**Counseling Services as Determinants of Senior Secondary 2 Anti-Social Behaviour in Calabar Education Zone of Cross River State, Nigeria**

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**ABSTRACT**

*This study aims to examine counseling services as determinants of senior secondary 2 students’ anti-social behaviour in Calabar Education Zone of Cross River State, Nigeria****.*** *The main independent variable of the study was counseling services which includes informative counseling services, rehabilitation while the dependent variable is anti-social behaviours. Two hypotheses were formulated to direct the study. Ex-post facto research design was adopted for the study. The population of the study consisted of 2686 senior secondary 2 students in 90 public secondary schools in Calabar Education Zone of which a sample of 700 senior secondary 2 students were selected using stratified and proportionate random sampling procedures. A questionnaire titled Counseling services and antisocial behaviour was used for data collection. The instrument was face-validated by two experts in measurement and evaluation from the University of Calabar. The reliability estimate of the questionnaire was established through the Cronbach alpha which ranges from give .82 to .87. Simple Linear Regression was the statistical technique adopted to test the two hypotheses at .05 level of significance. The results of the analysis revealed that informative counseling services, rehabilitation counseling service are significantly determinant of senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education zone. Based on these findings, it was recommended that regular counseling services should be given to students in order to inform them about the acceptable behaviours in the society and to curb anti-social behaviours among them.*

**Keywords: Counselling service, Informative, Rehabilitation, Senior Secondary Two Students, anti-social behaviour**

**1.0 Introduction**

The spate of moral decadence among students has reached an alarming state in Nigeria and some other parts of the world. Cases of disobedience to rules and regulation, disrespect to teachers and parents, laziness, truancy, selfishness, cheating, nudity, covetousness and other anti-social behaviours are common among students. According to Manning, and Dilollo (2018), this situation is an indication of moral laxity of which; no nation can survive when such immoral and unpatriotic behaviours tend to be rampant in the society. This is the reason why the inculcation of counseling services and moral values or behavior has become one of the major goals of the school curriculum in Nigeria and many other nations of the world. In secondary school, the recurrence of students’ anti-social behaviour such as cultism, examination malpractices, sexual permissiveness, alcoholic and drug addiction, lying and dishonesty, disrespect for constituted authority, abortion, truancy, indecent dressing, bullying, rape, lateness, vulgarities and even suicide. The problem of anti-social behaviour as exhibited by the students has metamorphosed into a cankerworm with devastating consequences both on the students themselves and the Nigeria society at large. Antisocial behaviour is a range of behaviours that can cause nuisance and annoyance or harm and distress to a person. It is a wide range of unacceptable activity. According to Callkins and Keane (2009), antisocial behavior is generally defined as behavior that violates the basic rights of others. Noting that in adults, antisocial behavior is often associated with criminal behaviors such as stealing or physical assault, but it also includes other more insidious behaviors such as lying, duplicity, and manipulating others for personal gains. Ekpang, P. U. & Unimna, F. U. (2019) went further to note that these are actions which are considered to violate the rights of others by committing crime or nuisance, such as stealing and physical attack or noncriminal behaviours such as lying, manipulation, and most of all, considered to be disruptive to others in society.

Similarly, Clare (2006) defined antisocial behaviours as destructive acts characterized by covert and overt hostility and intentional aggression towards others. According to him, high risk factors in the family setting can cause antisocial behaviour in the child. These factors include:- parental history of antisocial behaviours, parental alcohol and drug abuse, chaotic and unstable home life, absence of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other separation, parental psychiatric disorders, especially maternal depression and economic distress due to poverty and unemployment. Other causes of antisocial behaviours are – heavy exposure to media violence through television, movies, internet, video games and cartoons (Clare, 2006). He averred that engaging in antisocial behaviours poses great risk to an individual’s mental and physical health. It puts one at increased risk for alcoholism, cigarette smoking, illegal drug use, high risk of sexual behaviour, depression and engaging in violent acts towards others and self. Nwanchor, Okoro, & Nnodim (2021) maintained that social media is also a major predictor of one’s behavior, which anti-social behavior is part of and can be modelled. The authors opine that rapid digitalization and other factors including cheap data plans like WhatsApp plans which cost less than $1 monthly, have given more Nigerians access to different social media platforms where most of the anti-social behaviours are learned. In other words, the high risks of interpersonal and intra-personal implications of antisocial behaviours are readily apparent.

One of the group that mostly display this type of behavior is the adolescent (10-19years). According to Sawyer, Azzopardi, Wickremarathne & Patton (2018), it is the phase of life stretching between childhood and adulthood, and its definition has long posed a conundrum and encompasses elements of biological growth and major social role transitions, both of which have changed in the past century, which earlier puberty has accelerated the onset of adolescence in nearly all populations, while understanding of continued growth has lifted its endpoint age well into the 20s. This age is the age that falls into the secondary school age and most often in the senior secondary category, with few in the university. While in the secondary school, students with anti-social are seen with disruptive tendencies, bullying, insulting of teachers and many others. Light, Rusby, Nies, & Snijders, (2013) posit that many different types of extreme anti-social behaviors have been noticed and perceived among students in schools including aggression to those around them (e.g., violence, cruelty, scam, irresponsible, littering, arson, theft, impulsive, kerb crawling, sabotage).

In an attempt to curb the menace of students’ anti-social behaviour in schools, government at both the federal and state level have put in place various mechanism to help check the occurrence of anti-social behaviour. School authorities impose disciplinary measures on erring students the punishing ranges from suspension, threats of arraignment before the law court or tribunal, cancellation of examination results/certificates to outright expulsion.

In spite of the efforts made by both the government and the school authorities to checkmate anti-social behaviour, it is observed with dismay that the chronicle of anti-social behaviour activities in secondary schools is unending. Indeed the magnitude both in scale and in frequency has reached an alarming dimension. Every society, primitive or modern established means of inculcating in the young ones the acceptable values of the society. This is the reason why counseling services in the school system has become an important area of focus in the recent time in Nigeria and some other parts of the world (Flasher & Fogle, 2012). This counseling services entails proper communication

The central idea of counseling service is mainly the transmission of knowledge, societal values. Counselling service try to curb the negative trend of morality among students in the society, the home and school. According to Barrett, and Olswang, (2014) counselling service as a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature of the two is aided to a self-determined resolution to his/her problem. Holland, and Nelson. (2014). sees counselling service as a face-to-face, person-to-person relationship in which a person (the client) seeks the help of or seeks to effectively communicate with another person (the counsellor).

Luterman, (2008), considers counselling service a process by which a troubled person (client) is helped to think and behave in a more personally satisfying manner through interaction with a trained person known as counsellor, who provides information and reactions which stimulate the client to develop behavior which enables him to deal more effectively with himself and his environment. Spillers (2007) stated that counseling service is seen as a psychological process of helping an individual to be equipped with self-understanding and skills of problem solving of everyday life in the society, home and school. Counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making. It refers to the help some individual students receive from credentialed professional to overcome personal and social barriers to learning. Ifelunni (2003) defines counselling as the assistance that an individual who is trained gives to another to enable such an individual to understand his potentials such as interest, his aptitude, strength and weaknesses. On the other hand, Okeke (2013), defines counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life’s problems. Counselling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counsellee) or individuals (counsellees) whereby the former utilises his professional skills to help the latter to be able to solve his educational, vocational and person social problems. The counseling service examine in this study include informative and rehabilitation counseling services.

Informational counseling services is the collection and dissemination of valid and usable information relating to the educational, vocational and personal-social needs of the pupils/students to understand, accept and utilize his abilities, aptitude, interests, and attitudinal pattern, in relation to his aspirations, with the purpose to help each pupils/students to adjusts to his environment, develop the ability to set realistic goals for himself and improves on his total educational and vocational aspirations(Flasher & Fogle, 2012).

Informational counseling, also referred to as client and family/caregiver education, involves discussing with individuals and their families/caregivers the nature of a disorder or situation, intervention considerations and techniques, prognosis, and material and community resources. it involve the service whereby a [caller](https://www.lawinsider.com/dictionary/caller) is [seeking advice](https://www.lawinsider.com/clause/seeking-advice) [in relation to](https://www.lawinsider.com/clause/in-relation-to) [a personal](https://www.lawinsider.com/clause/a-personal) problem such as [marital](https://www.lawinsider.com/clause/marital), [relationship](https://www.lawinsider.com/clause/relationship), [emotional](https://www.lawinsider.com/clause/emotional) and other such personal [problems](https://www.lawinsider.com/clause/problems) (Lipsitz, & Markowitz, 2013). [The service](https://www.lawinsider.com/clause/the-service) may [consist of](https://www.lawinsider.com/clause/consist-of) [actual](https://www.lawinsider.com/clause/actual) advice as to [the personal](https://www.lawinsider.com/clause/the-personal) problem or [information](https://www.lawinsider.com/clause/information) as to where the caller may [obtain](https://www.lawinsider.com/clause/obtain) advice.

Counseling is an important clinical skill that helps individuals and families/caregivers adjust to and cope with feelings about a disorder or situation (Flasher & Fogle, 2012). Counseling can empower individuals and families, encouraging them to self-advocate in their efforts to adjust, strive, and grow. Counseling is an integral part of clinical work, and counseling skills are used intentionally or spontaneously in every clinical encounter (Luterman, 2008). Counseling services provided by audiologists and speech-language pathologists should occur in the context of comprehensive service delivery. It is important for audiologists and speech-language pathologists to recognize when referral to a related professional is warranted to best meet any additional counseling needs. The earlier work of Anho (2007), and Obiunu, (2013), who cited CASSON (2003) identified orientation informative, educational, vocational personal/social and referral counselling services as being available in schools to eliminate antisocial behavior among the students. Naowel, (2008) noted that guidance and counseling in education are needed to reduce and possibly eliminate anti-social activities on our campuses. Egbochukwu, and Alika, (2010) examine remedy to the Inadequate Representation of Guidance and Counselling and found counseling service to curb antisocial behavior. They also identified guidance and counselling services as essential services for effective inter-personal relationship and equitable instant to one’s environment. Eliamani1, Mghweno and Baguma, (2013) examined access to guidance and counseling services and its influence on students’ school life and career choice and found informative counselling service to assists school administration in minimizing cases of indiscipline and promote administrative effectiveness. Söylemez (2017) examined cognitive behavior therapy with couples and family relationship and found informative counseling to influence students’ behaviours.

Rehabilitation counseling is a profession whose goal is to assist people with disabilities to achieve the fullest, physical, mental, social, vocational, and economic independence of which they are capable. Rehabilitation counsellors work with a much more impaired population than do other counsellors. Most rehabilitation clients are found to have physical, mental, or behavioral disorders. According to Lipsitz, and Markowitz, (2013), the primary goal of rehabilitation counseling is to assist individuals with disabilities gain or regain their independence through employment or some form of meaningful activity. This goal is based on the fundamental assumption that meaningful activity provides one venue to which individuals with disabilities can become productive members of society, establish social networks and interpersonal relations, and ultimately experience a good quality of life. While the goals of rehabilitation counseling are relatively unequivocal, the process by which rehabilitation counselors work with clients to achieve these goals has become increasingly diverse and complex due to the broadening scope of disability groups served, and the various settings in which rehabilitation counseling services are provided (Barrett, & Olswang, 2014). Miller (2002) in his study found rehabilitation counseling services as a process of helping individual achieve self-understanding and self-direction necessary to make a maximum adjustment to school, home and community.

According to Adegoke, (2004), rehabilitation services means asserting, piloting, helping an individual to improve creation of awareness and values that will bring about the best in them, maximizing their potentials, moral value and improving the academic performances. This means that guidance includes the administrative assistance offered to individual to enable him fully appraise him/herself, to come to leaving with his actual self, his temperaments, personally traits, potentialities and in-abilities, realization of this nature will enable him to set his goals and objective which will help him to benefit from the opportunities at home, school and the larger community. Alemu, (2013) examine Assessment of the provisions of guidance and counseling services in secondary schools of East Harerge Zone and Hareri Region, Ethiopia found rehabilitation counseling services to promote moral behavior in schools. Chireshe, (2011) in his study on School counsellors’ and students’ perceptions of the benefits of school guidance and counselling services in Zimbabwean secondary schools found rehabilitation counseling services to influence students’ behavior in schools.

The school head according to Tellis, and Barone, (2018) should understand and appreciate the problems of his student which include environmental influence, peer influence, negligence of parental role, inference, separation, from parents, challenging family background, drop out and substance abuse in and outside the school, sexual harassment among others etc. Therefore, advocate good understanding and administrative counselling of students/pupil as educational guidance and counselling is neglected by the government and school administrators. This could be said to be accountable for the indiscipline, frustrations, lack of self-esteem by staff and students, poor interaction between staff and students among others.

**1.1 Statement of the problem**

The menace of indiscipline moral impropriety and other forms of anti-social behaviour among not only students and adolescent but also it average Nigerian citizen has remained the bane of Nigeria society for many years now. This ugly phenomenon manifest itself in adverse forms such as corruption, embezzlement and misappropriation of public funds, armed robbery, dishonesty, greed, certificate racketed forgery profiteering piracy. In secondary school, the recurrence of students’ deviant behaviour such as cultism, examination malpractices, sexual permissiveness, alcoholic and drug addiction, lying and dishonesty, disrespect for constituted authority, abortion, truancy, indecent dressing, bullying, rape, lateness, vulgarities and even suicide. The problem of deviant behavior as exhibited by the students has metamorphosed into a cankerworm with devastating consequences both on the students themselves and the Nigeria society at large. This has affected the education system in a very negative way This is the reason why counseling services in the school system has become an important area of focus in the recent time in Nigeria and some other parts of the world. Counseling services need to come to the rescue at this level. On this premise, this study seeks to examine counseling services as determinants of senior secondary 2 anti-social behaviour in Calabar Education Zone of Cross River State, Nigeria

**1.2 Research questions**

The following research questions were raise to guide the study.

1. How does informative counseling services determinants senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education Zone of Cross River State?
2. How does rehabilitation counseling services determinants senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education Zone of Cross River State?

**1.3 Statement of hypotheses**

The following null hypotheses were formulated to guide the study.

1. Informative counseling services significantly determinants senior secondary 2 students’ anti- Social behavior in public secondary schools in Calabar Education Zone of Cross River State
2. Rehabilitation counseling services significantly determinants senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education Zone of Cross River State

**2.0 Methodology**

The study area was Calabar Education Zone of Cross River State. The research design used for this study was the ex-post facto design. The researcher used this design because the variables that have occurred already and the researcher had no direct control over them. The population for the study consisted of all senior secondary 2 students in Calabar Education Zone which comprises of Biase, Akamkpa, Odukpani, Akpabuyo, Calabar South, Bakassi, and Calabar Municipality Local government Areas. There are eighty-five (85) public secondary schools and seven hundred and twelve (7,212) SS-II students including male and female pupils. A multi-stage sampling technique involving stratified and simple random technique were adopted in selecting 800 pupils for the study. The schools were stratified based on gender and local government area. Out of eighty-five (85) public secondary schools in Calabar Education Zone, twenty (20) schools which is (22.2%), were randomly selected and used for the study. From the selected schools in each local government area, 12.5% of the total number of students were selected using proportional sampling technique giving a total sample of 900 students for the study.

A questionnaire titled “Counseling Services and Antisocial Behavior Questionnaire (CSABQ)” was deemed appropriate for eliciting information from the respondents. The questionnaire consisted of two sections, A and B. Section A described the bio data of the respondent which include gender while section B was developed on the main variable such as informative counseling services, rehabilitation counseling services and antisocial behaviours. The questionnaire was based on four-point scale used in measuring responding opinion level of agreement or disagreement such as Strongly agree, Agree, disagree and Strongly disagree. 6 items each were constructed by the researchers for each counseling services while 10 items were constructed for antisocial behavior. The instrument was face-validated by two experts in measurement and evaluation from the University of Calabar. Correction were pointed out by the expert and adjusted by the researchers and the document was considered valid. The reliability estimate of the questionnaire was established through the Cronbach alpha which ranges from give .82 to. The statistics package for social sciences (SPSS) computer programme was used to analyze the data collected. The data for the hypotheses were analyzed using Simple Linear Regression for hypothesis two.

**3.0 Results**

The result of the analysis is presented in the table 1 &2. The hypotheses were tested at .05 significance level.

**3.1 Hypothesis one**

Informative counseling services significantly determinants senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education Zone of Cross River State The independent variable in this hypothesis is information counseling services while the dependent variable is students’ anti-social behaviour. To test this hypothesis, information on information counselling services and students’ anti-social behaviours were rated and computed for data analysis. Data was tested using simple linear regression. The F-ratio test was used to test for the significance of the overall prediction model, while t-test was used to test for the significance of the contribution of the regression constant and coefficient (which represents the predictive power of the independent variable) in the prediction model. The results are presented in Table 1.

**TABLE 1**

**Regression analysis of informative counseling services as determinants SS 2 students’ anti- Social behaviour .**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | | |  | X | SD | | | |
| Informative counseling services  Students’ anti- Social behaviour | | |  | 13.2033  22.4455 | 2.45333  4.20112 | | | |
| R-value = .563 | | |  |  | Adjusted R-squared = .315 | | | |
| R-squared = .317 | | |  |  | Standard error = 3.56432 | | | |
| Source of variation | | Sum of squares | | Df | Mean square | | F-value | R-value |
| Regression | | 9451.712 | | 1 | 9451.712 | | 417.386\* | .000 |
| Residual | | 20335.00 | | 898 | 22.645 | |  |  |
| Total | | 29786.712 | | 899 |  | |  |  |
| Predictor variable | | Unstandardized coefficient  B Std.error | | | Std.coeff | | t-value | p-value |
| Constant  Informative counseling |  | 96.607  3.106 |  | 3.012  .084 | .101 |  | 32.074\*    36.976\* | .000  .000 |

* Significant at .05 level. P< .05

The results in Table 1 show that the R-value of .563 was obtained, resulting in an R-squared value of .317 This means that the variation of informative counseling services accounted for about 31.7 % of the total variation in students anti-social behaviour. The p-value (.000) associated with the computed F-value (417.386) was less than .05. As a result, the null hypothesis was rejected. This means that informative counseling services significantly influence senior secondary 2 students’ anti- Social behaviour, with both the regression constant (96.607) and coefficient (3.106) contributing significantly in the prediction model (t= 32.074 & 36.976 respectively, p=.000 & .000 < .05). The prediction equation may therefore be written as:

anti-social behaviours

**3.2 Hypothesis two**

Rehabilitation counseling services significantly determinants senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education Zone of Cross River State The independent variable in this hypothesis is rehabilitation counseling services while the dependent variable is students’ anti-social behaviour. To test this hypothesis, information on rehabilitation counselling services and students’ anti-social behaviours were rated based on four points Likert scale and computed for data analysis. Data was tested using Simple Linear regression. The F-ratio test was used to test for the significance of the overall prediction model, while t-test was used to test for the significance of the contribution of the regression constant and coefficient (which represents the predictive power of the independent variable) in the prediction model. The results are presented in Table 2.

**TABLE 2**

**Regression analysis of rehabilitation counseling services as determinants SS 2 students’ anti- Social behaviour .**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | | |  | X | SD | | | |
| Rehabilitation counseling services  Students’ anti- Social behaviour | | |  | 14.2197  22.4455 | 2.76511  4.20112 | | | |
| R-value = .522 | | |  |  | Adjusted R-squared = .271 | | | |
| R-squared = .273 | | |  |  | Standard error = 3.432162 | | | |
| Source of variation | | Sum of squares | | Df | Mean square | | F-value | R-value |
| Regression | | 8123.091 | | 1 | 8123.091 | | 336.722\* | .000 |
| Residual | | 21663.621 | | 898 | 24.124 | |  |  |
| Total | | 29786.712 | | 899 |  | |  |  |
| Predictor variable | | Unstandardized coefficient  B Std.error | | | Std.coeff | | t-value | p-value |
| Constant  Rehabilitation counseling |  | 103.607  2.032 |  | 4.145  .091 | .088 |  | 24.996\*    22.330\* | .000  .000 |

* Significant at .05 level. P< .05

The results in Table 2 show that the R-value of .522 was obtained, resulting in an R-squared value of .273 This means that the variation of rehabilitation counseling services accounted for about 27.3 % of the total variation in students anti-social behaviour. The p-value (.000) associated with the computed F-value (336.722) was less than .05. As a result, the null hypothesis was rejected. This means that informative counseling services significantly influence SS2 students’ anti- Social behaviour, with both the regression constant (103.607) and coefficient (2.032) contributing significantly in the prediction model (t= 24.996 & 23.330 respectively, p=.000 & .000 < .05). The prediction equation may therefore be written as:

anti-social behaviours

**4.0 Discussion of the findings**

The result of the first hypothesis revealed that, informative counseling services significantly determinants SS 2 students’ anti- Social behavior. The finding is in support of the earlier work of Anho (2007), and Obiunu, (2013). who cited CASSON (2003) and identified orientation, informative counselling services as being available in schools to eliminate anti-social behavior among the students. Naowel, (2008) noted that guidance and counseling in education are needed to reduce and possibly eliminate anti-social activities on our campuses. The finding is in agreement with Egbochukwu, and Alika, (2010) examine remedy to the inadequate representation of counselling and found counseling service to curb antisocial behavior. The finding is in line with Eliamani, Mghweno and Baguma, (2013), who examine access to guidance and counseling services and its influence on students’ school life and career choice and found informative counselling service to assists school administration in minimizing cases of indiscipline and promote administrative effectiveness.

The result of the second hypothesis revealed that, rehabilitation counseling services significantly determinants SS2 students’ anti- Social behavior. According to Lipsitz, and Markowitz, (2013), the primary goal of rehabilitation counseling is to assist individuals with disabilities gain or regain their independence through employment or some form of meaningful activity. Miller (2002) in his study found rehabilitation counseling services as a process of helping individual achieve self-understanding and self-direction necessary to make a maximum adjustment to school, home and community.

According to Adegoke, (2004), rehabilitation services means asserting, piloting, helping an individual to improve creation of awareness and values that will bring about the best in them, maximizing their potentials, moral value and improving the academic performances. The finding is in line with Alemu (2013) who examine Assessment of the provisions of guidance and counseling services in secondary schools of East Harerge Zone and Hareri Region, Ethiopia found rehabilitation counseling services to promote moral behavior in schools. The finding is in agreement with Chireshe, (2011) who in his study of School counsellors’ and students’ perceptions of the benefits of school guidance and counselling services in Zimbabwean secondary schools foundrehabilitation counseling services to influence students’ behavior in schools.

**5.0 Conclusion**

Counselling services in schools make provision of values amongst the individuals which tend to disseminate healthy, behaviours and interactions amongst the students and other persons in the environment. These values include, courtesy, decorum, responsibility, integrity, honesty, humility and team spirit. Counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making and eliminate anti-social behavior among students. Based on the finding of this study, it could be concluded that informative counseling services, and rehabilitation counseling service are significantly determinants of senior secondary 2 students’ anti- Social behaviour in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Therefore, informative counseling services, and rehabilitation counseling service are very necessary and essential and should be considered in educated students of acceptable behaviors in the society and to curbs anti-social behavior among them.

**6.0 Recommendations**

On the basis of findings of the study, the following recommendations were made:

1. Regular informative counseling services should be given to students in order to inform them about the acceptable behaviours in the society
2. Rehabilitation counseling services is recommended in schools in order to curb anti-social behaviours among the students.

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**Authors contribution**

All authors developed the concept for this article. The initial draft was written by P.E. and A.B. subsequently edited by O.P and UB. M.A. and L.P. developed the theory and performed the computations. P.E. and A.B. verified the analytical methods and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript, and subsequently read and approved the final version for publication.

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