

Redesigning Guidance And Counselling Services For Selected Deviant Behaviour Among Student Of Tertiary Institution Of Kogi State

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Abstract: The paper examined needs for redesigning Guidance and Counselling Services of selected deviant behavior among students of tertiary institutions in Kogi State. It centered its study on causes and forms of deviant behavior, the levels of student's awareness of counseling services. Proportional sampling technique was used in sampling four hundred and ten (410) students that participated in the study from ten (10) tertiary institutions in the state. The study adopted description survey design while self-constructed questionnaire titled "causes/forms of deviant behavior, awareness, and redesigning counseling services" (CFDBARCS) was used in gathering the information. The instrument was subjected to face and content validity by three experts while the reliability and interval consistency of the test were established through pilot testing on 30 students and Person Product Movement Correlation Coefficient yielded 0.86. the weighted responses were structured in four like score of Strong Agree (4) Agree (3) Disagree (2) and Strongly Disagree (1). Items with a mean score of 2.50 and above were regarded as agreed while a mean score of bellow 2.50 indicated disagree. The study revealed that family background, peer group, student's population, poor parental and the like are major causes of deviant behavior while examination malpractices, cultism, staling, uses of drugs are forms of deviant behavior and revealed that the students have not been benefiting for school counselling services and agreed to the needs for redesigning the services in schools. The study recommended among other that counselors should be appointed to all schools, seminar/workshop on assertive training be organized campus based students' rehabilitation Centre established and parents/guidance and students' involvement in counseling needs and there should be the needs to in counseling needs and there should be the needs to redesign counseling to reach all students and the entire school community.

Keywords: Redesigning, Guidance, Counseling, Deviant behaviour.

I. INTRODUCTION

Deviant behaviour among the students of tertiary institution in Nigeria has become a cankers worms' that has eaten deep into the fabric of our higher institutions of learning in this country. Hardly a day without a report on our dailies on one forms of deviant behaviour leading to loose of m any lives and distraction of school properties. The young stars no longer obey and respect constituted authority Suleiman (2015). The battle for the proper upbringing of these young stars have been lost by the parents and the school authority could hardly do nothing to effect a positive change. Cases of stealing, raping, cultism, bullying, assaults, affray, forgery, defacement,

hooliganism, examination malpractice and the likes are daily features of events in our higher institutions.

The influence of home in deviant behaviour and emotional stability among our students is enormous. The life pattern of an individual student rest on the family type the students comes from be it polygamous or monogamous. The emotional stability, the self-control level deviancy and non-deviancy of students is pre-determined by the type of emotional support received from the family. Suleiman (2015) remarked that, the building of self-control ability among the students require concerted efforts by both parents whose success is reflected in parental supervision and parental punishment from deviant acts. Separation, divorce and death

of one parent have a great socio-economic and emotional effect on the student. Kuhu et al (2009) found that loss of mother by divorce, separation or death before age eleven constituted on great stress, depression and low self-control on children. While Macleod (2014) stressed that single parent can be stressful for the mother and children because there is no husband to share financial, economic and emotional responsibilities with. Such children are not fulfilled and thereby leading to stealing, lying, gambling, bullying, cultist and involving in forms of anti-social behaviour at school.

Boyd (2015) reported that a lot of youths are involved in the use of tobacco, barbiturates and heroin. In same vein, Gordon (2001) revealed that smoking and drug abuse are basically societal problems among in-school adolescents. Gordon (2001) revealed that 90% of adolescents who are involve in smoking started at on adolescent age. Babatunde (2016) explained that there are many cases of cultism, sexual abuse, acts of vandalism, blackmail, threats and intimidations reported. Idris affirmed that there is an increase in the moral decadence among youths as a result of the lack of discipline. Such indiscipline acts among students (Foluke and Mary 2017) stressed culminated in juvenile delinquency.

The environment in which adolescents live can influence them especially when there is lack of parental guidance. The school is a major and important environment where a child develops during the formative years. When parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviour in the school (Suleiman, 2011). Olawale (2001) emphasized that behavioural problems. Babatunde (2016) noted that, some children resort to antisocial behaviour due to their inability to cope with the academic rigors of the school.

The home is an agent of socialization. Foluke and Mary (2017) remarked poor moral conduct of parents can result in broken homes which negatively influence the student's behaviour. According to Goode (2007) many parents have lost their leadership roles in the home and poor home training causes students to engage in deviant behaviours. In the other hand Okobian and Okorodudu (2006) observed that the causes of deviant behaviour are linked to faulty curriculum plans, administrative deficiency, inadequate school facilities, harsh school rules and societal problems. Individual differences in personality and psychological problems encountered by students to be some of the reasons some in-school adolescents engage in deviant behaviour. Many of these students' cope with their problems by getting involved in anti-social behaviours like vandalism, stealing, cultism, involvement in illicit sex activities, drug abuse. All these risky behaviour negatively affect public order and sense of safety o youths (Oni 2010).

The National policy on Education (2014) edition clearly stated that "in view of the apparent ignorance of many young people about career prospect and personality maladjustment among student, counselors will be appointed in post primary institution. Hence it become compulsory for all the tertiary institutions not to only appoint counselors but to ensure that the services reach all the students, this is because the counselors are good listeners empathic, worm and sensitive to the needs of these young stars and equally trained in modifying maladaptive behaviour among these young

adolescent. This indicate that the Government is fully aware of the needs for this service in our schools

According to Goode (2007) young adolescents' developmental needs mandate unequally designed comprehensive developmental and systematic school counseling programs and service. They continue to say that "school counseling academic potential and personal growth, acquire prosocial skills and values, and set career goals be in appropriate to ignore the monumental changes that occur during adolescent and the subsequent impacts of these changes have on middle students counseling needs

The social control of the tertiary institutions need to be redesigned as well. Social control in this context refers to the various means used by the school authority to bring the deviant student back into the lime with cultural norms of the school. Both formal and informal social control have to be re-designed for the resocialization of individual who break formal rules. Hence, there should be young Adolescent Correctional Centre in all schools as well as Mental Health Department in the school based health center. The informal social control on the other hand, refers to element of school that are designed to reinforce informal control norms of the (Okobian and Okorodudu 2006) in this case, apart from individual and group counseling at school, the parental/guidance reminder (PGR) could be initiated where the parents or guidance are periodically alerted about the behaviour of their wards at school.

Guidance and counseling is the process of helping individual discover and develop their educational, vocational and psychological potentialities and thereby to achieve optimal levels of personal happiness and social usefulness (Oni 2010) and to achieve these all forms of deviant behaviour among the students need to be trashed out because Guidance and Counselling is called a helping relationship, which implies that the services need to be redesigned in such a way that the programmes will reach and benefit all the students in our schools.

Coupled with this, the hostel accommodation of these young stars need to be redesigned to be a counseling oriented. If full Guidance and counselors could not be posted to all the student hostels, the porters and portresses need to be exposed to counseling through seminal, workshops that centered on behavioural modifications and the therapeutics techniques in handling the deviant behaviour among the young stars.

OBJECTIVES OF THE STUDY

- The objectives of the study are to:
- ✓ Identify some causes of deviant behaviour among the students.
 - ✓ Identify some forms of deviant behaviour among the students.
 - ✓ Determine the level of awareness and students' benefits from counseling services at school.
 - ✓ How could Guidance and counseling services be redesigned to curb deviant behaviour among the students.

RESEARCH QUESTIONS

The following questions were raised to guide the study.

- ✓ What are the major causes of deviant behaviour among the students?
- ✓ What are the common forms of deviant behaviours among the students at school?
- ✓ What are the levels of students' awareness of counseling services at school?
- ✓ Why the needs for redesigning Guidance and Counselling services in our schools

II. METHODOLOGY

According to Kogi State Educational Plan (2012) the 2006 National population census figures of Kogi State stands at 3,276,487 with 1,691,737 being male and 1.586 being female. The projected population of the state at 2.80% growth rate for 2020 is 3,661,389 with male being 1,889,319 and female being 1,772,070. The major ethnic groups are Igala, Okun and Ebira while the tertiary institutions were spread across all the ethnic groups.

All the tertiary institutions participated in the study while proportional sampling techniques was used in selection the respondents that participated in the study. Proportional sampling techniques was used to sampled four hundred and ten (410) respondents from the schools which comprises of: Kogi State University Anyigba 70, Kogi State Polytechnic Lokoja 50, Federal Polytechnics Idah 40, College of Agric (ABU) Kabba 20, Federal College of Education Okene 50, College of Education (Technical) Kabba 20, College of Education Ankpa 40, School of Nursing Obangede 20, School of Health Technology Idah 30, School of Nursing and Midwifery Egbe 20. Out of the 410 respondent, 205 were males while 205 were female.

The study adapted a descriptive survey design. According to Kashim (2017) survey research design employs the use of selected representatives sample design employs the used of selected representative sample for the purpose of generalization on the entire population. This design enables the researchers to cover a large ground and describe the situation as it is.

The instrument for data collection was a self-structured questionnaire titled "Causes/Forms of Deviant Behaviour, Awareness and Redesigning of Counseling Services (EFDBARCS). The instrument was subjected to face and content validity by three educational experts from the Department of Educational foundations and measurement and Evaluation at Kogi State University, Anyigba. The corrections made were effected which the researchers used in building up quality of the questionnaire. The reliability and internal consistency of the test were established through Pilot testing of the instrument on 30 students from Kogi State University while test-retest method was employed. Person Product Movement Correlation Coefficient was used and it yielded a value of 0.86 which indicated its reliability. The weighted responses were structured in four point Likert scale of Strongly Agree (SA: 4points) Agree (A=3points) Disagree (DS= 2points) and Strongly Disagree (SD = 1point). However, any items with a means score of 2.50 and above were regarded as agreed while a means score of below 2.50 indicated disagreement of the respondents with the item.

III. RESULTS

RESEARCH QUESTION 1

What are the major causes of deviant behaviour among the students at school?

The identified causes of deviant behaviour among the students is presented in table 1 below

SN	ITEM	SA 4	A 3	D2	SD 1	EX	X	DECISION
	Family background and stability contribution to Deviant behaviour	188 752	151 453	49 98	22 22	410 1325	3.21	Agree
	Peer group can influence Deviant behaviour	186 744	153 459	46 92	25 25	410 1320	3.21	Agree
	Exodus of student population promote deviant behaviour at school	165 660	142 426	57 114	46 46	410 1246	3.03	Agree
	Poor parental upbringing leads to deviant behaviour	129 516	121 363	93 126	67 67	410 1072	2.61	Agree
	Leissey faire attitude of the school authority to counseling unite promote deviant behaviour at school	159 516	121 363	93 126	63 63	410 1210	2.95	Agree
	Poor and indecent teaching/learning environment encourage deviant behaviour at school	184 636	151 453	44 88	31 31	410 1308	3.19	Agree.
	Non-assertiveness among the students contribute to the causes of deviant behaviour	4.7 188	56 168	143 286	164 164	410 806	1.96	Disagree
	Grand mean						2.88	

Table 1: Showing the Causes of Deviant Behaviour Among the Students

The analysis on table 1 above indicates that the grand means for the items was 2.88 showing a positive response to the statement on some identified causes of deviance behaviour among the students. The mean score is greater than the criterion means 2.50. The greater mean scores were items 1 and 2 with the highest mean score of 3.21 which indicated that majority of the students agreed that both the family background and peer group influence are the major causes of deviance behaviour. However, the result indicates a negative view on non-assertiveness among the students as a causes of deviance behaviour and it was indicated at 1.96 which is less than the criterion means of 2.50.

RESEARCH QUESTION 2

What are common forms of deviant behaviour among the students?

Common forms of deviant behaviour among students is presented in table 2

SN	ITEM	SA 4	A 3	D2	SD 1	EX	X	DECISION
	Are Examination malpractices common among the students?	186 744	148 447	47 94	28 28	410 1313	3.20	Agree
	Students often involve indecent dressing	128 512	122 366	92 184	68 68	410 1130	2.75	Agree
	Fortification and mutilation of results are common among the students	123 492	118 354	90 180	79 79	410 1105	2.69	Agree
	Student do involve in stealing ones property	132 528	120 360	93 186	65 65	410 1139	2.77	Agree
	Cultism is very rampant in our school	204 816	157 471	28 84	21 21	410 1116	3.39	Agree
	Sexual abuse is much common among the students	124 496	119 357	90 180	75 75	410 1109	2.72	Agree.
	Drugs abuse and substance use are common among the students						2.70	Disagree
	Grand mean						2.88	

Table 2: Showing the Common Forms of Deviant Behaviour Among the Students

The result in Table 2 above shows that the grand mean for the items was 2.88 showing a positive response to the statement. The mean score is greater than the criterion means 2.50. this shows that the identified forms of deviant behaviour manifested among the students are positively indirect. However, cultism and examination malpractices are having the highest mean score of 3.29 and 3.20 respectively. This implies that majority of the students attest that the most common forms of deviant behaviour are cultism and examination malpractices. Though agreed, but fortification and mutilation of results are having the least mean score of 2.69.

RESEARCH QUESTION 3

What are the levels of students' awareness of counselling services at school?

The levels of students' awareness of counselling services at school is presented in table 3

SN	ITEM	SA 4	A 3	D2	SD 1	EX	X	DECISION
	Guidance and Counselling programmes are well organized in my secondary school.	63 210	70 210	153 306	124 126	410	2.17	Disagree
	Students are aware of Guidance and Counseling programmes in my present school	63 252	71 213	125 250	151 151	410 860	2.09	Disagree.
	I have benefited much from counseling programmes in this school	68 272	82 246	154 308	106 106	410 932	2.27	Disagree
	All students	63	78	158	111	415	2.22	Disagree

	are fully aware of the location of counseling office in the school	252	234	316	111	913		
	The counseling unite in this school is well organized and adequately equipped	130 520	122 366	91 182	67 67	410 1135	2.17	Agree
	There was an orientation programmes for the students after registration	130 520	122 366	91 182	67 67	410 1135	2.76	Agree.
	The school authority has been organizing seminar and workshop for students on positive change in behaviour	65 260	78 234	156 312	111 111	410 917	2.23	Disagree
	Grand mean						2.34	

Table 3: Showing the Levels of Students Awareness of Counselling Services at School

The analysis of the result in table 3 above indicated that the grand mean score for the items was 2.34 showing a negative response to the statement on the student awareness of Guidance and Counselling services on the school campuses. The mean score 2.34 is less than the criterion mean 2.50 which implies that the awareness of Guidance and Counselling services among the students is not enhanced. The students disagreed generally that Guidance and counseling services are not well organized in the campuses but however agreed that, there was an orientation programmes organized for the students as the mean score on such item is 2.76 which is greater than the criterion score of 2.50.

RESEARCH QUESTION 4

Why the need for redesigning guidance and counselling services in our schools?

The needs for redesigning guidance and counselling in our schools is presented in table 4

SN	ITEM	SA 4	A 3	D2	SD 1	EX	X	DECISION
1	Counseling services in the school are not well felt by the students	178 712	161 483	48 96	23 23	410	3.20	Agree
2	There is need to redesign counseling services in our school	160 40	134 402	52 104	64 64	410 1210	2.95	Agree
3	If counseling services in our school is redesigned, the students would be much appreciative	1305 20	132 396	81 162	67 67	410 1145	2.79	Agree
4	If counseling services are redesigned in the school, the deviant behaviour among the	158 632	140 420	52 104	60 62	410 1218	2.27	Agree

	students would be reduced							
5	The counseling services should be redesigned for both in and off campuses students	166 664	141 423	46 92	57 57	410 1236	3.01	Agree
Grand means							2.84	

Table 4: Showing the Needs for Redesigning Guidance and Counselling Services in our Schools

The result in table 4 above shows that the grand mean for the items was 2.84 showing a positive response to the statement. The mean score 2.84 is greater than the criterion means 2.50. this showed that the impact of counseling services is not felt by the students, and agreed for redesigning the services to curb deviant behaviour among the students on the campuses as well as those reside outside the campuses.

IV. DISCUSSION

The study revealed some of the major causes of deviant behaviour among the higher education students, this include the family background and instability in the in some homes. Other causes the students agreed on are peer group influence, exodus students' population in the various schools, poor parental upbringing of students, laissez-faire of the school authorities on counseling services in the schools, poor and indecent teaching/learning environment in our schools. The students however disagreed on non-assertiveness as a contributing factor to deviant behaviour. This is in line with Jacob and Adegboyega (2017) ranked family background, poor parenting, peer influences, lack of reinforcement for good behaviour, low education level of parents, poor teaching/learning environment, lack of motivation from homes as major cause of deviant behaviour among students at schools while (Mosese 2013) believed that the teaming population and skyrocketing of students' population at schools are paramount causes of deviant behaviour among the students.

The study further revealed some forms of deviant behaviour the students agreed that are commonly exhibited in our schools. These include. Examination malpractices, indecent dressing particularly the young ladies who dress to 'kill' and turn themselves to half nakedness, fortification and mutilation of results, stealing, cultism, sexual abuse and drugs abuse. This is in line with (Suleiman 2015) who identified series of deviant behaviour among the students to include idle and disorder, assault, assaults occasioning, wander, indecent assaults, stealing, forgery, robbery, cultism, examination malpractice, affray, attempt to murder, murder, defacement, gambling and the likes. This finding is in line with Gachigua (2006) who stated that, 'sure indeed, deviate behaviour in some students is definitely addressed when they receive counsel' some are two young and due to peer pressure find themselves in trouble so guidance and counseling helps to address the deviate behaviour among the young adults. Also in line with Suleiman (2019) who found that indecent dressing, nude like dressing, exposed the female students into sexual embarrassment within the school campuses but could however be addressed through Guidance and Counselling and Counselling services.

The study further revealed that, though an orientation programmes were organized for the new students, however, disagreed on proper organization of counseling programmes in the schools, as claimed that majority of the students are not aware of the counseling programmes. Equally disagreed on having well equipped counseling office as some do not know the location of school's counseling office. Therefore, there is never a seminar/ workshop on any forms of behavioural modifications techniques to address deviant behaviour among the students. This finding is in line with previous findings by (Foluke and Mary 2017) whose study indicated that 80 (38.1%) of their respondents used behaviour modification techniques in curbing deviant behaviour, while 34 (15.7%) used information service method and 63 (30.0) used counseling programmes. This equally shows that behaviour modification strategy was the most preferred method used by counselors in handling deviant behaviour among adolescent. This underscore why Guidance and Counseling services in our school need to be redesigned to curb deviant behaviour that are paramount within our campuses.

The study revealed that the counseling services rendered by the school authorities are not well felt by the students and there is a need to redesign in school based counseling activities so that the students would be much appreciative. Its further revealed that if the counseling services are well structured and redesigned for both the in and out campuses of the school will go a long way in curbing deviant behaviour among the students. This was in affirmation with (Abigail and Daniel 2017) who studies on 105 respondents and found that 891 spoke in the affirmative that guidance and counseling was effective in shaping the behaviours of students if it is well organized, whereas only 8% said it was not. Chirashe (2006), Kokal (2010) and Nyoga (2011) also stated that guidance and counseling was useful in shaping behaviour of students and addressing deviate behaviour among students.

V. REDESIGNING COUNSELING SERVICES IN THE SCHOOLS

Many young people are struggling with how they feel (Clare 2006) they are having problems with friends, family or school. They are anxious, depressed and angry or scared and need to talk to someone, but find it difficult to talk to people they know. Counselling and other advice services can help them to talk things through, support them with making them feel judged and confidence, unless they disclose that their personal safety is at risk. Advice service (counselling) can make a positive difference to their lives. The range of advice sources for children and young people according to (Wachira 2001) include face – to face counselling, one – to- one phone calls, web charts, email, forums and face – to- face sessions which if redesigned in our schools would help dealing with deviant behaviour. Hence, Counselling is the most common form of talking therapy through school based counselling programmes. It can help young people deal with issues and events and the effects they are having in their mental wellbeing

Counseling could be recommended for young people who are basically healthy but who are struggling with a mental

health disorder, it can address problems with anxiety, bereavement, bullying, anger, relationship, and low self-esteem. These, coupled with the findings underscore the reasons why counseling services in the higher institution of learning need to be redesigned to meet the needs deviant behaviour and these young people.

There are different types of counseling therapy through which the counseling services in our institutions could be redesigned to curb deviant behaviour in our institutions. The most common recommended for the young adolescence by (Goode 2007) are cognitive behaviour therapy, mindfulness, psychotherapy and fairly therapy.

COGNITIVE BEHAVIOUR THERAPY (CBT): The approach is about thinking more positively about life, looking at how one can get struck in patterns of behaviour and ways of changing these rather than dwelling on past events. This (CBT) according to Goode could be redesigned in such a way that the students would be exposed to assertive training programs through either the Faculty or at individual Departmental levels. Through that the students would be exposed to various ways through which their lives style could be positively changed.

MINDFULNESS: Mindfulness is often combine with Cognitive Behaviour Therapy (CBT) which will help the young adults to focus on difficult thought and feeling, rather than avoiding them. By so doing, the fear of difficult thought would gradually less and be trashed out. This is best handled by trained counselors either at the Departmental levels, Faculty, hostels or at the Centre levels. (Winkielman 2005).

PSYCHOTHERAPY: this according to Goode (2007) is a long-term therapy and it involves talking about the effects of past events and can be more helpful with long-term problems such as depression or eating disorders which could equally be used in the treatment of either deviant behaviour among the youths.

FAIRLY THERAPY: the whole family works with the fairly therapist to try and understand the problems they are all having. Clare (2006) remarked that it can help in prone communication between fairly members and issues such children behavioural problems and disability, fairly breakdown, addiction and domestic violence which characterized the deviant behaviour among the youths. This would work at best if the school based counselling is redesigned to integrate highly involvement of the parents

VI. RECOMMENDATIONS

The school authority is recommended to periodically organize seminars, workshop, orientation and re-orientation to the students which could Centre mostly on assertive training and behavioural modification techniques.

Guidance counselors be posted to all the higher institutions of learning and in every Departments and Faculties.

Both the in-school and off campuses students should he made to benefit from school counseling services.

School Based Students Rehabilitation Centre (SBSR) should be created within the school to rehabilitate any student observed involve in deviant behaviour.

The parents of students caught on misbehavior within and outside the school system should be invited alongside with the students for counseling.

The counseling in higher institutions should be restructured and re-designed to ensure total benefit of students and the entire school community.

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