

## Counsellors' Utilization of Counselling/Counselling Curriculum as a Strategy for Restraining Disordered Behaviours among Secondary School Students in Enugu Education Zone of Enugu State

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### ABSTRACT

This study sought to investigate the extent to which counsellors' utilize counselling/counselling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State. The study adopted a descriptive survey research design. The population for the study consisted of 59 school guidance counsellors in the existing 31 public secondary schools in the area. The number is small and manageable so no sampling was done. The instrument used for data collection was an 8-item questionnaire. The instrument was validated by three experts from Faculty of Education, Enugu State University of Science and Technology, Enugu. Two from guidance and counselling and one from measurement and evaluation. The research question was answered by making use of mean with standard deviation, while t-test statistic was used to test the hypothesis. The study revealed among others that school counsellors' utilize counselling/counselling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State to a great extent. The study concluded that there is no significant difference in the mean rating of guidance counsellors and teacher counsellors' utilization of counselling/counselling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State. The study recommended among others that teachers and parents should be re-oriented to apply counselling/counselling curriculum morals in the management of secondary school students' disordered behaviours in Enugu Education Zone

Keywords: Behaviour, Behaviour Disordered and Systematic Desensitization

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### INTRODUCTION

Counselling is therapeutic in nature, that is, it is aimed at helping individuals resolve an already existing crisis. [1], stressed that counselling denote a professional relationship between a trained counsellor and a client. This relationship according to them is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their

lives and to learn to reach their self-determined goals through resolution of problem of an emotional or interpersonal nature [2,3]. [4], noted that counselling curriculum is a total and comprehensive approach that integrates a curriculum of counselling into the educational process for all students in the school, and that counselling in our schools should not be viewed as peripheral, tangential or something to be tolerated. Counselling

should not be undermined, as it serves as one of the major strategies through which disordered individuals can be assisted to desist from such behaviours. Moral values enable individuals to determine whether their relationship with others is appropriate and reasonable. Moral curriculum is being advocated here because students need to be taught to imbibe virtues like truth, patience, honesty, kindness, loyalty, respect and patriotism. This will go a long way in easing tension and anxieties that can lead to behaviours disordered among secondary school students [4].

Thus, secondary school guidance programme is non-existent without the counsellor as it is primarily concerned with specialized services to the students (clients). The counsellor offers direct services through face-to-face contact with the students and this is done either individually or in groups. A number of these students become disordered at this stage if they are not properly guided which of course, results in disordered behaviour, and it takes a trained specialist (counsellor) to be able to identify these students and help resolve whatever turbulence that may have resulted at this developmental stage in which they have found themselves [5]. Among the roles the counsellor performs using counselling/curriculum to restrain students' disorder behaviour according to include: counselling services and curriculum services. This by implication

exposes the goal of counselling services which are designed specifically to help an individual student analyze himself/herself by relating their capabilities, achievements, interests and mode of adjustment to what new decision they have to make [6]. These services are very critical for the students because they need it to solve career, study, personal and social problems they encounter in life. [7] supported this by observing that effective guidance and counselling in secondary schools and other learning institutions has become extremely important in guiding students on the relationship between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. Effective counselling service should assist in improving the self-image of the students and facilitate better achievement in academic performance [3]. Other strategies that can be adopted in restraining disorder behaviour include indirect manipulation of environment to alter specific aspects of students' behaviour and use of influence, Personnel involved in the Management of Adolescent disorder behaviour in Secondary Schools. Managing students' disorder behaviour in secondary schools requires a cooperative attitude of all stake holders in the education industry if tangible results are to be achieved. This is what [7] referred to as the 'concept of team approach' All involved in the

handling of the secondary school student must not leave any stone unturned-those involved are the Guidance counsellors, the School Principals/teachers, the Government and Non Governmental Organizations. Meanwhile, the researcher is of the opinion that using the status of the counsellor as a variable, the status of the counsellor may be utilized by guidance and teacher counsellors in reinforcing positive behaviour of students. Since there is no organized training for teachers counsellors in the state, their performances towards reinforcing this students will have some short comings as these teachers are appointed to help in the implementation of the guidance programmes in secondary school in the state. In the same respect, [8] noted in his study that counsellor (Guidance counsellors/teacher counsellors) being a member of staff of the school shares in their responsibilities, contributing their specialized skills,

#### Purpose of the Study

The general purpose of this study is to investigate the counsellors' utilization of counsellors' utilization of Counselling/Counselling Curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone as a strategy for restraining disordered behaviours among secondary school

Nweke knowledge and experiences in these dimensions. Among the supposed roles they perform in the school setting which ultimately help in the reduction of students' disorder behaviour, include: counselling services, orientation services, information services, diagnostic services, test and measurement services, curriculum planning services, educational and vocational services, continuous assessment, consultation services, placement and follow up services, community services, and referral services. To this end, since the utilization of the services is not feasible the objective of this study is empirically poised to examine counsellors' utilization of Counselling/Counselling Curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu state bearing in mind the counsellors' status as a variable.

students in Enugu Education Zone of Enugu State.

Specifically the study was designed to;

1. Ascertain the extent to which school counsellors'utilizecounselling/counselling curriculum as a counselling strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State.

### Research Questions

The following research questions guided the study.

1. To what extent do school counsellors' utilize counselling/counseling

curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State?

### Hypothesis

The following research hypothesis guided the study and was tested at 0.05 level of significance.

**H01:** There is no significant difference in the mean rating of guidance counsellors and teacher

counsellors' utilization of counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State.

### METHODOLOGY

The study adopted a descriptive survey design. The area of the study was Enugu Education Zone of Enugu State. The population for the study consisted of 59 school counsellors in the existing 31 government owned secondary schools in the area. Of these 37 are guidance counsellors while 20 are teachers counsellors. The population is small so no sampling was done. The instrument used for data collection was an 8 items self structured questionnaire developed by the researcher called Curriculum Counselling Scale (CCS). The instrument had a 4-point response scale with response category of Very great extent (VGE)----4 points; Great extent (GE)-----3 points; Little Extent (LE)----2 points and Very little extent (VLE)—1 point. The instrument was validated by three experts; two from Guidance and counselling and one from measurement and evaluation, all from Faculty of

Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .85 for cluster 1. The study was carried out in all the 31 secondary schools in Enugu Education Zone. Fifty nine copies of the questionnaire were distributed but fifty seven copies were retrieved from the respondents representing 96.61 percent return rate. Data collected were analyzed using mean with standard deviation and t-test statistic. Any mean score of 2.50 and above was regarded as great extent while any mean below 2.50 was regarded as little extent. The one null hypothesis was tested at .05 level of significance using t-test statistic. If the calculated t-value was less than the critical table value of  $\pm 1.96$  for the required degree of freedom of 55, the null hypothesis was not rejected but if

the calculated t-value was equal to or greater than the critical, t-value, the null hypothesis was rejected.

Research Question 1: To what extent do school counsellors' utilize counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State?

Table1: Mean (X̄) Rating with Standard Deviation of the Extent to which School Counsellors' Utilize Counselling/Counseling Curriculum as a Strategy for Restraining Disordered Behaviours among Secondary school students in Enugu Education Zone of Enugu State

S/N	Items	Guidance Counsellors N=37		Teacher Counsellors N=22		Overall		Decision
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>	X <sub>3</sub>	SD <sub>3</sub>	
1.	Counsellors designed curriculum to help students to understand and clarify views about themselves	3.11	1.02	3.04	1.04	3.07	1.03	GE
2.	Counsellors use moral values to enable students to determine whether their relationship with others is appropriate and reasonable	3.13	1.13	3.09	0.92	3.11	1.03	GE
3.	To ease tension and anxiety, counsellors use moral curriculum to teach virtues like truth, patience, kindness, loyalty, respect and patriotism	2.91	0.98	2.55	1.29	2.73	1.13	GE
4.	Counsellors use indirect manipulation of environment to alter specific aspects of students' behaviour and use of influence	3.05	1.20	3.31	0.89	3.18	1.05	GE
5.	Counsellors employ cooperative attitude of all stake holders to curb disordered behaviours	3.16	0.89	3.36	0.95	3.26	0.92	GE
6.	Assist them to learn and reach their self-determined goals through resolution of the problem they meet in their growth process that are emotional or interpersonal	3.41	1.03	3.27	0.88	3.34	0.95	GE
7.	Collecting the students bio data and family background and using same as a spring board for counselling students	2.89	1.27	3.86	0.63	3.11	0.95	GE
8.	Providing students with curriculum planning, and the following services counselling, orientation, information, Educational, appraisal, vocational, community, continuous assessment and consultative, referral, planning and follow-up services	2.37	1.21	2.09	1.15	2.23	1.18	LE
<b>Grand Mean</b>		<b>3.00</b>	<b>1.09</b>	<b>3.07</b>	<b>0.97</b>	<b>3.00</b>	<b>1.03</b>	<b>GE</b>

Data in Table 1 indicates that of the 8 items of the extent to which school counsellors' utilize counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State, the respondents agreed with 6 items (1, 2, 3, 4, 5, 6, 7 and 8) as they recorded mean scores of (3.07, 3.11, 2.73, 3.18, 3.26, 3.27, 3.86 and 3.61) which are above the cut-off point of 2.50. They however disagreed with 1 of the items (8) with a mean score of (1.75, 1.42 and 2.21). The standard deviation for all the items raised is 1.03 which is small signifying that the responses are loosely clustered around the mean. The Table also shows that the respondents grand

mean score for the overall items raised is (3.00). Following the guideline for the interpretation of the respondents data, the answers to research question one is that school counsellors' utilize counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State to a great extent.

**H01:** There is no significant difference in the mean rating of guidance counsellors and teacher counsellors' utilization of counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State.

Table 2: t-test Analysis of the Mean Rating of Guidance Counsellors and Teacher Counsellors Utilization of Counselling/Counseling Curriculum as a Strategy for Restraining Disordered Behaviours among Secondary School Students in Enugu Education Zone of Enugu State, Nigeria.

Status	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
<b>Guidance Counsellors</b>	<b>37</b>	<b>3.07</b>	<b>1.09</b>	<b>55</b>	<b>0.25</b>	<b>±1.96</b>	<b>NS Do not reject Ho<sub>1</sub></b>
<b>Teacher Counsellors</b>	<b>20</b>	<b>3.00</b>	<b>0.91</b>				

Significant at  $P < .05$ ,  $df = 55$ , critical t-value =  $\pm 1.96$   
 The t-test analysis of the data in table 2 revealed that the t-calculated value (0.25) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) of 55 and at 0.05 level of confidence. Thus, the null

hypothesis is rejected as guidance counsellors and teacher counsellors' utilized counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State to a great extent.

## DISCUSSION OF THE FINDINGS

The study revealed that school counsellors utilize counselling and counselling curriculum for restraining disordered behaviours among secondary school students to a great extent in Enugu Education Zone of Enugu State. This is consistent with Milner and Palmer (2011) who held that counselling/counseling curriculum in schools is designed to help clients to understand and clarify their views of their lives and to learn to reach their self-determined goals through resolution of problem of an emotional or interpersonal nature. Adegoke (2014) also followed the same line of thought by affirming that counselling curriculum and moral curriculum is used to assist students to imbibe virtues like truth, patience, honesty, kindness, loyalty, respect and patriotism. Ochaigha, (2019) concluded if all the virtues as noted above are imbibed it will go a long way in easing tension and anxieties that can lead to disordered behaviours. The analysis of

the t-test comparison according to Table 2 showed that the t-calculated value (0.25) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) of 55 and at 0.05 level of confidence. Thus, the null hypothesis is rejected as guidance counsellors and teacher counsellors' utilized counselling/counseling curriculum as a strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State. The study is in agreement with the findings of Shertzler and Stone, (1976) who opined that reinforcement is used to sustain desirable behaviour that will strengthen or facilitate certain behaviour like giving of material tokens such as chocolate. It is also in agreement with the findings of Onwuasoanya (2016) who held that counsellors sometimes, give token economy as symbolic reinforces the students when they exhibit desirable behaviour.

## CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that

1. School counsellors' utilize reinforcement as a counselling strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State to a great extent.

2. There is no significant difference in the mean rating of guidance counsellors and teacher counsellors' utilization of reinforcement as a counselling strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State

#### Educational Implication of the Findings

The finding of this study have implications for students, parents, teachers in Enugu Education zone since disordered students often threaten their teachers, school authorities and even parents at home. Most students who are involved do not benefit from schooling because of their demonstrations and destruction of school properties. It affects their academic performance because they are often into one problem or the other losing most vital class lessons. Truant students have poor relationship with their parents. This is because most reasonable parent's withdraw their love and care on their children who exhibit truancy and also most truant children do not like coming closer to their parents because of fear of being reprimanded. Teachers in the process of teaching and learning should recognize the fact that most learners who are exhibiting truancy or other social menace are out of their senses. They should make learning very

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much interesting through using computer and other instructional materials. By implication, teaching and learning should be tailored towards exposing and discouraging disordered acts or conducts. Government should ensure the availability of guidance counsellors in all the educational levels. This will help in directing students' attention positively and handling issues of personal social problems of students. Counsellors should also help in organizing orientation programmes and other activities geared towards helping students to live a positive life in and outside the school setting. Government should provide enough recreational facilities in schools across the nation such as table tennis, volley ball. This will help students to channel their energy into meaningful events. Government should ensure that monitoring teams discharge their duties effectively. As this will help in cross examination of activities of teachers and students for optional result in the system.

#### RECOMMENDATION

To achieve this mission the study recommended that:

1. Teachers and parents should be re-oriented to apply

counselling/counselling curriculum morals in the management of secondary school students' disordered behaviours in Enugu Education Zone

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