step v: The researcher will lead the participants to generally review what they have discussed in the group. For instance, researcher will enumerate some factors that reinforce or encourage offending behaviour among out of school adolescents in motor parks: peer influence, lack of parental control, peer conformity tendency, gang supremacy tussle, negative adult figure or model, etc.

Step vi: Participants will ask questions, while others will provide the answers.

Evaluation: Mention of the factors that do encourage out of school adolescents in motor parks to engage in offending behaviour.

Assignment: Find out at least 5 factors that have not been mentioned during the group discussion.

Session 6: Peer integration on how to curb offending behaviour among out of school adolescents in motor parks

Objectives: After this session, the participants should have ability to:

- Mention ways of curbing offending behaviour among out of school adolescents in motor parks.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step iii: The researcher will instruct the participants to go their various groups. The researcher would then open the discussion by telling the participants what the day's session will be focusing on, i.e. ways of curbing offending behaviour among out of school adolescents in motor parks.

Step iv: Each group began discussion on ways of curbing offending behaviour among out of school adolescents in motor parks, while the researcher will be serving as monitor to ensure each group maintain its focus. They will be reminded of the time for each discussion (30 minutes).

Step v: The researcher led the participants to generally review what they have discussed in the group. For instance, researcher will enumerate some ways of curbing offending behaviour among out of school adolescents in motor parks.

For instance, out-of-school children were engaged either in schooling or apprenticeship. Government should create centres where these children could be kept and care for, rather than being at the parks (Fagbule et al, 2021). Out of school adolescents could be organized and given orientations on the need to avoid offending behaviours, etc.

Evaluation: Mention few ways of curbing offending behaviour among out of school adolescents in motor parks.

Assignment: Discover 3 ways of curbing offending behaviour and report in the next session.

Session 7: Peer discussion on positive alternatives for out of school adolescents in motor parks

Objectives: After this session, the participants should have ability to:

- Mention ways of curbing offending behaviour among out of school adolescents in motor parks.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step iii: The researcher will instruct the participants to go their various groups. The researcher would then open the discussion by telling the participants what the day's session will be focusing on, i.e. ways of curbing offending behaviour among out of school adolescents in motor parks.

Step iv: Each group will begin discussion on ways of curbing offending behaviour among out of school adolescents in motor parks, while the researcher will be serving as monitor to ensure each group maintain its focus. They will be reminded of the time for each discussion (30 minutes).

Step v: The researcher will lead the participants to generally review what they have discussed in the group. For instance, researcher will enumerate some ways of curbing offending behaviour among out of school adolescents in motor parks.

For instance, out-of-school children should be engaged either in schooling or apprenticeship. Government should create centres where these children could be kept and care for, rather than being at the parks. Out of school adolescents could be organized and given orientations on the need to avoid offending behaviours, etc.

The need to join semi-formal education organizations, such as Boys Scout, etc.

Organization of associations such as Adolescent Alliance Against Crime, etc.

Step vi: The researcher will guide the participants, based on the groups (4 groups) and choose to go for advocacy against crime among out-school adolescents in motor parks. The first tutor will be the group lead.

Step vii: The researcher will guide the groups to choose date and time for the advocacy program.

Step viii: The researcher will summarize the main points of the session.

Evaluation: The researcher will ask participants to name few organizations that could be of help to them; and how joining such organizations could help them against crime.

Assignment: The researcher will ask the participants to conduct two door-to-door advocacy programs on how and need to avoid offending behaviour.

Session 8: Conclusion and administration of posttest

Objective: At the end of this session, participant should be able to:

- Summarizes all they have learnt during the programme.
- Administration of post-test instruments.

Activity

Step1: The participants will be welcome warmly.

Step2: The researcher will lead the participants to discuss the report of their advocacy program. It will be presented group by group. The researcher will also provide a sum up of the essence of advocacy program.

Step3: The instrument to collect data for post test score will be distributed to the participants; and they will fill it as appropriate while the researcher goes round for monitoring. Following the completion of the instrument, participants were appreciated for the maximum cooperation through the programme.

Step 4: Closure

The participants will be encouraged to continue the group advocacy program.

The participants will be well appreciated for their cooperation.

Multisystemic Therapy

Session 1: General orientation to the programme and establishing rapport with the participants and pre-test administration.

Objectives: After the activities of this session, participants would be able to attempt the instruments of research for pre-test data.

Activities: The researcher will:

Step 1: Introduces herself and other research assistants who will coordinate the training programme.

Step 2: Welcome the participants warmly and explain the details of the programme to the   participant.

Step 3: This step involves administration of the instruments for the pretest scores.

Evaluation: The evaluation of the session was done by requesting participants to:

State the next agreed place and time of meeting

Session 2: Description and effects of offending behaviour

Objectives: After this session, the participants should have ability to:

- Describe offending behaviour.
- State the effects of offending behaviour.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step3: Describe offending behaviour, thus:

Offending behaviour is a form of provocative physical or verbal expression that is not in conformity with the established norms in a particular situation. It is simply adjudged as a behaviour that is inimical to the wellness of other people in the society. Offending behaviour is frowned at by the society. It could come in different forms such as gestures, actions, speaking, writing, printing or displaying messages (including on the internet or social media). One critical indicator of offending behaviour is its non-conformity to social norms. It is an illegal act, whereby one is liable to be sent to juvenile homes

Generally, offending behaviour could be verbal or physical. Verbal offending behaviour are types of words that could cause harm to another person. Verbal offending behaviour could come inform of words that connotes sexual harassment, hate speech, verbal abuse and insult, curses, vulgar and fowl languages, bullying, aggressive words, confrontational abuse, and so on.

Physical offending behaviour has to do with infliction of injury or harms on a person or property using any physical or identifiable objects. Physical offending behaviour is any behaviour causing or threatening physical harm towards others or properties. Examples of physical offending behaviour include physical, aggression, violence, assault, battery, destruction of properties, fighting, hooliganism, and so on.

The following are some of the offending behaviours: bullying, drug abuse/addiction and smoking, alcoholism, kidnapping, destruction of public properties and peace, armed robbery and stealing, stabbing, gambling, cultism, aggressive behaviour and general breaking of laws and orders.

Step4: Explain the effects of offending behaviour.

Adolescents that are engaging in offending behaviour are definitely not going to be useful to themselves or the country, but rather be nemesis and headache for the country. In addition, these adolescents are very much likely to graduate to become hardened criminals such as armed robbers, fraudsters, terrorists, kidnappers, and so on.

Economically speaking, engaging in offending behaviours by adolescents means that a huge portion of productive population will either be wasting away in slums,

correlational service, rehabilitation centres, remand homes and/or psychiatric homes. This means that the nation will be lacking in necessary manpower to implement her economic developmental road plans. Besides, the country will still have to use her sparse and limited resources in caring for the rehabilitation of the "convicted" adolescent offenders.

Step 5: The researcher lead the participants to discuss some of the offending behaviours that are prevalent among out-of-school adolescents that are residing or have cause to live around motor parts for greater parts of the day, such as drug abuse, hooliganism, theft, use of light arms, etc.

Step 6: Researcher will allow participants to ask for clarification, while researcher attend to all as needed.

Evaluation: Participants will be asked to: i. describe what could constitute an offending behaviour; ii. Differentiate between verbal and physical offending behaviour; etc

Assignment: Participants will be asked to find out at least 3 physical and verbal offending behaviour other than the one mentioned in the session.

Session 3: Introducing multisystemic therapy to the participants

Objectives: After this session, the participants should have ability to:

- Describe multisystemic therapy.
- Mention the different systems that make up a multisystemic paradigm.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step iii: Researcher informs the participants about multisystemic therapy, thus:

It recognises the roles of individual (e.g. low cognitive functioning), family (e.g. poor parental background), peers (e.g. bad friends), social (e.g. legal), and community (e.g. religion, criminal subculture). Working with and addressing issues relating to these systems is the main target of MST.

Step iv: The researcher leads participants to identify and discuss the following systems that could influence negative issue, such as offending behaviour:

i.   Individual: These are the psychological factors, as well as personality traits, that are resident in an individual. For instance, high self-control, impulsivity, neuroticism, etc. are some of the factors that belong to " Individual system"

ii.   Peer: This has to do with friends that an individual associate with. The peer system focuses on the influence of peers or group that an individual belongs. It has to do with the values, ideas, ideals, objectives of a peer group that an individual has to conform to, especially in the attempt at achieving peer acceptability.

iii.   Family or caregiver: This is the impact of the family members on an individual. In this therapy, the word "family" implies those that the adolescent stays with and considered as "parent figure". In addition, it also connotes those that an out-of-school adolescent called "family". It could mean guardian or whoever that the adolescent is considering as parents. Hence, it is not necessarily the biological parent of an adolescent.

iv.   Socio-economic: This includes economic conditions, poverty, unemployment, child labour tendencies, legal system, etc.

v.   Community: This includes religious and belief system, traditional system, media system, etc.

Step v: Researcher will explain that the therapy will involve agents from all these systems; and that these agents will help in ways through which offending behaviour could be curbed among out-of-school adolescents in motor parks.

Evaluation: i. Describe multisystemic therapy; ii. Mention the different systems that make up a multisystemic paradigm; iii. Mention two agents each in the systems identified in multisystemic therapy.

Assignment: Choose one system and discover how such system determines offending behaviour.

Session 4: Discussion on how each system predispose out of school adolescents in motor parks to offending behaviours

Objectives: After this session, the participants should have ability to:

- Enumerate how each system contributes to offending behaviour.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step 3: Researcher will introduce the agents of each system identified in the last session. Thee researcher will ask the agents to introduce themselves to other agents and participants.

Step 4: The researcher will lead each agent to enumerate how the system they represent could lead to offending behaviours in this order:

Individual (e.g. low cognitive functioning, poor social skills),

family (e.g. low warmth, ineffective discipline, parental criminal behaviour),

peers (e.g. association with deviant peers),

socio-economic (e.g. legal system, etc.),

community (e.g. a criminal subculture, traditional agent, media).

Step 5: The researcher will facilitate the participants to ask questions and also contribute to the discussion.

Step 6: Researcher will summarize the main points of the session.

Evaluation: Enumerate how each system contributes to offending behaviour among out-of-school adolescents in motor parks.

Assignment: Identify at least 3 factors that often make you engage in offending behaviour.

Session 5: Eliminating offending behaviour through Individual and family systems

Objectives: After this session, the participants should have ability to:

- Describe how individual system could help eliminate offending behaviour, especially among out-of-school children in motor parks.
- Describe how family system could help eliminate offending behaviour, especially among out-of-school children in motor parks.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step 3: Researcher informs the participants about the topic of the session, thus: Today, we shall be exploring how two systems (individual and family) can help us boost our capacity against engaging in offending behaviour. Therefore, it is important that we all cooperate and play our roles in the therapeutic session, so as to have an effective and fruitful session.

Step 4: To explore the individual system, the researcher instruct the resource person that is to serve as agent of this system. This person was once an offender, but has now changed (although not through this therapy). The agent is to explain in details some of the individual factors (some of which have been mention under sessions 3 and 4. The researcher will provide the needed guide, so as to ensure that the discussion moves towards the realization of the objectives stated.

Step 5: The researcher will facilitate the participants to mention some of the individual factors that are responsible for them engaging in offending behaviour.

Step 6: Afterward, the researcher will ask the agents representing family system to speak with participants on how "family system" could help eliminate offending behaviour. The discussion will help identify those the participants consider as "family members" and how each of them could be of help in this regard. Moreover, the researcher will lead the discuss on the need to live with one's biological family, as well as how the out-of-school children could return to their homes (for those that are not going home again); the discuss will also focus on how the children could make the best use of the family system, even with limited family resources and noticeable weaknesses within the family.

Step 7: The participants will be given opportunity to ask questions and contribute further on the topic, while the researcher serve as guide.

Step 8: The researcher will make the needed summary on the main points of the session.

Evaluation: How will you as an individual help yourself eliminate offending behaviour? ii. What roles are the families expected to play in eliminating offending behaviour? iii. How can you make the best use of your family resources in order to live a life without offense?

Assignment: Identify the relationship that should exist between individual and family system?

Session 6: Eliminating offending behaviour through peers and legal system

Objectives: After this session, the participants should have ability to:

- Describe how peer system could help eliminate offending behaviour, especially among out-of-school children in motor parks.
- Describe how legal system could help eliminate offending behaviour, especially among out-of-school children in motor parks.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step 3: Researcher informs the participants about the topic of the session, thus: Last session, we explored individual and family systems. Today, we shall be exploring another two systems (individual and family) and how the two of them can help us boost capacity against engaging in offending behaviour. Just as we did last week, it is important that we all cooperate and perform our roles during therapeutic session and complete any given task, so as to have an effective and fruitful session.

Step 4: To explore the peer system, the researcher will instruct the resource persons (2 individual within the age range of the participants) that are to serve as agents of this system. The agents are to discuss with participants on how peer influence operates by engaging in topics such as "*bad company corrupt good manner*"; "*show me your friend, and I will tell you who you are*"; "*a sheep that follows dog about will eventually eat excreta*". The researcher will provide the needed guide, while thee agents lead other participants to discuss how they can be of help or good model to each other, especially in curbing offending behaviour. They will also discuss the need to move with peers of good characters; and that having good friends not only help against committing crimes, but also help make a good future. Other aspects of peer influence will also be discussed in order to realize the objectives stated.

Step 5: The researcher will facilitate the participants to discuss other peer related factors responsible for them engaging in offending behaviour.

Step 6: Afterward, the researcher will ask the agents representing legal system (one of social systems) to speak with participants on how this system could help eliminate offending behaviour. The discussion will help identify how social system such as legal system, communication system, media and internet systems, etc. can be used to eliminate offending behaviour among the out-of-school adolescents in motor

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parks. The agents will lead these adolescents to understand the negative consequences that often follow being sentenced to jail term, after offenses have been committed.

Step 7: The participants will be given opportunity to ask questions and contribute further on the topic, while the researcher serve as guide.

Step 8: The researcher will make the needed summary on the main points of the session.

Evaluation: How will you identify friends that can help you avoid engaging in offending behaviour? ii. What roles are the friends expected to perform in eliminating offending behaviour? iii. What are the likely negative end results of being imprisoned?

Assignment: Identify the relationship that should exist between individual, family, peer and socio-economic systems?

Session 7: Eliminating offending behaviour through community system

Objectives: After this session, the participants should have ability to:

- Describe how community system could help eliminate offending behaviour, especially among out-of-school children in motor parks.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants.

Step 3: Researcher informs the participants about the topic of the session, thus: In our sessions, we have discussed individual, family, peer and socio-economic systems; and how each system could help curb offending behaviour. Today, we shall be exploring another community system and how it can help us boost capacity against engaging in offending behaviour. Just as we did last week, it is important that we all cooperate and perform our roles during therapeutic session, complete any given task and finish up the assignment, so as to have an effective and fruitful session.

Step 4: To explore the community system, the researcher will instruct the resource persons (one Muslim and one Christian cleric) that are to serve as agents of this system. The agents are to discuss with participants on how community system operates and also emphasize the pace of religiosity and spirituality among others. The agents will discuss the communal institutions that determine whether one will take up offense or not. Furthermore, the resource persons will help emphasize how community institutions and resources could be used to facilitate positive and pro-social behaviour. Other aspects of community system will also be discussed in order to realize the objectives stated.

Step 5: The researcher will facilitate the participants to discuss other community based systems and/or institutions responsible for them engaging in offending behaviour.

Step 6: The researcher will lead participants to discuss all the systems in multisystemic therapy; and how they could be used to curb offending behaviour among out-of-school adolescents.

Step 7: The participants will be given opportunity to ask questions and contribute further on the topic, while the researcher serve as guide.

Step 8: The researcher will make the needed summary on the main points of the session.

Evaluation: i. what roles are the communal institutions? How can an adolescent make use of community resources?

Assignment: Discover how you will make use of different systems identified in multisystemic therapy to curb offending behaviour?

Session 8: Conclusion and administration of posttest

Objective: At the end of this session, participant should be able to:

- Summarizes all they have learnt during the programme.
- Administration of post-test instruments.

Activity

Step1: The participants will be welcome warmly.

Step3: The instrument to collect data for post test score will be distributed to the participants; and they will fill it as appropriate while the researcher goes round for monitoring. Following the completion of the instrument, participants were appreciated for the maximum cooperation through the programme.

Step 4: Closure

The participants will be encouraged to continue the use of what has been learnt to make sure they live a productive and socially acceptable behaviours.

The participants will be well appreciated for their cooperation.

Control Group: Simple Farm Tools

Session 1: General orientation to the programme and establishing rapport with the participants and pre-test administration.

Objectives: After the activities of this session, participants would be able to attempt the instruments of research for pre-test data.

Activities: The researcher will:

Step 1: Introduces herself and other research assistants who will coordinate the training programme.

Step 2: Welcome the participants warmly and explain the details of the programme to the   participant.

Step 3: This step involves administration of the instruments for the pretest scores.

Evaluation: The evaluation of the session was done by requesting participants to:

State the next agreed place and time of meeting

Session 2

Topic: Simple farm tools

Objectives: The objectives of this session is to help participants identify simple farm tools

Activity

- Participants and researchers exchange greetings and pleasantries.
- The topic of discussion was stated to be "simple farm tool". The researcher will lead to mention some of these farm tools: hoe, cutlass, axe, etc.
- The researcher will lead participants to discuss on uses of the simple farm tools.

Assignment

- Mention at any simple farm tool and its uses.

Closing Remarks

- Commendation was made by researcher to participants for their time and patience.

Session 3: Conclusion and administration of posttest

Objective: At the end of this session, participant should be able to:

- Summarizes all they have learnt during the programme.
- Administration of post-test instruments.

Activity

Step1: The participants will be welcome warmly.

Step3: The instrument to collect data for post test score will be distributed to the participants; and they will fill it as appropriate while the researcher goes round for

monitoring. Following the completion of the instrument, participants were appreciated for the maximum cooperation through the programme.

Step 4: Closure

The participants will be well appreciated for their cooperation.

Ìdí ìtọ́jú

Ìkọ́ni Bùn-fún-mi-kí-n-bù fún-ọ ẹlẹ́ni púpọ̀

Ìpàdé kìn-ín-ní: Ìfinìmọ̀lé gbogbo-gbòò àti ètò ìdánwò ìṣáájú

Èròngbà: Léyìn àmúṣe-iṣẹ́ abala yìí àwọn akópa yóò le è gbìyànjú ìṣàmúlò ohun èlò ìwádìí fún ìdánwò ìṣáájú lórí ohun èlò fáyẹ̀wò (dátà)

Àwọn Àmúṣe-iṣẹ́ Aṣèwádìí yìí:

Ìgbésẹ̀ kìn-ín-ní: Ṣe àfihàn ara rẹ àti àwọn olùràlọ́wọ́ aṣèwádìí tí yóò ṣe àkóso ètò ìkọ́ni náà.

Ìgbésẹ̀ kejì: Kíkí àwọn akópa káàbọ̀ pẹ̀lú ọ̀yàyà àti ṣíṣàlàyé lẹ́kùn-ún rẹ́rẹ́ nípa ètò náà fún àwọn akópa.

Ìgbésẹ̀ kẹ́ta: Ìgbésẹ̀ yìí jẹ mọ̀ ìṣètò ohun èlò fún ìṣirò máàkì ìdánwò ìṣáájú.

Ìgbéléwọ̀n: A ṣe ìgbéléwọ̀n abala yìí nípa bíbèèrè lọ́wọ́ àwọn akópa lórí ibùdó ìpàdé mìíràn tí a fẹnukò lé lórí àti àkókò pẹ̀lú.

Ìpàdé kejì: Ìṣàpèjúwe àti ipa (àyọrísí) ìwà àìtọ́

Èròngbà: lẹ́yìn abala ìkọ́ni yìí, àwọn akópa gbọ́dọ̀ sa ipá wọn láti

- ṣàpèjúwe ìwà àìtọ́ (àìbójúmu)
- tọ́ka sí ipa (àyọrísí) ìwà àìtọ́

Àmúṣe-iṣẹ́: Aṣèwádìí yóò

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀ kejì: Àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa àti ìgbóríyìn fún àwọn akópa.

Ìgbésẹ̀ kẹ́ta: Ṣàpèjúwe ìwà àìtọ́ báyìí:

Ìwà àìtọ́ jẹ́ ohun ìmúnibínú tó lè jẹ́ ìfaraṣe tàbí ìfẹnusọ tí kò sì wà ní ìbámu pẹ̀lú àlàkalẹ̀ àṣà níbi ìṣẹ̀lẹ̀ kan pàtó. Ní ṣókí a lè pè é ní ìwà tó lè mú ìpalára bá ẹlòmíràn láwùjọ.

Àwùjọ máa ń fojú tó korò wo àìtọ́. Oríṣìíríṣìí ọ̀nà ló lè gbà wáyé, bíi: ìfarajúwe, nínú ìṣe, ìṣọ̀rọ̀, ìkọsílẹ̀, ìtẹ̀jáde tàbí ìṣàfihàn àtẹ̀jíṣẹ́ (pẹ̀lú ti ẹ̀rọ ayélujára). Àpẹẹrẹ tó ṣe pàtàkì nípa ìwà àìtọ́ ni títàpá sí àṣà àwùjọ. Ó jẹ́ ìwà tí kò bófinmu tó lè sọ ni dèrò ilé àwọn ọmọ aláìgbọ́ràn.

Ní ṣókí, ìwà àìtọ́ lè jẹ́ ìfaraṣe tàbí ìfẹnusọ. Ìwà àìtọ́ tó jẹ́ ìfẹnusọ jẹ́ ẹ̀yà ọ̀rọ̀ ẹnu tó lè mú ìpalára bá ẹlòmíràn. Ìwà àìtọ́ tó jẹ́ àfẹnusọ lè jẹ́ ọ̀rọ̀ tó jẹ mọ́ ìdúnkokò ìbálòpọ̀, ọ̀rọ̀ abínúkú, bíbúni, ìfàbùkù-kanni, ọ̀rọ̀ àlùfàǹṣá, ìpáníláyà, ọ̀rọ̀ ìfínníníràn (ìtọ́níníjà), ìkannilábùkù ojúúkojú àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìwà àìtọ́ ìfaraṣe jẹ mọ́ ìpanilára ìba-nǹkan ìní jẹ́, nípa lílo ohun èlò àfojúrí. Ìwà àìtọ́ ìfaraṣe jẹ́ ẹ̀yíkéyìí ìwà tó ṣokùnfà ìpalára ẹnìkan tàbí ohun ìní ẹni. Àpẹẹrẹ ìwà àìtọ́ ìfaraṣe ni ìkọluni, ìfínníníràn, ìwà jàgídíjàgan, líluni, bíba-ohun-ìní jẹ́, ìdàlúrú, ìjà àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Àwọn wọ̀nyí ni ìwà àìtọ́: ìpáníláyà (ìkóníláyàjẹ), ìlòkulò oògùn, sìgá mímu, ọtí mímu, ìjínigbé, bíba ohun ìní jẹ́, dída omi àlááfíà rú, ìdigunjalè, olè jíjà, ìṣánilọ́gbẹ́ (ìgúnnilọ́bẹ), tẹ́tẹ́ títa, ẹgbẹ́ òkùnkùn, ìwà ìfínníràn, àti gbogbo ìwà tó jẹ mọ́ rírú òfin.

Ìgbésẹ̀ kẹ́rin: Ṣàlàyé ipa (àyọrísí) ìwà àìtọ́

Àwọn ọ̀dọ́ tó bá ń kópa nínú ìwà àìtọ́ kò ní wúlò fún ara rẹ̀ àti Orílẹ̀-èdè, bẹ́ẹ̀ ni yóò tún jẹ́ ìṣoro fún Orílẹ̀-èdè. Ní àfikún àwọn ọ̀dọ́ wọ̀nyí ní òpin ẹ̀kọ́ wọ́n lè di ògbólógbòó ọ̀daràn, bíi adigunjalè, oníjìbìtì, agbésùnmọ̀mí, ajínigbé àti bẹ́ẹ̀ bẹ́ẹ̀ lọ. Bí a bá fojú ètò ọrọ̀-ajé wò ó, ìkópa àwọn ọ̀dọ́ nínú ìwà àìtọ́ yìí túmọ̀ sí pé àwọn abarapá yóò máa pàfọ̀ nínú ọgbà atúnnidá (Ọgbà ẹ̀wọ̀n) àti ilé ìtọ́jú alárùn-ọpọlọ. Èyí túmọ̀ sí pé Orílẹ̀-èdè yóò ṣe aláìní àwọn abarapá ọ̀ṣìṣẹ́ láti ṣe àmúlò ìlànà ètò ọrọ̀-ajé rẹ̀ fún ìdàgbàsókè àwùjọ. Yàtọ̀ sí ìyẹn, Orílẹ̀-èdè yóò tún máa ná ohun ìní rẹ̀ tí kò tó lórí ìtọ́jú àwọn ọ̀dọ́ arúfin wọ̀nyí.

Ìgbésẹ̀ Karùn-ún: Aṣèwádìí yóò darí àwọn akópa láti jíròrò lórí àwọn ìwà àìtọ́ tó gogò láàárín àwọn ọ̀dọ́ tó ti pa ilé-ẹ̀kọ́ tì, tí wọ́n ń wà ní gáréèjì ọkọ̀ bí, ìlò oògùn, jàgídíjàgan, olè jíjà, lílo ohun ìjà àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìgbésẹ̀ kẹfà: Aṣèwádìí yóò fàáyè sílẹ̀ fún àwọn akópa láti bèèrè ìbéèrè lórí ohun tó bá rú wọn lójú, kí aṣèwádìí sì dá wọn lóhùn bó ṣe tọ́ àti bó ṣe yẹ.

Ìgbéléwọ̀n: A ó bèèrè lọ́wọ́ akópa láti (i) ṣàpèjúwe ohun tó lè parapọ̀ jẹ́ ìwà àìtọ́ (ii) sọ ìyàtọ̀ láàárín ìwà àìtọ́ àfẹnusọ àti àfaraṣe àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Iṣẹ́ Àkànṣe: A o ní kí akópa ṣe àwárí ó kéré tán ìwà àìtọ́ àfẹnusọ àti àfaraṣe mẹ́ta mẹ́ta yàtọ̀ sí èyí tí a ti dárúkọ ní abala yìí.

Ìpàdé kẹta: Ìṣàfihàn àwọn Olùkọ́ bù fún mi kí n bù fún ọ (aláfọwọ́wẹ̀wọ́)

Èròngbà: Ní òpin abala yìí àwọn akópa yóò le è;

- Ṣàpèjúwe ìlànà ìkọ́ni bù-fún-mi-kí-n bù fún ọ (aláfọwọ́wẹ̀wọ́)
- Sọ ìtumọ̀ Olùkọ́ àti akẹ́kọ̀ọ́ nínú ìlànà ìkọ́ni bù fún mi kí n bù fún ẹ.

Àmúṣe-iṣẹ́: Aṣèwádìí yóò

Ìgbésẹ̀ kìn-ín-ní: kí àwọn akópa káàbọ̀

Ìgbésẹ̀ kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú akópa kó sì lù wọ́n lógọ ẹnu.

Ìgbésẹ̀ kẹta: Aṣèwádìí yóò sọ nípa ìkọ́ni bù-fún-mi-kí-n-bù-fún-ọ fún àwọn akópa àti ìwúlò ìlànà ìkọ́ni náà báyìí; ìlànà ìkọ́ni-bù-fún-mi-kí-n-bù-fún ọ (aláfọwọ́wẹ̀wọ́) jẹ́ ìlànà ìpawópọ̀ níbi tí àpapọ̀ àwọn akópa ti ń farakínra láti mú àyípadà bá ìhùwàsí. Ṣíṣe àyípadà ipa olùkọ́ àti akẹ́kọ̀ọ́ máa ń wáyé láàárín àwọn akópa. Nínú ìkópa oníbejì yìí gẹ́gẹ́ bí olùkọ́ àti akẹ́kọ̀ọ́ àwọn akópa yóò jẹ ànfààní nínú ìgbaradì àti ìkọ́ni olùkọ́, àti nípasẹ ìkọ́ni tí akẹ́kọ̀ọ́ rí gbà.

Ìgbésẹ̀ kẹrin: Aṣèwádìí yóò pín àwọn akópa sí ìpín mẹ́rin, níbi tí ọ̀kan lára abẹ́nà ìmọ̀ tí wọ́n ti kọ́ ṣáájú yóò máa parí ìpín kọ̀ọ̀kan. Ọ̀dọ́ abẹ́nà ìmọ̀ yìí ni yóò jẹ́ olùkọ́ nígbà tí àwọn tó kù yóò jẹ́ akẹ́kọ̀ọ́. Ní ìtẹ̀síwájú, akópa méjì tàbí mẹ́ta lè jẹ́ olùkọ́ kí àwọn tó kù jẹ́ akẹ́kọ̀ọ́. Nínú ìgbésẹ̀ yìí ojúgbà (ẹgbẹ́) abẹ́nà ìmọ̀ yìí yóò ṣiṣẹ́ olùtọ́sọ́nà nígbà tí aṣèwádìí yóò máa pèsè ìṣàkóso tó yẹ.

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò sọ ọ́ di mímọ̀ pé ìjíròrò ìpín kọ̀ọ̀kan kò ní ju ọgbọ̀n ìṣẹ́jú lọ.

Ìgbéléwọ̀n: Àwọn akópa yóò jíròrò lórí ipa olùkọ́ àti akẹ́kọ̀ọ́ lórí ìlànà ìkọ́ni bù-fún-mi-kí-n-bù-fún-ọ (aláfọwọ́wẹ̀wọ́).

Iṣẹ́ Àkànṣe: Ṣe àwárí bí ojúgbà (ẹgbẹ́) ṣe lè mú àyípadà bá ìhùwàsí.

Ìpàdé kẹ́rin: Ìlànà ìkọ́ni bù-fún-mi-kí-n-bù-fún-ọ lórí àtúbọ̀tán ìwà àìtọ́

Èròngbà: Léyìn abala yìí àwọn akópa yóò le è:

Ṣe ìsọníṣókí nípa àtúbọ̀tán ìwà àìtọ́

Àmúṣe-iṣẹ́: Aṣèwádìí yóò;

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀ kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa kí o sì gbóríyìn fún wọn.

Ìgbésẹ̀ kẹ́ta: Aṣèwádìí yóò ní kí àwọn akópa lọ sí ìpín wọn. Aṣèwádìí yóò ṣíde ìjíròrò náà nípa sísọ àfojúsùn ìdánilẹ́kọ̀ọ́ ojọ́ náà, ìyẹn – àtúbọ̀tán (àyọrísí) ìwà àìtọ́.

Ìgbésẹ̀ kẹ́rin: Ìpín kọ̀ọ̀kan yóò bẹ̀rẹ̀ ìjíròrò lórí àtúbọ̀tán (àyọrísí) ìwà àìtọ́, nígbà tí aṣèwádìí ń fojú tó wọn kí wọ́n má baà yapa sí àfojúsùn iṣẹ́ náà.

Wọn yóò rán wọn léti àkókò fún ìjíròrò kọ̀ọ̀kan (ọgbọ̀n ìṣẹ́jú).

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò darí àwọn akópa láti ṣe àyẹ̀wò ìjíròrò tí ìpín kọ̀ọ̀kan ti ṣe lápapọ̀.

Ìgbésẹ̀ kẹfà: Àwọn akópa yóò bèèrè ìbéèrè, nígbà tí àwọn akópa tó kù yóò pèsè ìdáhùn.

Ìgbéléwọ̀n: A ó bèèrè lọ́wọ́ àwọn akópa ní ìpín kọ̀ọ̀kan láti jíròrò lórí àtúbọ̀tán (àyọrísí) ìwà àìtọ́ lórí

- (a) ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́
- (b) ètò ẹbí
- (d) àwùjọ
- (e) Ètò ọrọ̀-ajé

Iṣẹ́ Àkànṣe: A ó sọ fún àwọn akópa láti ṣe ìwádìí lórí àwọn ohun tó ń mú ìwà àìtọ́ jingíri sọ́kàn àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀ (gáréèjì ọkọ̀).

Ìpàdé karùn-ún:Iṣẹ́ Àjùmọ̀ṣe lórí okùnfà àti ìgúníkẹ́ṣẹ́ (àtìléyìn) ìwà àìtọ́ láàárín àwọn tí kò lọ ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀

Èròngbà: Léyìn ìpàdé yìí, àwọn akópa yóò le è:

• Dárúkọ àwọn okùnfà ìwúrí tàbí àtìléyìn ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀.

Àmúṣe-iṣẹ́: Aṣèwádìí yóò:

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀n kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa kí ó sì gbé òṣùbà fún wọn.

Ìgbésẹ̀ kẹta: Aṣèwádìí yóò sọ fún àwọn akópa láti lọ sí ìpín wọn. Aṣèwádìí yóò ṣíde ìjíròrò náà nípa sísọ fún àwọn akópa ohun tí yóò jẹ́ àfojúsùn ìpàdé ọjọ́ náà – ìyẹn ni pé àwọn okùnfà àtìléyìn fún ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ sí ilé-ẹ̀kọ́ ní ibùdókọ̀.

Ìgbésẹ̀ kẹrin: Ìpín kọ̀ọ̀kan yóò bẹ̀rẹ̀ ìjíròrò lórí okùnfà àtìléyìn tàbí ìwúrí ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀, nígbà tí aṣèwádìí yóò fojú tó àwọn akópa kí wọn má baà yẹbà kúrò níbi àfojúsun iṣẹ́ náà. A ó rán wọn létí àkókò fún ìjíròrò kọ̀ọ̀kan (ọgbọ̀n ìṣẹ́jú).

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò darí àwọn akẹ́kọ̀ọ́ láti ṣe àyẹ̀wò sí ohun tí wọ́n jíròrò lé lórí lápapọ̀ ní ìpín wọn. Gẹ́gẹ́ bí àpẹẹrẹ, aṣèwádìí yóò ṣe ìsọníṣókí àwọn okùnfà àtìléyìn/ìwúrí fún ìwà àìtọ́ láàárín àwọn tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀; ipa ẹgbẹ́ tàbí ọ̀gbà, ìdarí òbí, ìfaramọ́ nnkan tó di bárakú àwọn ọ̀gbà. Ìjà agbára láàárín àwọn ẹgbẹ́, àwòkọ́ṣe tí kò dára lọ́dọ̀ àgbà àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìgbésẹ̀ kẹfà: Àwọn akópa yóò bèèrè ìbéèrè nígbà tí àwọn tó kù yóò pèsè ìdáhùn.

Ìgbéléwọ̀n: Dárúkọ àwọn okùnfà tó ń ṣe àtìléyìn àwọn ọ̀dọ́ tí kò lọ sí ilé ẹ̀kọ́ ní ibùdókọ̀ tó fi ń mú kí wọ́n hu ìwà àìtọ́.

Iṣẹ́ Àkànṣe: Ṣe àwárí ó kéré tán okùnfà márùn-ún tí a kò tí ì dárúkọ lákòókò ìjíròrò ìpín kọ̀ọ̀kan.

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Ìpàdé kẹfà: Ìfaramọ́lé àwọn ẹgbẹ́/ọ̀gbà nípa bí a ṣe lè fòpin sí ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ sí ilé ẹ̀kọ́ ní ibùdókọ̀.

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è.

- Dárúkọ ọ̀nà tí a fi lè fòpin sí ìwà àìtọ́ láàárín àwọn tí kò lọ ilé ẹ̀kọ́ ní ibùdókọ̀.

Àmúṣe-iṣẹ́: Aṣèwádìí yóò

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀.

Ìgbésẹ̀ kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa, kí ó sì gbé oríyìn fún wọn.

Ìgbésẹ̀ kẹta: Aṣèwádìí yóò sọ fún àwọn akópa kí wọ́n lọ sí ìpín wọn. Aṣèwádìí yóò ṣíde ìjíròrò nípa sísọ fún àwọn akópa ohun tí yóò jẹ́ àfojúsun ìjíròrò ọjọ́ náà – ìyẹn ni pé ọ̀nà tí a lè gbà dẹ́kun ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀.

Ìgbésẹ̀ kẹrin: Ìpín kọ̀ọ̀kan yóò bẹ̀rẹ̀ ìjíròrò lórí ọ̀nà láti dẹ́kun ìwà àìtọ́ láàárín àwọn tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀ nígbà tí aṣèwádìí yóò máa darí àwọn aṣèwádìí kí wọ́n má baà ya kúrò lórí àfojúsùn wọn.

A ó rán wọn létí àkókò fún ìjíròrò kọ̀ọ̀kan (ọgbọ̀n ìṣẹ́jú).

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò darí àwọn akópa láti lè ṣe àyẹ̀wò ohun tí wọ́n ti jíròrò lé lórí ní ìpín kọ̀ọ̀kan lápapọ̀. Gẹ́gẹ́ bí àpẹẹrẹ wọn yóò ṣe ìsọníṣókí àwọn ọ̀nà láti dẹ́kun ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́.

Gẹ́gẹ́ bí àpẹẹrẹ a lè jẹ́ kí àwọn akẹ́kọ̀ọ́ tó kọ̀ láti lọ ilé-ẹ̀kọ́ bẹ̀rẹ̀ ẹ̀kọ́ ìwé tàbí ẹ̀kọ́-iṣẹ́ owọ́. Ìjọba gbọ́dọ̀ pèsè ibùdó tí wọn yóò ti máa tọ́jú àwọn ìsọ̀rí àwọn ọmọ báwọ̀nyí dípò kí wọ́n wà ní ibùdókọ̀. A gbọ́dọ̀ kó àwọn ọ̀dọ́ tó kọ̀ láti lọ ilé-ẹ̀kọ́ yìí papọ̀ kí a sì dá wọn lẹ́kọ̀ọ́ èrèdìí tí wọ́n fi gbọ́dọ̀ takété sí ìwà àìtọ́ àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìgbéléwọ̀n: Dárúkọ àwọn ọ̀nà díẹ̀ tí a fi lè dẹ́kun ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀.

Iṣẹ́ Àkànṣe: Ṣe àwárí ọ̀nà mẹ́ta tí a fi lè dẹ́kun ìwà àìtọ́, kí o sì jábọ̀ ní ìpàdé tó ń bọ̀.

Ìpàdé Kéje: Ìjíròrò ẹlẹ́gbẹ́jẹgbẹ́ lórí ọ̀nà mìíràn tó bójúmu tí a lè yàn fún àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́.

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è:

Sọ àwọn ọ̀nà tí a fi lè dẹ́kun ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́

Àmúṣe-iṣẹ́: Aṣèwádìí yóò

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀ kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe àwọn akópa, kí ó sì yìn wọ́n.

Ìgbésẹ̀ kẹta: Aṣèwádìí yóò sọ fún àwọn akópa láti lọ sí ìpín wọn. Aṣèwádìí yóò ṣíde ìjíròrò náà nípa ṣíṣọ fún àwọn akópa ohun tí yóò jẹ́ àfojúsun ìjíròrò ọjọ́ náà – ìyẹn ni pé (i.n.p), àwọn ọ̀nà láti dẹ́kun ìwà àìtọ́ láàárín àwọn ọdọ tí kò lọ ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀.

Ìgbésẹ̀ kẹrin: Ìpín kọ̀ọ̀kan yóò bẹ̀rẹ̀ ìjíròrò lórí ọ̀nà láti dẹ́kun ìwà àìtọ́ àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀ nígbà tí olùwádìí yóò máa ṣe àmójútó láti rí i pé wọn kò yẹba lórí àfojúsùn wọn. A ó rán wọn létí àkókò tí wọ́n ní fún ìjíròrò kọ̀ọ̀kan (ọgbọ̀n ìṣẹ́ju).

Ìgbésẹ̀ karùn-ún: Olùwádìí yóò darí àwọn akópa láti ṣe àyẹ̀wò àwọn ohun tí wọ́n jíròrò ní ìpín wọn lápapọ̀. Gẹ́gẹ́ bí àpẹẹrẹ aṣèwádìí yóò ṣe ìsọníṣókí àwọn ọ̀nà tí a lè gbà dẹ́kun ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ sí ilé-ẹ̀kọ́ ní ibùdókọ̀. Gẹ́gẹ́ bí àpẹẹrẹ, a gbọ́dọ̀ fi àwọn ọmọ tí kò lọ sí ilé-ẹ̀kọ́ sí ilé-ẹ̀kọ́ tàbí ẹnu ẹ̀kọ́ṣẹ́. Ìjọba gbọ́dọ̀ pèsè ibùdó tí a ó máa kó irúfẹ́ àwọn ọmọ wọ̀nyí sí tí a ó sì máa tójú wọn. A lè kó àwọn ọmọ tí kò lọ sí ilé-ẹ̀kọ́ wọ̀nyí papọ̀ kí á sì ṣe ìdánilẹ́kọ̀ọ́ fún wọn lórí ìdí tó fi yẹ kí wọ́n yàgò fún ìwà àìtọ́ àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Yíyẹ láti darapọ̀ mọ́ àwọn àjọ (ẹgbẹ) tí kì í ṣe ti ìjọba bí *"Boys scout"* àti bẹ́ẹ̀ bẹ́ẹ̀ lọ. Ìdásílẹ̀ òṛẹ́-dẹgbẹ́ àwọn ọ̀dọ́ láti gbógun ti ìwà ọ̀daràn *(Adolèscent Alliance against Crime)* àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìgbésẹ̀ kẹfà: Aṣèwádìí darí ìpín kọ̀ọ̀kan láti mú ọjọ́ àti àkókò lórí ètò ìtanijí

Ìgbésẹ̀ kéje: Aṣèwádìí yóò ṣe ìsọníṣókí kókó ìpàdé náà.

Ìgbéléwọ̀n: Aṣèwádìí yóò bèèrè lọ́wọ́ àwọn akópa láti dárúkọ díẹ̀ lára àwọn àjọ (egbẹ́) tó lè jẹ́ olùrànlọ́wọ́ fún wọn àti bí dídarapọ̀ mọ́ irúfẹ́ ẹgbẹ́ náà ṣe lè jẹ́ ìrànlọ́wọ́ fún wọn láti lè borí ìwà ọ̀daràn.

Iṣẹ́ Àkànṣe: Aṣèwádìí yóò sọ fún àwọn akópa láti ṣe ètò ìtanijí ojúlé-dé-ojúlé lórí ìdí láti takété sí ìwà àìtọ́.

Ìpàdé kéjọ: Ìgúnlẹ̀ àti ìṣètò ìdánwò àṣegbẹ̀yìn ètò / ìpàdé.

Èròǹgbà: Léyìn ìpàdé (ètò) yìí, àwọn akópa yóò le è;

- Ṣe ìsọníṣókí gbogbo ohun tí wọ́n kọ́ lákòókò ètò náà
- Ṣíṣètò àwọn ohun èlò fún ìdánwò àṣegbẹ̀yìn ètò.

Àmúṣe Iṣẹ́

Ìgbésẹ̀ kìn-ín-ní: A ó kí àwọn akópa káàbọ̀ pẹ̀lú ọ̀yàyà.

Ìgbésẹ̀ kejì: Olùwádìí yóò darí àwọn akópa láti jábọ̀ ètò ìtanijí tí wọ́n ṣe. Onípìn-ín-jìpín ni àgbékalẹ̀ ìjábọ̀ náà yóò jẹ́. Aṣèwádìí yóò ṣe ìsọníṣókí pàtàkì ètò ìtanijí náà.

Ìgbésẹ̀ kẹta: A máa pín irinṣẹ́ fún gbígba àkójọpọ̀ èròjà àmúkalẹ̀ fáyẹ̀wò (dátà) fún àròpọ̀ máàkì tó jẹ mọ́ ìdánwò àṣegbẹ̀yìn ètò fún àwọn akópa. Olùwádìí yóò ṣe àmójútó àwọn akópa láti fọwọ́ sí àwọn tó bá yẹ láti fọwọ́ sí. Léyìn èyí olùwádìí yóò dúpẹ́ lọ́wọ́ àwọn akópa fún ìfọwọ́sowọ́pọ̀ wọn lásìkò ètò náà.

Ìgbésẹ̀ kẹrin: Òpin ètò

A ó rọ àwọn akópa láti máa tẹ̀síwájú lórí ètò ìtanijí náà. A ó mọ rírì àwọn akópa fún ìfọwọ́sowọ́pọ̀ wọn.

Ìtọ́jú Ọlọ́pọ̀ Ètò

Ìpàdé Kìn-ín-ní: Ètò Ìfaramọ́lé lápapọ̀ sí ètò náà àti ifarakínra pẹ̀lú àwọn akópa àti ìṣètò ìdánwò ìṣáájú ètò

Èròngbà: Lẹ́yìn àwọn àmúṣe-iṣẹ́ ìpàdé yìí, àwọn akópa yóò le è ṣe àmúlò ohun èlò ìwádìí fún dátà ìdánwò ìṣáájú.

Àwọn Àmúṣe-iṣẹ́: Olùwádìí yóò;

Ìgbésẹ̀ kìn-ín-ní: Ṣe àfihàn ara rẹ̀ àti àwọn olùrànlọ́wọ́ tí yóò ṣe àkóso ètò ìkọ́ni

Ìgbésẹ̀ kejì: Kí àwọn akópa káàbọ̀ tọ̀yàyà-tọ̀yàyà kí ó sì ṣe àlàyé lẹ́kùn-únrẹ́rẹ́ nípa ètò náà fún akópa.

Ìgbésẹ̀ kẹta: Ìgbésẹ̀ yìí dá lórí ìṣètò ohun èlò ìwádìí fún máàkì ìdánwò ìṣáájú.

Ìgbéléwọ̀n: A ṣe ìgbéléwọ̀n ìpàdé nípa ríro àwọn akópa láti;

Sọ ibùdó àti àkókò tí a ti fẹnukò pé ìpàdé mìíràn yóò ti wáyé.

Ìpàdé Kejì: Ìṣàpèjúwe àti àtúbọ̀tán ìwà àìtọ́

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è;

- ṣàpèjúwe ìwà àìtọ́
- ṣe ìtọ́kasí àtúbọ̀tán ìwà àìtọ́

Àmúṣe-Iṣẹ́: Olùwádìí yóò;

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀ kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa, kí ó sì gbé oríyìn fún wọn.

Ìgbésẹ̀ kẹta: Ṣe àpèjúwe ìwà àìtọ́ báyìí:

Ìwà àìtọ́ ni ìwà tó lè ṣe okùnfà ìbínú yálà èyí tó jẹ́ ìfaraṣe tàbí ìfẹnusọ; èyí tí kò wà ní ìbámu pẹ̀lú àlakalẹ̀ àwùjọ ní àkókò kan pàtó. Ní sókí, ó túmọ̀ sí ìwà tó lè ṣe àkóbá sí ìbágbépọ̀ àlàáfíà àwùjọ. Ojú tó korò ni àwùjọ fi wo ìwà àìtọ́. Onírúurú ọ̀nà ló lè gbà

jẹyọ bí àpẹẹrẹ ìfarasẹ, nínú iṣẹ, nínú ìsọ̀rọ̀, nínú àkọsílẹ̀, àtèjáde nínú ìwé tàbí ìṣàfihàn nínú àtẹ̀jíṣẹ́ (tó fi kan ẹ̀rọ ayélujára).

Ohun tó jẹ́ àfihàn ìwà àìtọ́ ni àìtẹ̀lé àlàkalẹ̀ àwùjọ. Ó jẹ́ iṣẹ́ tí kò bá òfin mu tó lè mú kí wọ́n sọ ni sí ilé ọmọ aláìgbọ́ràn.

Bí a bá fojú tó gbòòrò wò ó, ìwà àìtọ́ lè jẹ́ ìfarasẹ tàbí ifẹnusẹ. Ìwà àìtọ́ àfẹnusẹ jẹ́ irúfẹ́ ọ̀rọ̀ tó lè mú ìpalára bá ẹlòmíràn. Ìwà àìtọ́ àfẹnusọ lè wáyé bíi ìdúnkokò ìbálòpọ̀, ọ̀rọ̀ abínúkú, bíbúni, ìkannilábùkù, èpè, ọ̀rọ̀ àlùfàǹṣá, ìdúnkokò mọ́ ni, ìbúni-ojúkorojú àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìwà àìtọ́ ìfarasẹ jẹ mọ́ ṣíṣe ìpalára sí ènìyàn tàbí nǹkan ìní nípa lílo ẹ̀yà ara tàbí ohun èlò kan pàtó. Ìwà àìtọ́ ìfarasẹ jẹ́ ìwà tó lè ṣe okùnfà ìpalára sí ẹlòmíràn tàbí ohun ìní ẹlòmíràn. Àpẹẹrẹ: ìpakuuru-mọ́ni, ìfínníníràn, ìwà ipá, ìkọlù, nína-ni, bíba dúkìá jẹ́, ìjà, ìwà jàgídíjàgan àti bẹ́ẹ̀ bẹ́ẹ̀ lọ. Àwọn wọ̀nyí ni ìwà àìtọ́: ìdúnkokò-mọ́ni, àṣìlò/ìlòkulò oògùn, mímu ọtí, mímu sìgá, ìjínigbé, bíba ohun ìní ìjọba (àwùjọ) jẹ́, rírú omi àlàáfíà, ìdigunjalè, jíjí-nǹkan, gígún-ni-lọ́bẹ, títa-tẹ́tẹ́, ẹgbẹ́ òkùnkùn, ìwà ìfínníníràn àti rírú òfin àwùjọ lápapọ̀.

Ìgbésẹ̀ kẹrin: Ṣàlàyé àtúbọ̀tán ìwà àìtọ́ àwọn ọ̀dọ́ tó bá ń kópa nínú ìwà àìtọ́ kò lè wúlò fún ara rẹ̀ tàbí Orílẹ̀-èdè, dípò bẹ́ẹ̀ orísun wàhálà ni yóò jẹ́ fún àwùjọ. Ní àfikún irúfẹ́ àwọn ọ̀dọ́ báyìí ni yóò jingíri nínú ìwà ọ̀daràn lọ́jọ́ iwájú, àwọn ìwà ọ̀daràn bí ìdigunjalè, ìwà jìbìtì, sùnmọ̀mí, ìjínigbé àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Bí a bá fojú ètò ọrọ̀-ajé wò ó, àwọn ọ̀dọ́ tó yẹ kó wúlò yóò máa pàfọ̀ ní ọgbà àtúnṣe, ọgbà ọmọ aláìgbọ́ràn, àti ilé-ìtọ́jú alágànná. Ìyẹn ni pé ọ̀dá àwọn tí yóò wúlò fún ìdàgbàsókè ètò ọrọ̀-ajé tí ìjọba là kalẹ̀ yóò máa dá Orílẹ̀-èdè. Yàtọ̀ sí ìyẹn, Orílẹ̀-èdè yóò máa lo ohun èlò táṣẹ́rẹ́ tó ní fún ìtọ́jú àwọn irúfẹ́ ọ̀dọ́ tí wọ́n ti fi ṣìkún òfin mú wọ̀nyí.

Ìgbésẹ̀ karùn-ún: Olùwádìí yóò darí àwọn akópa láti jíròrò lórí ìwà àìtọ́ tó wọ́pọ̀ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ tí wọ́n sì ń wà ní ibùdókọ̀. Àwọn ìwà àìtọ́ bíi àṣìlò/ìlòkúlò oògùn, ìwà jàgídíjàgan, olè jíjà, lílo ohun ìjà àti bẹ́ẹ̀ bẹ́ẹ̀ lọ.

Ìgbésẹ̀ Kẹfà: Aṣèwádìí yóò gba àwọn akópa láàyè láti bèèrè ìbéèrè lórí ohun tí kò bá yé wọn, yóò sì dá wọn lóhùn bó ṣe tọ́ àti bó ṣe yẹ.

Ìgbéléwọ̀n: A o bèèrè àwọn ìbéèrè wọ̀nyí lọ́wọ́ àwọn akópa; (i) Ṣe àpèjúwe ohun tí a lè pè ní ìwà àìtọ́ (ii) sọ ìyàtọ̀ láàárín ìwà àìtọ́ àfẹnusẹ àti àfarasẹ.

Iṣẹ́ Àkànṣe: A ó ní kí àwọn akópa tọ́ka sí ó kéré tán ìwà àìtọ́ àfẹnuṣe àti àfaraṣe méta-méta yàtọ̀ sí èyí tí a ti dárúkọ lákòókò ìpàdé.

Ìpàdé kẹta: Ìṣàfihàn ìtọ́jú ọlọ́pọ̀ ètò fún àwọn akópa

Èròngbà: Léyìn ìpàdé yìí, àwọn akópa yóò le è;

- ṣàpèjúwe ìtọ́jú ọlọ́pọ̀ ètò
- sọ oríṣìíríṣìí ètò tó parapọ̀ di irú kan náà

Àmúṣe-Iṣẹ́: Aṣèwádìí yóò:

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀ kejì: Ṣíṣe àyẹ̀wò sí iṣẹ́ àkànṣe pẹ̀lú àwọn akópa, kí á sì gbóríyìn fún wọn.

Ìgbésẹ̀ kẹta: Aṣèwádìí yóò sọ ohun tí ìtọ́jú ọlọ́pọ̀ ètò túmọ̀ sí;

Ìtọ́jú ọlọ́pọ̀ ètò jẹ mọ́ ìdásí tó jinlẹ̀ tó jẹ mọ́ ti onípìn-ín-jìpín tàbí ti àdúgbò nípa ọ̀dọ́ tó ní ìṣòro ìwà àìtọ́. A gbé e jáde fún àfojúsùn oríṣìíríṣìí ìwà àìtọ́ kí a sì wá ọ̀nà àbáyọ sí ipa rẹ̀ lórí àwọn ọ̀dọ́ tó ń hùwà àìtọ́.

Ìtọ́jú yìí ṣe ìdámọ̀ àwọn ìwà àìtọ́ tí kò bójúmu sí ẹnìkọ̀ọ̀kan bíi (ọpọlọ, ikùnà nínú ìmọ̀ọ́ṣe ọpọlọ àti ìfarakínra) ẹbí (àìní-ọ̀yàyà), àìbọ́mọ-wí àti ìwà ọ̀daràn òbí), ọ̀gbà/ irọ̀ (bíi níní àjọṣepọ̀ pẹ̀lú irọ̀ oníwà kuwà), àwùjọ (bíi ajẹmófin), àdúgbò bíi ẹ̀sìn àti ìwà ọ̀daràn ẹyà àṣà kan). Èròngbà ìdásí yìí ni láti fi ojú tó gbòòrò wo àpẹẹrẹ ìwà àìtọ́ lápapọ̀ dípò wíwò ó ní ẹyọ kọ̀ọ̀kan. Ètò ìdásí yìí ń gbìyànjú láti ṣiṣẹ́ lórí àwọn ètò ìtọ́jú wọn.

Èròngbà ìtọ́jú ọlọ́pọ̀ ètò ni láti kojú ìṣòro ajẹmọ́ ìlera tó jẹ́ ewu fún ọ̀dọ́ láti di èrò ìta pàápàá ìwà tó lè sọ ó di ẹni ìtanù. Ó jẹ́ ètò tó múná dóko fún èròngbà ọlọ́jọ́ díẹ̀ àti ọlọ́jọ́ gbòọrọ láti mú àdínkù bá dídi èrò ìta àti ìwà àìtọ́ àti láti lè mú àjọṣe tó dán mọ́rán wà pẹ̀lú àwọn ẹlòmíràn. Nítorí náà àwọn akópa gbọ́dọ̀ fọwọ́sowọ́pọ̀ fún àṣeyọrí ètò yìí.

Ìgbésẹ̀ kẹrin: Aṣèwádìí yóò darí àwọn akópa láti ṣe ìdámọ̀ àti ìjíròrò lórí àwọn ètò/ìlànà tó lè ní ipa lórí ìṣẹ̀lẹ̀ àìbójúmu bí ìwà àìtọ́.

i.   Ẹnìkọ̀ọ̀kan: Èyí ni okùnfà ajẹmọ́-èrò ọkàn bíi ìwà àdámọ́ tó ti bárakú fún ẹnìkọ̀ọ̀kan. Gẹ́gẹ́ bí àpẹẹrẹ, ìkóra-ẹni-ní ìjánu tó pelékè, ìwà àìròtẹ́lẹ̀ àti bẹ́ẹ̀ bẹ́ẹ̀ lọ jẹ́ àwọn okùnfà tó jẹ mọ́ ti ẹnìkọ̀ọ̀kan.

ii.   Irò/ọ̀gbà: Èyí jẹ mọ́ àwọn ọ̀rẹ́ tí ènìyàn jọ ní àjọṣepọ̀. Ètò ajẹmọ́-ọ̀gbà (irò) dojúkọ ipa irò/ẹgbẹ́ tí ẹnìkọ̀ọ̀kan darapọ̀ mọ́. Ó jẹ mọ́ èrò, èròngbà, ìlànà tó gbọ́dọ̀ tẹ̀lé láti jẹ́ ẹni ìtẹ́wọ́gbà láàárín ọ̀gbà/irò/ẹgbẹ́.

iii.   Ẹbí tàbí aláàánú: Èyí ni ipa ẹbí lórí ẹnìkọ̀ọ̀kan. Nínú ìtọ́jú yìí, ẹbí túmọ̀ sí ẹni tí ọdọ́ ń gbé pẹ̀lú tó sì kà bí àwòkọ́ṣe. Ní àfikún, ó túmọ̀ sí ẹni tí ọdọ́ tí kò lọ sí ilé-ẹ̀kọ́ ń pè ní 'ẹbí'. Ó lè jẹ́ alágbàtọ́ tàbí ẹni yòówù tí ọdọ́ kà gẹ́gẹ́ bí òbí. Nítorí náà kò túmọ̀ sí òbí ẹni gan-an.

iv.   Ètò àwùjọ àti ọrọ̀ ajé: Èyí jẹ mọ́ ìṣètò ọrọ̀ ajé, iṣẹ́, àìríṣẹ́-ṣe, lílo ọmọ nílò kulò àti ètò òfin.

v.   Àdúgbò: Èyí ni ètò ẹ̀sìn, ìgbàgbó, ètò ìbílẹ̀, ètò ìbánisọ̀rọ̀.

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò ṣàlàyé pé ìtọ́jú yẹn yóò nílò aṣojú, láti àwọn ibi wọ̀nyí nípasẹ̀ àwọn tí yóò mú àdínkù bá àìlọ-sí ilé-ẹ̀kọ́ láàárín àwọn ọdọ́ ní ibùdókọ̀.

Ìgbéléwọ̀n: (i) Ṣàpẹ̀júwe ìtọ́jú ọlọ́pọ̀ ètò (ii) Dárúkọ oríṣìíríṣìí ètò tó parapọ̀ di ọlọ́pọ̀ ètò (iii) Dárúkọ àwọn aṣojú nínú àwọn ètò tí a ṣe ìdámọ̀ wọn nínú ìtọ́jú ọlọ́pọ̀ ètò.

Iṣẹ́ Àkànṣe: Mú ètò kan kí ó sì ṣe àwàrí bí ètò náà ṣe jẹ okùnfà ìwà àìtọ́.

Ìpàdé kẹrin: Ìjíròrò Lórí bi Ètò kọ̀ọ̀kan ṣé jẹ́ okùnfà ìwà àìtọ́ fún àwọn ọdọ́ tí kò lọ ilé-ẹ̀kọ́ ní Ibùdókọ̀

Èròngbà: Lẹ́yìn ìpàdé yìí àwọn akópa yóò le è;

•   Tọ́ka sí bí ìlànà kọ̀ọ̀kan ṣe ń ṣokùnfa ìwà àìtọ́.

Àmúṣe-iṣẹ́: Olùwádìí yóò:

Ìgbésẹ̀ Kìn-ín-ní: Kí àwọn akópa káàbọ̀

Ìgbésẹ̀ Kejì: Ṣe àyẹwò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa, kí ó sì gbóríyìn fún wọn.

Ìgbésẹ̀ Kẹta: Aṣèwádìí yóò ṣe àfihàn àwọn aṣojú ètò/ìlànà kọ̀ọ̀kan tí wọ́n ṣe ìdámọ̀ rẹ̀ ní ìpàdé tó kọjá.

Aṣèwádìí yóò sọ fún àwọn aṣojú tó kù àti àwọn akópa pẹ̀lú.

Ìgbésẹ̀ Kẹrin: Aṣèwádìí yóò darí aṣojú kọ̀ọ̀kan láti tọ́ka sí bí ètò tí wọ́n ń ṣojú ṣe lè ṣe okùnfà ìwà àìtọ́ ní ṣíṣẹ̀ntẹ̀lé báyìí.

Ẹnìkọ̀ọ̀kan (àìní ìmọ̀, ìmọ̀-ọ́nṣe ìfarakínra tó mẹ́hẹ).

Ẹbí (bí àpẹẹrẹ ọ̀yàyà tó mẹ́hẹ, ìkóra-ẹni-ní-ìjánu tó mẹ́hẹ, ìwà ọ̀daràn òbí).

Irọ̀/ọ̀gbà (bí àpẹẹrẹ: níní àjọṣepọ̀ pẹ̀lú àwọn ọ̀dọ́ oníwà àìtọ́).

Àwùjọ-jẹmọ́-ọrọ̀-ajé (ètò òfin àti bẹ́ẹ̀ bẹ́ẹ̀ lọ)

Àdúgbò/Agbègbè (bí àpẹẹrẹ: ẹka àṣà ajẹmọ́daràn, aṣojú ìbílẹ̀, ìlànà ìbánisọ̀rọ̀)

Ìgbésẹ̀ Karùn-ún: Aṣèwádìí yóò ṣe ìrànlọ́wọ́ fún àwọn akópa láti kópa nínú ìjíròrò.

Ìgbésẹ̀ Kẹfà: Aṣèwádìí yóò ṣe ìsọníṣókí kókó pàtàkì inú ìpàdé.

Ìgbéléwọ̀n: Ṣe ìtọ́kasí bí ètò kọ̀ọ̀kan ṣe jẹ́ okùnfà ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀.

Iṣẹ́ Àkànṣe: Ṣe ìdámọ̀ ó kéré tán àwọn nǹkan mẹ́ta tó lè mú ọ lọ́wọ́ nínú ìwà àìtọ́.

Ìpàdé Karùn-ún: Fífòpin sí Ìwà àìtọ́ nípa Ètò ẹnìkọ̀ọ̀kan àti ètò ẹbí

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è;

- Ṣàpèjúwe bí ètò ẹnìkọ̀ọ̀kan yóò ṣe ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́ pàápàá láàárín àwọn ọ̀dọ́ tí kò lọ sí ilé-ẹ̀kọ́ ní ibùdókọ̀.

- Ṣàpèjúwe bí ètò ẹbí ṣe lè ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́ pàápàá láàárín àwọn ọmọ tí kò lọ ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀.

Àmúṣe-iṣẹ́: Aṣèdánwò yóò:

Ìgbésẹ̀ Kìn-ín-ní: Kí àwọn akópa káàbọ̀.

Ìgbésẹ̀ Kejì: Ṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa, kí ó sì gbóríyìn fún wọn.

Ìgbésẹ̀ kẹta: Aṣèwádìí yóò sọ fún àwọn akópa nípa àkòrí náà báyìí: Lónìí, a ó máa ṣe àwàjinlẹ̀ bí ètò méjèèjì (ẹnìkòọ̀kan àti ẹbí) ṣe lè kún wa lọ́wọ́ láti lè dojúkọ ìwà àìtọ́. Nítorí náà, a gbọ́dọ̀ fọwọ́sowọ́pọ̀, kí á sì kópa tiwa nínú ìpàdé ajẹmọ́-ìtọ́jú, láti lè ní àṣeyọrí nínú ìpàdé yìí.

Ìgbésẹ̀ kẹrin: Láti lè ṣe àwàjinlẹ̀ ti ẹlénikan, aṣèwádìí yóò tọ́ abẹ́nà ìmọ̀ tí yóò jẹ́ aṣojú ètò yìí sọ́nà. Ẹni yìí ti jẹ́ arúfin rí, ṣùgbọ́n ó ti ní ìyípadà ọkàn (bó tilẹ̀ jẹ́ pé kì ń ṣe nípa ìtọ́jú yìí). Aṣojú yìí yóò ṣàlàyé lẹ́kùn-únrẹ́rẹ́ àwọn okùnfà ajẹmọ́-ẹnìkòọ̀kan (lára èyí tí a ti dárúkọ ní ìpàdé ìkẹta àti ìkẹrin). Aṣèwádìí yóò pèsè ìtọ́ni tó yẹ, láti lè ri pé ìjíròrò náà mú èròǹgbà tí a là kalẹ̀ ṣẹ.

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò ṣe ìrànlọ́wọ́ bí àwọn akópa yóò ṣe lè sọ bí àwọn okùnfà ajẹmọ-ẹnìkòọ̀kan ṣe jẹ́ orísun fún lílọ́wọ́ nínú ìwà àìtọ́.

Ìgbésẹ̀ Kẹfà: Léyìn èyí, aṣèwádìí yóò ní kí aṣojú ètò ẹbí bá àwọn akópa sọ̀rọ̀ lórí bí "ètò ẹbí" ṣe lè ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́. Ìjíròrò yìí yóò ṣe ìrànlọ́wọ́ láti lè jẹ́ kí àwọn akópa ṣe ìdámọ̀ àwọn tí wọn kà sí 'ará nínú ẹbí' àti bí wọ́n ṣe lè jẹ́ olùrànlọ́wọ́ ní irú àkókò yìí.

Síwájú sí i, aṣèwádìí yóò darí ìjíròrò lórí pàtàkì gbígbé pẹ̀lú òbí tó bí ni, àti bí àwọn ọmọ tí kò lọ sí ilé-ẹ̀kọ́ yóò ṣe padà sí ilé òbí wọn (fún àwọn tí kò lọ ilé mọ́), àfojúsùn ìjíròrò náà tún ni bí àwọn ọmọ yóò ṣe ṣàmúlò ètò ẹbí lọ́nà tó yẹ, bó tilẹ̀ jẹ́ pé ọ̀dá ohun èlò àti àwọn àléébù mìíràn wà nínú ẹbí.

Ìgbésẹ̀ Kéje: A ó fún àwọn akópa ní àǹfààní láti bèèrè ìbéèrè àti láti kópa lórí àkọlé tí ìjíròrò dá lé níbi tí aṣèwádìí yóò ti máa tọ́ wọn sọ́nà.

Ìgbésẹ̀ kẹjọ: Aṣèwádìí yóò ṣe ìsọníṣókí àwọn kókó tó ṣe pàtàkì nínú ìpàdé náà.

Ìgbéléwọ̀n: (i) Báwo ni ìwọ gẹ́gẹ́ bí ẹnikan ṣe lè ran ara rẹ lọ́wọ́ láti fòpin sí ìwà àìtọ́? (ii) Ipa wo ni ẹbí gbọ́dọ̀ kó láti fòpin sí ìwà àìtọ́? (iii) Báwo ni o ṣe lè ṣe àmúlò ohun èlò ẹbí kí ó lè gbé ìgbé ayé tí kò ní ìkọsẹ̀.

Iṣẹ́ Àkànṣe: Ṣe ìdámọ̀ àjọṣepọ̀ tó lè wáyé láàárín ètò ẹnìkòọ̀kan àti ẹbí.

Ìpàdé Kẹfà: Fífòpin sí Ìwà àìtọ́ Nípasẹ̀ Ètò irọ̀ (Ọ̀gbà) àti Òfin

Èròngbà: Léyìn ìpàdé yìí, àwọn akópa yóò le è;

• Ṣàpèjúwe bí ètò òfin ṣe lè ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́ pàápàá láàárín àwọn ọmọ tí kò lọ sí ilé-ẹ̀kọ́ ní ibùdókọ̀.

• Ṣàpèjúwe bí ètò òfin ṣe lè ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́ pàápàá láàárín àwọn tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀.

Àwọn Àmúṣe-iṣẹ́: Aṣèwádìí yóò;

Ìgbésẹ̀ kìn-ín-ní: Kí àwọn akópa káàbọ̀.

Ìgbésẹ̀ kejì: Ṣíṣe àyẹ̀wò iṣẹ́ àkànṣe pẹ̀lú àwọn akópa, kí a sì ṣe ìgbóríyìn fún wọn.

Ìgbésẹ̀ kẹ́ta: Aṣèwádìí yóò sọ àkòrí ìpàdé tí a ṣe gbẹ̀yìn a ṣe àwàjinlẹ̀ ètò ẹnìkọ̀ọ̀kan àti ti ẹbí. Lónìí a ó tún máa ṣe àwàjinlẹ̀ ètò méjì mìíràn (irọ̀/ọ̀gbà àti òfin) àti bí méjèèjì ṣe lè ṣe ìrànlọ́wọ́ láti gbógun ti àwọn tó ń lọ́wọ́ nínú ìwà àìtọ́. Gẹ́gẹ́ bí a ṣe pàtàkì kí a fọwọ́sowọ́pọ̀, kí á sì ṣe ojúṣe wa ní àsìkò ètò ajẹmọ́-ìtọ́jú kí a sì parí iṣẹ́ àkànṣe tí à ń fún wa, kí ètò náà lè kógo já.

Ìgbésẹ̀ kẹrin: Láti lè ṣe Àwàjinlẹ̀ ètò irọ̀/ọ̀gbà, aṣèwádìí yóò sọ ohun tí àwọn abẹ́nà ìmọ̀ yóò ṣe (Ẹni méjì tí ọjọ́ orí wọn wà ní ìbámu pẹ̀lú àwọn akópa). Àwọn wọnyí ni yóò jẹ aṣojú ètò irọ̀/ọ̀gbà. Wọn yóò jíròrò lórí bí ọ̀gbà/irọ̀ ṣe máa ń ní ipa nípa sísọrọ̀ lórí àkòrí bí i "egbẹ́ búburú ba ìwà rere jẹ́", "Fi ọ̀rẹ́ rẹ hàn mí, èmi yóò mọ irú ènìyàn tí o jẹ́", 'Àgùtàn tó bá bá Ajá rìn yóò jẹ ìgbẹ́". Aṣèwádìí yóò pèsè ìtọ́sọ́nà tó yẹ, nígbà tí àwọn aṣojú yóò darí àwọn akópa láti jíròrò lórí àwòkọ́ṣe rere fún ara wọn pàápàá láti lè fòpin sí ìwà àìtọ́. Wọn yóò tún jíròrò lórí ìdí tó fi yẹ kí wọ́n máa bá irọ̀ tó jẹ oníwà rere rìn. Yàtọ̀ sí pé níní ọ̀rẹ́ rere kò ní í jẹ́ kí á dá ọ̀ràn, yóò tún mú wá ní ọjọ́ iwájú rere. Wọn yóò tún jíròrò lórí àwọn ọ̀nà mìíràn tí irọ̀/ọ̀gbà ṣe lè ní ipa. Ẹ́yí ni yóò jẹ́ kí èròngbà ìpàdé náà ó lè jọ.

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò ṣe ìrànlọ́wọ́ fún àwọn akópa láti lè jíròrò lórí àwọn ọ̀nà mìíràn tí irọ̀/ọ̀gbà ṣe lè ní ipa lórí kíkópa nínú ìwà àìtọ́.

Ìgbésẹ̀ kẹfà: Léyìn èyí, aṣèwádìí yóò ní kí àwọn aṣojú ètò òfin (ọkàn nínú ètò ajẹmáwùjọ) ó sọrọ̀ lórí bí ètò yìí ṣe lè ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́. Ìjíròrò yìí yóò jẹ́ kí á lè ṣe ìdámọ̀ bí ètò ajẹmáwùjọ bíi ètò òfin, ètò ìbánisọ̀rọ̀, ètò ẹrọ ayélujára ṣe lè jẹ́ ohun tí a lè lò láti fòpin sí ìwà àìtọ́ láàárín àwọn tí kò lọ sí ilé-ẹ̀kọ́ ní àwọn ibùdókọ̀.

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Àwọn aṣojú wọnyí yóò darí àwọn ọ̀dọ̀ wọnyí lè ní òye àtúbọ̀tàn tí kò dára tó lè tẹ̀lé jíjuni sẹ́wọ̀n lẹ́yìn tí ènìyàn bá ti dáràn.

Ìgbésẹ̀ kéje: A ó fún àwọn akópa ní ànfààní láti bèèrè ìbéèrè àti láti kópa sí i lórí àkòrí náà. Aṣèwádìí yóò sì dúró bí olùtọ́sọ́nà.

Ìgbésẹ̀ kéjọ: Aṣèwádìí yóò ṣe ìsọníṣókí tó yẹ lórí àwọn kókó inú ìpàdé náà.

Ìgbéléwọ̀n: (a) Báwo ni o ṣe lè dá àwọn ọ̀rẹ́ tí yóò mú ẹ yàgò nínú ìwà àìtọ́ mọ̀? (ii) Ipa wo ni àwọn ọ̀rẹ́ lè kó láti fòpin sí ìwà àìtọ́: (iii) Ipa tí kò dára wò ní ó lè jẹ́ àyọrísí lílọ sí ọgbà ẹ̀wọ̀n?

Iṣẹ́ Àkànṣe: Ṣe ìdámọ̀ àjọṣepọ̀ tó lè wà láàárín ẹnìkọ̀ọ̀kan, ẹbí, ọgbà/irọ̀ àti ètò ajẹmáwùjọ-jẹmọ́-ètò-ọrọ̀ ajé.

Ìpàdé kéje: Fífòpin sí Ìwà àìtọ́ nípasẹ̀ ètò Àdúgbò/Agbègbè

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è:

• Ṣe àpèjúwe bí ètò àdúgbò/agbègbè ṣe lè ṣe ìrànlọ́wọ́ lórí wíwá ojútùú sí ìwà àìtọ́ pàápàá láàárín àwọn tí kò lọ ilé-ẹ̀kọ́ ní ibùdókọ̀.

Àmúṣe-iṣẹ́: Aṣèwádìí yóò;

Ìgbésẹ̀ Kìn-ín-ní: Kí àwọn akópa káàbọ̀.

Ìgbésẹ̀ kejì: Ṣe àyẹ̀wò lórí iṣẹ́ àkànṣe pẹ̀lú àwọn akópa kí ó sì gbé ọ̀sùbà fún wọn.

Ìgbésẹ̀ kẹ́ta: Aṣèwádìí yóò sọ nípa àkòrí fún ìpàdé náà báyìí: Nínú àwọn ìpàdé wa a ti jíròrò lórí ètò ẹnìkọ̀ọ̀kan, ẹbí, irọ̀/ọgbà àti ajẹmáwùjọ-jẹ-mọ́-ọrọ̀ ajé àti bí ètò kọ̀ọ̀kan ṣe lè ṣe ìrànlọ́wọ́ láti fòpin sí ìwà àìtọ́: Lónìí a ó ṣe àwàjinlẹ̀ ètò agbègbè/àdúgbò àti bí ó ṣe lè ṣe ìrànlọ́wọ́ lórí ifòpinsí ìwà àìtọ́. Gẹ́gẹ́ bí a ṣe ṣe lọ́sẹ̀ tó kọjá, ó ṣe pàtàkì láti fọwọ́sowọ́pọ̀ kí a sì ṣe ojúṣe wa ní àkókò ìpàdé ajẹmọ́-ìtọ́jú yìí, kí á ṣe ojúṣe wa kí á sì parí iṣẹ́ àkànṣe tí a fún wa kí á lè kógo já nínú ìpàdé yìí.

Ìgbésẹ̀ kẹrin: Láti lè ṣe àwàjinlẹ̀ ètò àdúgbò/agbègbè aṣẹdarí yóò so ohun tí abẹ́nà ìmọ̀ yóò ṣe (Mùsùlùmí kan àti Olùṣọ́-àgùtàn ọmọ lẹ́yìn Kírísítì kan). Àwọn wọnyí ni yóò jẹ́ aṣojú ètò yìí. Àwọn aṣojú yìí yóò jíròrò pẹ̀lú àwọn akópa bí ètò àdúgbò ṣe máa ń

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ṣiṣẹ́. Wọn yóò so akitiyan wọn lórí ètò èsìn àti ti èmí. Síwájú síi, wọn yóò ṣe ìtenumọ́ bí àdúgbò àti abẹ́nà imọ̀ ṣe lè mú òpin bá ìwà àìtọ́. A ó tún jíròrò lórí abala mìíràn tó wà ní àdúgbò láti lè jẹ́ kí èròngbà náà ó lè jọ.

Ìgbésẹ̀ karùn-ún: Aṣèwádìí yóò ṣe ìrànlọ́wọ́ fún àwọn akópa láti jíròrò lórí àwọn ètò àdúgbò mìíràn tó lè ṣe okùnfà lílọ́wọ́ nínú ìwà àìtọ́.

Ìgbésẹ̀ kẹfà: Aṣèwádìí yóò darí àwọn akópa láti jíròrò lórí gbogbo ètò inú ìtọ́jú ọlọ́pọ̀ ètò, àti bí a ṣe lè lò wọ́n láti fòpin sí ìwà àìtọ́ láàárín àwọn ọ̀dọ́ tí kò lọ ilé- ẹ̀kọ́.

Ìgbésẹ̀ kéje: A ó fún àwọn akópa láàyè láti bèèrè ìbéèrè. Bẹ́ẹ̀ ni a ó gbà wọ́n láàyè láti kópa síwájú sí i lórí àkòrí náà. Iṣẹ́ olùtọ́sọ́nà ni olùṣèwádìí yóò máa ṣe.

Ìgbésẹ̀ kéjọ: Aṣèwádìí yóò ṣe ìsọníṣókí tó yẹ lórí kókó inú ìpàdé náà.

Ìgbéléwọ̀n: (i) Ipa wo ni ètò agbègbè ń kó? (ii) Báwo ni ọ̀dọ́ ṣe lè ṣe àmúlò ohun èlò agbègbè/àdúgbò?

Iṣẹ́ Àkànṣe: Ṣe àwárí bí ó ṣe lè ṣe àmúlò oníruuru ètò tí a ti ṣe ìdámọ̀ wọn nínú ìtọ́jú ọlọ́pọ̀ ètò láti fòpin sí ìwà àìtọ́.

Ìpàdé Kéjọ: Àgbálọgbábọ̀ àti Ìṣàkóso Ìdánwò Ẹ̀yìn Ìpàdé

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è;

- Ṣe ìsọníṣókí ohun gbogbo tí wọ́n ti kọ́ nínú ètò náà.
- Ṣíṣe ètò àkóso ohun èlò fún ìdánwò ẹ̀yìn ìpàdé

Àmúṣe-iṣẹ́

Ìgbésẹ̀ kìn-ín-ní: A ó kí àwọn akópa káàbọ̀ pẹ̀lú ọ̀yàyà.

Ìgbésẹ̀ kejì: A ó fún àwọn akópa ní irinṣẹ́ (ohun èlò) láti gba dátà, wọn yóò sì fọwọ́ sí ohun tó yẹ níbẹ̀. Aṣèwádìí yóò sì máa ṣe àmójútó wọn. Lẹ́yìn tí wọ́n bá ti fọwọ́ sí ohun tó yẹ nínú irinṣẹ́ náà. A ó wá dúpẹ́ lọ́wọ́ àwọn akópa fún ìfọwọ́sowọ́pọ̀ wọn.

Ìgbésẹ̀ kẹta: Ìparí

A ó rọ àwọn akópa láti máa ṣàmúlò ohun tí wọn kọ́ kí wọn lè baà máa gbé ìgbé ayé tó wúlò pẹ̀lú ìwà tó bójúmu.

A ó dúpẹ́ lọ́wọ́ àwọn akópa dáadáa nípa ìfọwọ́sowọ́pọ̀ wọn.

Ìpín ìdánwò: Irinṣẹ́ Alábọ́dé tó jẹ́ ti iṣẹ́ àgbẹ̀ (oko)

Ìpàdé Kìn-ín-ní: Ìfaramọlé sí ètò náà lápapọ̀ àti níní ìfirakínra pẹ̀lú àwọn akópa pẹ̀lú ṣíṣètò ìdánwò ìṣáájú.

Èròngbà: Lẹ́yìn àmúṣe-iṣẹ́ inú ìpàdé yìí àwọn akópa yóò lè ṣe àmúlò irinṣẹ́ tí wọ́n fẹ́ lò láti gba dátà fún ìdánwò ìṣáájú

Àmúṣe-Iṣẹ́: Olùwádìí yóò;

Ìgbésẹ̀ kìn-ín-ní: Ṣe àfihàn ara rẹ̀ àti àwọn olùrànlọ́wọ́ aṣèwádìí tí yóò jẹ́ alákòóso ètò ẹ̀kọ́ṣẹ́ (ìdánilẹ́kòọ́) náà.

Ìgbésẹ̀ kejì: Kíkí àwọn akópa káàbọ̀ pẹ̀lú ọ̀yàyà, kí o sì ṣàlàyé lẹ́kùn-únrẹ́rẹ́ nípa ètò náà fún wọn.

Ìgbésẹ̀ kẹta: Ìgbésẹ̀ yìí jẹ mọ́ pípín irinṣẹ́ fún ìṣàtòjọ máàkì fún àwọn akópa

Ìgbéléwọ̀n: A ṣe ìgbéléwọ̀n ìpàdé náà nípa rírọ àwọn akópa láti;

Sọ ibi ìpàdé àti àkókò mìíràn tí wọ́n fẹnukò lé lórí.

Ìpàdé kejì

Àkòrí: Irinṣẹ́ alábọ́dé ti iṣẹ́ àgbẹ̀ (oko)

Èròngbà: Èròngbà ìpàdé yìí ni láti jẹ́ kí àwọn akópa ṣe ìdámọ̀ irinṣẹ́ àgbẹ̀ (oko) tó jẹ́ alábọ́dé.

Àmúṣe-Iṣẹ́:

- Àwọn akópa àti aṣèwádìí kí ara won.

- A ó jẹ́ kí wọ́n mọ àkòrí ìpàdé náà pé irinṣẹ́ alábọ́dé fún iṣẹ́ àgbẹ̀ (oko) ni. Aṣèwádìí yóò darí ètò lórí dídárúkọ àwọn irinṣẹ́ náà.

Iṣẹ́ Àkànṣe

Dárúkọ ohun èlò alábọ́dé fún iṣẹ́ àgbẹ̀ àti ìwúlò rẹ̀.

Ọ̀rọ̀ Àsọkágbá

Aṣèwádìí yóò gbé òṣùbà fún àwọn akópa nípa fífi ààyè sílẹ̀ àti ìfaradà òun sùúrù tí awọ́n akópa ní.

Ìpàdé Kẹ́ta: Ìgúnlẹ̀ àti Ìṣètò Ìdánwò Àṣegbẹ̀yìn

Èròngbà: Lẹ́yìn ìpàdé yìí, àwọn akópa yóò le è;

Àmúṣe-Iṣẹ́

Ìgbésẹ̀ kìn-ín-ní: A ó kí àwọn akópa káàbọ̀ pẹ̀lú ọ̀yàyà.

Ìgbésẹ̀ kẹ́ta: A ó pín irinṣẹ́ tí a fẹ́ fi gba dátà fún àwọn akópa. Wọn yóò sì fọwọ́ sí i bí aṣèwádìí ṣe ń lọ káàkiri láti ṣe àmójútó wọn. Lẹ́yìn tí wọ́n bá ti parí iṣẹ́ náà a ó dúpẹ́ lọ́wọ́ wọn fún ìfọwọ́sowọ́pọ̀ tó lóòrìn tí wọ́n ṣe lásìkò ètò náà.

Ìgbésẹ̀ kẹ́rin: Ìparí (fífi àdàgbá ètò rọ̀).

UNIVERSITY OF IBADAN, FACULTY OF EDUCATION,

DEPARTMENT OF GUIDANCE AND COUNSELLING

Dear respondents, this is a questionnaire that seeks to know your opinion, views and perception about your health status. Please keep in mind that your replies will be kept strictly secret and will only be used for research purposes.

SECTION A: DEMOGRAPHIC DATA

Gender: Male [   ]   Female [   ]

Age: 12-14 [   ]   15-16 [   ]   17-19 [   ]

SECTION B

Offending Behaviour Scale

S/N	ITEMS	Strongly agree	Agree	Disagree	Strongly Disagree
	General Conflict Tactic Scale **(Rate each of these statements, when there is a disagreement that involves YOU)**				
1	I always insulted, swore, or cursed others				
2	I always threatened to hit or throw something at others				
3	I have actually thrown something at someone				
4	I can pushed, grabbed, or shoved someone, when I am annoyed				
5	I slap another person when I am angered				
6	I hit or attempted to strike someone with anything (an item).				
7	I beat up someone, when provoked				
8	I could threaten anyone with knife or gun				

	Property Crime Scale **(Rate each of these statements as it applies to YOU)**				
9	I purposely damage property that do not belong to you				
10	I do steal or receive stolen items				
11	I have the ability to take something from a store without having to pay for it.				
12	I have stolen property or cash that did not belong to you.				
13	I have the ability to get into a house and steal material possessions.				
	Interpersonal Crime Scale **(Rate each of these statements as it applies to YOU)**				
14	I can use a weapon or force to get money from a person				
15	I do get into physical fight				
16	I can physically hurt people				
17	I can use a knife or gun to steal what belongs to another person				
18	Nothing is bad in forcing others to have sex with one.				
19	I have been involved in the injury of another person				
	Drug Crime Scale **(Rate each of these statements as it applies to YOU)**				
20	I could take alcohol or cigarettes to any length.				

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
21	I have sold, distributed, or helped to make illegal drugs				
22	I have traded sex for food, drugs, or money				
23	I am a member of a gang				
24	I have engaged in gambling				

Criminal Sentiments Scale-Modified

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
	Tolerance for Law Violations (TLV)				
1	Sometimes it is necessary for a person like me to break the law in order to advance in life.				
2	I believe that the majority of successful individuals broke the law in order to advance in life.				
3	I should always respect the rule of law, even if it prevents you from advancing in life.				
4	It's fine to breach the law as long as I don't get caught.				
5	I could conduct crimes provided I didn't get arrested.				
6	There's never a valid cause for me to disobey the law.				
7	I'm entitled to the freedom to steal if I am needy				
8	It is OK to skirt the rules so long as I do not actually breach it				
9	I ought to only respect sensible laws				
10	I take the quickest route to completion, even if it entails violating the law.				

	Identification with Criminal Others (ICO)				
11	Individuals who have violated the rules have the identical outlook on life that I do.				
12	I would rather be around those who follow the law than those who break it.				
14	People who are currently in legal problems tend to be alike me than folks who have never been in legal difficulty.				
15	I don't have anything in common with those who never violate the law.				
16	Nobody can be a friend of mine if they break the law.				

PEER INFLUENCE SCALE

Strongly Agree= SD Agree=A   Disagree=D   Strongly Disagree= SD

S/N	Items	SA	A	D	SD
1	I get along well with my classmates.				
2	My friends help me in sharing notes.				
5	My friends help me in copying notes, while I am in school				
6	My friends help me in copying in exams, when I was in school				
7	My friends pressurize me for social activities				
9	My friends don't pressurize me for homework/assignment completion.				
10	My friends do not pressurize me for respecting teachers.				
11	My friends do not pressurize me for respecting school authorities				
12	I have fun, jokes with my friends				
14	My friends do not help me in reading my notes for my exams				
15	My friends greatly influenced my regular attendance in classes				
16	My peers have a big effect on me when it comes to submitting a task given to me.				
17	My engagement in social events could be significantly influenced by my peers.				

Brief Self-Control Measure

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am adept at avoiding enticement.				
2	I have a difficult time changing negative behaviours.				
3	I'd rather have someone else do my work for me.				
4	I make rude remarks.				
5	Certain activities I do are terrible for me.				
6	I shun harmful substances.				
7	I hope I possessed greater self-control.				
8	People claim I lack discipline.				

9	Delight and enjoyment can occasionally delay me from ensuring things are done.				
10	Concentration on a task is a bit difficult for me.				
11	Working towards a long-term objectives is not an issue for me.				
12	I can't always control myself against performing any act I know is bad.				
13	I frequently act without considering all possible outcomes.				

YUNIFÁSÍTÌ TI ÌBÀDÀN
AGBO ÌMỌ̀ ẸKỌ́,
ẸKA ÌMỌ̀ ÌTỌ́NISỌ́NÀ ÀTI ÌGBANI NÍMỌ̀RÀN

Èyin Olùdáhùn, èyí jẹ́ àtòjọ ìbéèrè ìwádìí láti mọ èrò àti ìwòye yín nípa ipò ìlera yín. A fẹ́ kí ẹ mọ̀ pé bòǹkẹ́lẹ́ ni a ó fi ìdáhùn yín ṣe, iṣẹ́ iwádìí nìkan ni ó wà fún.

ÌPÍN A: ÀKÓJỌ IYE ÈNÌYÀN

Akọ-n-bábo: Akọ [   ]   Abo [   ]

Ọjọ́ Orí: Méjìlá sí mẹ́rìnlá [   ] Mẹ́tàdínlógún sí mọ́kàndínlógún [   ]

ÌPÍN B:

ÒṢÙWỌ̀N ÌWÀ ÀÌTỌ́

NỌ́ǸBÀ	WÚNRẸN ÌBÉÈRÈ	FÍFARA MỌ́ GAN-AN	FÍFARA MỌ́	ÀÌFARA	ÀÌFARA MỌ́ GAN-
	ÒṢÙNWỌ̀N ÈTE ÌKỌLURA NÍ GBOGBO-GBÒÒ (Ṣe ìgbéléwọ̀n àwọn àlàyé wọ̀nyí níbi tí ẹ bá ti rí aáwọ̀ tó kàn yín gbọ̀ngbọ̀n)				
1	Mo máa ń tàbùkù, búra tàbí ṣépè fún ẹlòmíràn				
2	Mo máa ń halẹ̀ láti fi ǹǹkan lu ẹlòmíràn tàbí sọ ǹǹkan lù ú				
3.	Mo tilẹ̀ ti ju ǹǹkan lu ẹnìkan rí				
4.	Mo lè ti ẹlòmíràn tàbí kí n gbò ó jìgìjìgì bí mo bá ń bínú				
5.	Mo máa ń gbá ẹlòmíràn létí bí inú mi bá ru (bínú)				
6.	Mo máa ń lu ẹlòmíràn tàbí gbìyànjú tàbí lù ú pẹ̀lú ǹǹkan				
7.	Mo máa ń na (dìgbò lu) ẹni tí ó bá mú mi bínú				
8.	Mo lè fi ọ̀bẹ tàbí ìbọn halẹ̀ fún ẹlòmìíràn				

	ÒṢÙWÒN ÌWÀ AJEMÓ-OHUN ÌNÍ (Ṣe ìgbéléwòn àwọn àlàyé wọnyí bó ṣe jẹ́ mọ́ Ọ/Ẹ)			
9.	Mo máa ń mọ̀ọ́mọ̀ bá ohun ìní tí kì í ṣe tèmi jẹ́			
10.	Mo máa ń jí ohun ìní tàbí gba/ra ohun ìní tí wọ́n bá jí gbé			
11.	Mo lè mú ñ̄nkan ní ilé ìtàjà tàbí ṣọ́ọ̀bù láì sanwó			
12.	Mo ti mú owó tàbí ohun kan tí kì í ṣe tèmi			
13.	Mo lè ṣe ìdigunjalè wọ ilé onílé tàbí jí nnkan			
	ÒṢÙWÒN ÌWÀ ÒDARÀN TÓ JẸMÓ ÌBÁGBÉPÒ/ÀJỌṢEPÒ (Ṣe ìgbéléwòn àlàyé kọ̀ọ̀kan bó ṣe jẹ́ mọ́ Ọ/Ẹ)			
14.	Mo lè lo ohun ìjà tàbí ìwà ipá láti gba owó (jáwó gbà) lọ́wọ́ ènìyàn			
15.	Mo máa ń bá ẹlòmíràn ja ìjàkadì			
16.	Mo lè ṣe ènìyàn léṣe			
17.	Mo lè lo ọ̀bẹ tàbí ìbọn láti ji ñ̄nkan ẹlòmíràn			
18.	Kò sí ohun tó burú láti fi ipá ba ẹlòmíràn lò pọ̀			
19.	Mo ti kópa nínú mímú kí ẹlòmíràn ní ìfarapa			
	ÒṢÙWÒN ÌWÀ ÒDARÀN AJẸMÓ ÌLÒ OÒGÙN (Ṣe ìgbéléwòn àlàyé kọ̀ọ̀kan bó ṣe jẹ́ mọ́ Ọ/Ẹ)			
20.	Mo lè mu ọtí àti sìgá láì bojú wẹ̀yìn			
21.	Mo ti tà, pín tàbí ṣe ìrànlọ́wọ́ láti ṣe oògùn olóró/tí kò bófin mu			
22.	Mo ti ṣe òwò nàbì, ta àgọ́ ara mi fún oúnjẹ, oògùn àti owó.			
23.	Mo jẹ́ ọmọ ẹgbẹ́ òkùnkùn			
24.	Mo ti kópa nínú tẹ́tẹ́ títa			

ÌṢÀTÚNṢE ÌGBÉLÉWÒN ÌWÀ TÍ KÒ BÁ ÒFIN MU

NÓŃBÀ	WÚNRÈN ÌBÉÈRÈ	FÍFARA MÓ GAN-AN	FÍFARA MÓ	ÀÌFARA MÓ	ÀÌFARA MÓ GAN-
	Ìfaradà Ìrúfin (Ìrú-Òfin)				
1.	Léèkòòkan, ènìyàn bí èmi gbódò rú òfin láti lè lu àlùyo nílé ayé.				
2.	Mo gbàgbó pé àwon tó ṣiṣé àṣeyorí rú òfin láti lu àlùyo nílé ayé				
3.	Mo gbódò máa tèlé òfin, bó tilè jé pé yóò mú o lu àlùyo				
4.	Ó ye láti rú òfin bí won kò bá ti lè gbá mi mú				
5.	Mo lè dá òràn bí won kò bá ti lè gbá mi mú				
6.	Kò sí ìdí pàtàkì kan tó fi ye kí n rú òfin				
7.	Mo ní ètó láti jalè bí ebi bá ń pa mí				
8.	Ó dára láti rìn ní bèbè òfin (súnmó òfin) bí n kò bá ti rú u.				
9.	Òfin tó bá mógbón dání ni mo lè tèlé				
10.	Mo fé fi pèlékùtù (farabalè) ṣe ññkan bó tilè jé èyí tó lè rú òfin				
	Ìfaramó Òdaràn àti Àwon mìíràn				
11.	Àwon tó ń rú òfin ní ojú àmúwòye kan náà bi tèmi				
12.	Mo fé láti wà pèlú àwon tó tèlé òfin ju àwon tó ń rú òfin lo				
13.	Àwon tí wón ti lùgbàdì òfin dàbí òpè ju àwon tí kò lùgbàdí òfin lo				
14.	Ññkan díè ni mo ní tó farajo ti àwon tí kò rú òfin rí				
15.	Kò sí eni tí ó rú òfin tó lè jé òré mi				

ÒṢÙWÒN IPÁ ẸGBẸ́ /ÒGBÀ

Fífaramọ́ Gan-an = FG   **Fífaramọ́ = F**   **Àìfaramọ́ = A**

Àìfaramọ́ Gan-an = AG

NỌ́	WÚNRẸ̀N ÀLÀYÉ	FG	F	A	AG
1.	Mo ní ìbáṣepọ̀ tó dán mọ́rán pẹ̀lú ẹlẹgbẹ́ mi				
2.	Àwọn òrẹ́ mi máa ń ràn mí lọ́wọ́ láti máa pín nkan				
3.	Àwọn òrẹ́ mi máa ń ràn mí lọ́wọ́ láti bo asiri mi nipa iro pipa.				
4.	Àwọn òrẹ́ mi máa ń bá mi kọ mí ní iro pipa				
5.	Àwọn òrẹ́ mi máa ń yọ mí lẹ́nu láti lọ òde àríyá				
6.	Àwọn òrẹ́ mi kì í yọ mí lẹ́nu láti parí iṣẹ́ àyànṣe				
7.	Àwọn òrẹ́ mi kì í yọ mí lẹ́nu láti bọ̀wọ̀ fún àwọn agbalagba				
8	Àwọn òrẹ́ mi kì í yọ mí lẹ́nu láti bọ̀wọ̀ fún aláṣẹ				
9.	Mo máa ń ṣàwàdà pẹ̀lú àwọn òrẹ́ mi				
10.	Àwọn òrẹ́ mi kì í ràn mí lọ́wọ́ nigba ti mo ba ni idojuko				
11.	Àwọn òrẹ́ mi ní ipa tó jọjú lórí erongba mi				
12.	Àwọn òrẹ́ mi ní ipa lórí mi nípa igbese mi				
13.	Ipa tó jọjú ni àwọn òrẹ́ mi ní lórí mi nípa òde àríyá				

Social Science and Humanities Research Ethics Committee (SSHREC)
University of Ibadan

Chairman
Prof. Jegede Ayodele Samuel
B.Sc., M.Sc.(Ife) MHSc (Toronto), Ph.D. (Ibadan)

Email: sshrecuisoc@gmail.com
Mobile: +234-080-5725-0326

NOTICE OF FULL APPROVAL AFTER FULL COMMITTEE REVIEW

Re: EFFECT OF RECIPROCAL PEER TUTORING AND MULTISYSTEMIC THERAPY ON THE OFFENDING BEHAVIOUR OF OUT-OF-SCHOOL ADOLESCENTS IN MOTOR PARKS, OGUN STATE

UI/Social Sciences Ethics committee assigned number: **UI/SSHREC/2022/0001**
Name of Principal Investigator (Ibadan): **FOLASADE W. ADEYEMO**
Address of Principal Investigator: Dept. of Counselling & Hum. Dev. Studies
Faculty of Education, University of Ibadan

Date of receipt of valid application: 11/01/2022
Date of meeting when determination on ethical approval was made: 22/11/2022

This is to inform you that the research described in the submitted protocol, the consent forms, and other participant information materials have been reviewed and given full approval by the SSHREC Committee.

The approval dates from **22/11/2022 to 21/11/2023**. If there is delay in starting the research, please inform the SSHRE Committee so that dates of approval can be adjusted accordingly. Note that no participant accrual or activity related to this research may be conducted outside of these dates. All informed consent forms used in this study must carry the SSHRE Committee assigned number and duration of SSHRE Committee approval of the study. It is expected that you submit your annual request for the project renewal to the SSHRE Committee early in order to obtain renewal of your approval to avoid disruption of your research.

Note: The National code for research ethics requires you to comply with all institutional guidelines, rules and regulations and with the tenets of the Code including ensuring that all adverse events are reported promptly to the SSHREC. No changes are permitted in the research without prior approval by the SSHREC except in circumstances outlined in the Code. The SSHRE reserves the right to conduct compliance visit to your research site without previous notification.

Prof. A. S. Jegede

UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF COUNSELLING AND HUMAN DEVELOPMENT STUDIES

Prof. A. Oyesoji Aremu, cf, fspsp, jp
B.Ed., M.Ed., Ph.D. (Ibadan), Postdoctoral (Portsmouth)
Head of Department

Telephone: +2348033621912

E-MAIL:
oyesojiaremu@gmail.com
counshumandevelopment@gmail.com

Counselling Psychology
Prof. D. A. Adeyemo
B.A.Ed., M.Ed., Ph.D
Prof. A. O. Aremu
B.Ed., M.Ed., Ph.D
Prof. R. A. Animashaun
B.Ed., M.Ed., Ph.D
Dr. D. A. Oluwole
B.Ed., M.Ed., Ph.D
Dr. Adetola O. Adeyemi
B.Ed., M.Ed., Ph.D
Dr. Ndidi M. Ofole
B.Ed., MPP, M.Ed., Ph.D
Dr. S. A. Odedokun
B.Ed., M.Ed., Ph.D
Dr. Olukemi Y. Akinyemi
B.Ed., M.Ed., Ph.D

Educational Psychology
Prof. C. B. U. Uwakwe
B.Ed., M.Ed., Ph.D
Prof. E. A. Awoyemi
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Developmental Psychology
Prof. Ajibola Falaye
B.A. PGDE, M.Ed., Ph.D
Dr. Adebunmi O. Oyekola
B.Sc Ed., MMP, M.Ed., Ph.D

Clinical Psychology
Prof. Chioma C. Asuzu
B.Sc., M.Ed., Ph.D

Personnel Psychology
Prof. T. A. Hammed
B.Ed., M.Ed., MILR, Ph.D
Dr. A. M. Jimoh
B.A. PGDE, M.Ed., Ph.D
Dr. A. A. Owodunni
B.Ed., M.Ed., Ph.D

Tests and Measurement
Dr. M. O. Ogundokun
B.Ed., M.Ed., Ph.D
Dr. J. O. Fehintola
B.Sc., PGDE, M.Ed., Ph.D
Dr. A. K. Taiwo
B.Sc., M.Ed., Ph.D

November 25, 2021

Hon. Funmilayo Efuwape,
Honorable Commissioner,
Women Affairs and Social Development,
Ogun State.
Nigeria.

Dear Madam,
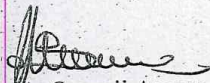
Re: Field Wok of Mrs. Folashade Walihat Adeyemo

I write to introduce Mrs. Folasade Walihat Adeyemo with Matriculation number 102648 who is a Doctoral student in the Department of Counselling and Human Development Studies to you.

Mrs. Folasade Adeyemo is currently on the field work and she is expected to carry out an experiment on Out of School Adolescents in Motor Parks, Ogun State Nigeria. The title of her Ph.D. work is "**Effect of Reciprocal Peer Tutoring and Moltisystemic Therapy on the Offending Behaviour of Out-Of-School Adolescents in Motor Parks, Ogun State, Nigeria**". This field work is expected to last (8) weeks. The field work will be carried out under my supervision.

Consequent on the above, I seek your Ministry's cooperation for Mrs. Folashade Walihat Adeyemo to effectively carry out the experiment in your state.

Thank you, ma, and be assured of my goodwill.

Sincerely,

A. Oyesoji Aremu
Professor & Head

UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF COUNSELLING AND HUMAN DEVELOPMENT STUDIES

Prof. A. Oyesoji Aremu, cf, fspsp, jp
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B.Sc., PGDE, M.Ed., Ph.D
Dr. A. K. Taiwo
B.Sc., M.Ed., Ph.D

November 1, 2022.

Engr. Gbenga Dairo
Honorable Commissioner,
Transportation,
Ogun State.
Nigeria.

Dear Sir,

Re: Field Work of Mrs. Folashade Waliat Adeyemo

I write to introduce Mrs. Folashade Waliat Adeyemo with Matriculation number 102648 who is a Doctoral Student in the Department of Counselling and Human Development Studies to you.

Mrs. Folashade Adeyemo is currently on the field work and she is expected to carry out an experiment on Out of School Adolescents in Motor Parks, Ogun State Nigeria.

The title of her Ph.D work is **"Effect of Reciprocal Peer Tutoring and Moltisystemic Therapy on the Offending Behaviour of Out-Of-School Adolescents in Motor Parks Ogun State, Nigeria"**. This field work is expected to last (8) weeks. The field a work will be carried out under my supervision.

Consequent on the above, I seek your Ministry's cooperation for Mrs. Folahshade Waliat Adeyemo to effectively carry out the experiment in your state.

Thank you, ma and be assured of my goodwill.

Sincerely,

A. Oyesoji Aremu
Professor & Head

MINISTRY OF TRANSPORTATION
DEPARTMENT OF PUBLIC TRANSPORT AND COMMUTER SERVICES
Block A, Parastatals Complex, Presidential Boulevard,
Abeokuta, Ogun State.

MOT/PTCS/29/170   7th January, 2022.
Mrs Folashade Waliat Adeyemo
Department of Counselling and Human Development Studies
University of Ibadan

ATTENTION:

Mrs Folashade Waliat Adeyemo, Matric No. 102648

LETTER OF PERMIT

Sequel to your letter on research permit to be carried out in the Motor Parks in Ogun State.

I write to inform that your request has been granted to carry out the research titled "**Effect of Reciprocal Peer Tutoring and Multisystemic Therapy on the Offending Behaviour of Out-of-School Adolescents in Motor Parks in Ogun State, Nigeria.**

This research work shall take effect from 10th January, 2022 through 3rd March, 2022.

Motor Parks involved in the course of this research work would permit you and accord you all necessary support you may require in the course of your research as letter has been written to the leadership of the unions.

Wishing success in your field of research.

07/01
2022

Engr. Shokunbi O.B. Alfred
Director Public Transport & Commuter Services
For: Honourable Commissioner for Transportation

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The Postgraduate School University of Ibadan Invoice

UNIVERSITY OF IBADAN
STUDENTS' RECEIPT

Surname	ADEYEMO	Date:	2022-11-22 17:25:54
Other Names	WALIAT FOLASADE		
Gender	Female	Session	2021/22
Marital Status	Married	P.G. Reg. Number	PGS17140617193124
Telephone	8033198375		
E-mail address	wfadeyemoaf@gmail.com	Matric No:	102648
Faculty	Education	Invoice No:	6419722211
Department	Guidance and Counselling		
Degree/Diploma	Ph.D	Degree In View	Ph.D
Mode of Study	Full Time		
Field of Interest	Counselling Psychology		
Supervisor	Prof. Amos Oyesoji AREMU		
Session of First Registration	2017/18		

Cost Item	Amount (N)
Registration-Tuition	35,000.00
Registration-Transaction Charge	1,200.00
Registration-Examination Fee	50,000.00
Registration-Medical Fee	2,000.00
Registration-Postgraduate Development Fee	10,000.00
Registration-Postgraduate Regulations and Publications Fee	0.00
Registration-I.D. Card	2,000.00
Registration-Caution Deposit	0.00
Registration-U.I. Development Levy	10,000.00
Registration-Faculty Registration	4,500.00
Registration-Departmental Registration (Major)	7,500.00
Registration-Faculty Prospectus	500.00
Registration-Matriculation Fee	0.00
Registration-Portal Access Fees	2,000.00
Registration-Students Welfare Insurance Scheme	1,000.00
Registration-Library Registration	2,000.00
Registration-Sports	1,000.00
Registration-Verification of O level Result	0.00
Registration-Student Union fee/levy	200.00
Registration-Career and Counselling	0.00
Registration-Supervision Fee	10,000.00
Registration-Department Facilities Upgrade Fee	10,000.00
Registration-Graduation Fee	0.00
Registration-ITeMS access Fee	8,000.00
Registration-Lapse Registration Charge	0.00
Registration-Program Tuition/Fee (Late Registration Charge)	0.00
TOTAL	156,900.00

Amount in Words	One Hundred and Fifty-Six Thousand Nine Hundred Naira Only
Bank Name	NIBSS

Cashier

pgcollegeui.com/reg/receipt.php?cyf=UEdTMTcxNDA2MTcxOTMxMjQ=&jkv=NjQxOTcyMjIxMQ==

1/1

NAME IN FULL (SURNAME FIRST) ADEJIMO WALM ROLASADE (MAIDEN NAME)..... SOLIMKA

MATRIC NO. 102 642 .... SESSION ADMITTED 2017/2018 .... CURRENT SESSION ....

AREA OF SPECIALISATION CONSTRUNG PSYCHLGY ...MODE OF STUDY (FULL TIME OR PART TIME) Part TIME. GENDER... FEMME

NAME AND ADDRESS OF SPONSOR..... Self

PROGRAMME (M.PHIL., M.PHIL/PHD OR PHD)... MPHLPHD ....

COURSES REGISTERED FOR WITH MARKS OBTAINED

SN	COURSE CODE	COURSE TITLE	UNITS	MARK	LECTURER'S NAME	SIGNATURE	REMARK
1	PGC 800	CONVERSION EXAM (for MPHIL/PHD students only)					
2	GCE 801	University Teaching & Practicum	6	66	Prof. A.O. Ayotla		
3	GCE 751	Psychology of learning		65	Dr M. O Ogundokun		
4	GCE 734	Research Methods in Edu Guidance		65	Dr. J.O Fehintola		
5	GCE 861	Statistical Methods		63	Dr. J. O Fehintola		
6	GCE 772	Psychopathology in Children & Adolescence		69	Dr. Moidim GROVE		
7	GCE 813	Principles of Behaviour modification		66	Dr.		
8	GCE 841	Psychotherapies		66	Dr CHINEBUSAR		

Total no of units .... Adejimo WR VAW

NOT VALID IF THERE IS ERASURE

NAME, SIGNATURE & DATE OF H.O.D   STUDENT'S NAME, SIGNATURE & DATE

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UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF GUIDANCE AND COUNSELLING
MARKS COLLECTION SHEET FOR M.PHIL., M.PHIL./PHD & PHD STUDENTS
(TO BE COMPLETED IN TRIPLICATE)

NAME IN FULL (SURNAME FIRST) ADEYEMO WALIAT ABLABODE (MAIDEN NAME) SOYINKA

MATRIC NO. 102643 SESSION ADMITTED 2017/2018 CURRENT SESSION

AREA OF SPECIALISATION Counselling Psychology MODE OF STUDY(FULL TIME OR PART TIME) Full GENDER FEMALE

NAME AND ADDRESS OF SPONSOR Self

PROGRAMME (M.PHIL., M.PHIL /PHD OR PHD) M. PHIL/PHD

COURSES REGISTERED FOR WITH MARKS OBTAINED

SN	COURSE CODE	COURSE TITLE	UNITS	MARK	LECTURER'S NAME	SIGNATURE	REMARK
1	PGC 800	CONVERSION EXAM (for MPHIL/PHD students only)	6				
2	GCE 801	University Teaching & Practicum	6				
3	GCE 834	COMPUTER PROGRAMMING 2	2		DR JO FEHINTOLA		
4	GSE 841	RESEARCH METHOD IN COUNSELLING PSYC	2	65%	DR EA OLUWOLE		
5	GCE 810 ADDICTIVE BEHAVIOUR		2	66%	DR D A OWOEYE	8/9/24	
6	GSE 834	CREATIVITY	2		DR RA AROMIRSAHUN		
7							
8							

Total no of units.........

ADEYEMO WALIAT F .... NAME, SIGNATURE & DATE OF H.O.D

STUDENT'S NAME, SIGNATURE & DATE

NOT VALID IF THERE IS ERASURE

228

UNIVERSITY OF IBADAN,
IBADAN, NIGERIA
THE POSTGRADUATE COLLEGE

PROVOST
Prof. J. O. Babalola, Ph.D. (Ibadan), FRSC, FAS
Mobile:+234 8034540881, +234 8088178149
E-mail: bamijibabalola@yahoo.co.uk
Jo.babalola@ui.edu.ng

...centre of excellence
for postgraduate training
and research

http://www.postgraduatecollege.ui.edu.ng

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R.Eng.
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DEPUTY REGISTRAR
(Admission & Gen. Administration)
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DEPUTY REGISTRAR
(Examinations & Records)
B.T. Adetona, B.Sc. (OAU),
MILR (Ibadan)
Mobile: +234 8055113625
E-mail: btadetona7@gmail.com

Ref. No S.I. **102648**   Date: **August 26, 2021**
    Waliat Folasade **ADEYEMO**

Dear Mr/Mrs/Miss. **ADEYEMO**

<u>**Conversion of Registration**</u>

I write to inform you that the Executive Committee of the Postgraduate College at its reconvened meeting held on **August 26, 2021** approved the recommendation from the Faculty of **Education** for the change of your registration from **M.Phil/Ph.D to Ph.D.**

The approval is with effect from **25 May, 2021.**

Yours sincerely,

Benedicta O. Akpanuko
For: Deputy Registrar (Admissions & General Admin.)

cc: √Dean,

        Faculty of **Education**

        Head,

        Department of **Counselling and Human Development Studies**

        Examinations Officer, Postgraduate College.

        Records Officer, Postgraduate College.

        Student Copy.

        File Copy.

        ICT Copy.

...the Flagship of Postgraduate Education in Nigeria....

APPENDIX IV

PICTURES FROM THE FIELD WORK