

**BEHAVIOURAL PROBLEMS AMONG SECONDARY SCHOOL STUDENTS IN
DELTA STATE**

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Abstract

The study focused on the concept of behavioural problems. The replacement of ethical and moral discipline in schools with social vices and the consequent degeneration and deplorable social, psychological, emotional academic states of students are also examined. The study examines the profile of behavioural problems such as conduct, personality, learning disability problems and psychosocial problems. In the cause of investigation the following problems were identified: conduct problems e.g. disobedience, unruly, impertinence, stubbornness, e.t.c. personality problems e.g. isolation, withdrawal, anger, shyness e.t.c. Two research questions and two hypotheses were formulated to guide the study. A questionnaire titled Behavioural Problems among students (BPAS) was used to gather data. Descriptive statistics was used to answer the research questions while student t-test techniques to test the hypotheses at level of 0.05 significance. Sample size of 400 students was randomly selected for the study. It was recommended that counselors be employed in sufficient number to handle the academic, social and psychological needs of students. Education and counseling approaches such as teaching good behaviour as skills in the school system, establishment of community counseling, center, the use of media and non-governmental organizations, spiritual programmes such as given lecture from the bible be organized.

Key Words: Behavioural Problems, Secondary School, Students, Delta State

Introduction

A very substantial part of the members of every society are children and youth in our developing and industrialized world today. Many of these groups of children and youths are plagued with behavioural problems randomly conceptualized as conduct, personality, psychological, mental, emotional and behavioural etc.

Rutteret, et al (1970), conceptualized behaviour problems as abnormality of behaviour emotion or relationship that are sufficiently marked and sufficiently prolonged to be causing persistent suffering or handicap in the child himself or distress or disturbance in the family or community. This disorder according to him is of the global nature. The problem is not only

experienced by the adolescent alone, but the community where he lived as well as the school, family and society at large. Students' behavior are influenced by their environment and the way children interact and probing into their background affect their behaviour. The current global insurgency is a pointer to how the environment can influence adolescent behaviour. A critical assumption is that the current environment controls behaviour more directly than an individual early experience, internal conflicts or personality structure. The teacher must determine the consequences of children behaviour that is what they get from the environment, Havigurst, (1953).

Olugua (2005) observed that psychological disorders not only lower the academic reputation of students, they also generate indiscipline as well as lowering their moral capability. In the present era of globalization and technology, plethora of privileges abounds for students but because of these negative traits, these opportunities elude them. The adolescent physical, moral, spiritual, emotional, intellectual, cultural and psychological development is at variance and in jeopardy as a result of behavioural problems. Schools are established to teach, train and educate the children to be independent and make useful contribution to the society. Schools are of various types and levels of different categories of children and youth. There are nurseries, primaries, secondary and tertiary. It is interesting to note that the secondary school years coincided with the period and life called adolescence is that period of life of human development that is transitional between the age of 12-20 years. The adolescence period for most youth is a very confusing and delicate period, when nothing seems to be good and its roles are not clearly defined. These years are years of uncertainty with interval of joy between the period of self-doubt and frustration. During this period, adolescent also have certain development task, which must be mastered properly

According to Adams (1972) with the evolving socio-economic standard of our society today, unlike the past where father as the head of the home was the sole bread winner. But today, in most homes both parents have been compelled to work for the up-keep of the home. Schools have been established to cater for the needs of parent who would want their children and wards to acquire education in places that are far from home. These decisions may have both positive and negative effect on the behaviour of the child.

Cohen (1987) noted that many parents and guardians have observed that, the problem of indiscipline in the schools is high, children who were once well behaved and termed normal are exhibiting changes in their behaviour. As stated earlier, secondary school year's coincided with the period of adolescence, therefore the physical, intellectual and social changes that take place in the adolescent students' life combined with adjustment result in difficult task for the adolescent.

According to Havigurst (1953), there are at least ten significant developmental tasks for adolescent which are as follows:

- i. Acquiring a set of values and ethical system as a guide to behaviour.
- ii. Achieving new and mature relation with age mate of both sexes (peer group)
- iii. Accepting one's physique and using the body effectively.

- iv. Achieving a masculine or feminine role.
- v. Accepting assurance of economic independence
- vi. Accepting emotional independence from parents and other adults.
- vii. Selecting for marriage and family life.
- viii. Selecting and preparing for a profession.
- ix. Developing intellectual skills and concepts necessary for civil competence.
- x. Developing and achieving specially responsible behaviour.

All these developmental tasks bring problem in one way or the other to the adolescent life. Generally, when the needs of the developmental task of this period are not adequately provided for, the problem of uncertainty, conflicts, instability, unpredictability perhaps leading to delinquency alcoholism, smoking, career indecision hindrance and heterosexuality may surface.

Purpose of the study

The purpose of the study is to investigate the profile behaviour problems of adolescent, attempt was made to conceptualize and categories behaviour problems.

Research questions

The following question were raised to guide the study

1. Is there any significance difference in the perception of behavior problems between male and female students?
2. Is there any significance difference in the perception of behaviour problems among junior and senior students?

Methodology/Design of the Study

This study is descriptive survey. It adopted expofactor design. It investigated the profile of behaviour problem among secondary school students. The target population was all secondary school students in Isoko South and North L.G.A but due to large number of secondary schools some school were randomly sampled. Multistage random sampling technique was used to select the sample size of 400 students from the two local government areas. Minimum of four schools were randomly selected from the two local government areas. Two schools were selected from the respective local government areas; representing public school. The instrument for this study is questionnaire, titled Behaviour problems among adolescent (BPA). The questionnaire has two parts. Section A describes the Biodata of the respondents which include gender and class. Section B has 48 items describing types and categories of behaviour problems. The instrument has face and content validity. The reliability index was 0.52 (reliability co-efficient).

Presentation of Findings

Hypothesis one

There is no significant difference in the perception of behaviour problems among male/female secondary school students.

To test this hypothesis, the student's T-test was conducted with adolescent behaviour problem as dependent variable and the scores as independent variable. The summary of the result is given in table 1 below.

Table 1: T-Test Analysis on the Degree of Severity of Levels of Behaviour Problems between Male And Female Students.

Group	N	X	SD	DF	T.Cal	T.Crit	Level of Sign.	remark
Male	14	115	52.9	37	0.47	2.96	0.05	Not sign
Female	25	115	62.9					
Total	39							

Table 1: shows that there is no significant difference in the perception of behaviour problems between male and female students. T-calculated value of -0.47 is less than t-critical of 2.96, the hypothesis is therefore accepted. This implies that there is no significant difference in the perception of behaviour problems between male and female secondary school students.

Hypothesis two

There is no significant difference in the perception of behaviour problems between senior and junior secondary school students. To test this hypothesis, the students T-test was conducted and the result is presented in table 2.

Table 2: -T-Test Analysis Showing the Perception of Behaviour Problem between Senior and Junior Secondary School Students.

Group	N	X	SD	DF	T. Cal	T. Crit	Level of Sg	remark
Male	50	139.9	52.2	98	0.024	2.96	0.05	Not sign
Female	50	133.5	32.5					
Total	100							

Table 2: Shows that there is no significant difference in the perception of behaviour problems of senior and junior students in secondary school. T-calculated value of -0.024 is less than t-critical of 2.96 at 0.05 level of significant. The hypothesis is therefore accepted. This is an indication that there is no significant difference in the perception of behaviour problems between senior and junior secondary school students.

Discussion of findings

The first finding indicates that there is no significant difference in the perception of behaviour problems among male and female students. The plausible reason for the finding is because both genders is subject to all forms and levels of behaviour problems that made them to be emotionally physically, mentally and psychologically drained. This agrees with Egbule (2000) who opined that behaviour problems result in low-self-esteem, poor academic skill, social isolation, loss of friends which has effects in all aspects of development.

The second finding reveals that there is no significant difference in the perception of behavior problems among senior and junior secondary school students. This finding is in consonant with Olugua (2015) who asserted that both senior and junior students, exhibit behavior problem such as homosexual, drug addition, fighting, stealing disobedience, rudeness and truancy etc. Stimulus control and contingency contracting are therapeutically effective in modifying this abnormal behavior. Makinde (1984) confirmed that when needs are not satisfied in the adolescent, he becomes restive and tense and the result is conduct disorder exhibited by the adolescent. Other behavioural problems common among the respondents are the socialized delinquencies such as smoking, alcoholic, vandalism and gangsterism. This is as a result of the peer influence and the influence of the mass media especially the western culture and Mass-media.

Conclusion

The conclusion that can be drawn is that behavioural problems exist in all adolescents irrespective of gender, class etc. Fundamentally, it is obvious from the nature of behavior problems that it is etiology is deeply rooted in the family, school, and community. All stake holders (counselor, psychologist, social workers, parent, and teachers) in the life of the child should work therapeutically with the adolescent. According to Rehab and Asabe (2000) since counseling is a tool for behavior modification, it can therefore help to reduce, if not exterminate the incessant of behavior problems of Nigeria students. Therefore counselors can adopt the following strategies in reducing problems in an industrialized and globalized era:

- (i) Develop ethical behavior through didactic counseling.
- (ii) Counseling for behavioural adjustment and adaptation.
- (iii) Assist student in understanding their own behaviour and characteristics.
- (iv) Counseling should be anchored on behavioural and social learning theoretical foundation.
- (v) Counseling should reinforce the positive behavior of adolescents.
- (vi) Teach good behavior as skill in the school system.

Recommendations

- (1) Adequate provision of guidance and counseling services in the school is essential.
- (2) Counselors should be positive to student to help curb the excesses of behavior problems.
- (3) Parents should live up to their responsibilities in monitoring activities of their children
- (4) Establish Community Counseling centers

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