ASSESSMENT AND MANAGEMENT OF PSYCHOSOCIAL PROBLEMS OF ADOLESCENTS IN CORRECTIONAL CENTRES IN LAGOS STATE, NIGERIA

By

NWOLISA, FAVOUR AFOIMA

N.C.E (ENGLISH/RELIGIOUS STUDIES) ANAMBRA STATE COLLEGE OF EDUCATION AWKA (1987)

BA. (Ed.) ENGLISH/LITERATURE IN ENGLISH LANGUAGE, UNIVERSITY OF NIGERIA NSUKKA (1991)

M.Ed (GUIDANCE AND COUNSELLING), UNIVERSITY OF LAGOS (2006)

A THESIS IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY OF LAGOS.

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN GUIDANCE & COUNSELLING

JUNE, 2011.
APPROVAL

THIS RESEARCH WORK HAS BEEN APPROVED FOR THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION AND THE SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY OF LAGOS.

BY

------------------
DR. C.E. OKOLI
SUPERVISOR

------------------
DR. I.P. NWADINIGWE
SUPERVISOR

------------------
PROF. (MRS.) A.M. OLUSAKIN
HEAD OF DEPARTMENT OF EDUCATIONAL FOUNDATIONS
Certification
DEDICATION

To

Almighty God, who alone is worthy of my praise

Also

To the evergreen memories of my late parents, Mr. Michael Ositadinma Mbakwe (Social Produce) and Mrs. Victoria Ego Mbakwe (Nee Agu) the best parents in the whole world.

And

To all who are encompassed with diverse challenges in life and whose hope of achieving greatness is very slim, believe in yourself and in God who saw me through, will do the same for you
ACKNOWLEDGEMENT

The Holy Bible in the Book of 2nd Peter chapter 1 verse 10 has found expression in my life and in this research work, “wherefore the rather, brethren, give diligence to make your calling and election sure: for if ye do these things, ye shall NEVER fall”. I thank God who never allowed me to fall. To Him that dwells in the light that no man can approach unto be all the glory, honour, power, majesty, dominion forever and ever. Amen.

My sincere gratitude goes to my wonderful supervisors, Dr. C.E. Okoli and Dr. I.P Nwadinigwe for their capabilities and abilities to deliver, patience, encouragement and painstakingly going through the work at every stage of the work. The God of honour will honour, bless, favour, protect and divinely lift them. They will never be stranded in life. To Prof. G.C. Ilogu, my 1st Internal examiner, God increase and bless him for the prompt submission of the report to Postgraduate School and Dr. Ubangha, my 2nd Internal examiner for giving direction in this programme before the work began. To the other lecturers in my department Prof. Ngozi Osarenren, Prof. (Mrs) O.M. Omoegun, Dr. (Mrs) I.I. Abe, Dr. (Mrs) B.O. Makinde, Dr. (Mrs) O.M. Alade, and Dr. S. Aletan, I say thank you and God bless you.

I want to thank Rev. Fr. (Dr.) F.M. Isichei specially for charting the course for the speed that the work gained through his advice that no day will pass without dotting an “i” or crossing a “t” while he was the Head of Department, his candid advice helped towards the completion of this work on time. God bless him.

To the amiable Head of Department, Prof. (Mrs) Ayoka Mopelola Olusakin, Ma the whole thesis may not be enough to express to my heart-felt gratitude. God used Rev. Fr. Isichei to place me under her mentorship is an all-knowing God. She is a de-tribalized Nigerian, a real child of God. The best mentor in the world, an astute scholar, unassuming woman, down-to earth, with no trace of intimidation or victimization. All her generations will rise to call her blessed. All the students in the department love and appreciate her person. Her prayers, encouragement, confidence, love, corrections and counsels are immeasurable. May God bless and reward her accordingly.
The Dean of School of Postgraduate School, Prof. Oluwatoyin Ogundipe, will never lack any good thing in life. I thank God for his four years of innovative, insightful, purpose-driven headship in Postgraduate School and Prof. Felix Famoye, a visiting Prof. of Statistics from Central Michigan University in the United States of America. I also thank my External examiner, Prof. Alfred Adegoke of Counsellor Education, University of Ilorin for the prompt submission of his report to Postgraduate School, God bless and favour him always. My gratitude also goes to Dr. R.K. Oji kutu, of the Faculty of Business Administration for patiently, going through my work and patiently teaching me the rudiments of writing a good research and my lead questioner and Postgraduate Representative, Dr. Akinsola of the Faculty of Social Sciences.

A million thanks to my wonderful friends Dr, B. N .Nwangwu and Mrs. Joy Ngozi Ifezue for giving the needed boost at all times. To my cousins Prof. (Mrs) Uche Nzewi of Science Education, University of Nigeria, Nsukka and Mrs Chinyere M Osuofia of St. Augustine’s College of Education, Akoka, Yaba, for believing in me even when it seemed I did not believe in myself. Many thanks to some members of Awka-Ititi Born-Again Christians Fellowship, Lagos Branch and Umudunu Women resident in Lagos. May God continually let His countenance shine upon them.

I am also grateful to my sisters Mrs Uzoamaka Udeze, Sister Nkoli Mbakwe and brothers Mr. Emeka Mbakwe and Mr. Ikechukwu Mbakwe, my cousins, nephews and nieces for standing behind me with ceaseless prayers.

I appreciate my colleagues especially Mrs Stella Anyama, who fired in me the desire to run this programme with dexterity and my praying partner Mrs Adebisi Babatola. Others are Mrs Anthonia Atuegbu, Ebele Oputa, Toyin Akpata-Obadare, Mr Johnson Fakorede, Mr. Stephen ‘Dele Bolaji, Evangelist Edak. I won’t forget the useful insight given to me by my senior colleagues Dr. (Mrs) Adesuwa Anwuri, Dr. Emmanuel Bamidele (Dr. Bams), Rev., Dr. Jacob Aremu and Ghanaian colleagues; Kofi, Kenneth, Nyala and others. My thanks also goes to the Permanent Secretary of the Ministry of Youth, Sports & Social Development, Lagos State for the permission to carry out the research in the Correctional Centres in Lagos State. My appreciation also goes to the Principals of the four Correctional Centres in Lagos State. May God bless and reward them for their co-operation. My thanks go too to the wonderful inmates of all the correctional centres for their patience and determination to see that the work was completed promptly. I also thank my wonderful research assistants.
To my foster parents Elder Godfrey and Mrs Felicia Afoma Ogbuefi, who stood solidly behind me all through and told me to “BE YOURSELF”, and my spiritual parents Pastor Victor Uzoma Uchegbulam and amiable wife Pastor (Mrs) Ebuonye Uchegbulam (Mama Afrik). To Mr. Ositadinma Belonwu, my nephew in-law and Deaconess Uju Arinze God bless them richly for being examples of what Christianity is all about.

I thank also the administrative staff in the Department of Educational Foundations, Arit Effiong and Ngozi Amechi of Oasis Business Centre, Unilag for their assistance at the various stages of the work.

To my great husband, Chief Chigozie Nwolisa, for being truly great. To my pearls of inestimable value C.J. Charles, Franklin Arinzechukwu and Glory Chiamaka Nwolisa. I thank them for the peace and encouragement, love, commitment they exhibited before, during and after and still continue to show. They are the world’s greatest kids ever. I love and appreciate them greatly. God bless them.

The last but not the least, I want to appreciate myself for daring to study when many odds were against me and for typing the whole work myself. Favour, well-done. God bless you richly.

NWOLISA, FAVOUR AFOMA
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Approval</td>
<td>ii</td>
</tr>
<tr>
<td>Certification</td>
<td>iii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iv</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>v</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vi</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vii</td>
</tr>
<tr>
<td>List of Appendices</td>
<td>viii</td>
</tr>
<tr>
<td>Abstract</td>
<td>ix</td>
</tr>
</tbody>
</table>

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study  1
1.2 Statement of the Problem  11
1.3 Theoretical Framework  14
1.4 Purpose of Study  25
1.5 Research Questions  26
1.6 Research Hypotheses  27
1.7 Scope / Delimitation  27
1.8 Significance of the Study  28
1.9. Operational Definition of Terms  30
# CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The Adolescent 33  
2.2 Adolescence Stage 34  
2.3 Historical development of social work and correctional centres in Europe and America 45  
2.4 Historical Development of Social Work and Correctional Centres in Africa 46  
2.5 Historical Development of Social Welfare and Correctional Centres in Nigeria (1870- Date) 51  
2.6 Historical Development of Social Welfare and Correctional Centres in Lagos State 52  
2.7 Establishment of Juvenile Court and its role in Lagos State 57  
2.8 Rights of the Child across Africa 61  
2.9 Rights of the Child in Nigeria 62  
2.10 Children in Conflict with the Law 68  
2.11 Parents Socialization of Children and the effects of Deprivation 74  
2.12 Psychosocial Problems of Children Raised in Correctional Centres 77  
2.13 Cognitive Behaviour Therapy 95  
2.14 Aggression 104  
2.15 Cognitive Behaviour Therapy and Aggression 110  
2.16 Research Findings on Cognitive Behaviour Therapy 116  
2.17 Cognitive Behaviour Therapy and Anxiety 118  
2.18 Cognitive Behaviour Therapy for Depression 125  
2.19 Cognitive Behaviour Therapy and Low Self-Esteem 135  
2.21 Contemporary Views 153  
2.22 Appraisal of Reviewed Literature 157
CHAPTER THREE: METHODOLOGY

3.1 Research Design 159
3.2 Area of Study 160
3.3 Population 161
3.4 Sample and Sampling Technique 161
3.5 Research Instruments 162
3.6 Reliability and Validity of the Instruments 166
3.7 Procedure for Data Collection 167
3.8 Procedure for Treatment 169
3.9 Method of Data Analysis 184

CHAPTER FOUR: RESULTS

Presentation of Data 185
Data Analysis, Interpretation and Findings 205

CHAPTER FIVE: Discussion of Findings, Implications, Recommendations

Suggestions for Further Research

5.1 Discussion of Findings 206
5.2 Implication for Counselling 219
5.3 Recommendations 222
5.4 Suggestions for Further Research 224
5.5 Contributions to Knowledge 225

REFERENCES 239
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of inmates according to Gender</td>
<td>4</td>
</tr>
<tr>
<td>2. Distribution of Participants by Centres and Gender</td>
<td>162</td>
</tr>
<tr>
<td>3. Test-Retest Reliability Estimates of the Instruments Used</td>
<td>166</td>
</tr>
<tr>
<td>4. Distribution of Adolescents in Boys Special Correctional Centres in Lagos State by States of the Federation Distribution of Non-Nigerian Adolescents in the Special Correctional Centre for Boys</td>
<td>186</td>
</tr>
<tr>
<td>5. Inmates Reasons for Being at the Special Correctional Centre for Boy</td>
<td>187</td>
</tr>
<tr>
<td>6. Distribution of Adolescents in Girls Special Correctional Centres in Lagos State by States of the Federation Distribution of Non-Nigerian Adolescents in the Special Correctional Centre for Girls</td>
<td>188</td>
</tr>
<tr>
<td>7. Inmates Reasons for Being at the Special Correctional Centre for Girls</td>
<td>189</td>
</tr>
<tr>
<td>8. Means and Standard Deviation of Pre-test and Post-test Means on Verbal Aggressiveness Scale (VAS) for Adolescents Based on Gender and Treatment Strategies and Control Group</td>
<td>191</td>
</tr>
<tr>
<td>9. 2x3 Analysis of Covariance (ANCOVA) Summary Data for Post-test Scores on Verbal Aggressiveness Scale (VAS) using the Pre-test Scores on VAS as Covariate</td>
<td>192</td>
</tr>
<tr>
<td>10. Multiple comparisons using fisher’s protected t-test dependent variable: Post-test aggressiveness</td>
<td>193</td>
</tr>
<tr>
<td>11. Means and Standard Deviation of Pre-test and Post-test Means on Social Anxiety Thoughts Questionnaire (SATQ) for Adolescents Based on Gender and Treatment Strategies and Control Group</td>
<td>195</td>
</tr>
<tr>
<td>12. 2x3 Analysis of Covariance (ANCOVA) Summary Data for Post-test Scores on Social Anxiety Thoughts Questionnaire (SATQ) using the Pre-test Scores on SATQ as Covariate</td>
<td>195</td>
</tr>
<tr>
<td>13. Multiple comparisons using fisher’s protected t-test dependent variable: Post-test anxiety</td>
<td>196</td>
</tr>
</tbody>
</table>
14. Means and Standard Deviation of Pre-test and Post-test Means on Automatic Thoughts Questionnaire (ATQ) for Adolescents Based on Gender and Treatment Strategies and Control Group 198

15. 2x3 Analysis of Covariance (ANCOVA) Summary Data for Post-test Scores on Automatic Thoughts Questionnaire (ATQ) using the Pre-test Scores on SATQ as Covariate 198

16. Multiple comparisons using fisher’s protected t-test dependent variable: Post-test depression 199

17. Means and Standard Deviation of Pre-test and Post-test Means on Index of Self-Esteem (ISE) for Adolescents Based on Gender and Treatment Strategies and Control Group 201

18. 2x3 Analysis of Covariance (ANCOVA) Summary Data for Post-test Scores on Index of Self-Esteem (ISE) using the Pre-test Scores on ISE as Covariate 202

19. Multiple comparisons using fisher’s protected t-test dependent variable: Post-test self-esteem 203
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Face Sheet of Questionnaire Booklet</td>
<td>240</td>
</tr>
<tr>
<td>2. Verbal Aggressiveness Scale (VAS)</td>
<td>241</td>
</tr>
<tr>
<td>3. Social Anxiety Thoughts Questionnaire (SATQ)</td>
<td>244</td>
</tr>
<tr>
<td>4. Automatic Thoughts Questionnaire (ATQ)</td>
<td>246</td>
</tr>
<tr>
<td>5. Index of Self-Esteem (ISE)</td>
<td>248</td>
</tr>
<tr>
<td>6. Relaxation Training Procedure</td>
<td>250</td>
</tr>
<tr>
<td>7. Letter of Introduction by the Department of Educational Foundations, Unilag</td>
<td>253</td>
</tr>
<tr>
<td>8. Letter of Permission from Ministry of Youth, Sports and Social Development</td>
<td>254</td>
</tr>
<tr>
<td>9. Letter of Introduction to the Special Correctional Centre for Boys at Oregun, Ikeja, Lagos State</td>
<td>255</td>
</tr>
<tr>
<td>10. Letter of Introduction to the Special Correctional Centre for Girls at Idi-Araba, Mushin, Lagos State</td>
<td>256</td>
</tr>
<tr>
<td>11. Letter of Introduction to the Children’s Correctional Centre for Boys at Sabo, Yaba, Lagos State</td>
<td>257</td>
</tr>
</tbody>
</table>
12. Letter of Introduction to the Children’s’ Correctional Centre for Girls at Idi-Araba, Mushin, Lagos State 258

13. Letter of Acceptance by the Research Assistant at Special Correctional Centre for Boys at Oregun, Ikeja, Lagos State 259

14. Letter of Acceptance by the Research Assistant at Special Correctional Centre for Boys at Oregun, Ikeja, Lagos State 260

15. Letter of Acceptance by the Research Assistant at Special Correctional Centre for Girls at Idi-Araba, Mushin, Lagos State 261
ABSTRACT

This study investigated the relative effectiveness of Cognitive Behaviour Therapy and Social Learning Therapy in managing adolescents’ aggression, anxiety, depression and low self-esteem. The moderating effect of gender was also examined. A total of 154 adolescents with mean age of 14.5 years drawn from two special correctional centres in Lagos State constituted the sample. They were made up of 104 boys and 50 girls. The study utilized survey and experimental design using the pretest-posttest control group designs. Four research instruments were used to generate relevant data for the study. These were: Verbal Aggressiveness Scale (VAS) by Infante and Wigley 111 (1986) used to measure verbal aggressiveness as a trait that predisposes people to attack the self-concept of others instead of or in addition to their positions on topics of communication. Social Anxiety Thoughts Questionnaire (SATQ) by Hartman (1984), measured the frequency of cognitions that accompany social distress or anxiety. Automatic Thoughts Questionnaire (ATQ) by Kendell and Hollon (1980), measured the frequency of automatic negative statements about the self. The ATQ covers four aspects of these automatic thoughts: Personal maladjustment and desire for change (PMDC); Negative self-concept and negative expectations (NSNE); Low self-esteem (LSE) and Helplessness and Index of Self-Esteem (ISE) by Hudson (1982), measured the degree of severity or magnitude of a problem the individual has with self-esteem.

Five null hypotheses were formulated to guide the study. Data generated for the study were analyzed using both descriptive and inferential statistics. Analysis of Covariance (ANCOVA) was used to test all hypotheses while post hoc comparisons were performed utilizing Fisher’s Protected t-test. All tests of significance were performed at 0.05 alpha level. Results of the data analysis indicate that all the five null hypotheses tested were rejected. The findings revealed that:

1. Cognitive Behaviour Therapy and Social Learning Therapy were both efficacious in alleviating aggression in both male and female adolescents in correctional centres.
2. The level of anxiety among the participants improved using both the Cognitive Behaviour Therapy and the Social Learning Therapy.
3. Social Learning Therapy was more effective in the management of depression among both male and female adolescents in the correctional centres.
4. Low self esteem was significantly reduced by Social Learning Therapy among the participants in the correctional centres.
5. There was a significant gender difference in the participants’ post-test scores in aggression and anxiety but no significant gender difference was noticed in depression and self-esteem measures.
6. The number of males in correctional centres in Lagos State is twice the number of females for the past three years, 2007-2010.
7. Adolescents from the south-west top the list of all the inmates in the correctional centres.

8. Poverty, polygamy and parental neglect and hostile home environment were found to be factors that made the adolescents leave home for the street.

In the light of these findings, a number of recommendations were made with the hope that if implemented, the manifestation of psychosocial problems would reduce. Among the recommendations is that functional correctional centre be established at National, State and Local Government levels across the country to reduce incidences of placing juvenile offenders with adult offenders in prisons together because of lack of such centres. Aspects of Cognitive Behaviour Therapy and Social Learning Therapy should be incorporated in socializing children and adolescents while at the centres to avoid the cases of recidivism upon their release from the centres. Some suggestions for further research were also stated, implication of the findings for parents, caregivers as well as guidance counsellors were highlighted and conclusions drawn.