



THE EFFICACY OF REHEARSAL AND COGNITIVE THERAPIES ON THE MANAGEMENT OF JUVENILE DELINQUENCY AMONG SENIOR SECONDARY SCHOOL ADOLESCENTS, IN BENIN METROPOLIS OF EDO STATE

Gladys Ifeyinwa Nwokwule¹

Patricia Eghe Ima-Osagie¹

¹*Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State.*

Abstract

Juvenile delinquency among adolescents remains a growing concern within secondary schools in Nigeria, particularly in urban centers such as Benin Metropolis, Edo State. This study examined the efficacy of rehearsal therapy and cognitive therapy in the management of juvenile delinquent behaviours among senior secondary school adolescents. The study used quasi experimental research design. The targeted population of the study consisted of Eighteen thousand, and twelve (18,012) public mixed Senior Secondary School Adolescents in Benin Metropolis. A sample size of one hundred and thirty-three (133) adolescents were selected from the population through multi-stage sampling technique. An instrument titled "Juvenile Delinquency Assessment Scale (JDAS)" was used. The validity of the instrument was established by three test experts, two from Counselling Psychology, and one from Measurement and Evaluation, in the Department of Educational Evaluation and Counselling Psychology. A Reliability coefficient value of 791 was obtained using Cronbach's alpha statistics. The data collected were analyzed using paired sample t-test statistics, one way analysis of variance Two-way ANOVA, including Post Hoc multiple comparison. The study revealed that there were significant differences in the Pre-test and Post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents, when exposed to CBT, RT and Control group at post-test. This shows that the two treatment packages, Cognitive Behavioural Therapy and Rehearsal Therapy that were used in modifying juvenile delinquency, were effective. It was recommended that Counsellors, and Psychologists should make use of Cognitive behavioural therapy and Rehearsal therapy in assisting students and clients who exhibit acts of juvenile delinquency.

Keywords: Adolescents, Cognitive Therapy, Juvenile Delinquency, Rehearsal Therapy.

Introduction

Juvenile delinquency has become an increasingly significant social and educational concern worldwide, particularly among adolescents in secondary schools. This developmental stage is often characterized by heightened emotional sensitivity, identity exploration, peer influence, and a tendency toward risk-taking behaviours (Steinberg, 2014). In many societies, including Nigeria, these factors have contributed to the rise in behaviours such as truancy, substance abuse, aggression, theft, and other forms of misconduct among school-aged youths (Adegoke, 2013). Within the school environment, such behaviours not only disrupt academic activities but also negatively affect students' social development and future prospects (Moffitt, 2018). In the context of Benin Metropolis, Edo State, the prevalence of juvenile delinquency among senior secondary school adolescents has raised concerns among educators, parents, and policymakers. Rapid urbanization, socio-economic challenges, peer pressure, family instability, and exposure to negative environmental influences are some of the factors that have been linked to the increasing rate of delinquent behaviours in this region (Odeh & Nwankwo, 2015). Despite efforts by school authorities to enforce discipline through punitive measures, these approaches often fail to address the underlying psychological and behavioural causes of delinquency, thereby necessitating more structured and therapeutic interventions (Kazdin, 2017).

Socio-economic status relates to parental income, occupation and education. The type of parental occupation and education can affect the level of income, which may affect the quality of the individual's upbringing. The educational level can determine the parental occupation too. Ehindero (2015) asserted that, children of low socio-economic status are more prone to delinquency, due to challenges from their parents' inability to provide their needs. The inability of parents to provide school fees, food, clothing and other needs, can make such adolescents lack emotional feelings towards other children and may have a higher risk of getting into delinquent acts than children from high or middle socio-economic status. Peer group can be another factor that may influence juvenile delinquency. Adolescents may like to form friendships, behaviours, values, playgroup, and clique or gangs to always interact or socialise with each other. The fear of being rejected and threatened by other peer friends, may compel such child to engage in negative activities such as cultism, truancy smoking and gambling. Peers that are delinquent can have strong social bonds that are negative and can perpetuate criminal acts that may influence others peers to engage in such delinquent acts. Loeber (2012) observed that many of these peer adolescents want to explore, and form relationships within and outside their environment; and in an attempt to do that, may be engaged in delinquent acts such as cultism, truancy, alcoholism, gambling, premarital sex, rape, and other violent and dangerous behaviours.

Psychological therapies, particularly behavioural and cognitive-based approaches, have gained recognition for their effectiveness in modifying maladaptive behaviours among adolescents. Rehearsal therapy, which involves role-playing and behavioural practice, enables students to learn and internalize appropriate social behaviours through repeated guided experiences (Bandura, 1977). This method is especially useful in helping adolescents develop self-control, communication skills, and positive peer interactions. On the other hand, cognitive therapy focuses on identifying and restructuring distorted thinking patterns that often lead to negative behaviours. By addressing the cognitive processes underlying delinquency, this approach helps adolescents develop more rational thinking and responsible decision-making skills (Beck, 2011). Therapies such as CBT, Client-centred therapy, Gestalt therapy, Rehearsal therapy, among others can be used to shape behaviours. However, this study focused on the intervention of Cognitive Behavioral Therapy and Rehearsal Therapy in the management of juvenile delinquency among senior secondary school adolescents. Cognitive Behavioural Therapy (CBT) can be applied in managing juvenile delinquency by learning to replace negative thoughts with positive and more beneficial thoughts. It is the process of learning a better way of speaking to one's self. It is a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts. This therapy was propounded by Albert Ellis, (1955).

Cognitive behavioural therapy focuses on the individual's mind and thinking processes. It is believed that an individual's behaviour is a reflection of the individual's thoughts. A change in behaviour reflects

the change in the individual's thoughts. This means that negative thoughts can provoke negative actions, while positive thoughts can provoke positive actions and consequences. CBT tenets are a combination of psycho-education, monitoring, imaginal exposure, behavioural activation and homework assignments to achieve reduction in maladaptive behaviours (Huppert, 2019). This therapy can be used to assist a client to consider any maladaptive patterns of thinking, feelings and behaviours. The client's goal is to rethink these patterns by considering more adaptive alternatives which will work better for him or her. Ultimately, the goal is to have the adolescents recognize that sometimes their thoughts can lead to feelings and actions that can be antisocial. By examining these negative thoughts, (beliefs), feelings and actions by applying CBT, can be a means of considering better adaptive alternatives for developing more rational thoughts, feelings and behaviours.

Rehearsal Therapy was propounded by Bandura (1968), as a method to train new response patterns and a procedure for bringing about attitudinal changes and insights towards solving undesirable behaviours. Rehearsal Therapy (RT) is a therapeutic method of Meriting undesirable behaviours such as stealing, fighting, destruction of property, and her modifications. It is used to teach a client new ways of responding to specific life situations, bringing out changes in adaptive behaviours and gaining insights into behavioural and developmental problems. It involves practicing new behaviours with the therapist in the consulting room, using demonstrations and role playing by the therapist and client, (Davidson & John, 2004). It deals with behavioural observation, identification of undesirable behaviour and its modification. Rehearsal Therapy was used primarily in helping the client to learn new ways of responding to specific life situations. Rehearsal Therapy (RT) states that once an undesirable behaviour is identified and modified, the individual's thoughts, values, feelings and actions also change.

Adolescence is a critical stage of human development characterized by rapid physical, emotional, and psychological changes. During this period, individuals often experience identity formation, increased independence, and heightened sensitivity to peer influence, which may predispose them to engage in risk-taking and delinquent behaviours (Steinberg, 2014). Juvenile delinquency, defined as involvement in antisocial or unlawful activities by individuals below the age of 18, has become a growing concern globally and within the Nigerian educational system (Adegoke, 2013). Among senior secondary school adolescents, manifestations of delinquency such as truancy, bullying, substance abuse, vandalism, and examination malpractice have been increasingly reported, posing serious challenges to school administration and societal stability.

In Nigeria, particularly in urban centres like Benin Metropolis in Edo State, the rise in juvenile delinquency has been linked to multiple socio-economic and environmental factors, including family instability, peer pressure, poverty, exposure to violence, and inadequate supervision (Odeh & Nwankwo, 2015). These factors often interact with adolescents' cognitive and emotional vulnerabilities, leading to the development and persistence of maladaptive behaviours. Traditional disciplinary measures employed in schools, such as punishment and suspension, have shown limited effectiveness in addressing the root causes of delinquency, thereby highlighting the need for more sustainable, therapeutic approaches (Kazdin, 2017). Contemporary research in psychology emphasizes the effectiveness of behavioural and cognitive interventions in modifying problematic behaviours among adolescents. Rehearsal therapy, grounded in social learning theory, focuses on role-playing and repeated behavioural practice to help individuals acquire and internalize appropriate social skills (Bandura, 1977). This approach enables adolescents to rehearse desirable behaviours in controlled settings, thereby enhancing their ability to respond appropriately in real-life situations. On the other hand, cognitive therapy aims to identify and restructure dysfunctional thoughts and beliefs that influence behaviour. By addressing cognitive distortions, adolescents are better equipped to make rational decisions and regulate their actions (Beck, 2011). The application of rehearsal and cognitive therapies within school settings offers a promising strategy for managing juvenile delinquency among adolescents. These approaches not only target observable behaviours but also address the underlying cognitive processes that drive such behaviours. Despite the documented effectiveness of these therapies in other contexts, there remains a scarcity of empirical studies investigating their combined or comparative efficacy among secondary school students in Nigeria, particularly in Benin Metropolis (Corey, 2017).

Statement of the Problem

Juvenile delinquency among senior secondary school adolescents has become a persistent and troubling issue within the Nigerian educational system, particularly in urban centres such as Benin Metropolis, Edo State. Reports of behaviours such as truancy, bullying, substance abuse, vandalism, theft, and examination malpractice are increasingly common, raising concerns among educators, parents, and policymakers. These delinquent acts not only disrupt the learning environment but also hinder students' academic achievement, social adjustment, and future opportunities. Despite the implementation of conventional disciplinary measures in schools, the problem of juvenile delinquency continues to escalate, suggesting that existing approaches may be inadequate in addressing its root causes.

The situation is worsening by the day, as travelers can no longer travel freely to some parts of the country people live and walk about with the fear of being harassed, assaulted, robbed, and even killed in the process. These negative occurrences have resulted in people exhibiting fear in their own houses which are supposed to be safe places for them, including their offices and business environment. A nation with uncontrolled cases of delinquent acts can be characterized by unproductive citizens that can make life frustrating and unbearable. Anan (2012) opined that national instability in which youths take up arms is becoming worrisome, and virtually all the geo-political zones of the country have become prone to one crisis or the other and these negative behaviours might have been formed from adolescent's delinquent behaviours.

The existence and prevalence of these delinquent acts among adolescents and youths have been attributed to many factors by scholars and researchers. These factors range from drug abuse, negative peer influence, poor parental upbringing and the negative influence of social media. Teachers have attempted to address these delinquent acts in the school but to no avail. Also researchers have carried out studies to address these delinquent acts in Nigeria and beyond, using several interventions, but to no avail. Since Cognitive Behavioural Therapy and Rehearsal Therapy are two therapies that can help to modify antisocial behaviours, it becomes very necessary to investigate if these two therapies CBT and RT, can be effective in managing juvenile delinquency among Senior Secondary School adolescents. Literature has established the efficacy of CBT and RT in solving anti-social, irrational beliefs, thoughts and behavioural problems (Soetan, 2013; Lohaman, 2014, Ekechukwu, 2018; & Hyun 2020). It is from this perspective that this study investigated the efficacy of Cognitive Behavioural Therapy and Rehearsal Therapy in the management of juvenile delinquency among Senior Secondary School adolescents in Benin metropolis.

Purpose of Study

The study examined the efficacy of cognitive behavioural therapy and rehearsal therapy in the management of juvenile delinquency among in-school adolescents in Benin metropolis. Specifically, the study seeks to;

1. Investigate the differences in the pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to CBT, treatment and control group in Benin metropolis.
2. Determine the differences in the pre-test and posttest mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to RT, treatment and control group in Benin metropolis.
3. Asserting the differences in pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to control group in Benin metropolis.

Research Questions

The following research questions were raised to guide the study:

1. What differences exist in the pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to CBT treatment in Benin Metropolis in Edo State?
2. What differences exist in the pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to RT treatment in Benin Metropolis in Edo State?

3. What differences exist in the pretest and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents in the control group in Benin Metropolis in Edo State?

Hypotheses

The research questions were translated to null hypotheses and tested at 0.05 alpha level of significance:

1. There is no significant difference in the pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed 10 CBT in Benin Metropolis in Edo State.
2. There is no significant difference in the pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to RT in Benin Metropolis in Edo State.
3. There is no significant difference in the pre-test and post-test mean scores in the management of juvenile delinquency of Senior Secondary School adolescents in the Control group in Benin Metropolis in Edo State.

Significance of the Study

The findings of this study will be of great benefit to guidance counsellors, rehabilitation workers, government officials, researchers, parents, teachers and school authorities. The findings of this study will be useful to guidance counsellors, as it can serve findings as a working tool in managing acts of juvenile delinquency. The findings of study will also guide counsellors, therapists and counselling psychologists on how to introduce CBT and RT as measures of intervention during school settings, to avoid delinquent activities within the school. For the rehabilitation workers, the findings of this study will be of benefit in managing delinquent persons in that, it can serve as a working tool for managing their delinquent behaviours.

The findings of this study will also be useful to the government officials in the sense that it will assist the government in formulating educational policies to guard against juvenile delinquency and have a better understanding of the causes and consequences and work on necessary interventions to apply. For the researchers, the findings of the study will add to the body of already existing knowledge and literature on the subject matter of juvenile delinquency and the data. Consequently, it will be relevant to other researchers who wish to further research in the same area

Parents will benefit from the findings of the study, as it will raise their consciousness towards monitoring and supervising their children and wards. In addition, it will make the parents more conscious of their interactions with their children, and be good models to them. The findings of the study will also help to create awareness among parents and guardians to have a better understanding and inter-relationship with their children. The findings of the study will create an insight for parents on the need to motivate their children to have a positive attitude to study. This will enable the parents to ensure they provide their needs, educationally, financially, and other basic needs. Also, the parents need to guide the adolescents in terms of what they do outside their homes, among the peer groups they keep and the behaviours they manifest.

The outcome of the results will assist teachers and school authorities to create a conducive learning environment that will enable students achieve their maximum potentials, so that they do not become a threat to the society at adulthood. The stakeholders in education, through the dissemination of the findings of this study, will be able to understand the importance of treatment interventions that will be most effective in managing juvenile delinquent children in the school.

Concept of Juvenile Delinquency

Juvenile delinquency, as defined by Andy (2016), "is any social deviation by a youth from the societal norms which results in his contact with law enforcement agents." Nigeria's constitution of (1979) defines juvenile delinquency as "a crime committed by a young person under the age of 17 years, as a result of trying to comply with the wishes of his peers or to escape from parental pressure or certain emotional anxiety. Juvenile delinquency is a behaviour loosely defined as public nuisance, which is

usually characterized by anti-social effect. Juvenile delinquency are crimes committed by young ones which include rape, prostitution, stealing, burglary, truancy, and so on. Juvenile delinquency is now the biggest single menace to orderliness that is ravaging our society

According to UNICEF (2006), the global number of children deprived of liberty as a result of conflict with the law is estimated to be not less than one million. These children may encounter law enforcement authorities for a wide number of reasons. The commission of an offence, including political offences and offences specific to childhood is one reason for conflict with the law. More than this, though, children may be arrested as a result of being found to be at risk of unlawful acts. They might even find themselves in detention as a result of law enforcement authorities acting improperly or arbitrarily. The social causes that are likely to bring children into conflict with the law include poverty, broken homes, and lack of education, employment opportunities, migration, drug or substance misuse, peer pressure, lack of parental guidance, violence, abuse and exploitation.

According to Mason (2015), delinquency, is defined as the behaviour consequent upon the failure of personal and social control to produce behaviour in conformity with the norms of the social system to which legal penalties are attached. Juvenile delinquency is a legal term for behaviour of children and adolescents that in adults would be judged criminal under law. Juvenile delinquency is largely the result of the failure of primary groups to offer the child appropriate non-delinquent social role model or to provide the child with forms of social control which will ensure acceptance of those social roles which are preferred in accordance with his needs (Sarason, 2013). The word juvenile has been defined as a person who has not reached the age at which the Criminal Justice System should treat one as an adult (Garner 2004). Under the Nigerian law, the issue of juvenile is used interchangeably with that of a minor. It is also seen as relating to young people. In the Nigerian case, the court held that a person under the age of 21 is a minor and, therefore, lacks capacity for contractual obligations. Ruch (2006) in Sambo (2008), sees juvenile delinquency as the problems caused by the youth in the community which are now universally accepted as crimes frequently committed by young people under the age of 21 years. Sunday (2017) observed that ironically as nations grow richer and the opportunities for youths multiply. Juvenile delinquency seems to increase steadily in almost every society and some adults have complained about the presumed immorality of children.

A juvenile delinquent is a person who, in the eye of the law, does not possess the requisite capacity for criminal or even civil liability. The purpose of such distinction revolves around the idea of the protection and welfare of the child. Delinquents break the norms and values of the society, whereas non delinquents conform to societal norms and values. Delinquents can defy any form of authority and their activities are usually threatening to the societal order, whereas non-delinquents maintain law and order and respect constituted authority (Zamora, 2005). Shoemaker (2010) asserts that juvenile delinquency is an illegal act that could be either criminal or status offence committed by a youth that is below eighteen years of age. Today, more young persons are more delinquent than in the past and their acts of delinquency are very violent and destructive of life and property. Olubajo (2011) enumerated a wide range of delinquent acts among Nigerian youths. These include boys fighting with weapons, teenage girls sneaking out of homes and out of schools to sleep with elderly men for money, boys stealing their parents' jewelries to sell for money and some beating up their parents.

Types of Juvenile Delinquency

According to Ugwuoke (2015), there are two broad classifications of juvenile delinquents individual and sociological, He gave an explanation to the above classification of delinquent ones as the young offender who, because of distorted or unhealthy parent-child relationship and other negative experiences of early childhood, has failed to develop an active conscience and is unable, consequently, to distinguish between what is right from what is wrong. The sociological delinquent: according to Esen, the sociological delinquent is a product of his or her home and other environmental forces which have deliberately and consciously taught him or her that what the rest of the society considers to be wrong is not actually wrong in his or her own immediate social environment. In other words, the sociological delinquent is a cultural deviant who violates the norms of his or her culture.

Horton and Hunt, in Ugwuoke (2015) cited example of sociological delinquent, a young boy in a fishing village who goes out with his father regularly and learns from him the various techniques of stealing fishes from other people's fish-traps, he contends that such a child is usually praised by his father whenever he steals a lot of fishes in this manner. From the above analysis, Ugwuoke (2015) concluded that the major characteristic of sociological delinquency is the active connivance and encouragement of the adults with whom the child associates. There are two major types of offences associated with young people or a juvenile. The first type of offence is called criminal offences: these are conducts that are considered to be criminal law violations when committed by an adult. Such offences include robbery, rape, burglary, and so on. The second one is a status offence and these are delinquent acts that do not apply to adults and they include drinking of alcohol, running away from home, and truancy (Alfred, 2010).

Causes of Juvenile Delinquency in Nigeria

Juvenile delinquency cannot be managed without knowing the root cause for such acts. One has to know why the juvenile commit these atrocities, to be able to effectively curb the menace. There are reasons which make juvenile go into delinquent acts. As delinquent acts differ in different parts of the world, so also would some of their causes be different. Some common causes of juvenile delinquency in our country (Nigeria) are reviewed below

Parental Cause

The home can be another major factor contributing to juvenile delinquency According to Bobby (2015), firstly, we have more and more mothers going to work, leaving their children unattended to at home or on the street, thereby depriving children at their early age of motherly love and affection. There is no doubt that the home contributes in no small measure to juvenile delinquency. The researcher has observed that some parents have no patience, self-control and are not disciplined. There are some irresponsible fathers who always get drunk and are largely occupied with nocturnal activities, having little or no time for their children and neither does the nagging and jealous mother. Crossman (2014) reported that most parents no longer chastise their children, they allow their children to do whatever they please and are sometimes angry with anybody who punishes their children in a bid to correct them. This gives the children the courage to do whatever they like. Furthermore, some families find it difficult training their children, and such children are being exposed to child abuse, sexual immorality, stealing, gambling violence; family instability and hostility are prone to producing delinquent children. More so, children from polygamous and broken homes with poor family planning, are likely to relate to poverty and consequently may experience inadequacy in provision of their needs, and in the process to cope, may find themselves drawn into delinquent acts.

Societal Cause

The society, which includes peer groups and the media, may play a major role in delinquent behaviour among youths. The media has immensely contributed to the delinquent nature of youths. As Greek et al (2017) puts it, the children of today are being exposed to all kinds of movies, pictures and books. The press is no longer censored and film producers are taking advantage of the current situation for their selfish gains. Recently, cinema halls that show films that encourage sex and violence have increased tremendously and nobody is doing anything about it. A common adage which says "show me your friend and I will tell you who you are", described the effects of peer group on an individual. The peer group could be very influential as a greater percentage of a juvenile belongs to peer group. They are virtually everywhere: in the church, school and at home.

Another major reason for juvenile delinquency is the luxurious and extravagant lifestyle of the affluence in the society. This could serve as an incentive, as the youth would like to be like them. Religious leaders have deviated from preaching precept and now they are about prosperity and with no avenue of acquiring it. The youth, who are still energetic are likely to indulge in violence and crime. Nwoke (2010) stated that "in Nigeria, there is ambition for wealth and power. During campaigns and election, the majority of these children are used as thugs; this can lead to restiveness that can result into breakdown of law and order, killings and destruction of properties." Olike (2014) suggested that violence by young

ones is one of the most behavioral problems in the society, and they harm not only its victim, but also their families, friends and communities. The acts sometimes result in deaths, illnesses and disabilities.

Parental Socio-Economic Status and Juvenile Delinquency

Socio-economic status is a function of parental education, occupation and income. The type of parental occupation can affect the development of juvenile delinquency. Where many parents lack supervision of their children due to the type of work they are engaged in, they may not be able to afford good food, school fees, and other things for their children. Cone (2012) observed that such children can become truants and engage in negative activities with other children. In addition, parental income can also affect the quality and standard of education available to such children, because those from low socio-economic status cannot provide the needs of their children and such can create conflict and emotional imbalances. Such children are not happy, they can do odd jobs like hawking, to survive and procure their needs, like feeding, clothing and school fees and in the process can become delinquent. In the case of parents with formal education, they can have better communication skills and expose their children in to a satisfactory environment to help them adjust physically, academically, emotionally, and to be able to provide their needs, more than those less privileged children who can be rebellious, mischievous and delinquent,

Peer Influence and Juvenile Delinquency

Peers can be referred to as a set of young ones of same age, and usually the same status that may want to associate and engage themselves in terms of behaviour, speech, dressing, cult, beliefs, sexual and other behaviours, which may be positive or negative. Peer relations and delinquency are closely linked. Adolescents who observe peers engaging in delinquent behaviours may be swayed to do so also. Peers may want to belong to groups, which can be an influencing factor of juvenile delinquency and can have the ability to influence decisions in their groups, such as drinking alcohol, smoking and engaging in sexual acts. It has been observed that adolescents witness a growing dependence on friends and lesser dependence on parents, whereby these students can easily become influenced into different delinquent behaviours. Peer group is the adolescents' friends and equals. They have their own form of behaviours, values and are made up of the playgroups, schoolmates, the clique and many gangs. The fear of rejection by friends may likely compel many school adolescents to engage in the activities that are sanctioned by their group, even if they do not approve of such activities. The peers may want to identify themselves and want to adapt to those attitudes to the group. Peer groups can be a way of forming friends, cooperating, promoting emotional and social support and developing a sense of belonging, but can also consequently be a positive or negative influence. The peers may encourage each other into immorality, drugs, alcohol, smoking and even skipping classes (Kellie, 2013). Blerta (2017), studied peer influence and adolescents' sexual behaviours, and observed that sexual behaviour is one of the areas peers influence each other.

According to Payne and Cornwell, (2017), peer associations are the most important and proximate cause of adolescents' delinquency because adolescents who associate with deviant peers are likely to be arrested earlier than those who do not associate with such peers. It is further observed that if a juvenile delinquent has strong social bonds that are negative and perpetuate committing criminal deviant acts, the juvenile delinquent is more likely to be influenced to participate in deviant acts with peers who engage in the acts as well. A lot of these peers cannot do without the use of the internet, social media, handset and television, among others. Most of these social medias are used to feed the masses with information. However, the growing dimensions of these media services seem to be producing greater negative impact on the character formation and adjustment process of the individual more than positive influences. Through systems like internet, handset, televisions, cassettes, newspapers, radio, magazines, video, films, cinema, pornographic materials, they can contribute a lot to the development of such unwholesome behaviours. Examples can be noticed from their indecent dressing, sexual immorality, robbery, kidnapping, internet fraud, among others.

Effects of Juvenile Delinquency

The effects of juvenile delinquency in Nigeria are numerous and devastating, as can be seen in the depreciating state of our beloved nation. It is now a stigma to say you are a Nigerian outside the shores

of our country. This is because we are assumed to be a nation, whose youth are lawless, as can be seen in different cases of drug trafficking and political frauds. Millions of naira which would have been used for the building of hospitals and schools are used in combating crime, as can be seen in the importation of computerized security gadgets by the then administrators like that of Lagos State Government. It is now obviously dangerous to walk late in the night and even in broad daylight, for fear of being attacked or kidnapped, these and many more can be rooted in acts of juvenile delinquency. Also, potential youth who are the future of the nation, run the risk of going astray being thrown into prison or rehabilitation centres as a result of crime, drug abuse and other related offences, with these in sight, who will be the future Biochemists, medical doctors, applied physicists and engineers (Etifit, 2012). Also, the effects of juvenile delinquency can be seen in the academic performance of Nigerian juveniles. According to Solomon (2014), truancy and absenteeism, in particular, can affect the academic performance and achievement of students. Since they constantly absent themselves from school, they do not perform well in examinations, because they were not in the class when lessons were taught. Furthermore, because of their nature, they do not even collect notes from their classmates and in order to perform well, they cheat in examination. Often, they would repeat classes and still would not perform better, instead the problem worsens resulting in their dropping out of school. When they drop out of school, they constitute another source of societal nuisance, because the boys may become armed robbers, while the girls sometimes become prostitutes.

Cognitive Behavioural Therapy (CBT) and Techniques

Cognitive behavioural therapy is a psychotherapy or psychological treatment that centers on altering faulty thoughts to alleviate psychological disorders that have strong effects on emotions and behaviours. Cognitive behavioural therapy is a problem focus approach to helping people identify and change their irrational thoughts or thinking, and change the dysfunctional beliefs and thought patterns of behaviours that contribute to their problems. Cognitive can be addressed as thoughts, and CBT is a form of psychological treatment or psychotherapy that focuses on thoughts and behaviours that accompany psychological distress. Its underlying principle is that thoughts can affect emotions that can influence behaviours. CBT combines two effective kinds of psychotherapy, which includes Cognitive therapy and Behavioural therapy. With Cognitive behavioural therapy, concentrates on changes of irrational thoughts and actions to maintain adaptive behaviours.

Rehearsal Therapy (RT) and Techniques

Rehearsal Therapy (RT) was propounded by Bandura (1955). It is a therapeutic method of training a client, on the identification of undesirable behaviours and their modification. It involves the client practicing new behaviours in the consulting room, often aided by demonstrations and role playing by the therapist (Davidson, & John, 2004). Behavioural rehearsal is used primarily in helping the client to learn new ways of responding to specific life situations. It is a therapeutic method to train new response patterns, and as a procedure for bringing about attitudinal changes and to provide clients with insights into the developmental origin of his problems. Bandura's (1968) social learning theory asserts that learning can occur through observation, modeling and imitating the behaviours, attitudes and emotional reactions of others in the environment. Bandura asserts that learning occurs through mediating processes between stimuli, responses and that behaviour is learnt through the environment. The famous Bobodoll experiment by Bandura that shows when children watch adults destroy dolls and children replicate the aggressive behaviours towards dolls. They learnt by watching adults who see it as models. These models observed and imitated can include positive and negative males and females involve, among others. Bandura identified types of models, which include a life model such as peers, families, same sex, teachers and significant others in the environment. Consequently, they are more likely to influence behaviours especially usually either reinforcement or punishment. Therefore, individuals are more likely to imitate behaviours that the consequences are rewarding to continue on such behaviours.

Methodology

A quasi-experimental research design using pre-test–post-test, non-equivalent control group was adopted. The population comprised (18,012) students. A sample size of (133) students drawn from the two schools. Multi-stage sampling technique was used in the study. The researcher adopted self-

efficacy scale that was used for the Rehearsal and Cognitive behavioural therapies, Items were drawn to cover for the two therapies. Face and content validation of the instrument was carried out by three experts in the department of Counseling Psychology and Measurement and Evaluation, University of Benin, Benin City.

A reliability coefficient of .791 was realized and it was shown that the items were reliable.

Table 1: Population of Students in Mixed Public School

S/N	Name of Local Govt. Area	Number of School	Males (SS 2)	Female (SS 2)	Total used for the study
1	Oredo	14	3523	5768	9291
2	Egor	10	996	1,650	2,646
2	Ikpoba Okha	10	6275	3460	6,075
	Total	34	7271	10878	18,012

Source: (Post Primary Education Board; Students' Population Statistics, 2021)

Table 2: Distribution of Sampled Population

Sample Schools in Group		Number of participant		Total Samples
		Males	Females	
Group 1	(RT)	15	26	41
Group 2	(CBT)	27	15	42
Group 3	Control group	27	23	50
Total		69	64	113

Hypotheses 1; There is no significant difference in the pre-test, post-test means scores in the management of juvenile delinquencies among Senior Secondary School adolescents exposed to rehearsal therapy (RT) in Benin metropolis.

Table 3: Paired Sample t-test of juvenile delinquency among senior secondary school adolescents exposed to rehearsal therapy

Test	N	X	Standard Deviation	T	Sig (2-tailed)
Pre-test	41	57.1707	6.46105	5.320	.000
Post-test	41	49.6585	5.25647		

$\alpha = 0.05$

Table 3 shows at value of 5.320 and a p-value of .000 testing at an alpha level of 0.05 the p-value .000 is less than the alpha level. So, the null hypothesis, which states that there is no significant difference in the pre-test and post-test means scores in the management of juvenile delinquency of Senior Secondary School adolescents exposed to RT treatment rejected. This shows that there is significant difference in the pre-test posttest mean score in the management of juvenile delinquencies of students exposed to rehearsal therapy. Consequently, Rehearsal therapy is significantly effective in management of juvenile delinquency among Senior Secondary School adolescents in Benin metropolis.

Hypotheses 2; There is no significant difference in the pre-test, post-test mean scores in the management of juvenile delinquencies of Senior Secondary School adolescents exposed to (CBT) in Benin metropolis.

Table 4: Paired Sample t-test of juvenile delinquencies among Senior Secondary School adolescents, exposed to Cognitive behavioral Therapy

Test	N	X	Standard Deviation	T	Sig (2-tailed)
Pre-test	42	55,2143	7,84775	5.093	.000
Post-test	42	46.8333	7..17692		

At alpha 0.05

Table; 4 shows a paired sampled t-test of 5.093, testing at an alpha level of 0.05, with a p-value of .000. Since the p-value is less than an alpha level of 0.05, the null hypothesis which states that “there is no significant difference in the pre-test and post-test mean scores of juvenile delinquencies of Senior Secondary School adolescents exposed to Cognitive behavioural therapy treatment is rejected. This result indicates that there is a significant difference in the pre-test and post-test mean scores in the management of juvenile delinquencies of Senior Secondary School adolescents exposed to CBT in Benin metropolis. Consequently, this shows that CBT is effective in the managing acts of juvenile delinquencies.

Discussion of Findings

The findings from this study showed that there are significant differences in the pre-test, posttest means scores in the management of juvenile delinquencies of Senior Secondary School adolescents when exposed to (RT and CBT). This showed the treatments were effective. Thus given the indication that when adolescents are properly guided and taught, using RT and CBT, will help them to overcome juvenile delinquencies and associated challenges. The findings of (RT) agreed with Anyamene (2019), Komolafe (2019) for CBT.

Conclusion

Based on the findings of this study, it is therefore concluded that RT and CBT are efficacious in the managing juvenile delinquencies.

Recommendations

Based on the findings of this study, Government should introduce seminars, workshops based on RT and CBT to manage juvenile delinquencies in schools.

It was also recommended that school administrators, counsellors, and policymakers adopt evidence-based therapeutic interventions to promote positive behavioural outcomes among secondary school students.

In addition, the development of good habits and behaviours of the adolescents should continue to be of interest to administrators, parents and counselling psychologists to ensure that acts of juvenile delinquency are modified. The Counselling Association of Nigeria, (CASSON) should encourage their members to use such therapies (CBT and RT) in schools to manage acts of juvenile delinquency.

Associations of Counselling should encourage their members to make use of (RT and CBT) in the management of juvenile delinquencies.

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