

SOCIAL MARKETING AND VIOLENT BEHAVIOUR REDUCTION IN SECONDARY SCHOOLS, RIVERS STATE

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ABSTRACT

This paper examined the relationship between social marketing and violent behaviour reduction in schools. The study employed the descriptive survey design. The data for the study were collected from principals and teachers from 35 public secondary schools in Rivers State with the aid of a structured questionnaire. The data collected from the respondents were analyzed using the Spearman Rank Order Correlation. The SPSS version 21.0 was used to correlate the data on the study variables. The results revealed that there is positive and significant relationship between public education and reduction in the looting and destruction of school properties. The study also found a positive and significant relationship between persuasion and reduction in cultism in secondary schools. The study equally reported a positive and significant relationship between social advertising and reduction in sexual harassment behaviour in secondary schools. From the findings, it was concluded that social marketing campaign significantly reduces violent behaviour in secondary schools in Rivers State. The study therefore recommended that school administrators should practice social marketing through the use of public education, persuasion and social advertising as it would help to reduce violent behaviour among students in their school.

Keywords: Social Marketing, Public Education, Persuasion, Social Advertising, Violent Behaviour, Looting, Destruction of School Properties, Cultism and Sexual Harassment.

INTRODUCTION

The violent behaviour among students in secondary schools in Nigeria has attracted much attention in recent times in view of its implications of the individuals and the society at large. Issues that border on cultism, sexual harassment, alcoholism, drug abuse, examination malpractice, and looting of school properties had been a public domain. Strategies on how to reduce these violent behaviours among students have been the major area of emphasis. School administrators have continued to warn students to desist from all sorts of violent and criminal behaviour which are likely to get them into trouble in the near future. They have also encouraged students to inculcate self-discipline in order to be useful to themselves, their family and the society at large (Aja-Okorie, 2010). Despite the warnings given to students to desist from all sorts of violent behaviours including cultism, sexual harassment, alcoholism, drug abuse, and examination malpractices and looting of school properties; the rate of violent behaviour among students in our secondary schools is still very high.

The increasing rate of violent behaviour among students could be attributed to several factors which include lack of proper upbringing, peer group influence, societal influence, economic and financial hardship, and lack of adequate mentoring of students on campuses (Nwite, 2010). Elom (2005) declares that violent behaviour among students in secondary schools is a reflection of the moral decay in our society. According to him, most of the students who engage in violent and criminal acts are products of the decayed moral values of our society. These behaviours are unacceptable by the school authorities and are punishable by law. To reduce these violent behaviours among students, the school administrators must embark on social marketing.

Social marketing is an approach used to develop activities aimed at changing or maintaining people's behaviour for the benefit of the individuals and the society at large (National Social Marketing Centre, 2016). It is an indispensable tool for influencing behaviour and reducing social problems. Social marketing makes use of commercial marketing techniques to reduce violent behaviour among students in secondary schools. It helps an institution to decide the exact people to work with, the behaviour to influence, how to go about it as well as how to measure the success rate. The primary aim of social marketing is to change or maintain people's behaviour and reduce social problems (French, Blair-Stevens, McVey and Merritt, 2010). French and Gordon (2015) stated that social marketing is implemented when an organization or institution intends to change behaviour of a large number of people. It can be used to change the violent behaviour of students in schools. When implementing social marketing in schools, the social marketer may decide to speak to the students at the assembly ground or visit the individual classrooms to educate the students on the need to desist from all sorts of violent behaviours such as cultism, sexual harassment, alcoholism, drug abuse, examination malpractice, and looting of school properties.

Social marketing has been proven to be a vital tool for changing and maintaining behaviour in a cost effective way. Through social marketing, students learn about the legal implications of engaging in violent behaviours such as cultism, sexual harassment, alcoholism, drug abuse, examination malpractice, looting and destruction of school properties. When students are adequately informed or educated on the consequences of their actions or behaviour, they are most likely to desist from such behaviour. Kamlot (2017) observed that some students in secondary Schools in Rivers State schools exhibit violent behaviours like stealing, destroying school properties, rape, sexual molestation because they are not aware of the implications of their actions. Social marketers can use public education, persuasion, public enlightenment and collective strategies to reduce the rate of violent behaviours among students in the society at large (Aneshensel, 2002). This paper examines the relationship between social marketing and violent behaviour reduction in secondary schools in Rivers State.

Statement of the Problem

Violent behaviours among students in secondary schools in Rivers State have become a major concern to school administrators, stakeholders and the general public. Some students in secondary schools in Rivers State exhibit violent behaviours, including stealing, looting and destruction of school properties, sexual harassment, rape, cultism, alcoholism, drug abuse, destruction of school facilities, secret cult activities, drug abuse and sexual harassment.

Evidence shows that these violent behaviours have been on the increase in recent times and the Rivers State school administrators and stakeholders in the educational sector have expressed government concerns over the increasing violent behaviours among students in secondary schools. He noted that, despite their collective efforts to provide quality education in our secondary schools, violent behaviours like stealing, looting and destruction of school properties, destruction of school facilities such as tables and chairs, secret cult activities, drug abuse and sexual harassment, are still prevalent in our schools (The Tide, April 10th, 2018).

From the above developments, it is clear that students are increasingly exhibiting various forms of violent behaviours. Despite the warnings given to students, some students still indulge in the act of violence in our schools. School administrators have continued to warn all students to desist from all manners of violent behaviour, including stealing, looting of school properties, destruction of school facilities, secret cult activities, drug abuse and sexual harassment. The problem of this study therefore is to examine social marketing as a tool for reducing violent behaviour among students in secondary schools in Rivers State.

Aims and Objectives of the Study

The aim of this study is to examine the relationship between social marketing and violent behaviour reduction in secondary schools in Rivers State. In order to achieve this broad aim, the study seeks to:

1. Determine the relationship between public education and reduction in looting /destruction of school properties.
2. Ascertain the relationship between persuasion and reduction in cultism in secondary schools.
3. Examine the relationship between social advertising and reduction in sexual harassment in secondary schools.

Implications of the Study

This study will be of great importance to the principals in secondary schools in Rivers State as it would enlighten them on how social marketing can be used to reduce violent behaviour among students in their schools. The study will also be useful to the government agencies as it would encourage them to use social marketing to change and maintain behaviour of students and reduce social problems. Students in secondary schools will also benefit from this study as it will educate them on the consequences of violent behaviour such as cultism, sexual harassment, alcoholism, drug abuse, and looting of school properties. The study will suggest ways in which principals in secondary schools can tackle the violent behaviours among students so as to reduce them to the Barest minimum. This study will be useful to students, researchers and other academicians especially those who may be interested in carrying out further research on this topic or related ones as it will serve as a good reference materials for their study. Efforts will also be made to publish this study in educational journals to ensure wider publicity and usefulness to the academic world.

Literature Review

Concept of Social Marketing

Social marketing is the use of marketing theory, skills and practices to achieve social change (Business Dictionary in Wikipedia, 2017). Dann in Kamlot (2017) defines social marketing as the adaptation and adoption of commercial marketing activities, institutions, and processes as a means to induce behavioural changes in a target audience, on a temporary or permanent basis, to achieve a social goal. Kotler and Lee in Kamlot (2017) defined social marketing as the process that applies marketing principles and techniques to create, communicate and deliver value in order to influence the behaviours of the target audience, that benefit both the society and the target audience. French, Blair-Stevens, MeVey and Merritt (2010) stated that social marketing uses marketing concept and other marketing approach to achieve social change. The ultimate goal of social marketing is to achieving social good (Donovan and Henley, 2010). Kotler and Lee (2008) posited that social marketing is aimed at influencing behaviours that benefit the individual and society for the greater social good. French and Gordon (2015) argued that social marketing goes beyond influencing individual behaviour, it promotes social, cultural and structural change which is relevant for social good.

Social marketing uses commercial marketing tools such as education, persuasion and social advertising to influence individual behaviour and reduce social problems (Donovan and Henley, 2010). However, Sauders, Barrington and Sridharan (2015) argued that social marketing does not only use education, persuasion and social advertising to influence behaviour, it also uses mass media communication to influence behaviour. Despite the arguments put forward by Sauders and his Colleagues, the point remains that communication and engagement are the tools used to facilitate

the change of a particular behaviour to achieve social good. The techniques used to implement social marketing campaign may differ from organization to organization. Some organizations may decide to use public education, persuasion or social advertising to convey their message to the target audiences while others may decide to use posters to create or raise public awareness of the leading problem (Homel and Carroll, 2009).

Generally speaking, social marketing is used as a long-term plan to change people's behaviour. If an organization wishes to change the behaviour of certain category of people permanently for benefit of the communities, the organization may implement social marketing plans. The social marketer has to convince the people to change their behaviour through public education, persuasion and social advertising. The National Social Marketing Centre (NSMC) (2016) posited that social marketing campaign helps to ensure that policy is based on the understanding of the people's lives, making policy goals realistic and achievable.

Concept of Violent Behaviour

According to Dittinuiya in Ali, Dada, Isiaka, and Salmon (2014), violent is any act that does not conform to the societal value and norms. Otu in Ali et al (2014) defines violent as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation. Ali et al (2014) defined violent behaviour as any form of misbehavior which includes destruction of school property, abuse of seniority, immoral behaviour, drug abuse, stealing, truancy, use of abusive or foul languages, and cultism. Violent behaviour among students could be attributed to lack of self control and regard to school authority. A student is said to be violent if he or she does not fit in properly into the school system and as such cannot regard the constituted authority (Nwakoby, 2001). Such student violates the laid down rules and regulations of the school and cause disruption to academic activities.

The rate of violence in secondary school has increased. Evidence shows that the incidence of violence, cultism and clashes between different cult groups, examination malpractice, sexual harassment, looting and destruction of school properties are on the increase (Nwite, 2010). Ajayi (2009) stated that violent behaviour in our secondary schools has reached an alarming rate and need proper attention to ensure quality output. Auwal (2014) observed that increasing rate of violence is attributed to the decade of the moral and value system in our society. Aja-Okorie (2010) lamented over the increasing rate of violence perpetuated by students in secondary schools, stating that these menace has created a major setback to educational development in Nigeria. The increasing rate of violence in secondary schools has been a source of worry to school administrators and stakeholders in the educational sector. Ajayi (2009) opined that different forms of violence have continued to ravage our schools. According to him, violent behaviour has made it extremely difficult for the realization of the desired educational objective. Ajayi (2009) believes that if our schools are to realize the objectives of which they are set, these evil must be eradicated or reduced to the barest minimum.

Social Marketing and Violent Behaviour Reduction in Secondary Schools Public Education and Reduction in Looting and Destruction of School Properties

Public education is one of the major social marketing tools used to change people's behaviour for social good. Horsfall, Bromfield and McDonald (2010) defined public education within the context of social marketing, as the process of informing and educating a target audience with a view to change or maintain their behaviour for the benefits of the individuals and the society at large. It is a form of social marketing campaign which is used to enlighten the people and public education is widely used by social marketers to influence people's behaviour. It has been influence their behaviour for the greater social good (Dann, 2010). Andreasen (2002) posited that proven to be a vital tool for behavioural change. Kotler and Lee (2008) stated that public education has become so popular

because of its impact on people's behaviour. They further stated that social marketers use public education to create awareness regarding social problems.

Public education as a social marketing tool can be used to reduce the level of looting and destruction of school properties. Some secondary students loot and destroy school properties for selfish reasons. Auwal (2014) observed that some students steal school properties such as electric bulbs fans, wall sockets, and air-conditioning facilities from the classrooms and offices. Others engage in destroying the chairs in the classrooms, tables, doors, and even notice boards. These violent acts perpetrated by students are unacceptable by the school authority and are subjected to punishment by law. Oguntuase (2007) stated that students who are caught in the act of looting school properties are treated as thieves and criminals and the punishment for such crime could be jail term or expulsion from the school or even both. However, through public education, social marketers can be able to inform and educate students on the implications of their actions. Horsfall, Bromfield and McDonald (2010) noted that most students are not adequately informed on the consequences of their actions. They don't know that what they do today will come to hurt them today. Homel and Carroll (2009) suggested that students need to be adequately educated and given the right information to prevent them from engaging in violent behaviour. When students are adequately educated on the consequences of looting school properties, they will desist from such behaviour. Based on this, we formulate our first hypothesis:

H₀₁, There is no positive and significant relationship between public education and reduction in looting and destruction of school properties.

Persuasion and Reduction in Cultism in Secondary Schools

Social marketing makes use of persuasion to change behaviour for the benefits of the individuals and the communities (Kotler and Lee, 2008). Just like the way a traditional marketer persuades his target customers to buy his products so do social marketers persuade their target audience to change or maintain certain behaviour for the benefits of themselves and the society at large. Aceyes-Martins, Llaurodo, Tarro, Moreno-Garcia, Escobar, Sola and Giralte (2016) stated that persuasion is a popular tool used by social marketers to influence behaviour in a sustainable way. They use this strategy to convince the target audience to behave in certain way which will benefit them and the society at large. All social marketers have to do is to assemble the audience and try to persuade them to behave in certain way to reduce social problems. Andreasen (2002) stated that persuasion is like an appeal to the people to change their behaviour. It does not require the social marketer to impose his or her wills on the people but to gently appeal to them to change their behaviour to a certain way or maintain existing behaviour for the good of the society.

Persuasion can be used to reduce the level of students' involvement in cultism in secondary schools. Cultism is described as an assemblage of people who share unconventional ideas and beliefs and involve themselves in eccentric conduct and manifestation mostly shrouded in secrecy, carry out secret cult activities and membership, organization, rules and mode of operation are supposed to be unknown and unknowable to non-member cult (Erughe, 2015). Some of the special features of secret cults are nocturnal meetings held at odd places like cemeteries, hiltops or forests, knife and dagger pulling, gun drawing at non-members or members of opposed campus secret cults; torture, distinctive marks on the body; drinking human blood and others (Igodo, 2002). Odu (2013) posits that fetish practices, use of hand drugs, violence, ritual killing are modus operandi of secret cults. Cultism has metamorphosed into cankerworm eating deep into the fabric of our academic culture at an alarming rate (Ajayi and Adeniji, 2009). Some of the popular cult groups are: Seadogs, Buccaneer confraternity, the Vikings, the Black Beret, and Daughters of Jezebel (Egwu, 2003). Others include Black-Axe, Eiye, Mafla, Maphite, Klansan, Block Cat, Black Cross, Jurist, Mgha Mgba, Thomas Boys, Black, Brassier, to mention but a few (Auwal, 2014). These cult groups often clashes between themselves in impulsive desires for supremacy.

Cultism can be reduced in secondary schools with the aid of social marketing technique known as persuasion (Homel and Carroll, 2009), Social marketers can organize public forum within the various

schools and persuade students to desist from cultism. Homel and Carroll (2009) stated that through persuasion, students can be able to see reasons why they should shun cultism and focus on their academic activities. Andreasen (2002) posited that persuasion is an effective social marketing tool to change students' behaviour for the benefits of the students and the society at large. He further stated that persuasion helps to build a sense of reasoning in the minds of the students and help them to change their violent behaviour for the good of the society. Aceyes-Martins, et al (2016) argued that social marketers often use persuasion to influence the behaviour of people including students and redirect their steps towards the right direction. They further stated that through persuasion, students who are members of cult groups can renounce their membership and change their behaviour to become more responsible students and citizens of the country. By so doing the rate of students involvement in cultism will be greatly reduced and the school will become a safe environment for students to study. In line with this argument, we propose our second hypothesis thus:

H₀₂ There is no positive and significant relationship between persuasion and reduction in cultism in secondary schools in Rivers State.

Social Advertising and Reduction in Sexual Harassment in Secondary Schools

Social advertising is vital social marketing tool used to influence people's behaviour in a sustainable way. It is a means of changing and maintaining people's behaviour for the good of themselves and the communities at large (Horsfall, Bromfield and McDonald, 2010). Dann (2010) described social advertising as a means for creating awareness of social problems with a view of influencing people's behaviour for their own good and the benefit of the society. Social advertising helps social marketers to reach a large audience and change their behaviour for the benefits of themselves and their communities (Kotler and Lee, 2008). It tends to create awareness to the public regarding a social problem with a view to bring needed social change.

Kotler and Lee (2008) stated that social marketers often use social advertising when they want to change or influence the behaviour of a large audience. When social marketers discover that there is a social problem which a target audience needs to be aware of, they would decide to embark on social advertising to pass message to the public with a view of influencing their behaviour for the greater good of the society.

Social advertising can be used to reduce the level of sexual harassment in secondary schools. Sexual harassment is any form of verbal or non-verbal harassment of a sexual nature (Paludi & Paludi, 2005). It could take the form of sexual assault, rape, molesting of other students, requests for sex in exchange for favour, or any other physical and psychological harassment that are sex related (Fineran, 2002). The Department of Education, Office of Civil Rights (ORC) responsible for enforcing sexual harassment laws defines sexual harassment as:

An unwelcome sexual advances, requests for sexual favours and other verbal, non-verbal, or physical conduct of a sexual nature by an employee, by another student, or by a third party which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment (Odey, 2014, p107).

Sexual harassment has been on the increase in secondary schools in recent times and this has been a source of worry to school administrators. Odey (2014) stated that the increasing cases of sexual harassment and other social vices in our schools has been a major source of concern to school administrators as they produce a negative consequence on the victims. Many secondary schools in Nigeria campaign against sexual harassment and urge students to desist from it. The principals in the various secondary schools consider sexual harassment as a crime against humanity and warn all students to desist from such act. Sadly some students still endorse in all sorts of sexual harassment including rape and molestation of other students.

Sexually harassment in public secondary schools can be greatly reduced through social advertising. Since social advertising aimed at creating awareness of social problem and fostering social change,

students can take advantage of the message passed onto them through this medium (social advertising) to change their behaviour and desist from all sorts of sexual harassment in school. Homel and Carroll (2009) stated that social advertising can help to create more awareness on the consequences of sexual harassment and this information will enable students desist from such violent behaviour. French and Gordon (2015) posited that social advertising can help to influence students' behaviour positively and reduce the problem of sexual harassment in the school system. Homel and Carroll (2009) explain how social advertising can help to reduce sexual harassment in secondary schools. According to them, social advertising will create awareness of the legal consequences of sexual harassment and such information will prompt students to desist from such act. Aceyes-Martins et al (2016) noted that most students are not aware of the implications of sexual harassment and this is the major reason why the problem still persists in secondary schools. They however stated that through social advertising, students will be informed of the consequences of such behaviour and stay away from it. This will go a long way in reducing the rate of sexual harassment in our schools. In line with these arguments, we develop our third hypothesis:

H₀₃ There is no positive and significant relationship between social advertising and reduction in the rate of sexual harassment in secondary schools in Rivers State.

Theoretical Framework

This paper is anchored on the social learning theory which was developed by Albert Bandura in 1977. The social learning theory states that people learn from one another via observation, imitation and modeling (Bandura, 1997). Albert Bandura explains how people learn in social environment by observing and then imitating the behaviour of others. Bandura (1997) noted that the consequence of an observed behaviour is that the people are more likely to adopt the same behaviour themselves. Bandura carried out several experiments to buttress this point. He carefully watched children as they observed adults attacking Bobo Dolls. When hit, the dolls fell over and then bounced back up again. The children were then loose and they imitated the aggressive behaviour of the adults. However, when the children observed adults acting aggressively and being punished, Bandura noted that the children were less willing to imitate the aggressive behaviour themselves. From this experiment, Bandura came up with the social learning theory which states that people learn from one another via observation, imitation and modeling.

The social learning theory is very useful in explaining the violent behaviour in secondary schools. According to the social learning theory, students learn by observing the violent behaviours exhibited by others in the school system (Amsale, Bekele and Tafesse, 2016).

Bandura in Amsale, Bekele and Tafesse (2016) explains that by observing an violent role model's behaviour as well as the consequences of their behaviour, students are more likely to come to identify with the model, internalize the model's values and attitudes, and emulate the modeled behaviour. The theory of social learning provide explanation for the increasing rate of violent behaviours such as cultism, sexual harassment, alcoholism, drug abuse, looting and destruction of school properties. Students who exhibit these behaviours learnt it from others who they see as their role model. By observing and imitating these behaviours, the rate of violence in secondary schools is expected to increase in line with the social learning theory. However, these behaviours can be greatly reduced through the implementation of social marketing campaign. By carrying out public education, persuasion and social advertising, the rate of violent behaviour will be greatly reduced in our schools.

METHODOLOGY

The descriptive survey research was adopted in this study. The population of the study comprised of principals and teachers in all the 245 public secondary schools in Rivers State. A sample of 35 principals and 274 teachers were drawn from 35 public secondary schools in Rivers State. The

stratified random sampling was used in selecting the sample size for the study. A self-designed questionnaire was used as the main instrument for data collection. The questionnaire was structured on four (4) points rating scale: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The questionnaire was validated through face and content analysis by some research experts, while its reliability was determined using the test-retest method. A total of 309 questionnaires were administered to the respondents across the 35 public secondary schools with the aid of six (6) trained research assistants. Out of the 309 questionnaires administered, 257 copies were collected. The data collected from the respondents were analyzed using Spearman Rank Order Correlation. The Spearman Rank Order Correlation was computed with the aid of SPSS (Statistical Package for Social Sciences) version 21.0.

Descriptive and Empirical Results

Descriptive Analysis

The results of the descriptive analysis are presented in table 1 below. The descriptive analysis shows the mean, standard deviation, skewness and kurtosis values of the study variables (public education persuasion, social advertising, looting/destruction of school properties, cultism and sexual harassment).

Table1: Descriptive Statistics

Variable	N	Mean	Std Dev.	Skewness		Kurtosis	
				Ratio	Std Error	Ratio	Std Error
Public Education	257	2.74	0.87	.213	.232	.314	.274
Persuasion	257	2.80	0.93	.228	.232	.321	.274
Social Advertising	257	2.83	0.96	.211	.232	.317	.274
Looting/destruction of school Properties	257	2.67	0.83	.227	.232	.256	.274
Cultism	257	2.75	0.94	.216	.232	.319	.274
Sexual harassment	257	2.84	0.91	.219	.232	.296	.274

Source: SPSS-generated Output

Table 1 shows the results of descriptive analysis carried out on the study variables. The results of the descriptive analysis showed that the mean values of all the variables are greater than 2.50 (the criterion mean). The results of the kurtosis and skewness analysis showed that all the values of skewness and kurtosis fall between 1.0 which implies that the variables are close to normal distribution. The skewness and kurtosis ratios and standard error were between ± 2.74 which implies that the data approximately close to normality.

Results of Correlation Analysis

The results of the SPSS correlation analysis carried out on the study variables are presented in tables. The data collected on social marketing variables (public education, persuasion and social advertising) are correlated with those obtained on violent behaviours (looting/destruction of school properties, cultism and sexual harassment) using the SPSS version 21.0. The results of the correlation analysis are presented below in accordance with the hypotheses:

Table 2: Correlation between public education and reduction in looting/destruction of school properties

			Public Education	Reduction in looting/destruction of school properties
Sperman Rank	Public Education	Correlation Coefficient sig. (2 tailed)	1.000 .257	.751* .001 257
	Reduction in looting/destruction of school properties	Correlation Coefficient sig. (2 tailed)	.751* .001 257	1.000 .257

**Correlation is significant at 0.01 levels (2 tailed)

*Correlation is significant at 0.05 levels (2 tailed)

Source: SPSS-generated Output

Table 2 presents the result of correlation analysis between public education and reduction in looting and destruction of school properties. The result indicated that public education has a positive correlation with the reduction in looting and destruction of school properties (rho = .751) and that this correlation is significant at 0.05 level as indicated by the symbol. Consequently, the null hypothesis is rejected and the alternate hypothesis is accepted. This means that there is positive and significant relationship between public education and reduction in looting and destruction of school properties.

Table 3: Correlation between persuasion and reduction in cultism in secondary schools

			Public Education	Reduction in looting/destruction of school properties
Sperman Rank (rho)	Persuasion	Correlation Coefficient sig. (2 tailed)	1.000 .257	.786* .002 257
	Reduction in Cultism	Correlation Coefficient sig. (2 tailed)	.786* .002 257	1.000 .257

**Correlation is significant at 0.01 levels (2 tailed)

*Correlation is significant at 0.05 levels (2 tailed)

Source: SPSS-generated Output

Table 3 presents the result of the correlation analysis between persuasion and reduction in cultism in secondary schools. The result revealed that there is positive correlation between persuasion and reduction in cultism in secondary schools (rho = .786*). This correlation is significant at 0.05 level as indicated by the single symbol. As a result of this, we then reject the null hypothesis and accept the alternate hypothesis which states that "there is positive and significant relationship between persuasion and reduction in cultism in secondary schools in Rivers State.

Table 4: Correlation between social advertising and reduction in sexual harassment in secondary schools

			Public Education	Reduction in looting/destruction of school properties
Sperman Rank (rho)	Social Advertising	Correlation Coefficient sig. (2 tailed)	1.000 . 257	.804* .003 257
	Reduction in Sexual Harassment	Correlation Coefficient sig. (2 tailed)	.804* .003 257	1.000 . 257

**Correlation is significant at 0.01 levels (2 tailed)

*Correlation is significant at 0.05 levels (2 tailed)

Table 4 shows the result of the correlation analysis between social advertising and reduction in sexual harassment in secondary schools. The result revealed that social advertising is positively correlated to reduction in sexual harassment (rho 804*) and the symbol indicates that this correlation between the two variables is significant at 0.05 level. Consequently, the null hypothesis is rejected and the alternate hypothesis is accepted. This means that there is positive and significant relationship between social advertising and reduction in sexual harassment in secondary schools in Rivers State.

Discussion of Findings

This study found a positive and significant relationship between public education and reduction in looting and destruction of school properties. This finding was derived from the result of the SPSS correlation analysis carried out on the two variables. The result indicated that public education has a positive correlation with the reduction in looting and destruction of school properties and that this correlation is significant at 0.05 level (See table 2). As a result of this, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that there is positive and significant relationship between public education and reduction in looting and destruction of school properties. The implication of this finding is that if schools as a social Institution, embark on social marketing campaign through public education, it will help to reduce the level of looting and destruction of school properties. This finding is supported by Homel and Carroll (2009) noted that students need to be adequately educated and given the right information to prevent them from engaging in violent behaviour. They further stated that when students are adequately educated on the consequences of looting school properties, they will desist from such behaviour. Horsfall, Bromfield and McDonald (2010) also supported this finding when they noted that public education will help to reduce the level of students' involvement in looting and destruction of school facilities.

This study also found a positive and significant relationship between persuasion and reduction in cultism in secondary schools in Rivers State. This finding was deduced from the result of the SPSS correlation analysis carried out on the two variables. The result revealed that persuasion is positively and significantly correlated with the reduction in cultism in secondary schools (See table 3). As a result of this, the null hypothesis was rejected and the alternate hypothesis was accepted. This implies that there is positive and significant relationship between persuasion and reduction in cultism in secondary schools in Rivers State. The implication of this finding is that if schools implement social marketing concept through persuasion, it will go a long way in reducing the level of students involvement in cultism. This finding is supported by Andreasen (2002) who noted that persuasion is an effective social marketing tool to change students behaviour for the benefits of the students and the society at large. Aceyes-Martins, et al (2016) also agreed with this finding when they argued

that through persuasion, students who are members of cult groups can renounce their membership and change their behaviour to become more responsible students and citizens of the country.

A positive and significant relationship was equally found between social advertising and reduction in sexual harassment in secondary schools in Rivers State. This finding was derived from the result of the SPSS correlation analysis carried out on the two variables. The SPSS result indicated that social advertising is positively correlated to the reduction in sexual harassment in secondary schools and that this correlation is significant at 0.05 level (See table 4). Based on this result, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that we then accepted that there is positive and significant relationship between social advertising and reduction in sexual harassment in secondary schools in Rivers State. The implication of this finding is that if schools carry out social advertising with a particularly emphasis on sexual harassment implications, it will help to reduce the level of students involvement in sexual harassment behaviour. This finding is supported by Homel and Caroll (2009) who noted that social advertising can be used to reduce sexual harassment in secondary schools. According to them, social advertising will create awareness of the legal consequences of sexual harassment and such information will prompt students to desist from such act. Aceyes-Martins et al (2016) also supported this finding when they revealed that through social advertising, students will be informed of the consequences of such behaviour and stay away from it.

CONCLUSION

From the analysis carried out, it is confirmed that social marketing has the potentials of reducing violent behaviour in secondary schools in Rivers State. The results of this study indicated that there is positive and significant relationship between public education and reduction in looting and destruction of school properties. The study also found a positive and significant relationship between persuasion and reduction in cultism in secondary schools. A positive and significant relationship was equally reported between social advertising and reduction in sexual harassment secondary schools. Based on these findings, it was concluded that social marketing variables such as public education, persuasion and social advertising significantly reduce violent behaviour in secondary schools in Rivers State

RECOMMENDATIONS

Based on the findings and conclusion, the following recommendations are made:

1. Secondary school administrators in Rivers State should practice social marketing as it would help to reduce violent behaviour among students in their schools.
2. Secondary school principals should periodically conduct public education and enlightenment programmes for students as it would go a long way in reducing the level of students' involvement in looting and destroying school properties.
3. Schools in Rivers State and Nigeria at large should implement social marketing campaign using persuasion medium as it would help to reduce the level of students' involvement in cultism and other violent behaviour
4. Secondary school administrators should embark on social advertising as it would help to reduce the level of students' involvement in sexual harassment behaviour in their school.
5. Finally, it is recommended that school administrators in Nigeria should create a social marketing department if there is none and employs professional and trained social marketers to run the department as this would help to change and maintain the behaviour of students for the benefit of themselves and the society at large.

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