



Journal of Professional Counselling (JPC)

Volume 1, No. 2, 2018

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ISSN: 2645-2388

Published in Nigeria by:
Association of Professional Counsellors in Nigeria (APCON NIG)

Printed in Nigeria by:
Azim Resources Limited,
4, Adetoro Oso Street, Akoka, Lagos.
azimtechologies@yahoo.co.uk

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TABLE OF CONTENTS

PERCEPTION OF ACADEMIC AND NON ACADEMIC PERSONNEL OF COUNSELLING FUNCTIONS IN SECONDARY SCHOOLS IN BENIN METROPOLIS

Dr. (Mrs) Omozuwa Margaret Osarugue, Prof. A. N. G. Alutu

INFLUENCE OF SOCIO-ECONOMIC FACTORS ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN EDUCATION DISTRICT IV, YABA-LAGOS, A. IMPLICATION FOR COUNSELLING. Dr. Okoye, Philomena C. N,

Oye, Chigboaga I, Dr. Nwagwu, Ada, Enamudu, Gabriel P.

FACTORS RESPONSIBLE FOR JUVENILE DELINQUENCY AMONG SECONDARY SCHOOL STUDENTS AS EXPRESSED BY TEACHERS IN ILORIN METROPOLIS Dr.

Lamidi, Oluwalanle Idagbeyega, Shuaib Abolakale Muhammed, Prof. Adeyemi Ibukunoluwa Idowu,

FACTORS INFLUENCING STUDENTS' INVOLVEMENT IN DEVIANT BEHAVIOUR AS EXPRESSED BY SECONDARY SCHOOL TEACHERS IN GOMBE STATE, NIGERIA Isaka, Gafar, Abdulkadir, Olarewaju Rasah (Ph.D), Omotunwase, Omowumi

PREVALENCE OF UNDESIRABLE BEHAVIOURS AMONG PUPILS IN ILORIN METROPOLIS: IMPLICATIONS FOR COUNSELLING ADEDIGBA, Olabisi Ph.D, OGUNGBADE, Oyelakin Kunmi, OWUYILE, Shola Samson

EFFECT OF CAREER COUNSELLING ON CAREER DECISION AND ADJUSTMENT OF IN-SCHOOL ADOLESCENTS IN YABA LOCAL GOVERNMENT AREA, LAGOS STATE ADELEYE, Bukunola Adunni Ph.D., Asuai Nelson Chukwuyenum Ph.D., Iwuagwu, Judith Nkechi Ph.D.

CYBER BULLYING AS A SOCIAL MALAISE IN A NIGERIAN UNIVERSITY: LEVEL OF AWARENESS AND COUNSELLING IMPLICATIONS Badejo A.O (Prof), Akinwumi S.A, Korede D.O. and Lamidi S.B.

THE EFFECT OF GROUP COUNSELLING ON COMPULSIVE TEXTING BEHAVIOUR OF ADOLESCENTS IN YABA LOCAL GOVERNMENT AREA, LAGOS STATE Ikuburuju-Orola, Abigail Abidemi, Prof. A.M Olusakin

PREVALENCE OF SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS IN BORNO STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING Dr. Kpanja Kashim Lagu, Ngohi, Bukar Umar, Dyaji, Esther Joy, Monde, Victoria Titi

INVESTIGATION OF SOME FACTORS PROMOTING DEVIANT BEHAVIOUR AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN RIVERS STATE, NIGERIA Nicholas, Ikechukwu Jude, Kennedy, George Margaret

TABLE OF CONTENTS

	PAGES
STRATEGIES EMPLOYED BY TEACHERS IN HANDLING DEVIANT BEHAVIOURS AMONG IN-SCHOOL ADOLESCENTS IN ILORIN WEST, KWARA STATE Mulikat Ladi Abdulqadir MUSTAPHA PhD, Falilat Anike OKESINA PhD and Azeez Omotosho SALAWUDEEN	217
DOMESTIC VIOLENCE AND ADOLESCENTS PSYCHOSOCIAL ADJUSTMENT Adubi, Elizabeth S., Ashara, Ozioma, C.	229
INFLUENCE OF GENDER ON THE PREDICTION OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA Prof. Osarenren, Ngozi, Olanipekun, Olajumoke, Odewale, Oluseyi	237
TEACHERS' PERCEPTION OF THE CAUSES AND EFFECTS OF DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN EDO STATE: IMPLICATIONS FOR COUNSELLING OSUMAH, Obaze Agbonluae (Ph.D)	243
INFLUENCE OF TEENAGE PREGNANCY ON STUDENTS' ENROLMENT AS EXPRESSED BY TEACHERS IN ILORIN METROPOLIS AMINULLAHI, S. Alawaye (Ph.D) & ADIGUN, Akeem A.	
INFLUENCE OF LEARNERS' PERCEPTION OF COUNSELLOR RELEVANCE ON THEIR ATTITUDE TOWARDS COUNSELLING IN NIGERIA SCHOOL SYSTEM - Anyama, Stella Chinwe (Ph.D)	63

PREVALENCE OF UNDESIRABLE BEHAVIOURS AMONG PUPILS IN ILORIN METROPOLIS: IMPLICATIONS FOR COUNSELLING

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Abstract

Undesirable behaviours exhibited by pupils in the schools have created serious concerns to teachers, counsellors, parents and the society at large. This study therefore examined the prevalence of undesirable behaviours among pupils in Ilorin Metropolis and also categorized the common undesirable behaviours among pupils. The study adopted descriptive survey design. Simple random sampling was used to draw ten public and ten private primary schools and 250 pupils from the schools. The researchers developed instrument titled "Prevalence of Undesirable Behaviours Rating Scale" (PUBRS) was used for data collection. The face and content validity of PUBRS were ascertained. Internal consistency method of reliability was used and reliability coefficient of 0.86 was obtained through Pearson Product-Moment Correlation. The data collected were analyzed using percentage, Analysis of Variance (ANOVA) and t-test. The findings revealed that aggressive behaviours have the highest sub-scale mean (3.16). It also showed that there was significant difference in the prevalence of undesirable behaviours among pupils on the basis of gender $t = -2.596$, $df = 248$, $p < 0.05$. Recommendation were made that government should establish a functional counselling unit in primary schools and adequate counselling services be made available to pupils to promote desirable behaviours among them.

Key Words: Undesirable behaviour, Counselling, Aggression, Deviant behaviours

Introduction

The nation witnesses many societal and economic problems like corruption, robbery, assassination, smuggling and pipeline vandalisation, all of which are offspring of pupils' undesirable behaviours that children exhibit right from the early years. Children who are the hopes, wealth and pride of a nation are most times not able to fulfill these aspirations. In order to achieve sustainable development in the society, the young population must not only be preserved but also be of desirable behaviours. That is why undesirable behaviours have been over time an issue of concern for educators, counsellors, parents, policy makers and the society at large. All the stakeholders express dissatisfaction on such behaviours exhibited by pupils in the schools.

Several authors have described undesirable behaviours in children and all agreed that it manifested in different forms (Beaman, Wheldall & Kemp, 2007; Bru, 2009; Gulec & Balick, 2011). Notable among these behaviours are aggressiveness, violence within teacher-student relationship and vandalism as well, examination malpractice, lateness and poor academic performance leading to perpetual existence of problem of drop out. In school context, undesirable behaviours can be in form of not having respect for school laws and regulations and the non-maintenance of an established standard of behaviour and various unwanted forms of behaviour that can cause interruption to the flow of teaching and learning process in the classroom. Undesirable behavior is any act, habit or

conduct exhibited by the learners or students within the school premises and outside the school, which attract condemnation (instead of praise) by the public and/or the school staff. Nwakoby (2001) concluded that person with an undesirable behaviour is one who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society.

Concisely, undesirable behaviour is any form of misbehaviours which the learners should play as the general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority immoral behaviour, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness lying, fighting, bullying, cheating, disobedience, indiscipline etc. as the forms of undesirable behaviours in schools are inexhaustible and categorized in this study into disruptive behaviours, aggressive behaviours, withdrawal behaviours and deviant behaviours (Bru, 2009; Gulec & Balick, 2011; Dad & Okunade, 2014).

Studies have found that undesirable behaviours do have serious implication for the child, the parents, the school and the society at large (Thornberg, 2008; Skiba, 2011; Wech & Payne, 2011; Kaya, Bilgin & Singer, 2011). For example, violations of school rules and regulations is capable of obstructing the smooth and orderly functioning of the school system, deviant behaviours and aggression a child expresses can end him/her in police custody or serious criminal case and this becomes a heartache for the family as the integrity and health of the family is at risk (Wech & Payne, 2011). These undesirable behaviours could ruin the entire family totally or lead the family either into crime, poverty, sickness, death and many more. That is why it is always emphasized that families should always take care of their children in order not to cause havoc for the family (Kaya, Bilgin & Singer, 2011).

Researches have confirmed that undesirable behaviours have impact on children's academic and personal life in general (Bru, 2009; Wech & Payne, 2011; Obi & Obikeze, 2013). It really affects the progress of the school likewise the learning and teaching process in the school. The behaviours make them have the tendency of becoming rude, arrogant to their dreams in life and eventually, hinder them from attaining the goals of their education (Skiba, 2011). According to Thornberg (2008), impact of undesirable behaviours on school is enormous as in drawing back the national goals and objectives of the National policy on Education. Also, Lyons and O' Connor (2006) stated that a society where children lack desirable behaviours will experience social crime and setback.

Undesirable behaviours among pupils affect both school, home, society and so it becomes a very important matter in our educational life. The future of any nation largely depends on the young ones who constitute the potential human resources needed for the continuity of the society. Some teachers express fear while some leave the teaching profession abruptly. Even though the issue of undesirable behaviours among pupils has received a great amount of attention from researchers, teachers, counsellors and government, there is still a general outcry about undesirable behaviours among children in schools and the society at large. Undesirable behaviours if allowed to incubate under current favourable conditions could hatch a monster that will be difficult to exterminate. Earlier studies have touched the aspect of causes and management of undesirable behaviours among pupils. It is necessary to identify the prevalence of these undesirable behaviours among pupils. Hence, this study investigated the prevalence of undesirable behaviours among pupils Ilorin Metropolis: Implications for counselling. It also studied the differences in the prevalence of undesirable behaviours among pupils on the basis of their gender, age and religion. To give direction to the study, one research question was asked: what is the prevalence of undesirable behaviours among pupils in Ilorin Metropolis? Three hypotheses stated and tested at 0.05 level of significance, they are as follows:

1. There is no significance difference in the prevalence of undesirable behaviours among pupils on the basis of gender.
2. There is no significance difference in the prevalence of undesirable behaviours among pupils on the basis of age.
3. There is no significance difference in the prevalence of undesirable behaviours among pupils on the basis of religion.

(Continued)

[illegible]

Variable

[illegible]Table 1. Prevalence of *Salmonella* subtypes among people in Berlin (Germany)

Order	Measure	Observed obs-avg	Adjusted adj-avg	Standardization	Score	Shape
Disruptive behavior						
1	I go late to school every day	23(8.8)	17(10.2)	1.6(1.5)	1.0(1.0)	1.00
2	I disturb other people's work	63(26.2)	17(21.6)	1.1(1.0)	1.1(1.0)	1.00
3	I laugh at my teacher		25(8.8)	1.0(1.0)	1.0(1.0)	1.00
4	I talk while the class is going on		15(6.6)	2.0(2.0)	1.0(1.0)	1.00
5	I run while the class is going on	3(1.0)	15(6.6)	0.2(2.0)	1.0(1.0)	1.00
Sub-scale mean						1.95
Aggressive behavior						
6	I always talk to people	16(6.5)	1.0(1.0)	1.1(1.0)	1.0(1.0)	1.00
7	I shout at my teacher	15(6.6)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
8	I get annoyed easily	15(6.6)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
9	I always behave properly	15(6.6)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
10	I am fond of playing	17(6.6)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
Sub-scale mean						1.16
Withdrawn behavior						
11	I sit alone always		15(6.6)	1.1(1.0)	1.0(1.0)	1.00
12	I go home alone and early		15(6.6)	1.1(1.0)	1.0(1.0)	1.00
13	I don't play with all my friends		1.0(1.0)	1.1(1.0)	1.0(1.0)	1.00
14	I sit alone in the class		1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
15	I walk alone in the school		1.0(1.0)	1.1(1.0)	1.0(1.0)	1.00
Sub-scale mean						1.88
Hyperactive behavior						
16	I imply my state when talking to	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
17	I sleep during my class hours	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
18	I take interest in school work	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
19	I never worry about my school	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
20	I think my behavior is good	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.0(1.0)	1.00
Sub-scale mean						2.77

Table 1 showed the prevalence of undesirable behaviours among pupils in Ilorin Metropolis. The following are the prevalent of undesirable behaviours among pupils in Ilorin Metropolis: disruptive behaviour (1.95), withdrawing behaviour (1.88). The prevalent undesirable behaviours are aggressive behaviours (3.16) and deviant behaviours (2.72). However, the most prevalent undesirable behaviour was aggressive behaviours (3.16) because it has the highest sub-scale mean among other undesirable behaviours.

Hypothesis One: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age.*

Table 2: ANOVA result comparing the prevalence of undesirable behaviours among pupils on the basis of age

Source	Sum of Squares	df	Mean Squares	F	Sig.
Corrected Model	18.577	2	9.288	.703	.496
Intercept	567721.280	1	567721.280	42945.711	.000
Age	18.577	2	9.288	.703	.496
Error	3265.219	247	13.220		
Total	593871.000	250			
Corrected Total	3283.796	249			

Table 2 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of age. There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age ($F_{(2,247)} = .703$, $P > .05$). The hypothesis is therefore not rejected in the light of the result. This implies that age had no significant influence on prevalence of undesirable behaviours among pupils.

Hypothesis Two: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their gender.*

Table 3: Mean, Standard Deviation and t-test Value on the prevalence of undesirable behaviours among pupils on the basis of gender.

Gender	N	Mean	Std. Deviation	t	df	Sig.	Remark
Male	90	47.81	4.986	-2.596	248	.010	Significant
Female	160	49.04	2.519				

Table 3 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of gender. There was significant difference in the prevalence of undesirable behaviours among pupils on the basis of their gender ($t = -2.596$; $df = 248$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result. This implies that gender had significant influence on prevalence of undesirable behaviours among pupils.

Hypothesis Three: *There is no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion.*

Table 4: Mean, Standard Deviation and t-test on the prevalence of undesirable behaviours among pupils on the basis of religion

Religion	N	Mean	Std. Deviation	t	df	Sig.	Remark
Islam	115	48.22	4.557	-1.558	248	.121	Significant
Christianity	135	48.93	2.769				

Table 4 showed the difference in the prevalence of undesirable behaviours among pupils on the basis of their religion. There was no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion ($t = -1.558$, $df = 248$, $p > 0.05$). The hypothesis is therefore not rejected in the light of the result. This implies that religion had no significant influence on prevalence of undesirable behaviours among pupils.

Discussion of Findings

The finding of the study revealed that undesirable behaviours was prevalent among pupils in Ilorin Metropolis and that the most prevalent undesirable behaviour was aggressive behaviours followed by deviant behaviours. This was not in agreement with the findings of Infantino and Little (2005) that examined students' perceptions of troublesome behaviours and found that the three behaviours students considered the most troublesome and frequent were talking out, being out of seat and eating which are all deviant behaviours. This study corroborated Dada and Okunade (2014) in a study conducted on classroom undesirable behaviours and strategies used for controlling them among primary school teachers and found that excessive noisemaking was the most common undesirable behaviour, fighting that occurred among the pupils and disruptive acts were also common undesirable behaviours among primary school pupils. Another study conducted by Teyfur (2015) on the undesirable behaviours encountered by primary school teachers and solution proposals confirmed that coming late, disrespect to elderly person, arrogance and talking without taking permission were most undesirable behaviours encountered by primary school teachers in Agri, Turkey.

The study also revealed that there was no significant difference in the prevalence of undesirable behaviours among pupils on the basis of age. This was in agreement with the findings of Supaporn (2000) who found that age has nothing to do with occurrence of undesirable behaviours among children. Another finding of the result indicated significant difference in the prevalence of undesirable behaviours among pupils on the basis of gender. This is supported by Kaplan (2002) who found that boys have more undesirable behaviours than girls, and also tend to manifest more aggressive behaviours. Additionally, this study is in line with the study conducted by Babaroglu (2016) which showed that males were more determined to be aggressive when compared to female pupils. This finding showed that male pupils exhibit undesirable behaviours more than female pupils, this could be because of inborn tendency and the urge of feeling superior to girls. The result of the study showed no significant difference in the prevalence of undesirable behaviours among pupils on the basis of their religion.

Conclusion

The study investigated prevalence of undesirable behaviours among pupils in Ilorin Metropolis. The findings of the study revealed that undesirable behaviours are prevalent in Ilorin metropolis and are influenced by gender. Among these undesirable behaviours, aggressive behaviours have the highest sub-scale mean (3.16), which is far above the average. This shows aggressive behaviours as the most prevalent undesirable behaviours.

Implications for Counselling

This study revealed that undesirable behaviours are prevalent among pupils. Undesirable behaviours if not checked or dealt with can grow up in a child to become serious antisocial behaviours and critical issues in future. Realizing

the negative implications of this on children's learning and development, the school, parents, society and the nation at large if left to persist, there is urgent need for establishment of a functional counselling unit in our primary schools. The counselling units are to be managed and counselling services be rendered by qualified or professional counsellors. The practice whereby some teachers be selected to act as counsellors in schools should be discouraged.

Undesirable behaviours among children pose a serious threat to all and sundry. There is tendency that these behaviours reduce the productivity of teachers and also performance of pupils. This is why therefore has implication for effective counselling services in schools. The counsellors in schools should not be overburdened with teaching roles. In an ideal situation, they are supposed to be excused from teaching allocation so that they can really want pupils to get the best from counselling services. Both the schools and the staff will benefit from the services of the counsellors to pupils if there is an understanding that the counsellors' intervention in schools can help to eliminate undesirable behaviours among pupils. Therefore, there should be cooperation between the counsellors and other members of staff, realizing that their roles are complementary.

Also, facilities for an effective counselling services should be provided in primary schools. A functional counselling services in our schools needs fund to operate. Aside the professional training of the counsellor, to really get involved in behaviour modification of children, there are diagnostic tools and some other resources to be used in the process of counselling cum awareness programme to be organized for children, the teachers as well as the parents. An environment conducive for an effective counselling services should be provided by the government and other personnel in schools.

Professional counsellors need to work hand in hand with teachers to encourage them to improve on the methods of handling pupils' misbehavior and undesirable behaviours. There should be regular interactive sessions with the school counsellor to create awareness and provide enlightenment for teachers to ensure a better teacher-pupil relationship that can encourage desirable behaviours among pupils. Also, the counsellors need to work in partnership with the parents. The knowledge of each pupil's family background and collaboration with the parents family can be of help in understanding the pupils and their problems and in choosing the right approach to use in counselling the pupils.

Recommendations

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

- Government should establish a functional counselling unit in primary schools and adequate counselling services be made available to pupils.
- Counsellors, teachers and other members of staff should inculcate moral values in the mind of pupils in order to avoid aggressive behaviours such as revenging, shouting on their mates and the use of bad language.
- Also, counsellors should collaborate with teachers so that pupils would desist from deviant behaviours such as bullying one another, stealing from classmates and taking school materials without informing the school.
- Counsellors should give adequate information to the pupils concerning behaviours that are regarded undesirable in the school.
- Counsellors should intensify efforts in assisting parents, teachers and other adults around children develop skills and techniques of handling children in their care, in a manner that will discourage undesirable behaviour among them.

