

Relationship between Social Counselling Needs of Students and their Social Behaviour in Junior Secondary Schools in Taraba State

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ABSTRACT

This study examined the relationship between social counselling needs and students' social behaviour in junior secondary schools in Taraba State, Nigeria. One research question was framed while one corresponding hypothesis was formulated and tested for the study. From a population of 51,067 Junior Secondary School 2 (JSS 2) students in public secondary schools, a sample of 1129 JSS 2 students comprising of 569 male and 560 female was selected using Multi-stage sampling technique. The correlational survey design was used for the study. One instrument was utilized for data collection: a questionnaire tagged Social Behaviour Rating Scale (SBS). The reliability of the SBS was obtained using Cronbach's Alpha which yielded coefficient alpha value of 0.83. Pearson's product Moment Correlation and Ordinary Linear Regression were used for data analysis. The study found that there is a positive and high relationship ($r = 0.62$) between social counselling needs of students and their social behaviour in JSS in Taraba State. The study concludes that social counselling needs, significantly predicts students' social behaviour. The study recommends that counsellors in Junior Secondary Schools should pay more attention to social counselling of students as this will equip them with issues relating to life and social behaviour; government should put in place effective personal social guidance and counselling and character education program in schools, so as to reduce the number of personal and social issues.

Keywords: Relationship, Social Counselling needs, Social behaviour and Junior secondary school students.

Introduction

Guidance and counselling are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to enhance discipline must be continuously being practiced if people are to work harmoniously for the achievement of common

purpose. As humans interact with the physical, social, cultural and economic environment, they are faced with a variety of challenges. These challenges vary from one individual to the other as influenced by such factors as age, gender, interests, social economic status, culture and educational level. For instance, students joining secondary school for the first time will experience adjustment difficulties, fears and anxieties, career and academic issues Karimi, Muthaa, Bururia, Karimi, and Mburugu (2014) assert that the adolescents will experience problems with deciding who they are, what they are all about, and where they are going in life as they confront many roles from vocational to romantic in trying to get their real selves. Santrock as cited in Karimi, et al (2014) maintain that the young adults will struggle with issues of intimacy and choosing life partners while those at middle life will have midlife crises. In order to help people meet their counselling needs at various stages of life, a continuous needs assessment is important so that guidance and counselling programmes (vocational, educational, family, life-skills, persona-social) that are congruent to their needs can be developed.

Though, students may be provided with all opportunities in interacting with counsellors, they also interact with their peers and at this stage of life, the influence of peers is very paramount. Peer influence implies subtle persuasive demands on friends or rather age mates to make choices that the individual may not necessarily be pleased with. This may or may not have positive impact on them. Peer influence acts as a reinforcer of moral values and behaviour patterns originating in the adult group (Nkwocha, 2006). It is also used as a testing ground for consequences of independent thought on moral behaviour. As peer influence clearly indicates sources of motivation, children start to show a preference for peer group standards of behaviour as contrasted with the standards set for them by adults. Within the peer group according to Dusek (2006), the students practice various adult roles; for example, being a leader or follower. They are free to experiment with role-playing when the role is comfortable for the individual and is accepted by the peers, important gains in social behaviour may be made. If the roles are uncomfortable, or if the peers do not feel that the role is appropriate for the individual, the negative consequences of trying out the roles are not likely to be as long-term as they might be in an adult group. Peers are always ready to express disapproval of each other's behaviour if they are not acceptable. Peer influence therefore is a therapeutic function as well as act as a bridge for the understanding of intergenerational conflict. In addition, peer influence helps student learn to adjust to other people and to their values.

It is perhaps in realization of the likely adjustment problems faced by students that the Federal Republic of Nigeria [FRN, (2013)], has it that counsellors are to be posted to schools to help not only in the educational and vocational development of youths but also in curbing maladaptive behaviour and adjustment problems. In compliance with this provision, Taraba State schools are expected to have Guidance counsellors in secondary schools, but personal observation shows that the incidence of negative social behaviour is on the increase as evident in the high levels of school violence, bullying, underachievement, psychological disorders and dropouts. The need for effective guidance have compelled the introduction of counselors in secondary schools yet the objective and aim seem not to be met as they seem not to be effectively carrying out their responsibilities or as speculations would have it may be concentrating on educational and vocational counselling to the negligence of Persona-social counselling. It is therefore necessary to investigate whether students who have needs in the area of Persona-social counselling may exhibit negative academic and social behaviour than those with lesser needs in their persona-

social life.

Social guidance is a type of counseling in the implementation of education, which focuses on having an understanding of the values of devotion, positive life rhythm, objectively constructively, respect for oneself can have the ability to solve their own problems, can manage stress, truest self, and have a healthy mentality (Singh, Nassar, Arredondo and Toporek, 2020). Social Guidance is a service provided by mentors to students/adolescents with the aim of helping to understand themselves in relation to the surrounding social environment, in order to be able to socialize properly, have good manners, have a role as family members and members of the wider community, and be able to overcome conflicts that occur (Gumilang, 2020). Social Guidance is meaningful and is a guidance / in dealing with and solving social problems such as association, solving conflict problems, adjustment, and so on, and is an assistance to individuals in order to be able to create a person who is able to socialize and adapt to their environment well (Singh et al., 2020).

Bullying for example, is one form behavior indicative of guidance and counseling needs. Bullying as a conduct problem was regarded as a behavior problem in individuals that fail to conform to societal norms and encroach on the right of others. Bullying which involves name calling, hitting, and spreading false rumors is a problem with negative outcomes on the bullied and school. So Social guidance is a service to students/adolescents with the aim of helping to understand themselves in relation to the social environment around them, in order to be able to socialize properly, have good manners, have a role as family members and members of the wider community, and be able to overcome, solve problems social, such as interaction, adjustment, self-confidence, and being mentally healthy and able to express it (Racine et al., 2018). This can be effective if the students' social counselling needs are identified

Statement of the Problem

Behavioural changes as well as attitudes are mostly influenced especially among students. These are products of interactions, peer group and social interaction among students. Common among students and primary school pupils are the increasing changes in behaviour, the attitudinal change in approach and concern about certain issues as well as dynamic display of youthful exuberances.

In Nigeria generally, and Taraba State in particular, there has been increase in social problems of secondary school students and they seem to extend to activities like, peer group, smoking, drinking of alcohol, unhealthy sexual attitudes and behaviours, cultism, association of social groups, attending clubs and meetings, joining reading and study clubs, attending aerobics and sports events as well as involving in social activities during inter school competitions.

It is based on the above problems that the researcher believed that students in junior secondary schools in Taraba State have certain counselling needs that could predict their social behaviour. Also, the inadequate studies on this subject among JSS students in Taraba State makes this research unique in that it investigated the relationship between persona-social counselling needs and social behaviour of students in junior secondary school in Taraba State. In an attempt to predict students' behaviour from their persona-social needs, the study investigated the relationship between persona-social counselling needs and students' social behaviour in Junior Secondary Schools (JSS) in Taraba State, Nigeria.

Objective of the Study

The objective of this research is to determine the relationship between persona-social counselling needs of students and their social behaviour in Junior secondary schools in Taraba State,

Research Questions

One research question guided the study:

1. what is the relationship between personal counselling needs of students and their social behaviour in junior secondary schools in Taraba State?
- 2.

Methodology

Correlation Design was used for this study. This type of research is aimed at examining the interrelationship between independent and dependent variables. The population comprises of a total of 51,067 Junior Secondary Schools (JSS) students in secondary schools in Taraba State (Taraba State Annual School Census 2019/2020 Report: Taraba State Ministry of Education, 2020. The enrolment of JSS students according to the 16 Local Government Areas of Taraba State for the 2019/2020 academic session) was used because a latest document on school enrolment for JSS in the state seems not to have been published.

A sample of One thousand, one hundred and twenty-nine (1,129) students (569 male and 560 female) made up the research subjects. The multistage random sampling technique was used to select the respondents for the study. The stages involved are Local Government Area (LGAs), level of JSS and student gender. Thirteen out of the Sixteen LGAs (80 percent) were selected using the simple random sampling. Proportionate sampling was employed to select schools in each LGA because of the unequal number of schools across the LGA. Thirty percent (30%) of schools were selected from each of the 13 LGAs bringing the number of selected schools to 60. Out of a total of 199 junior Secondary School 2 in Taraba State, a total of 60 schools (30%) were selected using proportionate sampling technique. The JSS 2 level was purposively selected because of their stability compared to other levels of the JSS (JSS 1 and JSS 3). Ten percent (10%) of the number of JSS 2 students in each of the 60 schools were selected bringing the sample to 1129.

The instrument used for the study is Social Behaviour Rating Scale tagged SBS adopted from Goodman Social Behaviour Scale. behaviour of each student. The SBS consists of 30 items measuring social behaviour profile of respondents. Each statement in the SBS describes respondent's usual behaviour in the past term. The SBS consist of social behaviour profiles categorized into underlying dimensions. Items 1 – 8 are self-regulation measures, items 9 – 16 are pro-social behaviours while items 17 -26 are hyperactivity measures of the subject. Items 27 – 30 are measures of anti-social behaviours.

Face and content validity of the instruments was ensured by subjecting it to critical appraisal of experts; two in Educational foundations, and one in the Department of Guidance and Counselling, all from the Faculty of Education, Taraba State University, Jalingo. A total of 40 students were used to trial-test the instruments. The students were selected by using random sampling (balloting) from JSS in Kurmi LGA of Taraba State. The reliability index of the SBS is 0.87. The index indicated high reliability of the SBS indicating that it could be used for the study.

The statistical analysis that was employed in answering the research question is the Pearson's product moment correlation to show the relationship existing between the dimension of social counselling needs and students' social behaviour. The linear regression statistic was used to test the hypotheses at 0.05 level of significance.

Discussion of Findings

Research Question

What is the relationship between social counselling needs of students and their social behaviour in junior secondary schools in Taraba State?

Table 1: Summary of Analysis showing relationship between social counselling needs of students and their social behaviour

		Correlations	
		SCN_VA	SOB_VAR
		R	
SCN_VA R	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	1120	1120
SOB_VA R	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	1120	1120

**Correlation is significant at at P-value < 0.05 level (2-tailed)

SCN_VAR = Social Counselling Need

SOB_VAR = Student Social Behaviour

Source: The Researcher (2021)

Table 1 shows that the relationship between social counselling needs of students and their social behaviour. Pearson's correlation coefficient was used to determine the relationship between social counselling needs and social behaviour. The result ($r = 0.62$) shows that there is a high positive correlation between social counselling needs and students' social behaviour in JSS in Taraba State. This value indicates that social counselling needs of students have a high positive relationship with students' social behaviour. This indicates that, students with higher need for social counselling tend to exhibit high social behaviour.

Hypothesis One

H0₁: Social counselling needs of students and their social behaviour are not significantly related.

Table 2: Linear regression analysis of the relationship between Social counselling need of students and Social behaviour

Model	Unstandardized		Standardized		T	Sig
	B	Std. Error	Beta			

SCN	.603	.0236	.664	9.102	.000
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SCN = Social Counselling Needs

Source: The Researcher (2021)

As shown in Table 2, the calculated t value is 9.10 while the significance of t is .000. Considering the two values the researcher rejects the null hypothesis that there is no statistically significant relationship between social counselling need and students' social behaviour is not retained and inference drawn was that there was a significant relationship between social counselling needs and social behaviour of students in JSS in Taraba State. This also means that social counselling needs significantly relates to and predicts the social behaviour of JSS students in Taraba State.

The researcher found a highly strong and positive relationship between social counselling needs and social behaviour of students. This implies that students in the location of study have social needs requiring psycho-social counselling. This finding supports that of Quain, Yidana and Ambotumah (2016) who showed that the relationships between gender and location factors as independent factors and pro-social behaviour as dependent factor was highly positive amongst the students. Pro-social behaviour is a positive social phenomenon and could manifest irrespective of location or gender. Students need to be equipped with information on how to relate with others. Also, they need adequate information to help achieve mature relations with the same and opposite sex. The finding of the study is also in agreement with that of Ezenwani (2012) who carried out a research on the Persona-social Counselling need and peer influence as correlates of social behaviour among in-school youths in Delta State and found a fairly positive relationship between social behaviour and Persona-social Counselling need of in-school youths in Delta State.

Conclusion

The study concludes that social counselling need is positively related to social behaviour of students in public junior secondary schools in Taraba State, Nigeria. social counselling need is positively and strongly related to students' social behaviour. social counselling needs, significantly predicts students' social behaviour.

Recommendations

Given the problem definition and research findings, the following recommendations are suggested:

1. Counsellors in Junior Secondary schools should pay more attention to persona-social counselling of students as this will equip them with issues relating to life and adjustment. School counsellors should organize moral counselling, which should target reorientation of the students in particular on the need to reverence proper daily living. In addition, the three thrust areas of counselling should always be emphasized by counsellors and not leaving persona-social counselling to the woods.
2. Government should introduce persona-social guidance and counseling and character education program in schools so as to build students' persona-social competences for the purposes of reducing the number of personal and social issues.

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