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COUNSELLING AS PREDICTOR OF SECONDARY SCHOOL STUDENTS' DESIRABLE BEHAVIOUR IN UDI EDUCATION ZONE OF ENUGU STATE

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ABSTRACT

This study investigated guidance and counselling practices as predictors of secondary school students' desirable behaviour in Udi education zone, of Enugu state. The population comprised 50 respondents (19 male and 31 female) secondary school counsellors from 54 public secondary schools in Udi education zone, Enugu state. The study addressed three research questions and three null hypotheses. The instrument for data collection was a questionnaire, section; A, B and C. The instrument was validated by experts while the reliability of the instrument was determined by the use of Cronbach Alpha formula which yielded reliability co-efficient of 0.76. The research questions were answered using mean and standard deviation while t-test was used to analyse the null hypothesis at 0.05 level of significance and appropriate degree of

freedom. The null hypotheses tested showed no significant difference in the mean response of male and female counsellors on the counselling services, counselling programmes and appraisal services practices which contribute to the enhancement of secondary school students' desirable behaviour. It was found among others that counselling services, counselling programmes and appraisal services practices; contribute to students' desirable behaviour. Therefore, counselling contributes to students' desirable behaviour in secondary school in Enugu state. Based on the findings, it was recommended among others that guidance and counselling services should be enhanced since, it contributes to the enhancement of students' desirable behaviours students should always be counseled and followed up at when necessary to enhance their desirable behaviour.

Keywords: Counselling, Predictor, students, desirable behavior, Udi Education Zone.

Introduction

Most government secondary schools today are facing challenges as regards short fall of counsellors. Conchi, (2007) asserts that the challenges range from lack of appraisal tools for counselling; poor physical facilities for counselling; inadequate communication by counsellors with teachers, school administration, students and parents; high ratio of students to counsellors, and counsellors' lack of power to influence change in the school; lack of sufficient funding for guidance activities; lack of power to influence change in the school; lack of sufficient funding for guidance activities; lack of time allotment for counselling; free choice versus national manpower need and what exact roles counsellors should play in school as counsellors and reasons for their existence in the school settings; the challenges of sex inequality and occupational counselling Nigeria; counselling and tradition, and more recently poor information communication technology (ICT) compliance of counsellors. Denga, (2001) postulated that the public has a lazy, confused and blurred perception of counsellor's role and functions. This misconception about the roles of counsellors leads them not to achieve their main objectives of the duties. The counsellors role is usually diverted by the principal towards assigning duties to them which is new normal. Most of the time, they are ask to teach as full time teachers, taking roles of sectional heads, vice principals and to act as school disciplinarian. By engaging into these ambiguous roles assigned to them out of their profession, the students suffer the consequences as it regards their educational activities, vocational choices, emotional and socio-personal problems, hence, the counsellors find it difficult to achieve the paramount objectives enumerated by the Federal Republic of Nigeria's National Policy on Education (2004). Thus, the achievement and enhancement of students' desirable behaviour will be sidelined. Therefore, to overcome these hindrances, counsellors should be very active and dedicated in exercising their duties through provision of appropriate assistance to the students to better understanding and accepting themselves, their personalities, endowments, their attitudes and worth as unique individuals, equips them with all the latest career trends, improves personal development, shapes the child for decision taking and making the process by developing their interpersonal skills, educate them about the changing world of technology and innovation; fosters effective learning through the creation of healthy learning environments and personal social adjustment; build their competent skills for future success and achievement, build their communication skills through constant practices and enhances their innate potentiality and personalities. All the aforementioned roles can be perfectly achieved by a dedicated and a professional counsellor.

A counsellor is a person whose vocation inclines towards building the reputation, inspiration, aspiration, personality and skills of students through counselling. Counselling is the process of assisting, guiding and exploring a client in the right direction so to overcome educational, vocational, personal-social and emotional problems in order to build up a promising future. Ekpang and Esuabana (2016) view counselling as the act of assisting a client to have a positive perception about things. It aims to assist the client to possibly perceive things from different point of view from how they initially perceive it, to enable the client function effectively. Ekpang, et al further stated that counselling can enable a client to develop positive feelings, experiences and behaviours that would facilitate positive change. However, these behaviours that can facilitate positive change will at the end lead to the exhibition of desirable behaviour. Osakivile & Falans (2011) believe that counselling can assist individuals to have self-understanding and to help them overcome obstacles to their personal growth and development. Thus, counselling assists the individuals to have a balanced personality. Professionally, Counsellors are equipped with necessary training and skills to deal with and overcome mal-adaptive behaviours as well as turning undesirable behaviour to desirable behaviours through inculcation of societal norms and values in the individual. Incidentally, these values stipulated in the National policy on Education, section 1, subsection 3; includes the following:

1. Respect for the worth and dignity of the individuals.
2. Faith in man's ability to make rational decisions
3. Moral and spiritual values in inter-personal and human relations
4. Shared responsibility for the common good of the society.
5. Respect for the dignity of labour
6. Promotion of the emotional, physical and psychological health of all children (IRN 2004).

However, counselling cannot be complete without providing the necessary information needed for individuals to build up their potentials, abilities, aptitudes, personalities and skills which would in turn fetch a good and sound desirable behaviour. Research findings have shown that counselling can serve as a bench-mark for behavioural modification among students. (Ekpang & Ebuabans, 2016). Counselling is very vital for overall development of individual. It is considered so because students' efforts may not yield good benefit if not directed appropriately. This means that counselling services and programmes are needed for overall personal development of students. Thus, desirable behaviour will be achieved henceforth. It is also believed that the academic, vocational and personal social survival of students is largely dependent on the professional counselling services (Roy, 2014). In the opinion of Roy (2011), counselling services are offered to a person that is undergoing a problem and deserves professional assistance to enable him overcome such problems. He maintained that such a problem could keep the individual disturbed and under tension; unless resolved, the development of this will continue to be hampered. To Adesowale (2012), counselling services aims at making the client understand himself better by providing solutions to the clients immediate problem(s) by maintaining personal stability in educational, vocational, personal/social aspects. Hence, the students' problems in these areas can easily be solved if only the individual student can open up, ready to be helped and participate fully in solving the problem at hand. Thus, these problems which can form deviant behaviour in the person's disposition might be changed to desirable behaviour. Desirable behaviour means labeling one's real self (personality) and presenting oneself in acceptable manner. Desirable

behaviour in the context of this study is the behaviour students' possess which are rooted in safe and best practices. Uchendu, (2020) asserts that desirable behaviour can be achieved through guidance and counselling programmes and appraisal practices.

Programme is a set of interdependent activities directed towards achieving an objective or set of objectives. Similarly, by programme development we mean a systematic process that includes some sequential steps that one has to follow in introducing, establishing and implementing an intended programme (Unesco, 1999) Guidance and counselling programmes are specialized and organized activities rendered to students for the dissemination of meaningful information in the area of personal-social, educational and vocational needs that assist them to make appropriate choices. Examples of guidance and counselling programme are as follows; orientation programme, carreer day or week, guidance clubs, guidance games, walk visit, leadership training, counselling team model, parents forum, teachers forums, students forum and excursion. The programme should be deliberate, systematic and target orientred, objective and goals oriented, otherwise the goals will be lopsided. However, school counselling programme that deliver specific competencies to all students help to close achievement and opportunity gap. School guidance programme plays a major role in meeting the various needs of the students. It helps the students at different stages of education and is aimed at all round development. After administering school guidance programme the counsellor needs to appraise the result of the programme. The result of the programme is usually appraised through evaluation. The school counsellor review and evaluate the guidance programme from time to time to ascertain if the set objectives are achieved. Udechukwu, (2020) states that the review of a counselling programme should be comprehensive as it should include assessment from the entire school community and all the participants and beneficiaries of the programme. Udechukwu, (2020) further portrays that counselling programme can be used to change undesirable behaviour to desirable behaviour and for that to be achieved; the school counsellor must understand the basic principles on which behaviour modification revolves around. The principles are enumerated by Osakinle and Falana (2011) as follows:

1) All behaviours are learned by conditioning in the environment and learning is inferred from a subject's behaviour.
2) Behaviour is a function of the interaction of hereditary and environmental variables.
3) Maladaptive behaviour is learned and can be unlearned using the same principles as adaptive behaviour. Behaviour modification can be brought about systematically by gradually introducing changes in the environment.
4) Behaviour modifiers are concerned with specific, precise and current problems.
5) Behaviour modification can be achieved using a number of techniques such as: reinforcement, punishment, modelling, role-play stimulation and counter-conditioning.

When the principles are taken cognizance of, Counsellors should also be able to modify behavior using the following steps:

a) Show films on repercussions of cultism and other anti-social behaviour such as exam malpractice, sexual immorality, robbery etc and giving opportunity for former victims to give testimonies.
b) Encourage clients to reveal and deny the source of the undesired behavior.

c) Organise orientation programmes for the client, pointing out the dangers/evils inherent in the undesired behaviour.
d) Assist clients to have a good understanding of themselves and emotional conflict that impact their lives, to offer effective means of coping with personal problems and to assist them in effectively pursuing their positive goals.
e) Work in close relationship with family of the clients in order to facilitate a conducive environment for the client that would not engender or lure him or her back to the modified behaviour.
f) Counsel parents/guardians and seek their cooperation in certain areas as it affects their children and wards (clients) (Osakinle and Falana, 2011).

In the light of the above, behaviour may be followed up by appraisal services to guarantee the complete overhaul of the undesirable behaviour. Appraisal services are a complete assessment of the strength and weakness of an individual. It is usually done by school counsellor to ascertain the strength and weakness of a client and to equally know if the desired objective is achieved. Furthermore, modifying undesirable behaviour to desirable bahaviour may be dependent on the services of well motivated and committed counsellor. Hence, a counsellor cannot be committed to work if government keep showing nonchalant attitude towards training of counsellors, provision of counselling infrastructures and poor payment of wages. Therefore, it is vital for government and school administrator to ensure that counsellors are well trained, equipped with the necessary counselling infrasctructure and tools to aid their functions, duties and objectives. Also, ensuring that the roles of counsellors are not sidelined, subjugated or diverted thereby enhancing efficient commitment to their duties, hence, rating counselling as predictors of desirable behaviour.

Statement of Problem

Counselling is a professional service rendered by counsellors with specialized training to work in educational settings. They support students in addressing their psycho-social, emotional and academic needs. Also help students with undesirable to adjust towards desirable behaviour. Incidentally, roles and objectives of the counsellors are not achieved fully. One reason is that millions of students attend a school that prioritizes frivolities over school counselling services. Moreover, schools that have counsellors, are often saddled with high caseloads. These workloads put the counsellor off track in their daily supervision and duty. School administrators place them with additional tasks that have nothing to do with counselling, thereby, attaching less relevance to counselling work. The services of guidance and counselling are influence by several challenges such as lack of professionally trained counsellor and required facilities.

Negligent to counselling services and poor funding are also worrisome and therefore, disadvantageous to students, the school and the society at large. As this nonchalant attitude of government, school administrators and teachers towards counselling will in turn lead to exhibition of undesirable behaviour from students, which will affect the morals, values and ethical conduct of the society; hence, incubating poor value system, low self esteem and poor moral upbringing to the future generation. Given this scenario, it is alarming that the government and appropriate authority (school administrators) seems to be mute on this issue that had contributed high immoral, amoral and unethical vices to the society and had given much wave to challenges associated with poor students' learning and low personal wellbeing,

especially in Udi education zone, Enugu state, Nigeria. This postulation becomes necessary for investigation. Hence, the need by the study to determine counselling practices as predictors of secondary school students' desirable behaviour in Udi education zone of Enugu state.

Purpose of the Study

The main purpose of the study was to determine the counselling practices that contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state. Specifically, the study sought to determine the;

(1) Guidance and counselling services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state.
(2) Guidance and counselling programmes which contribute to secondary school students desirable behaviour in Udi education zone, Enugu state.
(3) Performance appraisal tests which contribute to secondary school student's desirable behaviour in Udi education zone of Enugu state.

Research Questions

The following research questions guided the study;

(1) What are the guidance and counselling services, which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state?
(2) What are the guidance and counselling programmes, which contribute to secondary schools students' desirable behaviour in Udi education, zone, Enugu state?
(3) What are the counselling appraisal services, which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state?

Hypotheses

The following null hypotheses formulated and tested at .05 level of significance guided the study;

HO_1: A significant difference does not exist in the mean ratings between male and female counsellors on the counselling services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state.

HO_2: There is no significant difference in the mean ratings between male and female counsellors on the guidance and counselling programmes which contribute to secondary schools students' desirable behaviour in Udi education, zone, Enugu state.

HO_3: There is no significant difference in the mean ratings between male and female counsellors on the appraisal services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state.

Research Methods

The study adopted a survey research design and was carried out in the 54 public secondary schools in Udi education zone, Enugu state. The population comprised 50 counsellors currently serving in the 54 public secondary school in Udi education zone, Enugu state. The population was small and manageable so no sampling was done. The instrument for data

collection was a 15 items structured questionnaire developed by the researchers after intensive literature review. The instrument used for data collection was divided into three sections; A, B and C with four point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The numerical values of 4,3,2, and 1 was assigned to instrument respectively. The instrument was validated by research experts, two from the department of guidance and counselling and one from measurement and evaluation unit of the department of science and computer education, all from the faculty of education, Nnamdi Azikiwe University, Awka, with reliability index of 0.76 established using Cronbach's Alpha formular. The research questions were answered using mean and standard deviation. Upper and lower limits of the mean were used as basis for decision, thus; Strongly Agreed (SA): 3.50-4.00, Agreed (A): 2.50-3.49, Disagreed (D): 1:50-2.49, Strongly Disagreed (SD): 1.00-1.49.

T test was used to test the null hypotheses at 0.05 level of significance. The null hypotheses were rejected when t-calculated was greater than t-tabulated, otherwise not rejected when t-calculated was less than t-tabulated.

Results

The results of the study are presented in the tables according to the research questions and hypotheses.

Research Questions 1

What are the guidance and counselling services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state?

Table 1: Mean ratings and standard deviation of respondents on guidance and counselling services which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

S/N	Guidance & Counselling Services	Male N=19		Female N=31		Overall (50)		Decision
		X1	SD1	X2	SD2	X	SD	
1.	Information Services	3.50	0.50	3.08	0.74	3.30	0.62	Agree
2.	Counselling Services	3.35	0.71	3.23	0.69	3.34	0.70	Agree
3.	Placement Services	3.10	0.66	3.43	0.69	3.49	0.68	Agree
4.	Referral Services	3.9	0.78	3.29	0.85	3.32	0.82	Agree
5.	Remedial Services	3.38	0.68	3.25	0.85	3.32	0.67	Agree
6.	Consulting Services	3.09	0.89	3.27	0.72	3.18	0.81	Agree
	Cluster Mean	**3.40**	**0.70**	**3.26**	**0.76**	**3.33**	**0.72**	**Agree**

Table 1 shows that counselling services, information services, placement services, referral services, remedial services and follow-up services, contribute to secondary school students' desirable behaviour. This is indicated by the grand mean of 3.33 and relatively low standard deviation of 0.72 showing that the respondents opinions doesn't vary remarkably regarding the counselling services that contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Research Question 2

What are the guidance and counselling programmes which contribute to secondary schools students' desirable behaviour in Udi education, zone, Enugu state?

Table 2: Mean ratings and standard deviation of respondents on counselling programmes which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

S/N	Guidance & Counselling Decision Programme	Male N=19		Female N=31		Overall (50)		
		X1	SD1	X2	SD2	X	SD	
1.	Orientation Services	3.14	0.72	3.26	0.74	3.30	0.73	Agree
2.	Career day or week	3.52	0.50	3.08	0.74	3.30	0.62	Agree
3.	Students' forum	3.33	0.71	3.23	0.69	3.34	0.70	Agree
4.	Seminar & Workshop for Student.	3.54	0.66	3.43	0.69	3.49	0.68	Agree
5.	Leadership Training	3.55	0.78	3.29	0.85	3.32	0.82	Agree
	Cluster Mean	**3.42**	**0.67**	**3.26**	**0.74**	**3.35**	**0.71**	**Agree**

Table 2 shows that orientation services, career day or week or career club, students forum, seminar and workshop for student and leadership training are part of counselling programme that contributes to secondary school students' desirable behaviour'. This is indicated by the grand mean of 3.35 while the standard deviation of 0.71 indicates close disparity in opinion of respondents.

Research Question 3

What are the counselling appraisal services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state?

Table 3: Mean ratings and standard deviation of respondents on appraisal practices which contributes to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

S/N	Guidance & Counselling Decision Appraisal	Male N=19		Female N=31		Overall (50)		
		X1	SD1	X2	SD2	X	SD	
1.	Observation	3.38	0.68	3.25	0.85	3.32	0.67	Agree
2.	Interview	3.09	0.89	3.27	0.72	3.18	0.81	Agree
3.	History	3.40	0.63	3.29	0.79	3.35	0.71	Agree
4.	Testing	3.29	0.69	3.32	0.64	3.31	0.67	Agree
	Cluster Mean	**3.29**	**0.72**	**3.28**	**0.75**	**3.29**	**0.72**	**Agree**

Table 3 shows that observation and interview are counselling appraisal practices that contributes to students' desirable behaviour. But history and testing are not really counselling appraisal practices but can contribute to students' desirable behaviour. This is affirmed by the grand mean of 3.29 and standard deviation of 0.72.

Hypotheses One

A significant difference does not exist in the mean ratings between male and female counsellors on the counselling services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state.

Table 4: t-test analysis between male and female counsellors on the counselling services which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Respondents	N	X	SD	Df	Prob.	t-cal	t-tab	Decision
Male Teachers	19	3.40	0.70	48	.05	0.664	2.000	NS
Female Teachers	31	3.26	0.76	9		0.140		

Note: NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female counsellors' on the counselling services which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Hypotheses Two

There is no significant difference in the mean ratings between male and female counsellors on the guidance and counselling programme which contribute to secondary schools students' desirable behaviour in Udi education, zone, Enugu state.

Table 5: t-test analysis between male and female counsellors on the counselling services which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Respondents	N	X	SD	Df	Prob.	t-cal	t-tab	Decision
Male counsellors	19	3.42	0.67	48	0.5	0.788	2.000	NS
Female counsellors	31	3.26	0.74					

Note: NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female counsellors on the counselling programmes which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Hypotheses Three

There is no significant difference in the mean ratings between male and female counsellors on the counselling appraisal services which contribute to secondary school students' desirable behaviour in Udi education zone, Enugu state.

Table 6: t-test analysis between male and female counsellors on the counselling apprasal services which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Respondents	N	X	SD	Df	Prob.	t-cal	t-tab	Decision
Male counsellors	19	3.29	0.72	48	0.5	0.220	2.000	NS
Female counsellors	31	3.28	0.75					

Note: NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female counsellors on the counseling appraisal practices which contribute to secondary school students' desirable behaviour in Udi Education Zone, Enugu State.

Summary of Findings

From analysis of the data collected, the following findings were made such as:

1. Information services, counselling services, placement services, referral services, remedial services and follow-up services are counselling services which contribute to secondary school students' desirable behaviour in Udi Education Zone.
2. Orientation services, career day or week or career club, students' forum, seminar and workshop for student and leadership training are part of counselling programmes which contribute to secondary school students' desirable behaviour in Udi Education Zone.
3. Observation and interview are part of counselling appraisal practices which contribute to students' desirable behaviour in Udi Education Zone, of Enugu State.
4. Counselling services, counselling programmes and apprasail services are predictors of students' desirable behaviour in Udi Education Zone, Enugu State.

Discussion

Table one shows that organizing counselling services, information services, placement services, referral services, remedial services and follow-up services are guidance and counselling services that contribute to students' desirable behaviour. This finding is in agreement with the finding of Roy (2014) which describes counselling services as developmental training that enhances desirable behaviour of adolescents.

Table two shows that Orientation services, career day or week or career club, students' forum, seminar and workshop for student and leadership training are part of counselling programmes which contribute to secondary school students' desirable behaviour.

This is in agreement with Ekpang and Esuabana (2016) which state that ccounselling programme can modify undesirable behaviour to desirable behaviour. The findings also show that counselling services and counselling apprsal sevices can predict students' desirable behaviour. Another interesting finding is that involving teachers' in moulding students' behaviour and codial relationship with students' are part of counselling practices that enhances students' desirable behaviour.

However, the results of the null hypotheses show that the null hypotheses are not rejected. This implies that a significant difference does not exist in the mean ratings between male and female counsellors regarding the counselling services, orientation services and coumselling appraisals practice which contribute to secondary school students desirable behaviour in udi educational zone of Enugu State.

Conclusion

This paper focused on counselling as predictor of secondary school students' desirable behaviour in Udi education zone of Enugu state. To this effect, the paper identified the enormous roles of the counsellor and the challenges faced. A number of guidance and counsellung practices, principles, and programmes were enumerated which contribute to enhancing desirable behaviour among secondary school students, especially in Udi education zone, Enugu State.

The study therefore concludes, based on relevant findings, that effective guidance and counselling practices remain a sine qua none in the maximization of the potentials and character formation of secondary school students. Counsellors and counselling services therefore should be accorded a pride of place in the education sector and relevant working facilities should be provided for them to perform effectively in ensuring that desirable behaviour is inculcated on students for lifelong performance achievement.

Recommendations

Based on the findings the following recommendations were made,

(1) Counsellors' training practices should be enhanced since it enhances students' desirable behaviour.
(2) Counsellors should be promoted as at when due and their salaries paid promptly to enhance their job performance in promoting the desirable behaviour of students'.
(3) Appraisal services such as interview and observation should be conducted for students so as to enhance and promote desirable behaviour.
(4) Students' should be followed up at home so as to enhance their desirable behaviour.
(5) Parent's forum should be organized periodically by counsellors' to inform them of the need to assist in the behaviour formation and modification of their ward/children.
(6) Teachers should also be involve in promoting the desirable behaviour of students'.

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