

School Counsellors Utilization of Counselling Strategies for Curbing Secondary School Students Undesireable Behaviours in Anambra State, Nigeria

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ABSTRACT

The study examined school counsellors utilization of counselling strategies for curbing secondary school students' undesirable behaviours in Anambra State, Nigeria. It specifically sought to find out the counselling strategies utilized for curbing secondary school students' undesirable behaviour in Anambra State, Nigeria. The population of the study was two hundred and fifty three (253) school counsellors currently serving in Anambra State government owned Secondary Schools. 209 copies questionnaire were retrieved signifying 82.60% copies of the distributed instrument. They were all used to collect the data for the study so no sampling was done using self-structured questionnaire developed by the researchers called counselling strategies and undesirable Behaviour Scale (CSUBS) with 35 items to collect data for the study. CSUBS was face validated by 3 experts - one in Measurement and Evaluation and the remaining two in Guidance and Counselling. The reliability of the instrument was ascertained using Cronbalch Alpha estimate and it yield .63 as its coefficient. The design of the study was the descriptive survey research design. Data collected for this study were analyzed using mean, standard deviation and grand mean to answer the research question. The result obtained from the analysis showed among others that reinforcement strategy, disciplinary strategy, changing environment and rules and regulation strategy are the suitable counselling strategies utilized by school counsellors for curbing secondary school undesirable behaviour in Anambra State, Nigeria. Based on the findings, the researchers recommended that Seminars/workshop/conferences should be organized for school counsellors to enable them utilize systematic desensitization and Rational Emotive Behavioural Therapy in curbing undesirable behavioural problems among secondary School students in Anambra State, Nigeria. The researcher therefore suggested that further research could be carried out on counselling strategies utilized in curbing undesirable behaviour of Undergraduates in Tertiary Institutions in Nigeria.

Keywords: School Counsellors, Counselling Strategies, Undesirable Behaviours, Secondary School Students

INTRODUCTION

Behaviours are those ways human being act. It may be good or bad thus desirable or undesirable. Desirable behaviour are generally acknowledged as the right way of doing things in a society which include discipline, punctuality, respect for rules and regulations, obedience to constituted authorities, commitment to work etc. On the other hand undesirable behaviours are those actions perpetrated by individuals which are being perceived as unacceptable by the members of the society. They are contrary to the value and norms of the society which include cultism, fighting, drug and substance abuse, truancy, bullying, rioting, sex abuse, stealing smoking, immodest dressing, lateness etc [1]. “Thus, students undesirable behaviour includes immature act, hostile, aggressive and bad behaviours exhibited by some students who are hostile-aggressive. These are the students that are classically regarded as ‘problem students’. They often have hyperactive disorder, emotional and behavioural disorder and are usually below average in achievement. Students with these behavioural traits are capable of dominating and controlling other students through intimidation and irrational ideas which often results in explosive behaviours. These undesirable behaviours can be grouped into three general categories; verbal aggression, physical aggression and vandalism”.

What distinguishes these behaviours as exhibited by the hostile-aggressive students is that, they are done with intent to harm, whether physically, emotionally or for revenge and retaliation. [1] Verbal aggression include defiance, continuous arguing, cut-downs, threats, swearing, bossing, sarcasm and teasing. Physical aggression can be exhibited as kicking, hitting, fighting, spitting, throwing material with intent to do harm (either to a person or to object such as window) and biting etc. Vandalism include not only destruction or damages to property but theft as well. There are many causes of these undesirable behaviours in students. Some of these undesirable behaviours lies in the model of the students. Most students that exhibit undesirable behaviour become aggressive either from the fact that they come from aggressive homes or from their peers or media or even from their teachers.

Threats from their parents, yelled reprimands from teachers and violence from peer are mimicked and practised by the students. Most students lack the social skills to deal with stressful situations in an assertive manner. Their repertoire of problem solving skills is limited to aggression that manifest in undesirable behaviour which they use to fulfil their needs, for example, a student that got a low mark in a test becomes angry and can start yelling at other students. Low self esteem can also contribute. According to [2] one reflects poor self-image and an identity of failure “resulting from inability to satisfy two basic needs-giving and receiving love or having a sense of belonging or worth”. They believe that it is not right to feel angry and frustrated, in their thinking, it is bad when they have these feelings. Their behaviour has led to rejection by both adults and peers, which cause their self esteem to further go low and students suffering from such are always dull in class and always stay alone. These hostile-aggressive behaviours that are seen and classified as undesirable are often triggered by frustrating the student. Frustration with others or oneself by students who lack social skills, are dealt with through physical or verbal aggression or vandalism. With these behaviours, the student gain negative attention from the teachers and peers. The teachers instinctively respond to reprimanding the student or advising him/her to let go those behaviours which the student is using to gain attention. Other problems include lack of parental care, unacceptable by peer, inability to cope or adjust to school load, work and environments (rules and regulations) and uncertainty of the future. Peer influence posses a lot of problems to adolescent especially where the peer group deviate from moral societal norms. Most times peer influence pushes the adolescent into engaging and exhibiting undesirable behaviours such as sex and drug abuse, rioting, bullying, truancy etc. According to [3] acts of undesirable behaviour if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate.

Student misconduct is a real problem that affects schools negatively across the nation. This is of concern to the researchers as it could mar the goals of secondary education as was

stated by [3] in her National Policy on Education which is aimed at preparing the individual for useful living within the society and preparation for higher education. Thus, disruptive and undesirable behaviours cannot be ignored, schools must tailor a well understood sound behaviour that is general and disciplinary policy put in place to help combat the negative effect not just on the child only but on the society in general. To avert this, counselling must be put in place in schools.

Counselling is expedient in order to enable students learn to socialize with each other and avoid undesirable behaviours such as stealing, drug abuse, telling lies, rape, examination malpractice, abortion, fighting, bullying, cultism and other forms of disciplinary problems and maladaptive behaviours [2]. The herculean task of counselling rest on the shoulders of the guidance counsellor who is professionally trained to assist the students riggle out of their present predicament using the appropriate counselling techniques. [4] asserted that “school counsellors assist students in various ways such as understanding themselves and helping them to develop self awareness”. Disciplinary problem also known as behaviour disorder which manifest as undesirable behaviour are the most common psychopathological problems among adolescent in schools. Some of these behaviour disorder may include the following stealing, examination malpractice, noisemaking, fighting, lateness, drug abuse, sex abuse, truancy, cultism, violence etc. According to [5] “drug leads to sexual abuse of female students, poor academic performance, early dropout and later delinquency. Observation has shown that some students are habitual late comers resulting in their poor performances at school. From observation also it is believed that such habitual late comers should be given responsibilities at school in order to attenuate their behavioural problems. These students can be asked to be in charge of late comers, to be regulators or class prefects. This kind of reward could be helpful in ameliorating the late coming problems of students in schools [6].

In most cases secondary school students are adolescents. [7], agreed that adolescent is a transition period between childhood and adulthood. It refers to that period of an

individual's life when psychological and physiological processes are in transition between puberty and maturity. There are some physical changes during the adolescence stage which are; rapid increase in growth, size, height and weight and the setting in secondary sex characteristics. The psychological changes like emotional problems which are expressed in form of anxiety, fear, grief, distrust, hatred, affection and sexual desire, these [7] noted should be corrected because of adverse consequences they might have on the students' academic performance.

As the child reaches the adolescent stage he begins to reason and act like an adult. Jean Piaget calls the stage the formal operational stage of cognitive development. Many other aspect of adolescent development are dependent on their intellectual efficiency occurring during this period. Adolescent is the time of drifting and breaking away from families ties while relationship with peers become increasingly important through late childhood. At adolescence, peers become the most important persons in the individuals life. The home most times has been accused of being the greatest contributory factor to the problem of indiscipline among the adolescents which manifests as undesirable behaviours. Other problems include inadequate parental care, peer unacceptability, inability to cope with or adjust to school environment, conflict with parents and uncertainties of future.

Peer influence causes a lot of problems to the adolescent. [8], stated that peer influence poses a lot of influence on the adolescent especially where the peer group deviates from moral societal norms. Peer influence could push the adolescent into getting into undesirable behaviours like sex abuse, drug abuse, rioting, cultism, bullying and truancy. These undesirable behaviours in students can be curbed through some counselling strategies or method as put forward by Eze and [6]; Like Token Economy, Ear Shooting, Proximity control, Reinforcement strategy, Assertive training, Punishment, Stimulus control, Disciplinary, Systematic desensitization, Changing environment, Rules and regulations, Rewarding on the contrary and Rational Emotive Behavioural therapy

According to [3] a habitual truants, made a prefect have been rewarded and this will solve their truancy problem. Students who are involved in violence or rioting can be handled with punishment strategy. These students will either be suspended or expelled from school. On the other hand, students who are shy will be taught how to be bold by adopting the assertive training, because this assertive behaviour can constitute lack of motivation for learning in classroom condition or situation. Students with emotional problems will be taught by the use of Rational Emotive Behavioural Therapy to enable them be rational, logical and realistic in their reasoning. The role of the counsellor here will be to help the students change their thought pattern through the use of Rational Emotive Behavioural Therapy as the concept that emotion and behaviours results from cognitive process. Counselling according to [4] is a service designed to help the individual analyse himself by relating his capabilities, achievement, interest and mode of adjustment to what new decision he has to make. Thus, counselling is designed to provide an interacting relationship where the counsellor tries to help the counselee to understand him/herself better in relating his present and future problems. It is against this back drop that the researchers got motivated to carry out this study to ascertain the counselling strategies that are utilized in curbing undesirable behaviour of secondary school students in Anambra State, Nigeria.

Statement of the Problem

The manifestation of undesirable behaviours among students these days seem to be on the increase. Going by media reports, official reports and education stakeholders comments, there seem to be an increase in acts of violence among students in recent times. These include antisocial behaviours and deliquescent behaviours among children and these have brought about unprecedented increase in the level of undesirable behaviour exhibited by youths in our societies all over the world. Could it be that teachers are not able to control such undesirable behaviours or that the strategies are not effective? An observation of

what goes on in our schools today seem to reveal that undesirable behaviours manifested by students are to a large extent either completely unchecked or ineffectively checked.

This is inimical to the system because undesirable behaviours in the school have the capacity to impede the teaching and learning process if not checked. The goal of education is beyond making individuals acquire knowledge and skills but also to make individuals worthy in character. The moment students seem to be unruly in the school, teachers are adjudged to lack control/management skill. Thus, this study is aimed at assessing the kind of counselling strategies utilized in curbing undesirable behaviours manifested by secondary school students in Anambra state. Adolescent behavioural problem are educational, emotional and social both in schools and at home. [5] contented that 'these days most adolescent smoke, steal, dress carelessly, insult people, fight one another, cheat in transaction and examination halls, indulge in immoral behaviour etc. Adolescent are peer-oriented and may be faced with the problem of delinquency which arises from peer influence. Students involved in this undesirable behaviours do not do well at school/school work [8]. According to him, students who exhibit these types of behaviours has more negative effect to school even below their ability level and make poor adjustment to all aspect of academic work.

[9], opined that behaviours like aggression, truancy and disobedience are psychopathological in nature. A good number of students today manifest them. This may be as a result of the students' psychological makeup, parental attitude and/or environmental influence. The researcher finds it worrisome that most school counsellors are not knowledgeable enough to apply these counselling strategies for the curbing of students undesirable behaviours like cultism, rioting, fighting, disobedience, shyness, sex abuse and cheating during examination, to mention but a few. This is so because most counsellors are mere teacher counsellors that are not professionally trained in the act of counselling and these help to provide skeletal counselling services in more than two-third of the secondary schools in Anambra state. This is quite worrisome as they are not likely to

utilize the aforementioned counselling strategies for lack of knowledge. Thus, the problem of this study is to ascertain the school counsellors utilization of counselling strategies for curbing secondary school students undesirable behaviours in Anambra State, Nigeria.

Research Question

This research question guided the study

- (i) To what extent do school counsellors utilize counselling strategies for curbing secondary school students undesirable behaviour in Anambra State, Nigeria?

Literature Review

Concept of undesirable behaviours

Behaviour as seen by [10] is an activity of an individual due to his interaction with environment [11], saw it as 'any activity of an organism which is either overt or covert'. One may therefore infer that behaviours are the sum total of all activities of an organism (both observed and unobserved) as it interacts with the environment. Behaviour can be triggered in human being by a number of physiological as well as environmental factors some of this behaviour patterns may please the people around the organism, making them desirable or displease them making them undesirable.

Undesirable behaviour as seen by [12], is any behaviour pattern that fail to meet with the norms of the environment. A person's behaviour conforms to the major moral and social values of his/her cultural group. The problem of undesirable behaviour according to [13] permeates all facets of the life of man and has brought man down to his knees. School discipline/ desirable behaviour according to [14] has two main objectives. The first is to ensure the safety of staff and students and to create a conducive environment for learning. Any act of undesirable behaviour by students' conducts involving violence and criminal behaviour defeat the goal of education.

Minor samples of the envisioned problem are already being encountered in the nation's economic front. Many indeed believe that current economic woes arising from corruption, robbery, assassination, smuggling and pipeline vandalization are progenies of undesirable behaviours in school. Court injunctions and orders are indiscriminately flouted not only by those who make or interpret the law, but also by those who took oath to defend the law. These undesirable behaviours in school pose a lot of concerns to educational life. It is therefore pertinent at this juncture to provide therapeutic measures to students' involvement in armed robbery, rape, cultism, examination malpractice, fraud and many other unruly behaviours which makes headlines in our print and electronic media. [15]. Other misdemeanours may not be so widely reported yet their occurrences are not at higher frequencies in our schools.

The problems of undesirable behaviour affect all schools irrespective of gender and school type though the degree and magnitude vary from school to school. The measures taken to deal with undesirable behaviour are barely inadequate given the fact that there exist no administrative or legal guideline which could be referred to in such cases. Action taken are often ad-hoc and uncoordinated both within and across schools of the same type. Teachers most prominently feel disempowered to deal with cases of undesirable behaviours because of lack of support from relevant authorities, political interferences and incapacitated school administration. In a school there are rules which govern everyday operations, and all students and other members have to adhere to them. According to [15] anybody in the school system that deviates from these rules have misbehaved and is reprimanded or punished for exhibiting undesirable behaviours.

Types of Undesirable Behaviours

According to [16] behaviour disorder or rather undesirable behaviour can be classified into three groups namely; socially maladjusted behaviour, emotional disturbed behaviour and personality disorder behavior.

The socially maladjusted behaviour

Socially maladjusted child is seen by [16] as 'a child who is rebellious often disobeying his parents, teachers and other adults. He/she goes against the cultural values and rules set out by the community or instituted authority. He/she only obeys rules and regulations sets out by the peer group. Secondary schools are made up of teachers and students belonging to the school community and the school in turn belongs to a larger society that supports and sponsors it. From this link, it is clear that what affects the school affects the society at large. [17] held that a child is socially maladjusted if he/she is developing in ways which have bad effect on him or her fellows, ways which may be remedied by parents or teachers.

The socially maladjusted according to Law *et al.* [7] are often characterised by the following features:

- *Inadequate moral development which make student/ children indulge in the act of stealing, lying, disobedient, destructive, tendencies, cheating, truancy, etc all these laws violet school desirable behaviour.*
- *rebellious and impulsive thereby refusing to accept any form of authority. He/she is always in trouble at home and school.*
- *may appear easy going and friendly, but lack acquisition of interpersonal relationship.*

Emotionally Disturbed

[17] sees emotionally disturbed children/students as those that have inner intentions and fear that lead to anxiety, such students are not good at making friends because they cannot establish close satisfying emotional things with other people. They are students with emotional problems, severe enough to prevent them from making the necessary adjustments for functioning in schools and society.

These children withdraw and live in social isolation they are friendless because of their abusive, destructive, unpredictable, quarrelsome and jealous nature etc. due to all these behaviours, students and teachers try to avoid them. Other examples of emotional disturbance are fear, anxiety, anger, stubborn and hyper-activity which most times results to restlessness.

Personality Related Undesirable Behaviour

Inadequate personality is an undesirable behaviour found in some people who show poor judgement and socially are inept. Woodruff [18] suggested that healthy mental development depends on the adequate reduction of personal need that secondary school children bring. If a child is unable to make appropriate responses in the circumstance and frequently obtain only partial success in reaching his goal, his/her may eventually suffer mental breakdown.

However the selection of goals itself depend upon the psychological adjustment of the student. It also depends on his/her sentimental level of aspiration, the insight he/she has into his/her own conditions and potentialities. They seem apathetically indifference. Such students may develop delinquent adjustment pattern, expressing their feelings of deprivation or neglect in aggressive behaviour which becomes a serious problem in the school community.

Students/children with personality undesirable behaviours are usually exposed to psychological or social stress such as neglect or over indulgence over a long period of their life. Personality disorder include: Neuroses, socio-pathetic personality, drug abuse, alcoholism, rape and several other forms of disciplinary acts which pervade secondary school students. These behaviours may occur within the classroom, school premises or even outside the school.

[19] observed two types of misbehaviour which are problems to the teachers include: misbehaviour that inhibits the learner which is destructive to the learning of others and misbehaviour which are disrespectful defiant or abusive to the teacher. He added that this misbehaviour can be committed intentionally or unintentionally. He noted that these destructive behaviours impact negatively on the students and mentioned them as: late coming and disruption of teaching in class; talking while the teacher is talking; graphic writing on school property; disobedience to teacher instruction.

Further more, [20] identified ten other types of undesirable behaviours among students which may lead to suspension as a way of punishment. They are: defiance of school property, class destruction, truancy, fighting, alcoholism, the use of profanity, damaging school property, violation of school dress code, theft/ stealing and leaving the school before dismissal

[21] stressed that some schools have developed into battle field, as students carry weapons like guns and knives to school. Cases have been reported of students stabbing their teachers and even principals with knife, and also fight each other using these weapons. It is worthy to mention at this juncture that there is no country or state or locality in the world where undesirable behaviours are not perpetrated by students, the problems are almost the same in these schools but the intensity at which they occur differ from school to school.

Some behaviours can be considered normal, abnormal or disordered. The differences between normal and abnormal behaviour is usually of degree rather than of kind. There is no sharp distinct line between them. A non-disturbed student does everything a disturbed student does. The difference is that they do these things at different times, conditions, rates, and degree. For example, fighting, screaming or shouting in class are all behaviours indulge by disturbed and non-disturbed students but in different degree and circumstance.

Having defined undesirable behaviour, its types, it is now right to examine some common patterns of undesirable behaviour among students that hinder their education. They include;

Truancy

Truancy is a product of combination of social, economic and attitudinal factors which invariably reflects in students academic performance. This according to [6] is the act of staying away from school for no justifiable reason and loitering or wandering away their time. Most students in this act noted are left out in the learning process and also most

times end up engaging in anti-social behaviours like drug abuse, gangsters, bullying, alcohol consumption, free and unregulated sex, gambling and even stealing

Fighting

This is common in our schools which most times occur over small misunderstanding or argument. Researchers like [8] and [9]; [10] as cited in [22] shows that watching aggressive cartoon, television plays and games, negatively affect unguided students as they start learning, practising and behaving aggressively through the imitation of either from real-life or media based visuals involving most times weapon carrying.

Cheating

Students are found regularly cheating during test, examination and other school activities. Cheating in all ramifications is a dishonest clever way to gain advantages in a game or competition. [23]

Lateness

Coming late draws a student backward as most important subjects like English and Mathematics must have been taught before he/she comes. This act makes the student to be unable to value and observe programmes. Lateness not checked [23] observed could lead to truancy.

Stealing

This is a bad behaviour. It ranges from stealing small money to big ones, school property and even fellow students' belongings. In many schools, stealing is a punishable offence like dismissal. A number of factors lead to stealing which include; a child not being contented with what he/she has, heredity factor; (family members having stealing instinct), peer influence, not being aware that stealing is bad.

Insubordination/ Disobedience

It can be in form of rebelliousness, sarcasm, rudeness etc to prefects, teachers and school authorities especially in urban schools. Rudeness can be copied according to [24] from

people around. It is also traceable to hereditary factor which can be controlled. Rigid or poor relationship among teachers and students can cause disobedience.

Destructiveness

This is a malicious destruction of school property during unrest or even ordinary school days [24]. Students are destructive when unsatisfied with the school rules and regulation. The author further noted that poor welfare of students may cause some unrests. Some rebellious students by nature are not ready for examinations and so motivate others to strike or go on unrest, thus destroying school properties.

Sex Offences/ Harassment

This includes hitting girls, attempted rape (for boys) and sexual acts with teachers. This most times lead to dismissal from school, sexually transmitted disease, becoming pregnant, attempting abortion, death etc. students ignorant of sex education are most victims of this.

Cruelty

This involves bullying younger students who trespass in the school compound, killing of animal within the school compound etc. Many students from broken or polygamous homes who lack information on the value of the environment or life exhibit these forms of behaviours [24].

Smoking and drinking of alcohol

No child is born a smoker or an alcoholic or a drug addict. Smoking and alcoholism are due to environmental factors, friends, peer groups, family set up and up bring. Students who consume alcohol or smoke according to [25] are mostly from peers and families where there is low level of parenting and emotional support and also lack of control and monitoring of the children's behaviour, poor family communication, and inadequate family problem solving and nagging at home. In fact he noted that students who get involved in this habit of smoking and drinking of alcohol end up becoming cultists, thieves, idlers, dropouts etc. Other undesirable behaviours among student, include;

- *Inability to build or maintain satisfactory interpersonal relationship with peers and teachers*
- *Inappropriate types of behaviour or feelings under normal conditions of anxiety, displacement and rationalization.*
- *A general pervasive mood of unhappiness or depression.*
- *Tendency of developing pains or fear associated with personal or school problems.* (Hurlock, 2006: 158)

Causes of Undesirable Behaviour

It is worthy of note that the causes of many undesirable behaviours in schools are beyond the scope of the school. Factors such as poverty, lack of social support and parenting pattern contribute a lot to student behaviours. It might therefore be difficult for teachers to influence such factors but they can seek for ways of controlling them especially in the school.

Undesirable behaviours can impact on the efficiency and productivity of the school in a situation where the teachers are unable to maintain effective control of the students. Among other things, the curriculum may be obsolete and only remotely related to the basic needs of the students. More often than not, the trouble can be traced to the economic or emotional situation in the home. Most times heredity plays a part in individual cases. The lack of a unifying philosophy of education on the part of the teacher and staff results not only in a lack of teamwork on disciplinary cases but more importantly deprives the school of a tradition of desirable standard and practice. Finally, the teacher's personality may be the basic cause of such trouble. Odi (2013), identified nine major causes of undesirable behaviours as; parental influence and background, environment and corruption, physical or emotional sickness of students, need for social approval, inappropriate curriculum, government laxity.

Characteristic of Children with Undesirable Behaviour

Some physical, social and emotional characteristics serve as a pointer to help teachers and school authorities to identify students who have behaviour problems. A child who is emotionally disturbed, socially maladjusted and physically imbalanced exhibit action and reactions that reflect his problem. Children with undesirable behaviours often exhibit these

features through their covert activities, their social interaction exposing them more. Most undesirable behavioural students can be identified [25] by

- *Way of aggression, they express their fear and anxiety towards their fellow students and teachers in school. Most times they are very hostile and try to take laws into their hands.*
- *They show dislike for school, turning into truants, exhibiting resentment for school routines, rules and regulation which may fetch them expulsion.*
- *They exhibit inappropriate behaviours under normal condition, always complaining of one thing or the other e.g. Aches and pains.*
- *They are those who seriously and persistently misbehave and take delight in causing bodily injury to other students, destroying school, homes, public properties. They are cruel and bully other students.*
- *They are generally moody unhappy in situation where others are excited.*
- *They are easily aggrieved and exhibit frequent/quick temper.*
- *They resort to day dreaming and withdrawal instead of being aggressive.*
- *They do not socialize or relate well with teachers and fellow students.*
- *They are hyperactive, running about aimlessly, climbing on things and unable to concentrate on school work.*

However it is important to note that no single student exhibits all these characteristics for his/her behaviour to be undesirable, it has to be persistent and continuously repeated.

Method

The study adopted the survey research design for the study and was carried out in the six (6) education Zones of Anambra State, Nigeria. The population for the study comprised of the 253 school counsellors in Anambra State. No sampling was done as the population is small and manageable. The researchers developed a self-structured instrument called counselling strategies and undesirable Behaviour Scale (CSUBS) with 35 items to collect data for the study. CSUBS was face validated by 3 experts -one in Measurement and Evaluation and the remaining two in Guidance and Counselling. The reliability of the instrument was ascertained using Cronbach Alpha estimate and it yield .63 as its coefficient. The researchers employed the assistance of six research assistants that they trained in a one -day consultative meeting to collect data for the study. The researchers and their research assistants administered 253 copies of CSUBS to the respondents but were only able to retrieve 209 copies signifying 82.61% return of dully filled copies of CSUBS. The data collected were analyzed using mean, standard deviation and grand mean

to answer the research question. The decision rule was that any item with a mean score of 2.50 and above was regarded as great extent while any below 2.50 was interpreted as little extent.

Analysis of Data

Research Question 1: To what extent do school counsellors utilize counselling strategies for curbing secondary school students' undesirable behaviour in Anambra State, Nigeria?

Table 1: Mean Rating of the Extent to which School Counsellors Utilize Counselling Strategies for Curbing Secondary School Students' Undesirable Behaviours in Anambra State, Nigeria

s/n	Utilization of counselling strategies for curbing secondary school students' undesirable behaviours	VGE 4	GE 3	LE 2	VLE 1	\bar{X}	SD	Decision
Systematic Desensitization								
1	Relaxing students and instilling confidence in them so as to avoid cheating during examination	8	18	87	96	1.70	0.78	LE
2	Assisting them in having confidence in themselves and to avoid shyness	77	69	41	22	2.96	0.99	GE
3	Logically giving them examples of those who ruined their lives from drug abuse	84	63	58	4	3.09	0.87	GE
4	Helping them know the importance of discussing their problems rather than resorting to violence	98	62	31	18	3.15	0.97	GE
5.	Making students realize the effects of rioting in the school.	43	47	54	65	2.33	1.12	LE
6	Explaining to them the dangers of involving in cult activities and other vices	51	53	51	54	2.48	1.12	LE
N= 209	Grand Mean					2.62		GE
Rational Emotive Behavioural Therapy		VGE 4	GE 3	LE 2	VLE 1	\bar{X}	SD	Decision
7	Informing your students of the evils of exhibiting unacceptable behaviour	111	74	21	3	3.40	0.73	GE
8	Actively teaching student's behaviours that are acceptable	86	73	44	6	3.14	0.85	GE
9	Changing students' perception towards their involvement in unacceptable behaviours	6	18	53	132	1.51	0.77	LE
10	Attacking the negative thoughts and emotions of unacceptable behaviour	23	41	62	83	2.02	1.02	LE
11	Using paradoxical intention to assist students internalize the evils of engaging in unacceptable behaviours	36	39	66	68	2.21	1.08	LE
12	Emphasizing doing rather than certification	25	31	57	96	1.93	1.04	LE
N= 209	Grand Mean					2.37		LE
Reinforcement Strategy		VGE 4	SD	LE 2	VLE 1	\bar{X}		Decision
13	Introduction of Negative reinforcement such as detention	-	3	24	182	1.14	0.39	LE
14	Token to be used to encourage acceptable behaviour	99	81	21	8	3.30	0.80	GE
15	Giving Prizes during prizing days	108	85	13	3	3.43	0.68	GE
16	Use of praise	120	73	11	5	3.47	0.71	GE
17	Reward to be given upon contingent on the manifestation of the acceptable behaviour	63	106	24	16	3.03	0.85	GE

N= 209	Grand Mean					2.87		GE
	Disciplinary Strategy	VGE 4	GE 3	LE 2	VLE 1	\bar{X}	SD	Decision
18	Making them face disciplinary committee	21	36	89	63	2.07	0.94	LE
19	To be gainfully punished	102	85	19	3	3.37	0.71	GE
20	Be suspended from school	51	53	51	54	2.48	1.12	LE
21	Be expelled from school	23	41	62	83	2.02	1.02	LE
22	To serve corporal punishment	36	39	66	68	2.21	1.08	LE
23	Students should be thoroughly searched before any examination.	97	83	21	8	3.28	0.79	GE
N= 209	Grand Mean					2.57		GE
	Changing Environment	VGE 4	GE 3	LE 2	VLE 1	\bar{X}	SD	Decision
24	Removing the students from the scene where unacceptable behaviour was omitted	14	43	61	91	1.90	0.95	LE
25	Refusing to admit them when they leave their old school where the crime was committed and move to a new school	27	49	57	76	2.12	1.05	LE
26	Changing students who engage in unacceptable behaviour to a new class	123	43	33	10	3.33	0.91	GE
27	Students who engage in unacceptable behaviour should be allowed to socialize with those who engage in acceptable behaviour	97	71	35	6	3.23	0.83	GE
28	Learning Environment should be conducive, spacious with adequate chairs and tables.	103	49	37	20	3.12	1.02	GE
29	Environment should not make room for undesirable behaviour	123	43	33	10	3.33	0.91	GE
N= 209	Grand Mean					2.83		GE
	Rules and regulation	VGE 4	GE 3	LE 2	VLE 1	\bar{X}	SD	Decision
30	Provide copies of the rules and regulations of the school on admission to the school	111	72	23	3	3.39	0.73	GE
31	Organizing group guidance for the students to acquaint them with schools' rule and regulation	87	63	31	28	3.00	1.05	GE
32	Encouraging students to join school clubs and societies and ensure that their meetings emphasize the need for students to be good behaviour	77	51	49	32	2.82	1.09	GE
33	Form meeting and should intensify the importance of class member not engaging in unacceptable behaviour	4	21	23	161	1.47	0.88	LE
34	Students with good behaviour should be reinforced	109	71	27	2	3.37	0.74	GE
35	Counsellors should periodically organise workshops for teachers on the needs to join hands in the proper enforcement of the guidance programme.	99	81	13	16	3.25	0.88	GE
N = 209	Grand Mean					2.88		GE

Table 1 shows that of the 6 items that made up systematic desensitization as a strategy that can be utilized in curbing secondary school undesirable behaviours. The respondents agreed with 3 items (2, 3 and 4) as they recorded mean scores of (2.96, 3.09 and 3.15) which are above the cut-off point of 2.50. They however disagreed with the remaining 3 items (1, 5 and 6) with mean scores of (1.70, 2.33 and 2.48). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the

respondents. The table also shows that the respondent grand mean score for the utilization of Systematic Desensitization in curbing secondary school student behaviour in Anambra State for the items raised is (2.62). From the foregoing, the answer indicated that systematic desensitization as a strategy is utilized in curbing secondary school student undesirable behaviours in Anambra State to a great extent.

Table 1 further shows that of the 6 items that made up Rational Emotive Behavioural Therapy as a strategy that can be utilized in curbing secondary school undesirable behaviours, the respondents agreed with 2 items (7 and 8) as their recorded mean scores are (3.40 and 3.14) which are above the cut-off point of 2.50. They however disagreed with the remaining 4 items (9, 10, 11 and 12) with mean scores of (1.51, 2.02, 2.21, and 1.93). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that the respondents grand mean score for the utilization of Rational Emotive Behavioural Therapy in curbing secondary school students behaviour in Anambra State is 2.37. From the foregoing, the answer indicated that Rational Emotive Behavioural Therapy as a strategy is utilized by school counsellors in curbing secondary school students undesirable behaviours to a little extent.

Table 1 also indicated that of the 5 items on reinforcement as a strategy that can be used in curbing secondary school students undesirable behaviours; School counsellors agreed with 4 of the items (14, 15, 16 and 17) as they recorded mean scores of (3.30, 3.43, 3.47 and 3.03) which are above the cut-off point of 2.50. They however disagreed with the remaining 1 item (13) with a mean score of (1.14). The standard deviation for all the item is small signifying that the respondents responses are closely clustered around the mean. The table also shows that the respondent grand mean score for the utilization of reinforcement as a strategy for curbing secondary school students behaviour in Anambra State is (2.87). From the foregoing, the answer to indicated that reinforcement as a strategy is utilized in curbing secondary school students undesirable behaviours to a great extent in Anambra State.

Table 1 shows also that of the 6 items on disciplinary as a strategy that can be utilized in curbing secondary school students undesirable behaviours; School Counsellors agreed with 2 of the items 19 and 23 as their recorded mean scores are 3.37 and 3.28. These mean scores are above the cut-off point of 2.50. They however disagreed with the remaining 4 items (18, 20, 21 and 22) with a mean score of (2.07, 2.48, 2.02 and 2.21). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondents grand mean score for the utilization of disciplinary strategy as a strategy utilized for curbing secondary school students behaviour in Anambra State is (2.57). This is above the cut-off point of 2.50. From the foregoing, the answer indicated that disciplinary as a strategy is utilized for curbing secondary school student undesirable behaviours to a great extent.

Table 1 also shows that of the 5 items that made up changing environment as a strategy that can be utilized for curbing secondary school undesirable behaviours; the respondents agreed with 4 of the items, 26, 27, 28 and 29 as they recorded mean scores of (3.33, 3.23, 3.12 and 3.33) which are above the cut-off point of 2.50. They however disagreed with 2 items (21 and 25) with mean scores of 1.90 and 2.12 respectively. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondents grand mean score of the utilization of changing environment as a strategy for curbing secondary school students behaviour in Anambra State is (2.83). From the foregoing, the data analyzed indicated that changing environment as a strategy is utilized in curbing secondary school students undesirable behaviours is utilized to a great extent.

Table 1 shows also that of the 6 items on rules and regulation as a strategy that can be utilized for curbing secondary school student undesirable behaviours. The respondents agreed with 5 items 30, 31, 32, 33, 34 and 35 as they recorded mean scores of (3.33, 3.23, 3.12 and 3.33) which are above the cut-off point of 2.50. They however disagreed with 1 of the item (33) with a mean score of (1.47). The standard deviation for all the items are small

signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondent grand mean score for the utilization of rules and regulations as a strategy for curbing secondary school students undesirable behaviour in Anambra State is 2.88. From the foregoing, the data raised indicated that rules and regulation as a strategy is utilized for curbing secondary school student undesirable behaviours to a great extent. Based on the decision rule for the interpretation of the respondent data, the answer to research question 1 is that reinforcement strategy, disciplinary strategy, changing environment and rules and regulations are the counselling strategies utilized by secondary school counsellors for curbing secondary school students' undesirable behaviours in Anambra State.

DISCUSSION OF FINDINGS

The first research question sought to find out the counselling strategies used for curbing secondary school students' undesirable behaviour in Anambra State. The result in Table 1 showed that reinforcement strategy, disciplinary strategy, changing environment and rules and regulation strategy are the counselling strategies utilized by school counsellors for curbing secondary school students' undesirable behaviour in Anambra State, Nigeria. This finding is consistent with the earlier reports of [25] who found out that counsellors utilize changing environment, reinforcement, disciplinary strategy and rules and regulation to handle students maladaptive behaviour. It motivates the adolescent to change from their undesirable habit to desirable ones. In line with this finding is that of [8] who found disciplinary strategies, good and conducive examination halls and changing environment strategies can be adopted in curbing behavioural problems among students.

Educational Implication of the Findings

The findings of this study have far-reaching implications for the Nigeria educational system in general and for growth and development of guidance and counselling in particular. School counsellors' utilization of systematic desensitization, rational emotive

behavioural therapy as counselling strategies to be utilized in counselling strategies for curbing secondary school students' undesirable behaviours to a little extent, may affect the way and manner they handle some of their clients. Thus, clients that need these forms of treatment are likely not to benefit since their school counsellor may not be able to use them in the counselling relation.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Seminars/workshop/conferences should be organised for school counsellors to enable them utilize systematic desensitization and rational emotive behavioural therapy in curbing behavioural problems among students to great extent. These seminars/workshop/conferences may be inform of refresher courses that will enable them put the theoretical aspect of their courses into practice as they undergo training.

CONCLUSION

Secondary school students exhibit lots of unacceptable behaviours that call for counselling if the goals establishing our institutions of learning are to be attained. To this end, school counsellors are urged to utilize reinforcement strategies, disciplinary strategies, changing environment, rules and regulations in the one- to -one relationship in order to curb secondary school student undesirable behaviours. This will go a long way in uplifting the tone of schools, improve the academic performance of students and reduce the social ills within society.

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