

ABSTRACT

UTILIZATION OF COUNSELLING SERVICES FOR HANDLING PROBLEM BEHAVIOURS OF UNDERGRADUATES IN PUBLIC UNIVERSITIES IN SOUTH EAST, NIGERIA

BY
ONYEKPA, SAMUEL

THE UNIVERSITY OF AMERICA CURACAO

Problem behaviours are continuous behaviours that hinder the social relations, communication, and learning of a child and cause harm to them, their families, their peers, and other adults. Although they show themselves as tantrums and a tendency to violence, some cases may also show reactions like long sobbing fits. It is a worldwide problem that affects children of every race. The study aimed at ascertaining the utilization of counselling services for handling problem behaviors of undergraduates in public universities in the Southeast region of Nigeria. It specifically sought to ascertain the extent to which school counsellors utilize orientation, appraisal, information, educational, placement, referral, and follow-up services for handling problem behaviors of undergraduates in public universities in the Southeast, Nigeria based on the counselors' gender. The relevant and related literature was examined. The study adopted the descriptive survey research design. The population for the study consisted of all the 80 counsellors, comprising of 25 male counsellors and 55 female counsellors, currently serving in all the ten public-owned universities in the Southeast of Nigeria. No sampling was done since the number is small and manageable. A self-structured instrument developed by the researcher which was validated by three experts—one in Measurement and Evaluation and two from Guidance and Counselling—was used to collect data for the study. A Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the instrument. The reliability index for cluster 1 is.73, cluster 2 is.77, cluster 3 is.69, cluster 4 is.67, cluster 5 is.74, cluster 6 is.63, and cluster 7 is.81, while that of the entire instrument stood at.71. 73 out of 80 copies of the administered instrument were retrieved, signifying 91.25% return of duly filled copies of the administered instrument. Mean and standard deviation were used to figure out the answers to the sense (7) research questions. The seven (7) hypotheses were tested using the t-test statistic. The result obtained showed that school counsellors utilize orientation, appraisal, informational, placement, referral, and follow-up services for handling problem behaviors of undergraduates in public universities in the South East of Nigeria to a great extent, whereas educational services are to a very great extent. Hence, the study, by implication, revealed also that there is no significant difference in the mean scores of male and female school counselors' utilization of orientation, appraisal, informational, educational, placement, referral, and follow-up services for handling problem behaviors of undergraduates in public universities in the Southeast, Nigeria. Based on the findings, the researcher recommends, among others, that school counselors should on a regular basis organize seminars on problem behavior and its prevention and also cause publications to educate students and teachers on acceptable non-violent behavior. The person doing the study suggested that it be done in all of the other states in the federation.

Keywords: Utilization, Counselling Service, and Behaviours.

Introductions

Problem behaviors are those that are not typically considered acceptable. Almost everyone can have a moment of disruptive behavior or an error in judgment. However, problem behaviour is a consistent pattern. Problem behaviour can vary in terms of severity. They can occur in children as well as in adults. In the context of this study, undergraduates in tertiary institutions are not exempted. Overall, counselling services appear to be used by a professional counsellor to counsel the student about his or her problem behaviors through the use of various counselling services. Counselling is a collaborative process that involves the development of a confidential professional relationship that focuses on personal problems. According to Gina (2021), it is an opportunity to talk to a licensed guidance counselor who is a skilled listener trained in the science of human behavior. The objective of counselling services is to help you clarify issues, gain insight into your feelings and thoughts, and deal effectively with your problems using a particular service that can handle the problem behaviors. Nearly all students experience occasional difficulties that can interfere with their success or sense of well-being. These can include but are not limited to: anxieties about academics, conflicts with friends, family or relationship/partner problems, career indecision or re-evaluating professional goals, habit control problems (e.g. over/under eating, alcoholism, drug abuse), low self-confidence, excessive feelings of stress, anxiety or depression, grief, loneliness, sleep disturbance (sleeping too much or too little), procrastination (putting off important tasks), thoughts about death or suicide, identity issues, sexual/gender identity concerns,

The more worrisome is when an undergraduate with problem behavior refuses to seek help, even though the counselor may work with you to help you identify your strengths, gain insight into your ways of thinking, feeling, and behaving, and begin a process of change and growth by using particular counseling services, which all depend on the student's behavior. Sometimes students know what they need to do, but they just cannot get themselves to do it. They do not know that counseling can help them understand the changes they want in their life (Gina, 2021). Yet, counselling can also teach them ways of dealing with stressful life events and circumstances they want to change. The counselor can also help them analyze and respond to internal pressures and negative attitudes towards problem behaviors. This may include developing a new set of coping strategies against problem behaviors.

Sometimes, the most helpful aspect of counseling is that the counselor is objective and is not involved in the situation you are trying to resolve. The counselor has only your best interests to consider. It can be difficult to begin counselling due to fears or even feelings of embarrassment. But most students find that once they come in, they feel some relief and hope because they begin facing their difficulties instead of avoiding them. Most of the time, they are undertrained on whether counseling is right for them. This is an invitation to expose your problem behavior with relief because the counsellor is always available to help you heal through counselling services. Although counseling services are offered to undergraduates in any educational institution in Nigeria, their effect on shaping problem-behaviour among undergraduates is not known. As a result of the above, the researcher is poised to establish empirically how counselling services can be used to handle problem behaviors of undergraduates in public universities in the Southeast of Nigeria.

The prevalence of various obnoxious behaviors among undergraduates around the world calls for serious attention. Specifically, in Nigeria, the need to find lasting solutions is one of the major reasons for the advocacy of equipped guidance and counseling units in public universities. Opara (2017) noted with concern that the problem behaviors among undergraduates, with the attendant increase in cultism, examination malpractice, violent acts and vandalism, were one of the major reasons why the government decided to introduce guidance and counselling services in the school. Ubom (2016) observed that problem behaviours in our present day tertiary institutions have become an important subject of discourse as parents, lectures, and the school community find it so difficult to control and shape such behaviour. Ubom further reiterated that most parents experience stress, anxiety, tension, and emotional and psychological imbalance due to these problem behaviors exhibited by their children. These problematic behaviors at times cause rifts, misunderstandings, or fights among neighbors in their various compounds. Undergraduates who exhibit such behaviors pose problems to their fellow undergraduates and lecturers as they destroy their peers' property, steal in school, and bully their friends. All these problem behaviors pose threats to their colleagues and lecturers and often cause injuries to their fellow students. With the increase in enrolment of undergraduates in school, the issue of placing a control through the utilization of counseling services for handling problem behaviors calls for serious attention as it extends to the whole society.

Egbule and Abosi (2017) described problem behavior as behavioral problems that constitute terrible ailments that can affect undergraduates' lives or destroy creativity, academic careers, or interpersonal relationships. They observed that problem behaviors are the greatest hindrance or obstacle to creativity and achievement. Aluta (2017) opined that they are school offenses that run counter to its rules and regulations and result in indiscipline and general disorder. The researcher is of the opinion that problem behaviours of undergraduates are behaviours which interfere with lecture room procedures and are disruptors to the teaching and learning process. In the context of education, Farlex (2018) explains that problem behaviours are behaviours that are undesirable or inappropriate given the norms and values of the context of behavioural exposure. Problem behaviours are a serious issue and are of concern, which if not handled will lead to obstruction of undergraduates' future aspirations and other serious and devilish problem behaviours. These problematic behaviours exhibited by undergraduates in our society call for intervention, which guidance and counselling provide. This implies that, in order to deal with the hydra-headed muster of problem behavior, our schools (primary, secondary, and tertiary institutions) require a functional guidance and counselling unit to assist in providing the much needed services. No wonder the Federal Republic of Nigeria (2013) insisted that guidance and counseling units must be established in secondary schools and universities as contained in their National Policy on Education (NPE).

Counselling is defined in this context as a method of providing the most beneficial educational activities to help undergraduate students, their parents, lecturers, and society meet their needs, aspirations, goals, and objectives. This means that guidance counsellors pay attention to the most important human characteristics (cognition, affective and psychomotor skills) of the individuals, which help them make useful decisions on their present and future maximum development (Anagbogu, 2016). Functionally, Anagbogu (2016) also maintained that counselling is a process of helping the individual towards overcoming obstacles to his/her personal growth, which could

be educational, societal, or personal, wherever it may be encountered. In this regard, the undergraduate strives to achieve optimum development of their personal resources.

Analyzing the concept of "guidance and counselling", Nwachukwu (2016) explained that counselling is an aspect of the educational process which is particularly concerned with helping individuals discover their needs, assess their potential, develop their life purposes, and formulate plans for action. He contended that it is a service that makes the recipient take a look at himself and examine his abilities, aptitudes, personality characteristics, his assets and shortcomings, and then make a realistic decision about himself. Nwachukwu (2016) further explained that counselling is a relationship between a professionally trained, competent counsellor and an individual seeking help in gaining greater self-understanding and improving decision-making and behaviour-changing skills for problem resolution and developmental growth. It follows that counselling is a learning process in which a person learns about himself, his relationships with other people, and ways that promote his personal development. Shertzer & Stone, as cited in Uzoeshi (2013), defined counselling as a process of helping individuals to understand themselves and their world. While Denga, as cited in Uzoeshi (2013), noted that counseling services are a cluster of formalized educational services designed by the school to assist undergraduates to achieve self-knowledge or self-understanding, which is necessary for them to attain the fullest self-development and self-realization of their potential. Operationally, counselling is an open-ended, face-to-face problem-solving situation within which a student with professional assistance can solve personal problems. Put succinctly, it is a learning process based on human interaction and focused on the personal development of undergraduate students.

Statement of the Problem

Ideally, guidance and counselling are an essential ingredient required for standardization and achievement of the objectives of Nigerian education. Yet, guidance and counselling are seen as a conveyor belt for the successful implementation of education programmes in Nigeria. The educational system recognizes the fact that without adequate guidance and counseling, educational policies may not succeed. Specifically, Ipaye (2015) listed the major objectives of school counseling services and these include: personal-social career counselling to promote students' emotional health, adjustment in school and intelligent career decisions and plans; collecting occupational and educational information and making them available to students regularly in a well-structured classified manner; maintaining personal cumulative data records on each student in the school; referral of students with more than the normal counselling needs to the appropriate agencies; consultation with parents over students' personal and emotional problems that are family-based; administration of standardized and locally adopted psychologically tests for diagnosis of emotional problems; and etc.

These objectives enable the undergraduates to strive for the achievement of optimum development of their personal resources. The implication of this is that counseling in schools is expected to help undergraduates develop the most effective ways of identifying and achieving desired and desirable goals for better adjustment and living. This means that counselling should

function to facilitate normal development and prevent great frustrations, anxieties, and stresses that may result from the exhibition of nefarious behaviours.

Rather than experiencing positive outcomes, undergraduates have continued to show incessant problem behaviors, leading to serious societal problems such as insurgencies and economic vandalism, as is eminent today. To this end, the researcher expresses doubts over the availability of guidance and counselling services in our tertiary institutions as well as its utilization in handling the problem behaviors exhibited by undergraduates. With these precedential doubts, the problem of research is hereby stated: to what extent are counselling services made available in Enugu state? To what extent has it been used in handling problem behaviours? What is the extent of the involvement of male and female counsellors in handling problem behaviours of undergraduates in public tertiary institutions in Enugu state? It is the craving for answers to these questions that necessitated the study.

Objective of the study

The objective of this study examined the utilization of counselling services for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

Specifically the study sought to:

1. ascertain the extent to which school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
2. find out the extent to which school counsellors utilize appraisal services for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
3. determine the extent to which school counsellors utilize informational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
4. examine the extent to which school counsellors utilize educational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
5. identify the extent to which school counsellors utilize placement service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
6. assess the extent to which school counsellors utilize referral service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
7. evaluate the extent to which school counsellors utilize follow-up service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

Research Questions

The following research questions guided the study. They are:

1. To what extent do school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?
2. To what extent do school counsellors utilize appraisal service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?
3. To what extent do school counsellors utilize informational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?
4. To what extent do school counsellors utilize educational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?
5. To what extent do school counsellors utilize placement service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?
6. To what extent do school counsellors utilize referral service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?
7. To what extent do school counsellors utilize follow-up service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

Research Hypotheses

The following research hypotheses were formulated and were tested at .05 level of significance.

- HO1: There is no significant difference in the mean rating of male and female school counsellors utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
- HO2: There is no significant difference in the mean rating of male and female school counsellors utilization of appraisal service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
- HO3: There is no significant difference in the mean rating of male and female school counsellors utilization of information service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
- HO4: There is no significant difference in the mean rating of male and female school counsellors utilization of educational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

- HO5: There is no significant difference in the mean rating of male and female school counsellors utilization of placement service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
- HO6: There is no significant difference in the mean rating of male and female school counsellors utilization of referral service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.
- HO7: There is no significant difference in the mean rating of male and female school counsellors utilization of follow-up service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

Methods

The study adopted a descriptive survey research design, which is basically a quantitative survey method. Marion (2015) stated that the intention of descriptive survey research is to collect data at a particular point in time and use it to describe the nature of existing conditions. Kerlinger (2008) added that descriptive surveys are useful for educational fact-finding and provide a great deal of accurate information. Through a descriptive survey, Kerlinger opined that views, opinions, attitudes, and suggestions for improvement in educational practice are collected. The descriptive research design is most suitable for this study because it permits the collection of original data and describes the conditions as they exist in their natural setting.

The South East came about with Alex Ekwueme's recommendations, although it was formerly known as Eastern Nigeria, or simply East, following the division of the country into three parts in the 1950s. In 1967, it was later split into three under the Gowon Administration (1967-1975). South East Nigeria (Igboland) is a region of Nigeria that borders Cameroon to the east and the Atlantic Ocean to the south. It is composed of the following states: Abia, Anambra, Ebonyi, Enugu, and Imo. The region has state and federal universities. The people in this region are generally considered to be enlightened as such morals are utilized to handle antisocial behavior within this region.

The study was conducted in all the public universities in the South East of Nigeria. Obviously, there are only ten public universities in the South East of Nigeria; that is, Enugu, Anambra, Ebonyi, Abi, and Imo states. Each state has its own federal and state-owned public universities located in the heart of the town.

The study's population consisted of all 80 counsellors, 25 male counsellors and 55 female counsellors, currently serving in all ten public-owned universities in Nigeria's South East (Source: Faculty of Education, Guidance Counselling Dept of each mentioned university in the South East, 2020/2021). The researcher relied on the use of primary and secondary source materials. This is justified due to its intrinsic values. For research to be useful and reliable, it needs to be based on both scientific facts and ideas and real-world evidence. The primary source data for the study was collected using quantitative methods. It aimed at understanding the

utilization of counselling services for handling problem behaviors of undergraduates in public universities in the Southeast of Nigeria. Secondary sources of data collection were made through consultation of existing literature related to the topic under study, written and documented in journals, text books, newspapers, Internet materials, and official reports. A qualitative method which involved acquisition of information through in-depth interviews (IDI) was considered instead of quantitative, given the need to meet personally with and get first-hand information from those directly or indirectly involved. Section A was designed to elicit information on demographic variables, while Section B was centered on the utilization of counseling services for handling problem behaviors of undergraduates in public universities in the Southeast region of Nigeria.

Result

Research Question 1: To what extent do school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

Table1: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which School Counsellors utilize Orientation Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

S/N	Items	X_1	SD_1	Male Counsellors N=22		Female Counsellors N=51		Overall		Decision	
				X_2	SD_2	X_3	SD_3				
1.	Orientation service is used by counsellors to help students eliminate fighting			2.68	1.29	3.35	0.97	3.02	1.13	GE	
2.	Orientation service facilitates the transition of new students into the institution so as to avoid joining cult group but keep to school rules and regulations			3.91	0.43	2.92	0.27	3.42	0.35	GE	
3.	Orientation service prepares students against unrulybehaviour with the aim of helping students responsible				2.64	0.79	3.65	0.77	3.15	0.78	GE
4.	Orientation service is used by counsellors to initiates students integration into the intellectual, cultural, and social climate of the school			3.91	0.29	3.86	0.52	3.89	0.41	VGE	
5.	Orientation service is used by counsellors to help students stop stealing and gain opportunities while been law abiding				3.41	1.01	2.63	0.53	3.02	0.77	GE
Grand Mean				3.31	0.76	3.28	0.61	3.30	0.69	GE	

Data in Table 1 indicates that of the 5 items of the extent to which school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria, the respondents agreed with 1 of the items (4) as they recorded a mean score of (3.89) to a very great extent, 4 of the items (1, 2, 3 and 5) to a great extent with mean scores of (3.02, 3.42, 3.15 and 3.02).

Research Question 2: To what extent do school counsellors utilize appraisal service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

Table 2: Mean (X) Rating with Standard Deviation of the Extent to which School Counsellors utilize Appraisal Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

S/N	Items	X ₁	Male Counsellors N=22		Female Counsellors N=51		Overall Decision		
			SD ₁	X ₂	SD ₂	X ₃		SD ₃	
6.	Appraisal service is used by the counsellors to help students understand oneself and avoid anti-social behaviour		3.64	0.90	3.28	1.00	3.46	0.95	GE
7.	Appraisal service is used by counsellors to curb student negative emotions		3.41	0.91	3.37	0.77	3.39	0.84	GE
8.	Appraisal service is used by counsellors to understand the psychological make-up of students		3.00	1.02	3.19	1.02	3.09	1.02	GE
9.	Appraisal service is used by counsellors to critically analyze students behavioural problems in the most effective way		3.86	0.64	3.69	0.73	3.78	0.69	VGE
10.	Appraisal service is used to make and take rational decisions and choices		2.86	1.32	3.98	0.14	3.42	0.73	GE
Grand Mean			3.35	0.96	3.50	0.73	3.43	0.85	GE

Data in Table 2 indicates that of the 5 items of the extent to which school counsellors utilize appraisal service for handling problem behaviours of undergraduates in public universities in South East, Nigeria, the respondents agreed with 1 of the items (9) as they recorded a mean score of (3.78) to a very great extent, 4 of the items (6, 7, 8 and 10) to a great extent with mean scores of (3.46, 3.39, 3.09 and 3.42). The standard deviation for all the items raised is

0.69 which is small signifying that the responses are closely clustered around the mean. The Table also shows that the respondents grand mean score for the overall items raised is (3.43).

Research Question 3: To what extent do school counsellors utilize informational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

Table 3: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which School Counsellors utilize Informational Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

S/N	Items	Male Counsellors		Female Counsellors		Overall		Decision
		N=22 X_1	N=51 SD_1	X_2	SD_2	X_3	SD_3	
11.	Information service is used by counsellor to make informed decisions of students	3.36	0.79	3.65	0.59	3.51	0.69	VGE
12.	Information service is used by counsellors to give students information related to genuine job opportunities by not engaging in fraudulent jobs	3.09	0.97	2.78	0.46	2.94	0.72	GE
13.	Information service is used by counsellors to give students information related to living a responsible life	2.91	1.15	3.63	0.53	3.27	0.84	GE
14.	Information service is used by counsellors to give students information related to avoidance of engaging in examination malpractice problems in the most effective way	3.27	0.86	3.45	0.78	3.36	0.82	GE
15.	Appraisal service is used to make and take rational decisions and choices	3.09	1.15	2.84	0.37	2.97	0.76	GE
Grand Mean		3.14	0.96	3.27	0.55	3.21	0.77	GE

Data in Table 3 indicates that of the 5 items of the extent to which school counsellors utilize informational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria, the respondents agreed with 1 of the items (11) as they recorded a mean score of (3.51) to a very great extent, 4 of the items (12, 13, 14 and 15) to a great extent with mean scores of (2.94, 3.27, 3.36 and 2.97).

Research Question 4: To what extent do school counsellors utilize educational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

Table 4: Mean (\bar{X}) Rating with Standard Deviation of the Extent to which School Counsellors utilize educational Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

S/N	Items	X_1	SD_1	Male Counsellors		Female Counsellors		Overall	Decision	
				N=22	N=51	X_2	SD_2			X_3
16.	Educational service is used by counsellors to make an informed decisions to students to avoid examination malpractice	3.73	0.88	3.90	0.50	3.82	0.69		VGE	
17.	Educational service is used by counsellors to give students information related to becoming agoo and responsible student			3.68	0.48	2.77	0.47	3.23	0.48	GE
18.	Educational service is used by counsellors to educate students on moral instructions			3.59	0.91	3.96	0.28	3.78	0.60	VGE
19.	Educational service is used by counsellors to replace students negative behaviour to a positive behaviour			3.27	1.17	3.45	0.61	3.42	0.87	GE
20.	Educational service is used by counsellors to set realistic goals for students			3.50	0.80	3.00	0.85	3.25	0.83	GE
Grand Mean				3.55	0.84	3.44	0.54	3.50	0.69	0020GE

Data in Table 4 indicates that of the 5 items of the extent to which school counsellors utilize educational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria, the respondents agreed with 2 of the items (16 and 18) as they recorded mean scores of (3.82 and 3.78) to a very great extent, 3 of the items (17, 19 and 20) to a great extent with mean scores of (3.23, 3.42 and 3.25).

Research Question 5: To what extent do school counsellors utilize placement service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

Table 5: Mean (\bar{X}) Rating with Standard Deviation of the Extent to which School Counsellors utilize Placement Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

S/N	Items	Male Counsellors N=22				Female Counsellors N=51		Overall	
		\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}_3	SD_3	\bar{X}_4	SD_4
21.	Placement service is used by counsellors in selecting subject combinations required for particular courses so as to avoid bribing the lecturers for marks	3.50	0.91	3.96	0.20	3.73	0.56	VGE	
22.	Placement service assists students in choosing a good or right behaved student	3.05	1.43	2.90	0.36	2.98	0.9	GE	
23.	Placement service aids students to select and utilize opportunities within the school that promotes healthy living	3.96	1.21	3.69	0.58	3.83	0.40	VGE	
24.	Placement service helps students in curriculum selection so as not admit bad behaved students	3.86	0.47	3.55	0.61	3.71	0.54	VGE	
25.	Placement service helps students in logical selection of the right behaved students .	4.00	0.00	2.92	1.09	3.46	0.55	GE	
Grand Mean		3.67	0.60	3.40	0.57	3.54	0.59	GE	

Data in Table 5 indicates that of the 5 items of the extent to which school counsellors utilize placement service for handling problem behaviours of undergraduates in public universities in South East, Nigeria, the respondents agreed with 3 of the items (21, 23 and 24) as they recorded mean scores of (3.73, 3.83 and 3.71) to a very great extent, 2 of the items (22 and 25) to a great extent with mean scores of (2.98 and 3.46).

Testing the Hypothesis

There is no significant difference in the mean rating of male and female school counsellors utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Hypothesis 1

There is no significant difference in the mean rating of male and female school counsellors utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Table 6: t-test Result of the Mean Scores of Male and Female School Counsellors Utilization of Orientation Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

Counsellors Gender	N	—	SD	df	t-cal	t-crit	Decision
Female Counsellors	22		3.31	0.76		NS	
71	0.17	± 1.96		Do not reject H_{01}			
Male Counsellors	513.280.61						

Significant at $P < .05$, $df = 71$, critical t-value = ± 1.96

Hypothesis 2

There is no significant difference in the mean rating of male and female school counsellors utilization of appraisal service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

Table 7: t-test Result of the Mean Scores of Male and Female School Counsellors Utilization of Appraisal Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

Counsellors Gender	N	—	SD	df	t-cal	t-crit	Decision
Female Counsellors	22		3.35	0.96		NS	
71	0.50	± 1.96		Do not reject H_{02}			
Male Counsellors	513.500.73						

Significant at $P < .05$, $df = 71$, critical t-value = ± 1.96

Hypothesis 3

There is no significant difference in the mean rating of male and female school counsellors utilization of information service for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Table 8: t-test Result of the Mean Scores of Male and Female School Counsellors Utilization of Information Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

Counsellors Gender	N	—	SD	df	t-cal	t-crit	Decision
Female Counsellors	22	3.14	0.96				NS
Male Counsellors	71	0.59	± 1.96	Do not reject H_0			
	513.270.55						

Significant at $P < .05$, $df = 71$, critical t-value = ± 1.96

The t-test analysis of the data in Table 10 revealed that the t-calculated value (0.59) is less than the critical t-value of ± 1.96 at degree of freedom (df) 71 and at .05 level of confidence. This implies that the calculated t-value is less than the critical t-value. Thus, the null hypothesis is not rejected as there is no significant difference in the mean scores of male and female school counsellors utilization of information service for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Hypothesis 4

There is no significant difference in the mean rating of male and female school counsellors utilization of educational service for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Table 9: t-test Result of the Mean Scores of Male and Female School Counsellors Utilization of Educational Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

Counsellors Gender	N	—	SD	df	t-cal	t-crit	Decision
Female Counsellors	22	3.55	0.84				NS
	71	0.19	± 1.96	Do not reject	H_{04}		
Male Counsellors	513	440.54					

Significant at $P < .05$, $df = 71$, critical t-value = ± 1.96

Hypothesis 5

There is no significant difference in the mean rating of male and female school counsellors utilization of placement service for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Table 10: t-test Result of the Mean Scores of Male and Female School Counsellors Utilization of Placement Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria

Counsellors Gender	N	—	SD	df	t-cal	t-crit	Decision
Female Counsellors	22	3.67	0.60				NS
	71	1.69	± 1.96	Do not reject	H_{05}		
Male Counsellors	513	400.57					

Significant at $P < .05$, $df = 71$, critical t-value = ± 1.96

Conclusion

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

- School counsellors utilize orientation, appraisal, informational, placement, referral and follow-up services for handling problem behaviours of undergraduates in public universities in South East, Nigeria to a great extent whereas educational service is to a very great extent.

- There is no significant difference in the mean scores of male and female school counsellors utilization of orientation, appraisal, informational, educational, placement, referral and follow-up services for handling problem behaviours of undergraduates in public universities in South East, Nigeria

Recommendations

On the basis of the finding of the study, the following recommendations were made;

- Deliberate efforts at establishing/ strengthening counselling services such as orientation, appraisal, informational, educational, placement, referral and follow-up services in schools must be initiated with a view to protecting children from violence. Pre- service and in- service capacity of guidance counsellors and school psychologists therefore must be prioritized.
- In addition, issues on violence, especially physical violence (bullying) against children must be incorporated into guidance and counselling curriculum. Violence free consciousness must be promoted among students, teachers and other members of the school communities including parents.
- School counsellors and psychologists should on a regular basis organize seminars on problem behaviour and its prevention and also cause publications to educate students and teachers on acceptable non- violent behaviours.
- School counsellors should as a matter of priority endeavour to ensure the promotion of life skills to prevent violence against students in schools. Where appropriate, co-curricular activities in school clubs focusing on violence prevention should be encouraged.

REFERENCES

- Gina, S. B. (2021). *College of Nursing and Allied Health Sciences*. Howard University Washington DC. Available online @ https://sls.downstate.edu/student_counseling/counseling_services.html 21/ 11/2020
- Opara, O. V. (2017). Problem Behaviours in Nigerian Secondary Schools: Contribution of Parents and Teachers in R. O. Nnachiand P" S. E. Ezech (Eds). *The Behaviour Problems of the Nigerian Child*. Enugu: NISEP.
- Ubom,C. (2016). *Child Psychology*.London, Macmillan Press.
- Egbule, J. F. &Abosi, G. (2016). The influence of counselling services on behaviour problems of secondary schools students in Benin- City, Edo State. *Journal of Counselling Association of Nigeria Vol.20(11),. 91-9.*
- Aluta, A. N. G. (2017). *Theory and Practical Guidance and Counselling*. Ibadan: UI Press
- Farlex, S.I. (2018). *Counselling: A comprehensive Profession* (2nded.) New York: Macmillan Publishers.
- Anagbogu, M. A.&Nwokolo, C. N. (2016). *Guidance and Counselling in Primary Schools*. Lagos: Mark New World.
- Nwachukwu, K (2016). *A Functional Guidance Approach*.Owerri: Tantan Publishers.
- Shertzer, B and Stone, S. C. (1980).*Fundamentals of Guidance* [2nd Ed]. Boston; Houghton Mifflincompany.
- Shertzer, B. and stone, S.C. (1976).*Fundamentals of Guidance*. Boston: Houghton Mifflin Co.
- Uzoeshi, K. C. (2013). *G&C Foundation and Practice*.Port-Harcourt Harey Publishers.
- Ipaye, B (2015). Roles and Functions of Counsellors in Nigerian Schools.*The Nigerian Journal of Guidance and Counselling, 2(1), 87-106.*