

## Counsellors' Utilization of Behaviour Modification as A Counselling Strategy for Restraining Disordered Behaviours among Secondary School Students in Enugu Education Zone of Enugu State, Nigeria

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### ABSTRACT

The study examined behaviour modification as a counselling strategy utilized by counsellors for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State. One research question and one null hypothesis was tested at .05 level of significance. 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 a 5-item questionnaire. The instrument was validated by three experts from Faculty of Education, Enugu State University of Science and Technology, Enugu. One each from guidance and Counselling, Psychology and measurement and evaluation. Mean with standard deviation and t-test statistic were used for data analysis. The study revealed among others that school counsellors utilize reward, punishment, praise as behaviour modification strategy for restraining disordered behaviour among secondary school students in Enugu Education Zone of Enugu State. The study concluded that guidance counsellors and teacher counsellors do not differ significantly in their opinions on the utilization of behaviour modification as a counselling strategy for restraining disordered behaviours among secondary schools students in Enugu Education Zone of Enugu State. The study recommended among others that school authorities should introduce some kind of reward system every term to the students that portray exemplary behaviours

Keywords: Counselling, Strategy, Behaviour and Modification.

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### INTRODUCTION

Secondary schools are established with the aim of producing students who are worthy in character and learning. Students at this level of education predominantly fall between the ages of eleven to eighteen [1,2,3]. This period is described as the adolescent period which has been christened by some psychologists as a period of storm and stress and many changes occur in the life of the individual which if not checked,

may result in behaviour disorder [4]. Though behaviour disorder may be difficult to define due to the differences in cultural standards as every culture has its accepted behavioural patterns and norms. However, behaviour disorder can be explained to mean a shift away from age long appropriate behaviour which significantly affects individual growth and societal development [5]. That is, any behaviour tagged disordered runs

contrary to generally accepted pattern of behaviour for the age and environment of the individual and this behaviour negatively affects him/her and other persons around [6].

The disordered behaviour is exemplified in a situation where students who are supposed to be in school are seen playing around, engage in anti-social behaviour exhibited by students and significant others such as excessive drinking of alcohol, spouse brutality, frustration; brain damage and mental retardation, drug abuse, stealing, fighting, erratic and inconsistency in handling matters by parents; too much restriction and rules by parents, school and society; self-defeating attitude and idleness [7].

This ugly menace has also had its expression in section 26 of the National Policy on Education, which expressed national concern about acts of disordered behaviour in Post Primary Schools. Sub-section 4 and 5 explicitly cautioned against the practices of behaviour disorder in schools [6]. This has made the public to pay more attention to the problem of behaviour disorder among secondary school students in our educational system with the result that the rich and the poor as well as the government and the governed became worried [6].

Consequent upon the above fact, it is vital to state that any human behaviour that

varies from the expected practices and that are scientifically proved to be problem to the individual manifesting the behaviour, implies the need for modification. For example, [5] remarked that individual with weak behaviour needs to be increased with appropriate behaviour modification strategies; similarly, deficit behaviour such as toddler needs to be given adequate toilet training because possibly the individual lack the behaviour likewise, individual with excess behaviour also needs behaviour modification and so on. Behaviour Modification is the changing of weak, deficit or disordered behaviour using learning theories especially operant and classical conditioning of clients [4]. For instance, [5] in his study opined that if a student is getting out of her seat to get supplies to share, it must be clarified that the getting out of the seat without permission is the problem, not that the student wants to share or is doing a favour for others. If punishments are not handed out equally and in a timely manner, subjects may see prejudice and unfairness, resulting in anger, frustration and reduced trust in the counsellor. Through the utilization of effective counselling: counsellors, and all interested parties share information in an open and honest way, looking to design and apply programs that will help stop negative behaviour from beginning. Details such as classroom seating plans, clear rules, modelling of pro-social behaviour, interpersonal skills

training and anger management skills teaching go a long way in preventing issues from arising [6].

Meanwhile, the researcher is of the opinion that using the status of the counsellor as a variable, the status of the counsellor will affect the application of this counselling strategy since there is no organised training for teachers counsellors in the state, their performances will have some shortcomings as these teachers are appointed to help in the implementation of the guidance programmes in secondary school in the state. In respect to counsellors status, [5] noted in his study that counsellor (Guidance/teacher counsellors) being a member of staff of the school shares in their responsibilities, contributing their specialized skills, knowledge and experiences in these

dimensions. Among the 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 [6].

To this end, the objective of this study is empirically poised to examine the extent to which school counsellors utilize behaviour modification counselling strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State.

### **Purpose of the Study**

The main purpose of this study is to identify behaviour modification counselling strategy school counsellors utilize for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State.

Specifically the study sought to achieve the following:

1. To identify the behaviour modification counselling strategy utilized by school counsellors for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State?

### **Research Question**

The following research question guided the study.

1. What are the behaviour modification counselling strategy utilized by school counsellors for restraining disordered

behaviours among secondary school students in Enugu Education Zone of

EnuguState?

### Research Hypothesis

The following research hypothesis guided the study and was tested at .05 level of significance.

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

in the utilization of behaviour modification strategy for restraining disordered behaviours among secondary school students in Enugu education zone of Enugu State, Nigeria.

### METHODOLOGY

The study adopted a descriptive survey design. The area of the study was Enugu Education Zone of Enugu State, Nigeria. 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 a 5 item questionnaire called behaviour modification counselling strategy (BMCS). The instrument had a 4-point response scale with response category of Strongly Agree (SA)----4 points; Agree (A)-----3 points; Disagree (D)----2 points and Strongly Disagree (SD)—1 point. The instrument was validated by three experts; two from Guidance and counselling department 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. 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. Any mean score of 2.50 and above was regarded as Agree while any mean below 2.50 was regarded as Disagree. The one null hypothesis were 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:** What are the behaviour modification counselling strategy utilized

by school counsellors for restraining disordered behaviours among secondary

school students in Enugu Education Zone of Enugu State?

**Table 1: Mean ( $\bar{X}$ ) Rating with Standard Deviation of School Counsellors Utilization of Behaviour Modification Counselling 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
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_3$	SD <sub>3</sub>	
1.	Students behaviour are rewarded/reshaped better when they refuse to participate in examination malpractice because of the consequences they saw in others	3.05	0.94	3.04	0.99	3.05	0.97	Agree
2.	Students that sleep in the class are punished by standing till the end of the class	2.83	1.07	3.27	0.88	3.05	0.98	Agree
3.	Counsellors reinforces active students with praise or adding point to their continuous assessment test when they answer questions correctly in the class	3.11	1.02	3.04	1.04	3.07	1.03	Agree
4.	Counsellors prevent violent act from Students by identifying their consequences if it is acted out	3.10	1.19	2.68	1.29	2.89	1.24	Agree
5.	Counsellors prevent violent act from students by identifying their consequences if it is acted out	3.14	1.13	2.77	1.07	2.95	1.10	Agree
<b>Grand Mean</b>		<b>3.05</b>	<b>1.07</b>	<b>2.96</b>	<b>1.05</b>	<b>3.00</b>	<b>1.06</b>	<b>Agree</b>

Data in Table 1 showed that of the 5 items of behaviour modification counselling strategy utilized by Guidance counsellors and Teacher counsellors for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State, the respondents agreed with 4 items (1, 2, 3, 4 and 5) as they recorded mean scores of (3.05, 3.05, 3.07,

2.89 and 2.95) which are above the cut-off point of 2.50. The standard deviation for all the items raised is 1.06 which is small and signified that there is homogeneity in the responses of the respondents. The Table also shows that the respondents grand mean score for the overall items raised is (3.00). From the foregoing, the answers to research question one is that

Guidance counsellors and Teachers counsellors utilize reward, punishment, praise as behaviour modification strategy for restraining disordered behaviour among secondary school students in Enugu Education Zone of Enugu State.

counsellors and teacher counsellors in the utilization of behaviour modification as a Counselling Strategy for Restraining Disordered Behaviours among secondary schools students in Enugu education Zone of Enugu State.

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

**Table 2: t-test Analysis of the Mean Rating of Guidance Counsellors and Teachers Counsellors in the Utilization of Behaviour Modification as a Counselling Strategy for Restraining Disordered Behaviours among Secondary School Students in Enugu Education Zone of Enugu State.**

Status	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	37	3.05	1.07	55	0.11	±1.96	NS Do not reject Ho <sub>1</sub>
Teacher Counsellors	20	2.96	1.05				

Significant at  $P < .05$ ,  $df = 55$ , critical t-value = ±1.96

The t-test analysis of the data in Table 1 revealed that the t-calculated value (0.11) is less than the critical t-value of ±1.96 at degree of freedom (df) 55 and at .05 level of confidence. Thus, the null hypothesis is not rejected as guidance counsellors and teacher counsellors do not differ

significantly in their opinions on the in the utilization of behaviour modification as a Counselling Strategy for Restraining Disordered Behaviours among secondary schools students in Enugu education Zone of Enugu State, Nigeria.

**Discussion of the Findings**

The result in Table 1 indicates that school counsellors utilize reward, punishment, praise as behaviour modification counselling strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State. This finding affirms the findings of [6] who held that counsellors providing students with clear rules of

pro-social behaviour go a long way in preventing issues from arising. This is consistent with the finding of Okoli, (2012) who held that an appropriate method are designed to reward good behaviour and punish or repress bad behaviour. The hypothesis tried to determine if there is significant difference in the mean rating of guidance

counsellors and teacher counsellors in the utilization of reward, punishment, praise as behaviour modification counselling strategy for restraining disordered behaviours among secondary school students in Enugu Education Zone of Enugu State. The analysis of the t-test comparison according to Table 2 showed that the computed t (0.11) is less than the critical t-value ( $\pm 1.96$ ) at .05 level of significance. With regard to the decision rule, hypothesis 1 shows that guidance counsellors and teacher counsellors do not differ significantly in their opinions on the utilization of behaviour modification as a Counselling Strategy for Restraining Disordered Behaviours among secondary schools students in Enugu education Zone of Enugu State, Nigeria.

### CONCLUSION

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

1. School counsellors (Guidance counsellors and Teachers counsellors) utilize reward, punishment, praise as behaviour modification strategy for restraining disordered behaviour among secondary school students in Enugu Education Zone of Enugu State to a great extent.

### Educational Implication of the Findings

The finding of this study have implications for students, parents and teachers in Enugu Education zone since disordered students often threaten their

The foregoing result is at variance with the findings of [3] who found that counsellor (Guidance/teacher counsellors) being a member of staff of the school shares in their responsibilities, contributing their specialized skills, knowledge and experiences in these dimensions. Among the roles they perform in the school setting which ultimately help in the reduction of students' truancy, 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.

2. School counsellors (Guidance counsellors and Teacher counsellors) do not differ significantly in their opinions on the in the utilization of behaviour modification as a Counselling strategy for restraining disordered behaviours among secondary schools students in Enugu Education Zone of Enugu State, Nigeria.

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. Students who are victims of disordered behaviours have poor relationship with their parents. This is because most reasonable parent's withdraw their love and care on their children who exhibit it and also most students who are victims of disordered behaviours 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 disordered behaviour or other social menace are out of their senses. They should make learning very 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.

#### RECOMMENDATION

To achieve this mission the study recommended:

School authorities should introduce some kind of reward system every term to the students that portray exemplary behaviours. Such students should be rewarded heftily to

reinforce their behaviour. A deliberate category for instance called the most recently improved student should be introduced specifically for the disordered students and most troublesome students.

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